

B. Methods of Formulation of Standards

Since school library resources, textbooks, and other instructional materials are an essential component of elementary and secondary instruction, and since their quality and quantity can have a profound effect on the significance and value of education to students, it is important to obtain the counsel and understanding of the State educational community in the formulation of standards. A common practice in the development or revision of State standards for school library resources and other materials is for the State educational agency to organize a committee composed of State agency personnel, school superintendents, principals, directors of instruction, teachers, school library supervisors, school librarians, or instructional materials specialists, private school representatives, and in some instances lay community members. Such an advisory committee might also serve in determining or reviewing administrative policy. The State educational agency should direct the work of revising or developing standards, and the resulting document should be officially adopted by the agency. In the process of formulating standards, it may be helpful to review existing standards for materials. (A compilation of State, regional, and national school library standards is available from the Superintendent of Documents.)^{1/}

C. Bases for the Development and Revision of Standards**1. Standards for School Library Resources**

It is recommended that State standards for school library resources under Title II conform to the generally accepted bases of standards for school library materials now employed in national, regional, and State standards. Current practice tends toward the formulation of standards applicable to both elementary and secondary schools. The quantitative standards for school library books are usually in these terms:

- a. Minimum number of books for the basic collection;
- b. Number of books per pupil (but not below the minimum of the basic collection);
- c. Annual per pupil expenditure.

Quantitative standards for periodicals are generally stated in terms of numbers of titles needed for various school grade organizations e.g., K-6, K-8, 7-12, 9-12. Quantitative standards for audiovisual materials in school

^{1/} Darling, Richard L., Survey of School Library Standards, Washington: U.S. Government Printing Office, 1964, U.S. Department of Health, Education, and Welfare, OE-15048.