

libraries are much less exact, but the recommended measure used by the standards of the American Association of School Librarians^{2/} is not less than 1 percent of the total per pupil instructional cost.

Qualitative standards for school library resources are also in general use, and are usually concerned with such aspects as relating materials to curriculum and instruction; adapting collections to the levels of students' abilities and needs; recency of information; quality of format; reliance on reputable professional lists and reviewing media.

In summary, standards for school library resources may be formulated on the following basis:

- a. Books
 - . Number of books per pupil
 - . Size of basic collection
 - . Annual expenditure per pupil
 - . Recency of information
 - . Quality of content
 - . Pertinency to instructional program
 - . Appropriateness for educational level
- b. Periodicals
 - . Number of titles
 - . Pertinency to instructional program
 - . Appropriateness for educational level
- c. Other printed library materials
 - . Number of titles, by type of materials, e.g. pamphlets, supplementary textbooks, classroom reference materials
 - . Pertinency to instructional program
 - . Appropriateness for educational level

^{2/} American Association of School Librarians, Standards for School Library Programs, Chicago: American Library Association, 1960.