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State Standards for **PUBLIC LIBRARIES**

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Foreword

LIBRARY STANDARDS provide not only a measuring device for determining the adequacy of existing services but also guidelines and direction for future development. To librarians, trustees, governing officials, and interested citizens alike, standards furnish background for understanding and framework for action.

This publication brings together for the first time in a single volume the status of public library standards in the United States. Based on a master's thesis submitted to the Department of Library Science at The Catholic University of America by Mrs. Marian Magg, the study has been brought up to date and also expanded. To provide historical perspective, a chapter on the history, development, and nature of public library standards has been added.

It is hoped that this compilation will prove useful and practical as an aid to States in evaluating their current programs of service and in preparing or revising standards for public libraries.

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A list of the agencies follows:

<i>State or Territory</i>	<i>Agency</i>	<i>Location</i>
Alabama.....	Alabama Public Library Service.....	Montgomery.
Alaska.....	Division of Library Services, State Department of Education.	Juneau.
Arizona.....	Department of Library and Ar- chives.	Phoenix.
Arkansas.....	Arkansas Library Commission.....	Little Rock.
California.....	California State Library.....	Sacramento.
Colorado.....	State Library, State Department of Education.	Denver.
Connecticut.....	Bureau of Library Services, Depart- ment of Education.	Hartford.
Delaware.....	Library Commission for the State of Delaware.	Dover.
Florida.....	Florida State Library.....	Tallahassee.
Georgia.....	Division of Instructional Materials and Library Service, State De- partment of Education.	Atlanta.
Guam.....	Nieves M. Flores Memorial Library.....	Agana.
Hawaii.....	Library of Hawaii.....	Honolulu.
Idaho.....	Idaho State Library.....	Boise.
Illinois.....	Illinois State Library.....	Springfield.
Indiana.....	Indiana State Library.....	Indianapolis.
Iowa.....	State Traveling Library.....	Des Moines.
Kansas.....	Kansas Traveling Libraries Com- mission.	Topeka.
Kentucky.....	Library Extension Division.....	Frankfort.
Louisiana.....	Louisiana State Library.....	Baton Rouge.
Maine.....	Maine State Library.....	Augusta.
Maryland.....	Division of Library Extension, State Department of Education.	Baltimore.

<i>State or Territory</i>	<i>Agency</i>	<i>Location</i>
Massachusetts.....	Division of Library Extension, Department of Education.	Boston.
Michigan.....	Michigan State Library.....	Lansing.
Minnesota.....	Library Division, Department of Education.	St. Paul.
Mississippi.....	Mississippi Library Commission.....	Jackson.
Missouri.....	Missouri State Library.....	Jefferson City.
Montana.....	Montana State Library Extension Commission.	Missoula.
Nebraska.....	Nebraska Public Library Commission.	Lincoln.
Nevada.....	Nevada State Library.....	Carson City.
New Hampshire.....	New Hampshire State Library.....	Concord.
New Jersey.....	Division of the State Library, Archives and History, Department of Education.	Trenton.
New Mexico.....	New Mexico State Library Commission.	Santa Fe.
New York.....	New York State Library, State Education Department.	Albany.
North Carolina.....	North Carolina State Library.....	Raleigh.
North Dakota.....	State Library Commission.....	Bismarck.
Ohio.....	State Library.....	Columbus.
Oklahoma.....	Oklahoma State Library.....	Oklahoma City.
Oregon.....	Oregon State Library.....	Salem.
Pennsylvania.....	Pennsylvania State Library, Department of Public Instruction.	Harrisburg.
Puerto Rico.....	Library Services, Department of Education.	San Juan.
Rhode Island.....	Rhode Island State Library.....	Providence.
South Carolina.....	South Carolina State Library Board.	Columbia.
South Dakota.....	State Library Commission.....	Pierre.
Tennessee.....	Public Libraries and Archives Division, State Department of Education.	Nashville.
Texas.....	Texas State Library.....	Austin.
Utah.....	Utah State Library.....	Salt Lake City.
Vermont.....	Free Public Library Commission..	Montpelier.
Virginia.....	Virginia State Library.....	Richmond.
Virgin Islands.....	Bureau of Libraries and Museums, Department of Education.	Charlotte Amalie, St. Thomas.
Washington.....	Washington State Library.....	Olympia.
West Virginia.....	West Virginia Library Commission..	Charleston.
Wisconsin.....	Wisconsin Free Library Commission..	Madison.
Wyoming.....	Wyoming State Library.....	Cheyenne.

Chapter I

Introduction

THIS STUDY is based on a thesis submitted to the Department of Library Science at The Catholic University of America. The Office of Education has added certain sections and expanded others, and in general has brought the information up to date in order to present as complete a picture as possible, both of the history of public library standards and of the status of State standards as of July 1959.

Methodology and Coverage

The basic material in chapter IV was collected by means of a questionnaire from State and territorial library extension agencies in December 1958. All States and Territories responded to the questionnaire and provided publications relating to the status of standards for public libraries within their jurisdictions. The source materials are listed in the bibliography under the heading "State References." Also included in the bibliography is a listing titled "General References." These relate to the general history and development of public library standards. The two groups of references are numbered consecutively in the bibliography; and, when cited in the text proper, or in table 3, are identified by the proper bibliographical number set in parentheses.

The original intention had been to present under the name of each State and Territory its complete set of public library standards. When the material was assembled, however, it was found for the most part to consist of recapitulations of the American Library Association standards delineated in the association's *Public Library Service: A Guide to Evaluation, with Minimum Standards*¹ (52). Publishing

¹ Hereinafter referred to as *PLS*.

the complete standards of each State would have resulted in a document not only of unwieldy length but also of considerable repetition. An alternate method, presenting the shorter sets of standards in full and summarizing lengthy publications, would not have done justice to the longer statements.

Consequently, it was decided to include *only those standards which supplement the American Library Association standards or differ from them*. To be fully comprehensive and meaningful, this publication should therefore be used in conjunction with ALA's publication on standards (52). It is *not* intended as a basis for the evaluation of entire sets of standards, but rather as a guide for States engaged in formulating new standards or in revising existing ones. When considering chapter IV, "State and Territory Standards," the reader should bear in mind that a single entry under a State and subject does not necessarily mean that this is all the particular standard says about the subject; it means only that, in this particular respect, the State standard is more specific than, or is different from, ALA standards. Chapter IV also notes departures from ALA standards, although there are few of these.

Of the 53 responses to requests for information, 20 States and 1 Territory reported that they have and are using standards of their own, adopted officially or unofficially. These States are California, Georgia, Indiana, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nevada, New Hampshire, New York, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, West Virginia, and the Virgin Islands. Eleven additional States reported the adoption or recommendation of ALA standards: Alabama, Hawaii, Illinois, Kansas, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Oregon, and Washington. Oregon, which currently uses ALA standards, has a committee of the Oregon Library Association engaged in adapting the standards to the State's own needs. Standards are under consideration in 13 other States: Arizona, Arkansas, Colorado, Connecticut, Nebraska, North Dakota, Texas, Utah, and Wyoming, which have not previously had them; Wisconsin, which reported that its 1952 standards were outmoded and therefore could not be used; and Michigan, Missouri, and New York, which are contemplating the adoption of new standards or the revision of old ones.

A numerical summary of the status of State standards for public libraries is as follows:

- 20 States and 1 Territory have formulated their own standards.
- 11 States have adopted ALA standards or have recommended their adoption.
- 10 States are considering the preparation of their own State standards.
- 9 States and 2 Territories have no standards and none are contemplated at present.

Three of the 20 States and the 1 Territory which have their own standards are currently revising these standards. One of the 11 States which have adopted ALA standards or recommended their adoption is now adapting these standards to its own particular needs.

Grants-in-Aid and Certification

Information was also collected on grant requirements. It has been found that just as certain statements termed standards are more nearly grant requirements (as the result of State laws or regulations), some of the requirements amount virtually to standards. Both types of statements are included here if the States concerned have identified them as standards. Also included are statements of Missouri (24) and West Virginia (42) which were not published separately as standards but are embodied in reports designed to include standards.

It is interesting to note that approximately half of the States which have formulated a set of standards also make State grants-in-aid to local public libraries: Georgia, Kentucky, Maryland, Michigan, Minnesota, Missouri, New Hampshire, New York, Pennsylvania, South Carolina, Vermont, and Virginia. Also of interest is the fact that a number of States have begun considering and formulating standards since the passage of the Library Services Act in 1956.¹

Also obtained was information about changes in certification plans since the publication, in December 1957, of *Certification of Public Librarians in the United States* (48). Certification plans, it was found, have remained essentially unchanged. Only one major addition was reported. In September 1958, certification requirements for school and public librarians were approved for the Virgin Islands (38). Kentucky has adopted new certification requirements (14), but only one other change has been reported. Michigan (22) has made a slight modification in one category due to the current shortage of professional personnel. Certification requirements are therefore included only if they constitute an integral part of a State's standards.

Problem Areas

An understanding of the nature and concept of public library standards is fundamental to any consideration of their formulation and use. The American Library Association defines a standard as ". . . a specific criterion against which adequacy and quality can

¹ Public Law 597, 84th Cong., chap. 407, 2d sess., H.R. 2840, An act "to promote the further development of public library service in rural areas."

be tested or measured" (52, p. xviii), and that is the definition which is here used. Dictionaries define a requirement as a "requisite" or "indispensable condition," implying, in this connotation, the existence of an enforcing authority. A statement, then, which combines requirements with recommendations, suggestions, objectives, and goals, or any one of these, may be extremely helpful but does not in itself constitute a set of standards; it is both something more and something less. If such a statement is desired, it might be more appropriately described, as some are, as "Recommendations and Requirements," or "A State Plan," or "State Objectives" for public libraries.

Some statements on standards are not entirely clear as to the purpose for which they are intended nor the audience to whom they are addressed. Some are expressly intended for a dual, or even triple, purpose—to inform the public generally, to instruct public bodies, and to guide the profession. The attempt to reach several groups often minimizes the effectiveness of the statement within any single group. Statements addressed to the general public, or even to the enlightened or concerned public, are not sufficiently explicit for the profession, and vice versa. For the library profession, the subject could be covered adequately by an affirmation of the ALA principles. This might then be followed by specific criteria tailored to meet the needs of the particular State and which might make more specific any ALA standards which are of a general nature.

The development of comprehensive State standards for public libraries is comparatively new. It is understandable therefore that not all standards are as fully developed and complete as subsequent revisions will make them. Their limitations, when limitations exist, are chiefly these: (1) a tendency to confuse standards with requirements; (2) an attempt to reach several different audiences with the same document; and (3) a too-close adherence to the general statements and principles in *PLS* (52).

Chapter II

The Development of Standards for Public Libraries

IMPORTANT to an understanding and appreciation of the current status of State standards for public libraries is information on (1) the nature of standards in general (59, 64, 66, 73, 79, 86); and (2) a historical development of public library standards in the United States. Both these aspects are treated in this chapter.

The Nature of Standards

A standard is usually defined as a quantitative and/or qualitative measure established by an accepted authority and used as a criterion in evaluating adequacy or efficiency. To be acceptable and useful, standards should have certain general characteristics (59, p. 24). They must be (1) reasonably stable, (2) reducible to permanent form, (3) reproducible, (4) representative, (5) applicable, (6) universal within the limits of the problem, and (7) free from ambiguity.

It is not the purpose of standards either to impede progress or preserve the status quo. When effectively and appropriately delineated, standards ". . . act much as a ratchet wheel that permits forward but prevents backward movements" (59, p. 25).

Standards may be classified under the following general categories: standards of policy and function, standards of service, physical standards, personnel standards, and performance standards.

To be completely meaningful, standards should be prefaced and guided in their development by a statement on the specific objectives of the organization or agency. Standards will then have real applicability and purpose and will assure the implementation of the goals

and objectives of the agency. As stated in the American Library Association's *Post-War Standards*, "Standards for a public service cannot be wisely formulated until the service is defined and its aims and purposes clearly stated" (50, p. 19).

In the development of standards, several different approaches are possible. Davis (59, p. 26-28) characterizes several different gradations of standards: ideal, engineering, and working. Ideal standards might be described as being perfect and utopian but perhaps too far removed from the realm of possibility. Engineering standards are those most closely related to current best practices and are frequently described as "norms." Such standards do not always provide an effort incentive, the kind of impetus that may come from trying to meet a higher level of standards. Working standards are modified by what Davis called a "concept of tolerance," that amount of variance permissible without sacrificing utility or effectiveness. In other words, it is essential to evolve a set of standards with sufficient incentive to provide a reasonably good level of service while at the same time not so high as to be completely discouraging.

Implicit in the development of standards should be full acceptance of the concept of change. The guiding philosophy behind the program of most organizations is an evolutionary one. As new situations and new challenges arise, existing standards must be reexamined and reappraised. As stated in *Post-War Standards*:

... the objectives, policies, and standards of public library service should be subjected to continued reexamination in the light of unpredictable future developments. No statement of standards should be permitted to freeze the patterns of library administration or service. The public library should be a dynamic agency, always seeking to adapt its activities to the changing needs of the people it serves. (50, p. 18)

Behind the development and adoption of standards are several varied and interrelated motivations. There may be a genuine concern for the improved quality of service per se; the need or desire to meet certain local, State, or national criteria and requirements; the need on the part of the administrator for guidelines for management, measurement, and long-range planning and development; and the desire to educate the public at large as to the potential or ultimate of service.

The mere existence of standards, or their adoption on paper, does not of itself assure good, adequate, or improved services. Lowell Martin suggests (65) that the way a profession reacts to standards tells as much about the profession as it does about the standards themselves. What is significant is the extent to which standards are used as an everyday tool of management, as well as the imagination and creativity that goes into their use.

The History of Standards

Public library standards have been a topic of discussion among librarians for at least half a century (54, 55, 56, 57, 58, 62, 76, 84, 85). A history of their development is included in the hope that it will provide an informative background and, at the same time, a useful perspective for an examination of the current status of public library standards.

Early Milestones

Understandably, State standards for public libraries predate national standards. New York appears to be a pioneer among the States with several specific requirements outlined in the February 9, 1893, minutes of the Board of Regents:

It [the public library] must be open without charge for either reference or lending or both, to all citizens of the locality who conform to the rules approved by the regents. . . .

Every library must be open at least 1 hour on 3 days of each week; in villages of 2,000 or more inhabitants must be open at least 2 hours daily for not less than 6 days of each week; and in villages or cities of 10,000 or more inhabitants must be open at least 6 hours daily.

To be counted as public, a college or academy library must be open at least 6 hours daily in term time, and in vacation must be open at least 1 hour on each of 3 days of each week.

The New York Education Law of 1910 stipulated in section 1120 that libraries voting to accept State money ". . . shall be subject to the inspection of the regents and registered by them as maintaining a proper standard. . . ." Subsequently, the 1921 law (in sec. 254) empowered the Regents:

. . . to fix standards of library service for every free association or public library which receives any portion of the moneys appropriated by the State to aid such libraries, or which is supported in whole or in part by tax levied by any municipality or district. If any such free association or public library shall fail to comply with the regents requirements, such library shall not receive any portion of the moneys appropriated by the State for free libraries nor shall any tax be levied by any municipality or district for the support in whole or in part of such library.

On the national level, at its 1917 midwinter meeting the Council of the American Library Association appointed ". . . a committee of five to take up the question of the standardization of libraries and librarians, the certification of librarians . . ." (82, p. 135).

Although the committee discussed the possibility and method of grading libraries as to the quality of service (based on a classification scheme according to population served, taxable property, size of area served, and other criteria), its attentions were directed more to the

grading of personnel and problems of certification than to the development of general standards (82, 83).

By the time of the 1920 American Library Association conference at Colorado Springs, interest in certification was sufficient to procure the adoption of a committee report recommending the establishment of a National Board of Certification for Librarians (69).

State library associations, notably those in Ohio and New York (71, 72), were also seriously discussing certification. This increasing interest appeared to stem not only from a desire for improved status and the hope for professional and financial recognition, but also from a strong conviction that State and national schemes for the certification of librarians might be far more desirable than civil service which was then being considered and introduced in a number of States.

Despite the great emphasis on certification, the concern for overall public library standards was continued. In the early 1920's, the librarian for Umatilla County, Oreg., devised a series of standards (68) for the county library branches. These covered such items as hours of service, book selection, standard reference works, and facilities. According to the county librarian, her ". . . requirements for standard branches . . ." probably represent ". . . the first venture in standardizing branch libraries of a county system" (p. 22). They outline areas of individual and joint responsibility by the county and local community and might be considered general guidelines and recommendations for library service rather than specific standards.

The first reference to a national financial standard for public library service appears to have been included in a resolution presented at the December 1921 midwinter meeting of the American Library Association (43, 67). The following resolution was adopted:

The American Library Association believes that \$1 per capita of the population of the community served is a reasonable minimum annual revenue for the library in a community desiring to maintain a good modern public library system with trained librarians.

The resolution then suggested:

This allowance of per capita revenue may need modification in the case of very small or very large communities, or communities which are otherwise exceptional. Small communities may often obtain increased library service for the same expenditure per capita by enlarging the area of administration. The situation in large communities is often modified by the presence of good endowed libraries free for public use. (43, p. 11)

It was made quite clear in the resolution that the \$1 per capita was sufficient to provide only minimum service and that communities wishing a higher level of library service would have to increase their per capita support accordingly (pp. 11-12).

At this point, historically speaking, it becomes obvious that the terms "good" and "adequate," when used to describe library service,

were subject to differences of interpretation and were not always easily defined. Joeckel discusses this point in his *The Government of the American Public Library*:

The most definite pronouncement on this question of what constitutes "good modern library service" was made more or less officially by the Wisconsin Free Library Commission in 1925. At that time it was declared that a minimum for such service could be met only by a library with an annual income of \$4,000 in a town of not less than 4,000 people. For communities of smaller size, "pooling of resources and the unification of organization" was declared to be the only proper course of action. (60, p. 812)

Through the years, this quantitative translation of adequacy of library service into a minimum per capita expenditure has not been an entirely successful one. From time to time, as will be noted in this publication, the amount has been increased to keep pace with increased costs and also to provide a higher level of service deemed necessary as a revised minimum or standard.

The 1930's

In 1933, the Council of the American Library Association officially adopted what appears to be the first statement on standards in which the phrase "Standards for Public Libraries" (46) was used. Although the 1933 statement was general and comparatively short, it did contain several references to quantitative measurements which were apparently accepted and widely used during that period of public library development.

The 1933 standards covered staff, book collection, income, and library use. Offered as guidelines on use were percentages of the community's population who should be registered as library borrowers and the average number of books which should be borrowed in accordance with the size of the community served.

Continued in use in this 1933 statement was the \$1-per-capita minimum library income figure cited earlier (43), but with certain modifications.

The exact minimum depends upon the size, location, and character of the community. The small city must usually spend more than \$1 per capita to cover minimum essentials, or reduce unit costs by enlarging the area of service and support. (46, p. 514)

What was perhaps one of its most noteworthy features was the brief introductory statement to the 1933 standards (46). This set forth the objectives of the public library and provided a frame of reference for the standards which followed:

The public library is maintained by a democratic society in order that every man, woman, and child may have the means of self-education and recreational reading. The library provides materials for education and

advice in their use. It diffuses information and ideas necessary to the present welfare and future advancement of a community. It strengthens and extends appreciation of the cultural and spiritual values of life. It offers opportunities for constructive use of the new leisure. It serves all ages and all classes. (46, p. 513)

The standards were least specific and applicable when they attempted to define "reasonably adequate library service," or what constituted a collection "adequate to the needs of the community" and "a professional staff of high quality and adequate number."

Whatever their limitations, the 1933 standards represented an important milestone in public library development and provided the genesis of minimum library standards for many of the States, particularly those working on requirements for grants-in-aid programs.

In December 1938, the Council of the American Library Association adopted a revision (47) of these earlier standards. The basic document remained the same. However, certain changes were made in the recommended statistical measures, such as those on the percent of population registered as borrowers and the number of books lent per capita. The \$1-per-capita income figure remained the same.

This decade also saw the beginnings of a national plan for libraries. Initiated in 1934 by the appointment of an ALA planning committee from the association's own executive board, the planning—

... may be said to have resulted from a consciousness of the need for great expansion and some reorganization of existing facilities, and for the extension of library service to the millions now without it. (44, p. 91)

The statement, as finally adopted by the Council of the American Library Association in 1938 (45), applied to all types of libraries—public, school, special, college, and university. It outlined goals and objectives as well as areas of responsibility at the local, State, and national levels. And, although no quantitative standards were included, many important concepts such as interlibrary cooperation were discussed and endorsed. In the case of public libraries, regional systems were strongly recommended:

Each State should maintain a system of public libraries available for all its population. . . . Each system might serve a large county or several counties or a large metropolitan area. (45, p. 141)

However, no single pattern or organization was recommended. Rather, the statement explained in some detail the various ways in which systems could come into existence:

... through voluntary cooperation of existing libraries; through voluntary joining of counties or parts of counties for the purpose of maintaining library service; through the creation by the State of regions for local library organization and administration, possibly without respect to county lines; through the creation of regions by the State within which the State finances a certain reasonable minimum of library service, the region itself and its local units being responsible for further development according to

its own needs and resources; through the establishment by the State of regional centers for direct State library services, including the coordination of existing libraries. (45, pp. 141-142)

Cooperation, particularly through the organization of libraries into systems, is a concept which has been proposed by library leadership throughout the history and development of public libraries. It is interesting to observe the evolution and the increasing acceptance of the concept of the larger units of service among public librarians at various levels of administration.

In their study of the 1929-34 Rosenwald County library demonstration in the South, Wilson and Wight note: "The desirability of a regional experiment was recognized in setting up the demonstration program" (81, p. 186). At the recommendation of librarians, demonstrations were expressly established on a unified countywide basis. It was later concluded, however, that for the South the county was not the most effective unit and that perhaps a still larger unit of service might be desirable (p. 184). Miss Barker, in her *Libraries of the South*, also comments on the desirability of a larger unit of organization for library purposes (53, p. 33-43). This point of view was further developed by Wilson and Milczewski, who point to the librarians of the Southeast as a group which for many years has recognized the value and importance of the regional concept in library development (80).

Throughout the years, one of the strongest and most articulate proponents of the larger unit of service concept has been Carleton B. Joeckel, noted librarian, political scientist, and professor of librarianship. In one of his books, Joeckel explores the regional problem and concludes:

... Just as the system of public education builds up from lower to higher levels, so must the library hierarchy. Objectives must be broadened and opportunities for all library users should be equalized as far as possible. All of this can scarcely be accomplished by a system of disunited small units. (60, p. 839)

Postwar Standards

Although public library standards were in an almost continuous state of development throughout the 1920's and 1930's, added stimulation for further development came in 1942 from a request of the National Resources Planning Board. The Board, a planning arm of the Executive Office of the President, was assigned the responsibility for organizing a "shelf" of useful and needed projects to be undertaken at the end of the war as a means of developing national resources and stabilizing employment (74, p. 25).

In establishing a general framework for priority ratings for such a planning program, the Board set forth several criteria. One of these was the establishment of minimum standards particularly in project areas for which none existed (74, p. 21). Toward this end, a small sum of money (61) was granted to the American Library Association for the formulation of working standards for public library service, which, it was hoped, would act as a guide to library development during the postwar period. The Board's 1943 report included a chapter titled "Equal Access to Education" and made specific reference to the needs of public libraries (75, p. 68-74).

Under the chairmanship of Dr. Jæckel, and assisted by a group of consultants experienced in public library administration and service, ALA's Committee on Post-War Planning then prepared a statement on library standards, the most comprehensive statement yet developed, *Post-War Standards for Public Libraries* (50). The preparation of these standards represented the first of three steps in an effort to plan for the improvement of library service and for its extension to all people currently without it.

Planned as a second stage was an inventory and evaluation of library service in the light of *Post-War Standards* and, as a third and final stage, a working program for the future.

The introduction to *Post-War Standards* sets forth the major purpose of the publication as well as its scope and limitations (50, p. 10-11). The standards were prepared, the report states, ". . . (1) as a measuring instrument of the adequacy and efficiency of present library service, and (2) as a guide in planning library development in the post-war reconstruction period" (p. 10).

To avoid any misunderstanding about the newly recommended standards, the committee carefully described how it had arrived at its several recommendations and provided some definitions of terms:

. . . First, the word "standard," as used throughout the study, is defined as a qualitative or quantitative measure expressed in general or statistical terms, which may be used as a criterion or test in evaluating the adequacy and efficiency of public library service. Broadly considered, library standards should provide measures for organization and administration, personnel services and book resources, support and operating costs, and physical equipment. In all these fields the two concepts of adequacy and efficiency must be emphasized. Library service should be "adequate," in the sense that its general level is sufficient and suited to community needs; it should also be "efficient," in the sense that maximum results are achieved with the resources available. (50, p. 11)

The committee was fully cognizant of the problem of devising and presenting public library standards which would be as acceptable to the small community of 5,000 as the large metropolitan area serving well over a million people. Several methods of stating standards were therefore consciously employed: they were expressed in general

qualitative terms, in numerical measures, in terms of satisfactory minimum services regardless of population served, in terms of proportions or ratios, and finally in terms of specific and essential items of public library service.

By way of summary, the committee stated:

... the standards presented in this study are based on uniform statistical data. They have been developed by careful analysis of library services and costs and are stated with deliberate restraint. In addition, they have been checked by experienced librarians, and they represent a substantial consensus of opinion as to working measures of library adequacy and efficiency in 1942. They are close to the realities of present good library service. (50, pp. 14-15)

It would appear in retrospect that, although the committee had hoped to prevent undue emphasis on quantitative measurement of library service, it was not entirely successful. Apparently, administrators, trustees, and interested citizen groups found, in the per capita support recommendations, an easily understandable, seemingly effective, and appealing unit of measure:

<i>Type of service</i>	<i>Per capita support</i>
For limited or minimum service.....	\$1. 00
For reasonably good service.....	1. 50
For superior service.....	2. 00

(50, p. 56)

Not nearly so widely accepted or quoted was the caution which followed, stating that a total minimum budget of \$25,000 was necessary to provide those kinds of public library services described as essential, regardless of the size of the community, and that exact per capita standards of support did not apply to libraries serving populations under 25,000.

It can be stated with assurance that the 1943 standards, though wanting in some respects, still provided the library profession with the most useful and universally applicable tool yet developed for public library measurement and evaluation.

A National Plan for Public Library Service

On the basis of a long-range, intensive statistical and research study, the American Library Association, again through the Committee on Post-War Planning, evolved *A National Plan for Public Library Service* (49). Published in 1948, the plan was the third and final stage of the association's three-phase program for postwar public library development. *Post-War Standards* (50) was the first stage, with a nationwide inventory of evaluation of public library service as the second. Although no separate publication appeared, much of the data collected for that purpose were summarized in chapter II of

A National Plan (49, pp. 18-32). This chapter, "Taking Stock of the American Public Library," attested to the practical use to which the postwar standards could be put. In evaluating public library service in 1948, the Association stated:

... Taken as a whole, library service in the United States falls far below the standards set by the best libraries—for three major reasons: First, one-fourth of the American people live in places in which there are no public libraries. Second, there are far too many administrative units; the typical unit is too small in area and too weak in economic ability to provide effective library service. And third, the average level of library support is so low that service in a large proportion of American libraries can be no better than mediocre. (49, p. 18)

In view of these findings, it is not surprising that two of the recommendations of the plan (49, pp. 152-153) included:

1. Development of approximately 1,200 effective larger units of library service with varying patterns of organization including county, regional, State, and/or federated units, each with a minimum annual income of not less than \$37,500 (an increase from the previously recommended \$25,000, see p. 23).
2. Strengthening of State library leadership, financial support, auxiliary and supporting services, and resources toward "... the development of an efficient and integrated system of public libraries ..." (p. 153).

Although the plan placed primary responsibility for public library service and development on local units, at the same time it suggested appropriate and important roles for the several States and the National Government. Its major thesis was that a nationwide plan could succeed only through the acceptance and implementation of nationwide standards below which no library should fall and through the coordinated effort of all levels of government—local, State, and Federal.

A National Plan (49) presented more than standards of service. It proposed a blueprint for the future. Although recommendations were not always couched in precise terms, the plan's basic objective was clearcut: adequate, purposeful library service must be brought into the life of every American.

Midcentury

The early part of the midcentury saw many new and important public library developments take place. Increasingly, the States were becoming aware of and developing tools for evaluation and criteria for measurement. At the national level, the American Library Association's effort on behalf of a thorough and comprehensive study of the American free public library were culminated with the publication of the several parts of the Public Library Inquiry.

The Public Library Inquiry.—A landmark study, *The Public Library in the United States* (63), was published in 1950 as the summary and final volume of the Public Library Inquiry. Proposed to the Social Science Research Council by the American Library Association, and supported by a Carnegie Corporation grant, the inquiry was “. . . an appraisal in sociological, cultural, and human terms of the extent to which the librarians . . . [were] achieving their objectives . . .,” and, at the same time, “. . . an assessment of the public library’s actual and potential contribution to American society” (63, p. 3).

In this appraisal, the Public Library Inquiry made two significant observations:

1. Adequacy of public library service could not be described in terms of per capita support, but must be expressed “. . . in terms of numbers and kinds of staff members, and of types and quantities of new materials needed to provide a modern library service” (63, p. 65).
2. \$100,000 was the dividing line between an adequate and inadequate annual budget for a single public library system regardless of size (pp. 154–155).

It was not at all surprising, therefore, that one of the major recommendations of the inquiry was for the development of larger units of public library service, coupled with more adequate financial support. Both State and Federal aid were suggested as a means of encouraging this development.

Significant State Developments.—With the publication of *A National Plan* (49) and the Public Library Inquiry summary volume (63), many State library agencies and State associations were stimulated into considering their own standards. Frequently a library action or development committee was appointed and charged with determining the best possible pattern for public library development and growth. Recommendations, often in the form of standards, were proposed and adopted as a means of implementing the reports of those committees. The activity and progress of three States—Maryland, California, and New York—are included in this study as presenting somewhat diverse approaches to the same problem.

Maryland

Maryland’s Library Development Committee, first appointed in 1953, initially prepared “A Statement of Goals of Public Library Service for Maryland” (19). This became the basis for its subsequent recommendations (18) which were adopted by the State Board of Education in 1956.

Of particular interest in the Maryland report (18) are the series of recommendations couched in terms of three *levels* of service—State, area (i.e., county or regional), and local. Responsibilities at each level are defined in broad terms, with the State’s division of library extension in a leadership and advisory capacity. Implementation of the Maryland plan is dependent on the organization of strong area-level libraries (i.e., larger units of service) (18, p. 8).

At the local level, in addition to suburban and metropolitan branch libraries, two other types of service (*A* and *B*) are proposed. These are for rural places with lesser populations, operating as branches of area libraries.

Maryland specifies that area libraries (which would serve not less than 75,000 people) should have a book collection of 2 books per capita, that *Type A* local-level libraries have a minimum of 6,000 titles or 2 books per capita, and *Type B* have at least 2 books per capita with no minimum basic collection designated (18, p. 2).

California

California's standards (1), prepared in 1953 by the California Public Library Standards Workshop group under the sponsorship of the California Library Association and the State library, reflect a synthesis of three important public library concepts—(1) the cooperative systems approach to the larger unit of service, (2) the total combined resources necessary for minimum adequate service (below which point no system would be able to meet its community needs), and (3) the value of periodic evaluation and revision of objectives and standards.

Basic to acceptance and any implementation of California's standards is an understanding of the concept of systems which is embodied in the standards document. Systems, according to the California standards, will usually serve a population of 100,000 or more. They will be formed not by—

. . . wiping out existing units, establishing new units where service points now exist, or creating a single central library independently providing services to large sections of the state, . . . [but] by counties, districts, and municipalities working together and using the total reservoir of special materials and other facilities in the state. (1, p. 2)

Levels of public library service and resources are also discussed: at the local level, such services as are needed regularly or frequently; at the second level, those needed less frequently; and at the State level, those resources which are needed only occasionally (1, p. 2).

The standards as defined, therefore, are for the total resources or services available in a community or area, rather than the standards furnished by a single library agency. This cooperative approach, it was felt, would assure at least minimum adequate public library service to every resident of the State.

California's standards are somewhat general on the question of the size of the system's book collection, specifying only that it be ". . . sufficient in number and variety to fulfill the modern public library's functions . . ." (1, p. 7). On the matter of annual additions, however, they are extremely explicit and helpful, suggesting ". . . approximately 5,000 individual book titles, and duplicates as needed" (p. 7).

New York

A pioneer in the development of standards, New York has continued to strengthen and build on the requirements for public libraries first embodied in the 1898 minutes of its State Board of Regents (p. 10). Significant activities over the past decade included experimentation with the regional library service center concept at Watertown in 1948, adoption of a statute in 1950 (amended in 1953) providing State aid to county and multicounty library systems, and the substantive 1958 revision of State-aid law (30, p. 11-22).

Not embodied in the statutes themselves, but approved by the Regents as regulations having the effect of law, are a series of State-aid requirements

(30, pp. 22-27). These actually constitute standards and must be met in order to qualify for State aid. Whether systems receive provisional or full approval (and both are possible under the 1958 law), they must serve a minimum of 50,000 people. Systems may be formed under any type of cooperative arrangement, such as federation or contract, and may serve an entire county, part of a county, or more than one county.

Although the 1958 New York law stresses the importance of acquiring new materials annually (for provisional approval, at least 2,000 titles not previously held; for full approval, 4,000 not previously held), one of its most significant requirements relates to the size of the book collection in a system's central library. The commissioner's report states:

The core of all systemwide services will be the central library. . . .

This central collection should contain not less than 100,000 volumes, selected for reference and informational use and, when no library within the area meets this measure, it will be more economical to build on the largest collection already in existence, rather than to start a completely new center. (32, p. 29)

Under the formula for book grants to central libraries with holdings below 100,000 volumes, the State matches, on a 4-to-1 basis, books purchased from local funds (sources other than State aid) for the central library collection, until 100,000 volumes are reached. Systems may take up to 10 years to develop their collections (30, p. 18).

This approach to adequacy in the book collection, based on a minimum number of volumes in the collection and the acquisition of a minimum number of new titles annually, represents considerable shift in emphasis from that found in previous State or national standards. In 1943, a collection of 6,000 volumes was considered by the American Library Association as the minimum needed to achieve stated objectives of a single independent unit, with increasingly larger collections proposed depending on the size of the population served. The formula for adding annual acquisitions was a per capita one; i.e., a range from one-tenth of a volume per capita in large cities (with a population of a million and over) to two-tenths of a volume or more in smaller communities (under 100,000) (50, pp. 71-72).

The approach to the size of the book collection in the Public Library Inquiry was through a minimum budget expenditure, rather than through acquisition and holdings of a minimum number of books. The staff concluded that a \$100,000 annual budget represents the dividing line between adequacy and inadequacy of service, when taking into account the total cost of salaries, materials, and the maintenance of adequate public library service (63, pp. 154-155).

Other aspects of standards treated in the 1958 New York law include personnel, service, and administration, making New York's library standards among the highest and most advanced in the Nation.

The Current Scene

In the development of public libraries, two important and historic events took place in 1956—the American Library Association published *Public Library Service* and, on June 19 of that year, the Library Services Act (Public Law 597) was passed as the first Federal grants-in-aid program for public library purposes. Combined, these

two events resulted in a greater impact on the public libraries of the Nation than either would have singly.

ALA Standards.—Adopted by the Council of the American Library Association, *PLS* stands as the official statement of the Association (52, p. xx). Reflected in the 1956 document are many of the findings, the recommendations, and the philosophy expressed in several earlier publications. Notable among these are *Post-War Standards* (50), *A National Plan* (49), the Public Library Inquiry (63), and the standards developed by the State of California (1). The 1956 standards represent the work of a special committee of the Public Libraries Division of the Association:

... a consensus of informed opinion, checked and rechecked by field studies. . . . The project was made possible by financial grants from the American Library Association and the Carnegie Corporation of New York. (52, pp. xv-xvi)

As stated in the preface, the 1956 standards differ from those proposed 12 years earlier, a reflection of the dynamic quality of the public library and that of society as well (52, pp. xx-xxi). They represent that minimum of public library service to which every citizen is entitled.

In organization, *PLS* presents some 70 guiding principles which are basic to the establishment of standards. Under each of these, various standards are delineated as providing the best possible means for effecting the principles. A total of 191 standards are included.

Basic to understanding and implementing *PLS* is the concept of library systems. Throughout the years, librarians have been thinking about, working toward, and frequently effecting cooperative activities. The 1956 standards gave the strongest support to date to the need for and the importance of cooperation and joint action as the best means of assuring adequate nationwide public library service:

Libraries working together, sharing their services and materials, can meet the full needs of their users. *This cooperative approach on the part of libraries is the most important single recommendation of this document.* (52, p. 7)

It is not surprising, therefore, that *PLS* has urged libraries to “. . . band together formally or informally, in groups called ‘systems’” (52, p. 7) and that the standards as outlined are “. . . for systems of library service” (p. 9).

Guidelines for public library development refer not only to service at the local and system level but also at the State and Federal levels. Through a coordinated approach, adequate public library service can be made available to every citizen, whether he lives in a metropolitan, suburban, or rural area of the United States.

PLS reflects the larger-unit-of-service philosophy which has had many proponents throughout library history. Although systems are

not precisely defined in terms of population served, there is some professional agreement that the population base would be around 100,000. Conceivably, in more rural and sparsely settled areas, populations of around 50,000 might be a more reasonable standard, and, in metropolitan areas, systems serving over 200,000 population might be practical. With so many demographic variations in the United States, it is not possible and does not appear desirable to prescribe a fixed pattern of organization and size for public library systems. Individual States can more readily translate the recommended concept of systems in terms of their own geographic area and population density. This approach is in fact a basic rationale for the development of individual State standards; i.e., making more precise those national standards which, because of diversity of the States, can be couched only in more general terms.

Per capita expenditures are not considered in *PLS*. In fact, it is in a separate supplement (51) to *PLS* rather than in the main document that the matter is discussed and, even there, the emphasis is on budgets for systems rather than on per capita expenditures. The conclusion here is that ". . . in 1956, in a more-or-less typical city or county of 100,000 people, approximately \$3 per capita is needed to achieve minimum standards" (51, p. 2). However, many cautions are introduced.

Over the years, administrators have found that, when taken out of context, per capita cost figures are all too often misleading. Unless a population base is sufficiently broad, a community may incorrectly consider itself adequate solely on a per capita expenditure standard. Without a total budget of sufficient proportion, one which will provide the essential services, resources, and facilities, no public library can actually consider itself adequate regardless of per capita expenditures.

It was a conclusion of *PLS* that per capita costs in smaller places must be at a substantially higher rate than that for larger communities:

. . . If a population group of 20,000 people decides to maintain its own independent library service, it must pay almost twice as much per capita as a group of 200,000 people for adequate service. (52, p. xviii).

Emphasis on quality of service might be considered a major contribution of the 1956 standards. Other emphasized concepts are: availability of total library resources and services, but not necessarily in the local community itself; importance of the educational role of the public library; organizational flexibility in the development of systems; and partnership of local, State, and Federal resources.

Later Developments.—In formulating and carrying out State plans under the Library Services Act, many State library agencies have included references to the principles and standards expressed in

PLS (52); others have developed their own requirements, particularly in connection with State-aid programs. Since the Library Services Act is a rural¹ program, it is not surprising that a number of States have developed standards for public libraries in smaller communities. Iowa, for example, has prepared standards for public libraries serving populations of under 10,000 (12), and has also developed job descriptions (11) and a pay-scale statement (10) for staffs in such libraries.

The development of larger units of service has been a principal type of project submitted by the States in their plans under the Library Services Act (78, p. 3). By federation, contract, consolidation, and cooperation, the States have shown their interest in and approval of the systems concept advocated in *PLS*.

The States have been stimulated into more active discussion of standards and have made them a topic of workshops, institutes, and other types of meetings. Discussion about State programs under the Library Services Act has frequently included comments on the status of library standards, with specific references to State and local efforts toward their realization. Reports to the Library Services Branch of the U.S. Office of Education on progress made under the act show a continuing improvement in public library service in rural areas throughout the entire country.

Two States in particular, Wisconsin and Washington, have set forth adequacy of service according to ALA standards as the pervasive goal in their State plan under the Library Services Act (77, pp. 63-64; 78, pp. 72, 76). Through a series of statewide activities, the staff of the Wisconsin Free Library Commission has highlighted *PLS* and the development of systems as an important means of attaining ALA standards.

Nevada, using *PLS* as a means of determining adequacy or inadequacy of local public library service, has established criteria for the distribution of grants-in-aid to qualifying county libraries (78, p. 39).

In an effort to promote better understanding of standards among librarians and trustees, New Jersey planned a series of annual regional library institutes using *PLS* as the topic for discussion (78, p. 43). Wisconsin had a similar series of programs.

If the results of the first 3 years are any indication of the impact of the Library Services Act, then it would certainly appear that as the program progresses it will bring the goal of nationwide adequate public library service, as expressed in ALA's standards, even closer to reality.

¹ Defined in the act as areas under 10,000 population, based on the 1950 census.

Chapter III

Distinctive Features of State Standards for Public Libraries

THIS CHAPTER brings together, arranged by *PLS* (52) subject headings, statements indicating the various ways in which individual States have interpreted the use of qualitative standards and attempted to implement the national philosophy of public library service through systems. Only such references as make *PLS* standards applicable or more specific to the State's particular needs are included.

A Changing Philosophy

The principles expressed in *PLS* (52) are essentially the same as those in earlier American Library Association statements on standards. The chief difference lies in the fact that the more recent document reflects certain changes and growth in American library philosophy which have taken place during the ensuing years. More attention is now given to ". . . the *educational functions* of public libraries, to the *quality* of library performance, and to the *organization of library service*" (p. xv). Stress is placed on the organization of libraries, or groups of libraries, into cooperative systems as the most fruitful means of achieving improved library services. The emphasis of *PLS* is, therefore, upon the concept of systems, and its standards are expressed in terms of systems.

Rather than emphasizing quantitative data such as per capita expenditure, registration, and other similar standards, *PLS* stresses

instead the minimum components of good public library service. These are expressed in terms of organization, resources, personnel, and facilities—without which no library, regardless of expenditure, can be considered adequate.

General Comparison of Standards with ALA Standards

It is difficult to set precise lines of demarcation as to the degree of similarity between individual State standards and those in *PLS* (52). The following broad categories may give some idea of the general character of State standards. Standards which are most like *PLS* in treatment and in variety of subjects considered are those of California (1) (which predate *PLS*), Indiana (8), and New Hampshire (28). Standards which differ most from *PLS* in approach or content include those of Georgia (4, 5, 6), Iowa (12), Louisiana (17), Maryland (18), Missouri (24), Pennsylvania (34), South Carolina (35) [based upon *Post-War Standards* (50)], and Virginia (39).

A number of States treat only a limited number of aspects of standards. These States include Kentucky (14, 15, 16), Massachusetts (21), Michigan (22), New York (30), the Virgin Islands (38), and West Virginia (42). States which treat only briefly a variety of subjects include Minnesota (23), Nevada (27), South Dakota (36), and Vermont (37).

Highlights

In their compilation of public library standards, many States have evolved statements or features which are especially noteworthy. These have been brought together in this chapter as suggested guides to States which have not yet developed standards or are in the process of revising standards.

Concept of Library Systems

The most basic principle expressed in *PLS* (52) relates to the concept of systems, which is considered the document's “. . . *most important single recommendation* . . .” (p. 7).

It is upon the concept of systems of library service that the public library standards of nine States are based: California (1), Indiana (8), Maryland (18), Massachusetts (21), Missouri (24), New York (30), Pennsylvania (34), Virginia (39), and West Virginia (42).

The standards of Kentucky (15, 16), Minnesota (23), New Hampshire (28), and Vermont (37) adhere equally to *PLS* principles, but they give less consideration to systems because they are designed chiefly for application to libraries serving populations of less than 10,000. However, two of these States—New Hampshire and Vermont—are following the systems philosophy and concept of service through regional branches of their State library administrative agencies.

Because they are addressed entirely to libraries serving fewer than 10,000, the standards of Iowa (12) and Nevada (27) do not discuss the concept of systems. Neither do those of South Dakota (36), which are brief; of Louisiana (17), which apply only to demonstration grants; or of the Virgin Islands (38), which concentrate on certification requirements. The standards of Georgia (4, 5, 6), Michigan (22), and South Carolina (35) were formulated before the publication of *PLS* and are based upon earlier ALA standards.

The standards of California and Maryland were formulated before the publication of *PLS*, with *Public Library Service Standards for California* (May 1953) the precursor of all other standards in its emphasis on library service in terms of library systems (1, 2); and Maryland's December 1955 *Report of the Library Development Committee* (18), although not expounding the concept of systems, accepted its general philosophy by expressing standards in terms of levels of library service.

Cooperative Activities

Missouri's report (24) includes an enumeration of the kinds of library activities which might lend themselves to intrasystem cooperation. Although the list is by no means a complete or exhaustive one, it does serve to introduce and encourage, through practical examples, the dynamic concept of cooperation among libraries.

Considerable return can be expected from definite plans for cooperation between several library districts in a large region. Separate districts, even districts made up of more than one county, can draw upon each other's resources through interlibrary loan. As a next step they can plan together to have one concentrate on a subject of special local interest, thus freeing another district from this subject so that it can concentrate on a second topic of special interest to its readers. Together the libraries of a large region can conserve the historical records of that section, or build up the expensive film materials that they need. They can jointly bring in special personnel to start special educational projects or to evaluate their holdings in designated fields. Together they can put on a public relations campaign to show the value of libraries to all the people.

One possible function of an informal organization of libraries in a section of the State is centralized ordering and cataloging of books for member libraries. (24, p. 84)

Service

The public library is organized and maintained with one basic objective in mind—that of providing service to the user. Unless the public library maintains convenient and well-planned hours of service, and unless the library's resources are readily accessible, it cannot fulfill this basic objective. Both of these aspects of service—accessibility and hours of opening—are discussed in this section, but only as they amplify or differ from recommendations in *PLS* (52). Other service recommendations considered are interlibrary loan and service to special age groups.

Accessibility of Service.—With the continued improvement of transportation and communication, and within the “systems” framework, the concept of accessibility of public library service has taken on new dimensions and depth. *PLS* (52) states:

There should be a community library easily accessible to every reader. . . .

The community library, as the unit in the library system closest to the reader, may be: (a) a village, town, or small city library; (b) a branch of a larger city, county, or regional library; (c) a bookmobile serving a number of communities. (p. 14)

California (1) introduces a cautionary and important note in its discussion of the bookmobile versus a fixed or stationary agency:

Before making an administrative choice between a number of fixed units or a bookmobile, careful appraisal should be made of the satisfaction which the group of individuals to be served can receive from each, as well as the maximum efficient use of the library's basic book stock and materials. (p. 5)

The standards of four States—Maryland (18), Pennsylvania (34), Vermont (37), and Virginia (39)—contain quantitative measures of accessibility. In each case, the *PLS* principle is interpreted in terms of the State's particular geographic conditions, population distribution, resources, and needs.

Maryland's standards (18) divide service at the local level (in addition to metropolitan and suburban branches) into two types:

Type A . . . a branch library is economically sound when there are 3,000 or more people within a mile and half radius. . . .

Type B . . . a branch where there is a population of 3,000 within a radius of 10 miles or, if there is not even this minimum within 10 miles, there should be a branch in the shopping center of a county. (18, p. 2)

For populations under 5,000, Vermont (37) provides for “. . . convenient ‘stations’ as necessary to service sections more than 1½ miles from library” (p. 3). Virginia (39) requires that “all public libraries shall . . . provide a satisfactory extension service outlet within a 5 mile radius of every resident,” (p. 3) and strongly recommends that “. . . city and county libraries serving more than 90,000 population provide a branch for each 30,000–40,000 population or [within] a radius of one mile” (p. 2).

Through research as well as observation, librarians have found a direct correlation between library accessibility and library use. Convenience to other community services, resources, and activities is a significant factor in library use. *PLS* states:

The central library or regional center serving in that capacity should be so located that people find it convenient to combine shopping and similar trips regularly with library visits, in not more than a one-day round trip from their homes. (52, p. 15)

Pennsylvania (34) follows the *PLS* criterion with respect to accessibility to its four State-level libraries (i.e., those with more than a million volumes) and also applies a time measurement for accessibility to local units and district library centers: within 15-20 minutes of a local unit (vol. I, p. 5) and not more than 1 hour from a district library center (p. 8). To the latter, it also adds a space measurement.

(a) Maximum distance to the district library would be 25 miles in rural and smalltown areas: 20 miles in large urban areas.

(b) Maximum area for library system would be 2,500 square miles. (p. 8)

Hours of Service.—Hours of service (see table 1) is one of the two subjects (the other being requirements for head librarians) most often included in State standards. Since it is a subject that lends itself to quantitative measurements, it is one that might well be considered in all standards.

PLS states that—

Well-planned hours of service must be maintained. . . .

The central or headquarters library should normally be open daily for the full range of services during morning, afternoon, and evening hours, with Sunday service adjusted to local needs and conditions. (52, p. 25-26)

Table 1 lists minimum hours of service recommended by States for various categories of population groups, and, to these, certain States added supplementary recommendations. An important (if so obvious that it is otherwise overlooked) statement is one made by Maryland (18, p. 2) that hours of service in local units should be "regular." South Carolina (35, p. 4) states that hours should be "continuous": Virginia (39, p. 3), that a headquarters or centrally located branch must be kept open ". . . at least 36 hours a week for a continuous year."

Pennsylvania is the only State to mention evening hours. Its standards (34) specify that the minimum of 20 hours of weekly service at the local level should include evening hours (vol. I, p. 6) and that the minimum weekly hours in district library centers should include service five evenings per week (p. 9).

South Carolina (35, p. 4) suggests Sunday reading-room service, in addition to 72 hours of weekday service, for libraries serving populations of more than 75,000. New Hampshire (28) states: "Provision

[in hours of service] should be made for children traveling to school by bus" (p. 7).

Other Services.—In its discussion of service to readers, Pennsylvania (34, vol. I, p. 6) recommends that reference and interlibrary loan service be made available by mail, telephone, and/or two-way radio from district library center through the local unit. Virginia's standards (89) include provision for ". . . information service by telephone, in the headquarters, and through the extension service outlets" (p. 3). These both make more explicit the *PLS* (52) standard which states that systems ". . . have a plan for referral of information inquiries from community libraries to the central agency when they cannot be answered locally" (p. 17).

Although *PLS* makes many references to the need in each system for various types of professional specialists, it does not describe how these specialists make their services available at the local level. Pennsylvania's standards (34, vol. I, p. 6) state that periodic visits for service by specialized professional personnel should be made from the district library center to local units, citing the children's librarian as an example of such a specialist.

Similarly, Maryland (18) in its standards recommends that specialists from regional and county libraries ". . . work . . . with branch librarians and the population generally" (p. 2).

Basic to *PLS* is the concept that public libraries must serve the *entire* community; i.e., all age groups: children, young adults, and adults. Although the organization of *PLS* is according to several main aspects of service (structure and government, service, materials, etc.) rather than by age group, the concern for service to the various groups is manifest throughout the entire publication. These, however, are general rather than specific. In the case of young adult services, one State, New Hampshire, specifies:

Every library should provide facilities and resources for young people (teenagers). In towns of 5,000 or more a separate room for young people is desirable. (28, p. 9)

New Hampshire further states that "Hospitals, rest homes, and similar institutions should receive regular visits and collections of books" (p. 9). This aspect of service is also referred to in Vermont's standards (37) which recommend "Regular service to hospitals or other local institutions" (p. 3). These aspects of service are not specifically mentioned in *PLS* (52).

Books and Nonbook Materials

Recommendations relating to books and nonbook materials in the regional systems of five States, and the American Library Association as outlined in *PLS* (52), are summarized in table 2.

Newspapers.—*PLS* (52) minimum requirements (p. 36) do not specifically mention newspapers—as distinguished from other periodicals—but California's pre-*PLS* standards contribute a useful observation upon this point:

The basic collection of newspapers for a library system should include a local paper, a regional paper, and a nationally recognized indexed newspaper, retained in back files. (1, p. 8)

Films.—California's statement about film holdings is also more explicit than *PLS* (52, p. 36) which does not specify whether the 250 films recommended, with at least 25 added a year, consist of number of films or number of titles. California says:

The basic film collection for a library system or intersystem circuit should consist of at least 100-150 separate titles selected for out-of-school use, with an annual purchase of at least 30 films, including 15 to 20 new titles. (1, p. 8)

Periodicals.—For minimum library units, Missouri (24) recommends the purchase of “. . . the more important periodicals not usually taken by home subscription” (p. 29) and Pennsylvania (34), “Subscriptions to 10 general periodicals of substance” (vol. I, p. 6). Pennsylvania also recommends that central library resources include a “Collection of at least 250 periodicals, with back issues of most consulted titles available in bound volumes” (p. 9).

Reference Materials.—Pennsylvania (34, vol. I, p. 6, 9) specifies that collections at the local level include “. . . at least the 20 titles of the ‘List of Minimum Reference Sources for Small Pennsylvania Libraries’” (for list, see vol. II, p. 73) and that the central libraries include “Reference sources to the extent of the 124 basic information sets needed for factual material on recurring topics” (for list, see vol. II, pp. 74-75).

Aids to Book Selection and Processing.—New York and Indiana are the only two States which name and discuss professional tools. New York does so in its procedural publication *How To Start a Public Library* (30), a publication which also includes the “Pertinent Laws and Regulations” of the State.

Indiana's standards (8) recommend: “The library should use professionally prepared selection and processing aids” (p. 12) and name specific titles and library services which would be important in book selection and technical processing.

Several States present guidelines for book selection, and these are quoted in table 3.

Personnel

In order to provide an adequate and effective public library program, a competent, qualified, and well-selected staff must be em-

ployed. Personnel standards therefore provide an important key to the assurance of such a program. In particular, three aspects of personnel standards—staff requirements, recruitment, and salaries—are considered in this section as an amplification of *PLS* (52) recommendations in this area.

Staff Requirements.—The standards of eight States include minimum requirements for librarians in charge, categorized, to greater or lesser degree, by population groups served. These States are: Iowa (12, p. 3), Massachusetts (21), Michigan (22, pp. 1–2), New Hampshire (28, p. 5), New York (30, p. 2), Pennsylvania (34, vol. I, p. 149), South Dakota (36, p. 9), and Vermont (37, p. 1). Three of the eight (Michigan, South Dakota, and Vermont) also include requirements for other staff members. Iowa's standards contain job descriptions (11) for the librarian, general assistant, clerical assistant, and page in libraries in towns of less than 10,000 population. West Virginia in its discussion of personnel (42, app. 1) presents in some detail qualifications for the librarian, bookmobile librarian, and driver attached to regional libraries.

A number of States present staff ratio recommendations which are based on the population served (table 4). These may vary, depending on whether the library is part of a system (as in New York) or whether the population served is over or under a certain population base (as in Massachusetts and Virginia).

Recruitment.—It is interesting to note that Indiana's standards (8) are the only ones which mention recruiting. The statement reads as follows:

... The library should actively recruit in local schools and colleges in order to bring the career of librarianship to the attention of young people. (8, p. 9)

Salaries.—In its reference to salaries, *PLS* (52) states: "The library should provide equitable pay scales . . ." (p. 40).

California, Georgia, Massachusetts, and New York, and possibly other States that have not reported on the subject, issued separate salary schedules, making it possible to revise salary data without altering the statement on standards. Iowa (10) and New Hampshire (28, p. 6) include salary figures in their standards and West Virginia (42, pp. 19–20) in its plans. Iowa's schedule is adjusted from *Costs of Public Library Service* (51) to average Iowa salaries in towns under 10,000. New Hampshire states:

Librarians in communities of more than 5,000 population or where the library is open daily should receive a minimum salary (1958) of \$4,000 a year. . . .

The hourly rate paid to schoolteachers, or graduate nurses could be used as the criteria for determining salaries of assistants. (28, p. 6)

Organization and Control of Materials

According to *PLS* (52, p. 46), much of the quality of the service given in a library is dependent upon how well this part of the work—organization and control of materials—is done. The nature of the work, in its turn, depends upon requirements for service. The ALA publication states that "Procedures for organization and control of materials differ according to need and circumstance" (p. 46). Since the needs of libraries differ so greatly in proportion to the size of their collection and community, only such standards as are addressed chiefly to small libraries can be specific about the amount of organization and control that should be expected. Examples of the various State standards are given below:

CALIFORNIA (1):

Classifying and cataloging should be done as simply as is consistent with good modern service. . . . (p. 8)

. . . Adequate manuals clearly describing technical processes and policies should be available to each [local] unit. (p. 5)

GEORGIA (7):

Statistics are an important part of the business or technical organization of the public library. . . . [Their] usefulness depends largely upon the uniformity with which statistics are kept within the State (p. 1)

INDIANA (8):

Only meaningful processing statistics should be kept. . . . Actual acquisition records should be reduced to a minimum; an example is the elimination of the accessions book in favor of some simpler numbering system. (p. 12)

MINNESOTA (23):

Provision [should be made for] . . . a central catalog of all new materials purchased after the establishment of the system. (p. 324)

NEW HAMPSHIRE (28):

Every library should have an author, title, and subject catalog.

Libraries with 5,000 or more volumes must have a shelf list.

A record of borrowers should be maintained and revised and brought up to date every 3 years. (p. 12)

SOUTH CAROLINA (35):

In general, the total cost of ordering books should not exceed 10 percent of the total amount spent for the purchase of books. (p. 13)

VERMONT (37):

[Cataloging:] Under 2,000 volumes, shelf list adequate.

2,000-5,000 volumes—simple catalog, including main and title cards, and shelf list.

Over 5,000 volumes—regulation catalog and shelf list. (p. 2)

VIRGINIA (39):

All public libraries *shall* provide an author, title, and subject card catalog. (p. 3)

Physical Facilities

For a district library center, Pennsylvania (34, vol. I, pp. 8, 10) recommends a minimum of 15,000 square feet of interior space, exclusive of meeting rooms, with 1,000 square feet additional for each mobile unit, and parking space equivalent to the interior space of the building, unless there is adequate public parking space nearby.

The California standards (1, p. 4) suggest that a basic library unit (generally for communities serving populations of around 7,500 or over) contain not less than 1,400 square feet. The basic units of larger population groups ". . . should usually contain 3,000 to 8,000 square feet or more" (p. 5).

Understandably, the *PLS* (52, pp. 56-61) chapter on "Physical Facilities" contains few quantitative measures. Its standards are more in the nature of guiding principles planned to insure efficient, flexible, and expandable library quarters regardless of the size of the community served.

Bookmobiles

California (1) makes the following comments on the subject of bookmobiles:

Bookmobiles should be planned to meet the standard specifications set by the American Library Association, but such specifications should be adapted to the diversified climate and topography of this State. This calls for specific analysis of road conditions and climate in relation to the vehicle's body specifications, insulation, heating, lighting, and air conditioning, as well as to the State and local fire and safety codes. (p. 9)

. . . Bookmobiles should carry not less than 1,200 books. . . . (p. 5)

Costs

California's standards (1, p. 10) provide for the annual preparation and publication of data on current costs of meeting basic standards and on the expenditures of groups of California systems that exceed the minimum levels.

Indiana (8, p. 8) recommends that "19 percent plus" of a system's annual budget be allocated to the purchase of books and nonbook materials.

Minnesota (23) provides that the book budget be sufficient ". . . to permit rapid growth of collection in the initial years of development" (p. 324).

Pennsylvania (34) states that a minimum budget for any local libraries (which are part of systems) should be \$4,000, and that—

. . . If a locality is too small to provide this sum, money available should be used to contract with the district library for bookmobile service. . . .

The cost of local bookmobile service runs about \$15 per service hour—allowing for depreciation . . . traveltime, etc.—so that a very small community could contract for biweekly visits of 1 hour each for \$400 per year, 2-hour visits biweekly for \$800, etc. (vol. I, p. 7)

For a district library center, Pennsylvania (vol. I, p. 10) stipulates that there should be a minimum of \$100,000 annually, plus \$15,000 for each bookmobile maintained.

West Virginia (42) discusses in detail the costs of setting up a regional demonstration library:

The West Virginia Library Commission must invest at least \$52,000 in preparation for each new region. . . .

The \$52,000 investment by the Library Commission provides for the purchase of 10,000 books at \$2.50 each, a bookmobile at \$7,300, survey and advisory service costs, and processing costs for 10,000 books at approximately \$19,000. The \$19,000 figure is arrived at by prorating the Library Commission's overall costs at \$1.90 per book. (p. 18)

Rent for the regional headquarters varies from \$600–\$1,200. Utilities cost approximately \$500.

The bookmobile operation cost, including insurance and any travel necessary for the staff in addition to the regular bookmobile schedules, is at least \$1,200.

Office supplies and other current expenses cost approximately \$300. Library furniture is acquired gradually, but a minimum of \$1,000 is usually necessary to spend during the first year of a demonstration. (p. 20)

Chapter IV

State and Territory Standards

INFORMATION on the status of public library standards in the States and Territories as of July 1959 is presented in this chapter. Every State and Territory is listed, although some entries are extremely brief and reveal only that standards were under consideration or that perhaps none were in existence at the time the compilation was made.

Format and Organization

The arrangement of this compilation is an alphabetical one, by States. For each State, insofar as is possible, are listed the major headings of "Principles and Standards" of *PLS* (52). Entered under the headings used are those features of the States standards which amplify, are more specific than, or differ from, the American Library Association standards.

The omission of repetitive materials from the compilation must be kept in mind when referring to individual State standards. However, those excerpts which *are* included serve to illustrate to some extent the comparative paucity of quantitative measures and a seeming disparity among the kinds of quantitative measurements various States consider important enough to include. The material also shows that when criteria for the same subject do exist they are very similar. Any reservation, then, is not in regard to the principles themselves but to the fact that they are not sufficiently interpreted or translated into specific terms of State needs.

PLS standards are necessarily more qualitative than quantitative in their approach because they are based upon principles designed to apply to every conceivable public library situation in the United

States. State standards may not need to be so broad and could, by considering the libraries within the State either in terms of levels of service or of population groups (as some States have done), include more specific measurements than do the national standards.

Criteria on the character of public library collections (books and other materials) were referred to in every set of State standards. Measurements next most frequently included were minimum hours of service (see table 1) and minimum requirements for librarians, discussed in the standards of Iowa, Massachusetts, Michigan, New Hampshire, New York, Pennsylvania, South Dakota, Vermont, the Virgin Islands, and Virginia. Other aspects of standards fell into no particular pattern. Those most adaptable to quantitative measurements would appear to be accessibility of service, defined in terms of radius of area served and/or size of population; size of collections (differentiated as to number of reference, periodical, film, and recording titles); number of titles to be added annually; weekly number of hours of service by population category; ratio of staff members to population served; number of each class of staff members; amount of education and/or training required for each position; and floor area of units in relation to the size of population to be served. Also mentioned was the need for periodic revision of the standards, a most important recommendation.

Variations

Notwithstanding the inclusion of much material that is similar, the standards present as great variations in character, quality, scope, and format as they do in length. They are embodied in documents ranging from 1 to over 100 pages. The standards of Maryland (18) and Virginia (39), although different in approach and treatment, are illustrations of forceful interpretations in publications of just a few pages. The standards of Massachusetts (21) consider only three subjects—hours of service, size and character of collections, and qualifications of personnel—at five population levels, but the subjects are covered in a single State library extension agency chart.

Standards

Alabama

Alabama has not established public library standards of its own, but "urges libraries to use the ALA standards (*Public Library Services, 1956*) as a guide and a goal."

Alaska

As Alaska develops its State laws, it is expected that library laws will be included; and, as the State grows, that standards for public library services will be considered.

Arizona

Arizona is now in the process of considering appropriate public library standards for that State.

Arkansas

"The Board and staff of the Arkansas Library Commission are working with the trustees and librarians of the State in formulating standards."

California

California's standards (1) were prepared by the California Public Library Standards Workshop held in Sacramento March 28-April 2, 1953, and continued in Los Angeles May 22-23, 1953, under the sponsorship of the California Library Association and the California State Library. They were adopted by the membership of the California Library Association at the annual meeting of the association, held in Stockton on November 14, 1953. They include provision for a joint standing committee, composed of members of the staff of the State Library and the Association's Committee on Standards, to ". . . study the standards systematically and make revisions at least every 5 years" (p. 10). They also provide for the annual publication of data on the current costs of meeting the basic standards of library operations, and they recommend that the State Library publish information, by classifications, of current expenditures of groups of California public library systems that exceed the minimum levels.

California's standards are endowed with a sense of purpose which enables them, rather uniquely, to be read with equal enlightenment by the three groups to whom they are addressed: the library profession, public bodies, and "citizen groups generally" (p. 2). Their exposition of the philosophy of library service and concept of library systems (2 and 70) was referred to in the planning of the present ALA standards (52). It is emphasized that the standards intend to define only minimum adequacy. Their criteria are chiefly qualitative.

A bill (AB 1985) on the "Public Library System" was presented (as an addition to Division 20 of the Education Code) on March 11,

1959, to the Regular (General) Session of the California Legislature, and failed to pass, but will be reintroduced, possibly with slight changes, at the next legislative session. Since the bill presents so exemplary a treatment of the subject, attention is called to it, even though it has not yet been adopted. Article 4 is concerned with "Standards," and its section 27134(e) includes a summary of the types of standards to be considered:

Where a system of branches or stations or other extension of service beyond the headquarters building are in use, a statement of standards for agencies of each type, including such factors as the number of population to be served, floor area, book stock, equipment, number of staff of each class of position required, and the number of hours per week of public service [shall be prepared].

Section 27131(a) includes the following statement:

The minimum standards for this chapter by a library system shall include:

(a) The adoption of a policy statement by each system and by each constituent member of the system of the objectives of the system and of each constituent member, and a statement of policies for the selection of materials.

This is a synthesis of two PLS (52) standards which provide that every library should adopt written statements of (1) its "... clear and specific objectives" (p. 24), and (2) its policy "... covering the selection and maintenance of its collection of books and of nonbook materials" (p. 32). Of the existing State standards, only Indiana (8, p. 4, 6) and New Hampshire (28, p. 4, 10) refer to these points.

Highlights from California's standards (1) follow:

Service

Library units:

A basic library unit [in a system] . . . should contain not less than 1,400 square feet and should house a book collection of at least 7,000 volumes. . . .

Except in unusual circumstances, it will not be practical to set up these units in communities serving a population of less than 7,500. In cities and other areas where larger populations exist, library administrators will find it more practical to set up larger units [These] should usually contain 3,000 to 8,000 square feet or more. . . .

In areas where sparseness of population, geographical conditions, or other factors make the maintenance of a basic library unit impractical, the nearest equivalent in service through smaller fixed and mobile type units should be maintained.

Before making an administrative choice between a number of fixed units or a bookmobile, careful appraisal should be made of the satisfaction which the group of individuals to be served can receive from each, as well as the maximum efficient use of the library's basic book stock and materials.

. . . Bookmobiles should carry not less than 1,200 books (pp. 4-5)

Books and Nonbook Materials¹**Additions:**

... approximately 5,000 individual book titles, and duplicates as needed. (p. 7)

Periodicals:

... 200-300 [for a system] ... with approximately 50 percent retained in back files. (p. 8)

Newspapers:

... should include a local paper, a regional paper, and a nationally recognized indexed newspaper, retained in back files. (p. 8)

Films:

... for a ... system or intersystem circuit ... 100-150 separate titles selected for out-of-school use, with an annual purchase of at least 30 films, including 15 to 20 new titles. (p. 8)

Recordings:

... at least 750 separate titles, with an annual purchase of at least 120 new titles, in addition to replacements. (p. 8)

Book selection for local units:

... should be under professional control, with consideration given to the suggestions and reports of the local worker in the unit. (p. 5)

Personnel

The circulation process, including issuance and clearance of materials borrowed, registration, reserve and overdue procedures, and maintaining circulation statistics, is better performed if treated as a clerical function and not confused in theory or in practice with professional advisory services. (p. 8)

Hours of work:

... not to exceed a 40-hour workweek. (p. 7)

Leave:

... 3 weeks annual vacation or more, and not less than 2 weeks annual sick leave which may be accumulated for an extended illness. (p. 7)

Retirement:

... membership in a retirement system with stated ages for voluntary and compulsory retirement. (p. 7)

Organization and Control of Materials

Modern equipment and methods for the physical handling of materials should be employed in each library system. Technical processes, such as purchasing, classification, cataloging, and the preparation and maintenance of materials, should be centralized to permit the most effective and economical administrative control and direction. (p. 8)

Acquisitioning:

Each system should keep up-to-date files on prices and sources of supply, and should establish a procedure of inspection of material received. It should purchase materials centrally under expert supervision. Book budgets should be so controlled and work so organized as to take full

¹ For systems serving 100,000 or more.

advantage of maximum discounts and to get materials from source to user in a minimum time. (p. 8)

Cataloging and classifying:

Classifying and cataloging should be done as simply as is consistent with good modern service. Here, as in other fields of library service, personnel will be used most efficiently if professional librarians confine themselves to professional duties, such as classifying and assigning subject headings, and let clerical workers do the routine tasks of added copies, withdrawals, processing and typing. At least two clerical workers should be provided for each professional cataloger. (p. 8)

Staff manuals:¹

... manuals ... describing technical processes and policies should be available to each [library] unit. (p. 5)

Physical Facilities

Interior space:

For the smallest unit, "... not less than 1,400 square feet. . . ." (p. 4)
For larger units, 3,000-8,000 or more square feet.

Bookmobiles:

Bookmobiles should be planned to meet the standard specifications set by the American Library Association, but such specifications should be adapted to the diversified climate and topography of this State. This calls for specific analysis of road conditions and climate in relation to the vehicle's body specifications, insulation, heating, lighting, and air conditioning, as well as to the State and local fire and safety codes. (p. 9)

Colorado

Colorado has not yet established its own standards for public libraries. However, the State Library contemplates the preparation of an adaptation of the 1956 ALA criteria which will be designed specifically for use in Colorado. The adaptation of *PLS* (52) is scheduled as a project of the four area advisory committees. These committees are appointed by the State Board of Education for the State Library.

Connecticut

Standards for public libraries are being developed by the Bureau of Library Services in cooperation with a committee of the Connecticut Library Association.

Delaware

The State of Delaware has not as yet formulated public library standards and currently has none under consideration.

¹For local units.

Florida

The State of Florida has not as yet formulated public library standards and currently has none under consideration.

Georgia

Georgia established standards in 1944 when funds for State aid for the development of library services first were made available. Statements prepared by committees representing the Division of Instructional Materials and Library Service of the State Department of Education, the Division of Librarianship of Emory University, and regional and county librarians were adopted at a meeting in Atlanta on January 25, 1950. Revised salary standards were established in 1958 for the period September 1958-June 1959 (3). Georgia's standards are under "continuous revision" by the State, with the cooperation of the Library Development Committee and other committees of the Georgia Library Association. The standards (3, 4, 5, 6, 7) are principally intended for the information of library boards and members of the library profession.

Books and Nonbook Materials (5)

Book selection:

... as a basic guide, the General Principles of Book Selection as stated by Miss [Helen] Haines in her book *Living With Books*, pp. 41-42. (p. 1)
For use in work with young people, the following book selection tools are recommended: *Booklist*, *Library Journal*, *Wilson Bulletin*, and the use of such other lists as "the N.Y.P.L.'s issue of *Branch News*—'Books for Young People'" (p. 6).

Bookbinding:

The committee definitely recommends spending State funds for pre-binding. (p. 5)

Personnel (4)

Hours of work:

Full-time employees should work 38-40 hours per week. All State-paid employees must work 40 hours per week.

A 5-day work week should be arranged when possible. Saturday work should be rotated among staff members. (p. 1)

Leave:

Not less than 15 work days annually (1¼ days per month) should be granted for all full-time employees.

State personnel working under the Merit System are allowed 1¼ days per month [sick leave] . . . cumulative up to 90 days. . . .

It is suggested that special leaves may be granted for travel, education, and sabbatical leave. (p. 2)

Rest periods:

One rest period not to exceed 10-15 minutes for each continuous 4-hour period of work is recommended. (p. 1)

Guam

Guam has not as yet formulated public library standards and currently has none under consideration.

Hawaii

Hawaii has "accepted, without official adoption," the ALA standards given in *Public Library Service*. These were used in its budget justification as well as in its Library Services Act plan submitted to the Office of Education.

Idaho

The State of Idaho has not as yet formulated public library standards and currently has none under consideration.

Illinois

"The Illinois State plan [under the Library Services Act] submitted to the Office of Education specified that it adopted the American Library Association standards as set forth in 'Public Library Service.' Until Illinois has drafted standards acceptable and meaningful to Illinois libraries, the State Library will continue to rely upon the American Library Association standards modifying and adapting them to local conditions wherever necessary or possible."

Indiana

Public library standards were formulated in June 1956 by a Subcommittee on Standards authorized by the Library Action Committee of the Indiana Library Association and the Indiana Library Trustees Association (8). After being the subject of discussion at all district library meetings in the spring of 1957, the standards were approved by the associations at the fall conference of October 1957.

The standards closely follow ALA standards in arrangement and content and in use of qualitative rather than quantitative measurements. They are based upon study of Indiana's future as well as present needs and are designed to be used with Federal or State aid, or without aid. The section on personnel standards (pp. 8-10) includes a reference to the State's requirements for certification.

These requirements are carefully outlined in a separate publication, *Official Rules and Regulations, 1957*, promulgated by the Indiana Library Certification Board (9). Also included in the standards document is a list (p. 16) of "Suggested salaries [for head librarians serving populations under 25,000] taken from the report of the subcommittee on salaries of the Library Action Committee of July 1956."

Books and Nonbook Materials (8)

Book selection:

THE LIBRARY SHOULD USE PROFESSIONALLY PREPARED SELECTION AND PROCESSING AIDS. The library should use the services available from such reliable library publishing firms as Wilson, Bowker, and the American Library Association. Either Wilson or Library of Congress catalog cards should be used, as well as the latest editions of the *Dewey Decimal Classification* and the *Sears' List of Subject Headings*. Suggested are standing subscriptions to the *Standard Catalog for Public Libraries*, the *Standard Catalog for High School Libraries*, *Fiction Catalog*, *Children's Catalog*, *Cumulative Book Index*, *Publishers' Trade List Annual* and *Books in Print*, *A.L.A. Booklist* and *Subscription Books Bulletin*, *Publishers' Weekly*, and other more specialized book selection and cataloging aids as needed. (p. 12)

Personnel

Recruiting:

. . . The library should actively recruit in local schools and colleges in order to bring the career of librarianship to the attention of young people. (p. 9)

Organisation and Control of Materials

THE RESULTS OF MODERN TECHNOLOGY SHOULD BE USED. Wherever the nature of the work justifies it, the library should substitute power machines for manual labor. There are machines available today which aid in the performance of many routine tasks: viz, charging books, calculating, microfilm reading, marking, stapling, erasing, mimeographing, multigraphing, and bookkeeping. The library should use the most efficient business methods. For example, where appropriate, this would mean the hiring of a trained bookkeeper, simplifying book ordering to a minimum of paperwork, and discarding unimportant back correspondence and unofficial records. (p. 11)

Acquisitioning:

THE LIBRARY SHOULD MAKE ALL PURCHASES IN A BUSINESS-LIKE FASHION. . . . The library should buy from the agency which will offer the best product with the best service and at the best price. This involves looking past the pleasing personality of the individual agent to the actual service of the company which he represents. For book and nonbook materials, these services include: (1) a large enough stock of books in all subjects so that the large majority of titles would be shipped without delay, (2) rapid location and supply of titles in print but not in stock, (3) prompt billing so that shipments may be processed

upon receipt, and (4) willingness to take back defective books or correct any other errors. The library should use standing orders for as many items as feasible, and should place as many periodical orders as possible through one subscription agency. Library materials should be checked in and processed as rapidly and efficiently as possible. In purchasing supplies and equipment the library should obtain competitive prices. (p. 11)

THE LIBRARY SHOULD HAVE CLEAR RECORDS OF ITS BOOK AND NONBOOK MATERIAL ACQUISITIONS. Both the public and the library staff should know how inclusive is the library's collection of materials. In addition, the library should have an in-process file for books or nonbook materials ordered so that it may be immediately ascertained whether a particular title has been ordered, when it was ordered, if duplicate copies were ordered, or whether it is being cataloged. (p. 11)

... Actual acquisition records should be reduced to a minimum; an example is the elimination of the accessions book in favor of some simpler numbering system. (p. 12)

Cataloging and classifying:

THE PUBLIC CARD CATALOG SHOULD BE AN ACCURATE AID. The library's catalog should do these things: (1) list each book by author and title and locate that book, (2) identify each book and distinguish it from other editions of the same title, and (3) show the library's holdings by subject. Simplified cataloging, especially for mysteries and other light fiction, is recommended. In addition to the general public card catalogs, the maintenance of a shelf list as a finding list of the library's holdings is essential.

THE LIBRARY SHOULD BE ABLE TO IDENTIFY EVERY BOOK IN ITS COLLECTION. Each book or piece of material should have its own identification designation; this may be a work number, copy number, or accession number. There should be a minimum of delay in filing into the public card catalog and the shelf list the record of new holdings of the library. The catalog card for a lost, worn out, or missing book should be removed immediately after it has been determined that the library no longer has that book and does not intend to replace it. An inventory should be made on a regular, orderly basis. (p. 12)

Costs

Printed materials:

The Indiana committee recommends: Portion of system's annual budget allotted to the purchase of materials—19 percent plus. (p. 8)

Iowa

The Iowa State Traveling Library Board approved on August 14, 1958, standards for public libraries serving populations under 10,000 (12). The standards are unique in their comprehensive yet concise treatment of this level of library operation. As a possible guide for States wishing to formulate standards and requirements for State aid

in rural areas, the standards (10, 11, 12) are included here, almost in their entirety, with slight rearrangement:

Service and Personnel (12, p. 3)

<i>Population served</i>	<i>Minimum hours of service per week</i>	<i>Minimum qualifications of staff</i>
Under 500----	10	High school degree (some college desirable).
500-1,000-----	15	High school degree (some college highly desirable).
1,000-2,500---	20	High school degree (2 years of college highly desirable).
2,500-5,000---	30	2 years of college (plus some library science training highly desirable).
5,000-10,000--	40	College degree (plus professional library science training highly desirable).
Over 10,000--- (rural)	40	Degree in library science, or its equivalent.

Personnel (10)

Hours of work:

40 per week.

Leave:

Annual—1 month for professional, 2 weeks for clerical. Sick—15 days cumulative to 60 working days.

Retirement:

Follow the State of Iowa permissive plan to retire at age 65.

Merit increases:

Salary increases should be available at stated intervals for merit—not for mere performance of duty or seniority.

Salaries:

Adjusted from *Costs of Public Library Service in 1956* to average Iowa salaries in towns under 10,000 population:

<i>Title</i>	<i>Salary</i>
Town librarian-----	\$3,000-\$3,600.
General library assistant-----	\$2,400-\$3,000.
Clerical assistant-----	\$2,016-\$2,400.
Page-----	\$1 per hour.

Job Descriptions (11) ¹

A town of 5,000 to 10,000 can work toward the four positions listed below. Obviously, the smallest library can have only one or two positions.

Title:

Town Librarian.

Class definition:

Subject to the policies of the Board of Trustees or other governing body, administers a small municipal library system.

¹ For staffs in towns under 10,000 population.

Typical duties:

Plans, initiates, organizes, and develops a library service program to the community activities; maintains contacts with community officials, organizations, and library patrons to interpret objectives and services of the library; plans and executes a publicity program.

Qualifications:

Graduate from a college or university and has had some library science courses.

Title: General Library Assistant

Class definition:

Under the supervision of the librarian serves as general and/or clerical assistant and performs such duties as may be assigned.

Typical duties:

Serves at the circulation desk; registers borrowers; checks books in and out; keeps circulation records; sends overdue notices; collects and records fines. . . . performs miscellaneous related duties as assigned.

Qualifications:

At least 2 years of college training. College degree is desirable. Ability to type with speed and accuracy.

Title: Clerical Assistant

Class definition:

Under immediate supervision of the librarian, or other assistant performs clerical duties in a phase of library work not requiring contact with the public.

Qualifications:

Graduation from high school. Accuracy. Ability to type.

Title:

Page.

Class definition:

Under immediate supervision obtains and shelves books and performs such other manual-clerical tasks as assigned.

Qualifications:

Manual dexterity and accuracy.

Grant Requirements (12)

The library must be legally organized as a public library under the library laws of the State.

The library shall agree to participate in a cooperative library service program with other libraries in the area as follows:

1. Cooperate in the development of reciprocal borrowers' privileges.
2. Cooperate in developing uniform lending policies and procedures.
3. Agree to loan to other libraries material temporarily needed (interlibrary loans).
4. Agree to expend at least one-tenth of their book budget through a central office in order to realize maximum discounts as rapidly as central offices are designated.

5. Agree to the centralized processing of material purchased in (4) with the books so purchased becoming and remaining the property of each individual library.
6. Agree to participate in the evaluation and selection of materials to be purchased under (4) above so that as extensive a collection as possible may be built up in the area.
7. Agree to rotate materials purchased under (4) above with other libraries in the area and with other books as desired.
8. Actively seek to expand services to the surrounding township or townships and/or to the area as may be deemed most appropriate by the local board; and shall seek to secure the mill tax support from the respective governing bodies.
9. Actively seek to raise their appropriations to the maximum mill tax under law and in no instance decrease local operating appropriations.

Kansas

In Kansas "ALA standards are considered basic, and goals for ultimate development of improved library service. No separate standards have been formulated."

Kentucky

Kentucky has formulated public library standards in connection with its State-aid program initiated in 1952 by an act of the General Assembly. Among its several requirements, the regulations (15) specify that a county must provide a librarian ". . . whose qualifications are approved by the State Board for the Certification of Librarians" and that the central library "Be kept open a reasonable number of hours as determined by the Public Library Service Commission" (p. 2). The Commission recommends, for populations of 75,000 and over, that the library be open 72 hours a week; for populations of 40,000 to 75,000, 54 hours; for populations of 15,000 to 40,000, 36 hours; and for populations under 15,000, 24 hours.

A more recent publication (16) outlines the State's program for the improvement of library service through the development of regions, defined in the document to ". . . include at least 5 counties or a total population of at least 100,000 citizens" (p. 1). This was developed as part of Kentucky's plan under the Library Services Act. For economic and other related reasons, the requirements for the development of regional libraries are minimal and provide the first of several steps planned to assure ". . . regular improvement in local support" (p. 1).

Two aspects of standards are discussed primarily in Kentucky's regional plan: physical facilities and personnel. The most specific

requirements are the provision of "An adequate . . . building or large library room on the ground floor—open at least 40 hours a week" (p. 1) and the requirement that the Regional Staff ". . . be headed by at least one fully trained librarian" (p. 2).

Currently under consideration by the Kentucky Board for Certification of Libraries is a revision (14) of the existing library certification law of the State. When promulgated,¹ the regulations will provide for the following grades of certificate: Grades A, B, C, and D; a Certificate of Library Experience; and a Temporary Certificate.

The proposed requirements are generally higher than those which went into effect in 1942. According to the Library Extension Division, the major changes in the law will be as follows:

1. A Grade A certificate will be available only to librarians with a graduate library science degree from a graduate library school accredited by the American Library Association.
2. Experience of librarians obtained before receiving formal training in library science will not count towards certification. Only prescribed amounts of experience obtained after training are considered.
3. A Certificate of Library Experience will be acceptable for librarians of county libraries cooperating in a library region, or a multicounty library region which is supervised by a regional librarian with at least a Grade B certificate.

In October 1958, at the request of the Director of the Library Extension Division, the Kentucky Legislative Research Commission began a statewide survey of public libraries. The report (13), soon to be published,² will provide background information and recommendations for action. In consultation with the Kentucky Library Association, and as soon as possible, the Extension Division will adopt official State standards for public library service.

Louisiana

Louisiana has formulated public library standards (17) in connection with the library demonstrations which the Louisiana State Library, formerly the Louisiana Library Commission, has been operating since 1925. The standards specify: "A demonstration shall not be established in an area less than a parish" (p. 1).

Current information from the State library agency reveals that demonstration book collections should amount to at least one-third of a book per capita, but not less than 8,000 volumes, and that it is required that the administrative librarian of a demonstration have a library degree, and the assistant librarian a minimum of 18 hours of undergraduate library training.

¹ The regulations became effective Dec. 12, 1959.

² The Commission published its report in September 1959.

Maine

Maine has not as yet formulated public library standards, but "it is hoped that a survey of library service in Maine may be included in . . . [its] program under the Library Services Act. If this is done it will serve as a basis for formulation of such standards,"

Maryland

Recommendations made in 1955 (18) by the Maryland Library Development Committee, after 2 years of study, were approved by the State Board of Education in 1956. "The Department of Education is working on specific plans to implement the recommendations . . . and will rely on the continued advice of the committee" (p. 1). The standards are brief but reflect the amount of planned thinking by which the Library Development Committee ". . . arrived at general agreement on the concept of fundamental needs and services for the residents of the State" (p. 1). The committee recommended three levels of service and facilities: State, area (county or regional), and local. The implementation of its plan ". . . would depend on the organization of strong area libraries" (p. 3).

LOCAL LEVEL (p. 2)

Suburban and metropolitan branches, and rural services of two types, minimum criteria for which follow.

Type A¹

Service

Hours of service:

Minimum of 20 hours per week.

Circulation:

Not less than 25,000 volumes annually.

Books and Nonbook Materials

Book collection:

Minimum of 6,000 titles, or 2 books per capita for basic collection.

Personnel

Staff number:

Full-time professional librarian and part-time clerical assistance.

Type B²

Service

Hours of service:

Dependent upon the character of the location, but should be regular and not less than 2 hours weekly.

¹ Minimum population of 3,000 within a radius of 1½ miles.

² Population of 3,000 or under, within a 10-mile radius.

Books and Nonbook Materials**Book collection:**

Minimum of 2 books per capita. Titles to be selected by the accepted book selection policy of the area. Collection should be changed frequently, either wholly or partially.

Personnel**Staff requirements:**

A professionally trained librarian in charge.

AREA LEVEL (p. 2)

County or multicounty libraries to serve not less than 75,000 people.

Service**To local levels:**

To Type A libraries—Rotating and special collections forwarded, and daily service to fill special requests. To Type B libraries—Close supervision of the collection, services, and personnel.

Supplemental services:

Specialists to work throughout the area with branch librarians and populations generally.

Books and Nonbook Materials**Book collection:**

For total area, 2 books per capita. Sufficient ". . . to meet effectively all but very special demands from local libraries" and to supply ". . . materials wanted infrequently by the schools, State institutions and colleges, and other libraries in the area." (p. 2)

Personnel**Staff number:**

One staff member for each 2,400 to 3,000 population.

Massachusetts

Recommended minimum standards, formulated by the Planning Committee of the Massachusetts Library Association, were adopted by the Association in June 1958 and by the Massachusetts Library Trustees Association and the Massachusetts Board of Library Commissioners in October 1958. The standards are embodied in a chart (21) which can be hung upon the wall for easy reference. As an example of what can be specified in a compact space, they are herein included in their entirety. The Planning Committee of the Massachusetts Library Association has also submitted a report (20) on recommended salaries for the "current Association year" for five levels of professional responsibility.

Recommended Minimum Standards for Public Library Service in Massachusetts¹

Population of community	Minimum hours-open per week	Books, etc.	Personnel
1	2	3	4
Under 5,000	15	<p><i>Standard titles</i> in major fields of interest for adults. Books for children and young adults selected from standard lists. Evidence that collection has been evaluated, and seldom-used and obsolete material discarded regularly. Evidence that new titles for adults, young adults and children are added each year.</p> <p><i>Standard titles</i> in major fields of interest for adults, with a carefully selected basic reference collection. Books for children and young adults selected from standard lists. Evidence that collection has been evaluated, and seldom-used and obsolete</p>	<p><i>Librarian in charge:</i> graduation from high school, training received or to be received within a specified time in courses offered by a State university, a State division of library extension or by professionally qualified personnel. In order to protect incumbents, these qualifications apply to new appointees only.</p>
5,000-9,999	25		<p><i>Librarian in charge:</i> graduation from college, training received or to be received within a specified time in courses offered by a state university, a State division of library extension or by participation in an inservice training program conducted by properly qualified personnel. In order to protect incumbents, these qualifications apply to new appointees only.</p>

material discarded regularly. Provision in library budget for regular additions of currently useful titles for adults, young adults and children.

10,000-24,999

50

25,000 volumes, which includes a substantial percentage of titles in basic book selection aids approved by the American Library Association, and supplemented by annual acquisitions of currently useful new titles to serve the needs of the community. Book collection should provide material of interest to adults, young adults, and children in the basic fields of knowledge. There should be judicious and regular discarding of obsolete and worn-out materials.

Librarian in charge: professional training with previous experience in library work. In order to protect present incumbents, these qualifications apply to new appointees only. The number of staff members should be sufficient to perform the duties involved in assembling, organizing, and interpreting materials, and to provide consistently efficient service at all hours when the central agency and community outlets are open to the public. 1 staff member (full-time or equivalent) should be the minimum provision for each 2,500 people in the service area.

See footnote at end of table.

Recommended Minimum Standards for Public Library Service in Massachusetts¹—Continued

Population of community	Minimum hours-open per week	Books, etc.	Personnel
1	3	3	4
25,000—49,999	60 (providing the full range of services during morning, afternoon and evening hours)	Equivalent to 3 books per capita per community served . . . supplemented by annual acquisition of new titles with sufficient duplication of currently useful titles to serve the needs of the community . . . Book collection should be supplemented by periodicals, films, phonograph records, pamphlets, maps, etc.	<p><i>Chief librarian:</i> professional training with previous experience in library work and some administrative experience. In order to protect present incumbents, these qualifications apply to new appointees only.</p> <p>(a) In each library system there should be at least 1 professional staff member for each of the following aspects of library service:</p> <ol style="list-style-type: none"> 1. Administration. 2. Organization and control of materials. 3. Information and advisory service for adults. 4. Information and advisory service for young adults. 5. Information and advisory service for children. 6. Extension. <p>(b) In each independent library in this population group, each of the aspects of library service named above in (a) should be under regular professional direction. The number of staff members should be sufficient to perform the duties involved in assembling, organizing, and interpreting materials, and to provide consistently efficient service at</p>

all hours when the central agency and community outlets are open to the public. One staff member (full time or equivalent) should be the minimum provision for each 2,500 people in the service area.
Chief librarian: professional training with previous experience in library work and some administrative experience. In order to protect present incumbents, these qualifications apply to new appointees only. Library systems may need more than one specialist in several of the fields listed above, including subject specialists as needed. In a system serving 100,000 people, for example, at least 15 professional librarians will be needed distributed over these several categories.

Same as 25,000-49,999 group.....

65
 (providing the full range of services during morning, afternoon and evening hours, with Sunday service adjusted to local needs and conditions.)

50,000 and over....

¹ These standards, based upon the publication, *Public Library Service* (A.L.A., 1966), and adopted for Massachusetts public libraries, will be revised periodically in consultation with local authorities.

The establishment of public library standards was recommended in Massachusetts House Report No. 2703 (March 1966), *Report on State Aid to Public Libraries* (The Buck Report), p. 16, reading as follows: "Minimum standards to be set by State Board of Library Commissioners: *Hours.*—The library would be kept open a minimum number of hours per week. [Hours to be determined by local authority, based upon maximum potential use.] *Books, etc.*—A reasonable portion of the library's total budget

would be spent on books and periodicals. *Personnel.*—A trained library worker would be available."

NOTE: It is recognized that professional training has lagged in Massachusetts and that libraries would find it difficult to secure sufficient people with professional training to fill all professional positions which might become vacant within the next 5 years. Library trustees are urged to secure people with the highest qualifications, and to make every effort to allow and encourage present personnel to secure additional academic training to meet professional standards.

Michigan

Minimum standards for public libraries were first established in Michigan in 1942. The present standards (22) were adopted by the Michigan State Board for Libraries on September 1, 1954. A Joint Committee of the State Board and the Michigan Library Association has begun a study towards the revision of the standards.

Service and Personnel (pp. 1-2)

<i>Population served</i>	<i>Minimum hours of service per week</i>	<i>Requirements for and minimum qualifications of staff</i>
Less than 3,000.	10	1 paid worker holding certificate of library experience.
3,000-4,999...	24	Full-time chief librarian holding a certificate of library experience and having successfully completed 2 years of college.
5,000-12,999...	40	Chief librarian holding librarian's 5-year certificate. 1 assistant holding certificate of library experience and having successfully completed 2 years of college.
13,000-24,999..	48	Chief librarian holding a librarian's permanent certificate. 1 assistant holding a librarian's 5-year certificate.
25,000-49,999..	60	Chief librarian holding librarian's permanent certificate. One-third of staff holding either librarian's 5-year or permanent certificate.
Over 50,000...	60	Chief librarian holding librarian's permanent certificate and having 4 years of administrative experience. One-third of staff holding either librarian's 5-year or permanent certificate.

The following, on certification and personnel standards, is quoted in its entirety (pp. 2-3):

Librarian's Permanent Certificate:

A Librarian's Permanent Certificate shall be granted to those who present the following qualifications:

a. Academic education:

Four years of college or university, approved by the State Board for Libraries, culminating in a bachelor's degree.

b. Professional education:

One year's education in a library school approved by the State Board for Libraries either in addition to or included in the 4 years of academic education culminating in the appropriate degree or its equivalent.

c. Experience:

1. Two years' satisfactory professional experience in a library or libraries approved by the State Board for Libraries after receiving an M.A. or M.S. degree in library science, or
2. Three years' satisfactory professional experience in a library or libraries approved by the State Board for Libraries after receiving a B.S. in L.S. degree or its equivalent, or
3. Four years' satisfactory professional experience in a library or libraries approved by the State Board for Libraries after receiving a bachelor's degree with a major in library science.

Librarian's Five-Year Certificate:

A Librarian's 5-Year Certificate will be granted, valid for 5 years, to those who meet the qualifications stated in a and b [above] of this rule. This may be reissued at the discretion of State Board for Libraries. It may be exchanged for a Librarian's Permanent Certificate as soon as the requirements for experience are met.

Certificate of Library Experience:

A Certificate of Library Experience will be granted for 3 years to those who meet the following requirements:

- a. High school graduation, and
- b. Successful completion of two library workshops within 3 years after appointment.

Renewable by State Board for Libraries at its discretion upon submission of evidence of continuing growth through workshops, institutes or inservice education. Renewals will be valid for 3 years.

Minnesota

Public library standards were adopted by the State Board of Education in November 1957 (23), although ALA standards are used as "the general standards for personnel and service, adapted to specific situations with regard to size of operating units and legal levels of possible support." Minnesota's State standards enumerate the minimum requirements to be met by a local "service plan" for eligibility for assistance from Federal funds under the Library Services Act. Since they are brief, they are quoted, with rearrangement, almost in their entirety.

Service

Sufficient service outlets (including bookmobiles) where appropriate to provide suitable coverage of the entire area to be served, which are open and/or available a sufficient number of hours each week.

Book collection:

A sufficient book budget to permit rapid growth of collection in the initial years of development. Existing stocks available to the system will affect this requirement.

Reference and interlibrary loan:

Provision of an adequately staffed reference service available to the entire area, with a system of routing and answering requests.

Provision for the systematic interchange of materials and information throughout the system

Audiovisual services:

Regular, well equipped, audiovisual services.

Personnel

No local system of libraries may qualify for Federal aid funds unless its personnel schedule includes a sufficient quantity and quality of personnel, including professional librarians and suitable subprofessional and clerical staff, and including the best trained local people available for local stations and small member libraries. . . . To qualify for aid, every library system must be under the administration of a fully trained professional librarian with appropriate experience.

[As a minimum requirement:] Specialized professional personnel in adult, children's and young people's library services.

Organisation and Control of Materials

[Provision must be made for] . . . a central catalog of all new materials purchased after the establishment of the system.

Mississippi

The State of Mississippi has not as yet formulated public library standards and currently has none under consideration.

Missouri

Although Missouri does not have a separate set of public library standards specifically identified as such, it adopted in 1958 the report of the Missouri Libraries Planning Committee (24), which served as "a guide to standards of organization and adequacy" and is "still valid of application." Missouri intends to formulate ". . . standards applying to functioning of libraries irrespective of their . . . [adequacy as] judged by the plan mentioned"

Prepared in 1958 as a guide to librarians, trustees, and citizen groups, *Missouri—Improved Library Service* (25) suggests the several steps necessary to effect a systems approach to public library development and standards. An additional document, the one-page *Rules and Regulations for Public Libraries in Missouri* (26), outlines a series of administrative requirements which are mandatory for all public libraries organized and maintained under the laws of Missouri.

In addition, ALA standards are recommended for local attention and use as a measure of local service adequacy.

Structure and Government of Library Service (24)

The most promising means for improving public library service in Missouri is through (1) *cooperative, coordinated administration* (2) *of libraries of adequate size* (3) *in a statewide coordinated service*. . . .

Such an integrated library service program has several levels:

1. The local outlet serving people in the smaller cities and the countryside, which is part of—
2. A larger library unit serving a district of some size and meeting minimum requirements for adequate service, and which participates in—
3. Informal cooperative plans for special library service over large sections of the State, which in turn is backed up by—
4. A State agency with a reservoir collection, special staff, and contacts inside and outside the State. (pp. 27-28)

At the regional or larger unit level (usually serving at least 100,000 people), several methods of informal cooperation (pp. 33-34) are suggested: inter-library loan; specialization in subject interests; appointment of special personnel to initiate educational projects or to evaluate holdings in designated fields; joint public relations campaigns; and centralized ordering and cataloging.

MINIMUM LIBRARY UNITS¹

Books and Nonbook Materials

Book collection:

. . . Local outlets . . . should have a minimum of 3,000-4,000 books in good condition and of current interests, of which close to 2,000 should be available to readers at any one time. This stock should be changed and renewed at frequent intervals. (p. 29)

Additions:

. . . at least 2,000 new titles annually. (p. 29)

Reference materials:

A basic collection of several hundred information tools, kept up to date with additions and revisions. (p. 29)

Periodicals:

. . . the more important periodicals not usually taken by home subscription, and bound files of those magazines that have information of continuing value. (p. 29)

Audiovisual materials:

A selected collection of educational films, records, music, and art reproductions of use to local organizations, business groups, students, etc. (p. 29)

Other:

Bulletins, pamphlets, and similar nonbook publications covering practical and current materials of local interest. (p. 29)

Personnel

An administering librarian, qualified professionally and personally to organize and direct efficient and effective service and to make the library of maximum benefit to the people served. (p. 29)

¹ City and county, or multicounty, usually with a minimum of 25,000 population.

Professional librarians to (a) guide the reading of children, (b) furnish information and materials to individual adults and to groups and organizations, (c) organize and catalog the collection for easy use, and (d) provide expert assistance on the bookmobile and supervision of the attendants in local outlets. (p. 31)

. . . The staff of stationary outlets should be under periodic guidance and supervision of professional personnel from headquarters, and each bookmobile should be staffed in the field by a qualified librarian. (p. 29)

Clerical staff and bookmobile drivers to perform the routine and record-keeping activities. (p. 31)

Physical Facilities

Central headquarters, including inviting and efficient quarters for readers.

One or more bookmobiles.

Small branch outlets and book deposit stations as needed. (p. 31)

Costs

. . . the minimum cost for such facilities at the present time could be less than \$45,000 to \$50,000 [NOTE: subsequently raised to \$75,000] per year.

This figure will vary as the value of the dollar changes. It should be adjusted regularly up or down, using some such simple index as the average cost of books purchased (about \$2.50 at present) and the beginning salary necessary to get professional personnel (about \$3,800 at present) thus tying the minimum to the essential items of book costs and salaries. (p. 31)

Montana

The State of Montana has not as yet formulated official public library standards and at present has none under consideration.

Nebraska

A committee of the Nebraska Library Association is working with the staff of the Nebraska Public Library Commission in the preparation of standards for public libraries of the State.

Nevada

Standards for application to "County Library Improvement Projects" under the Library Services Act were adopted by the Nevada State Library in June 1957. These standards (27) consist chiefly of administrative and grant requirements to be met by the libraries concerned. The State Librarian adds that contracts between the State Library and county libraries require that the head librarian be certified under the Nevada Library Association Certification Program.

Books and Nonbook Materials (27)

Book selection:

Books and materials acquired should meet the highest standards of quality in content, expression, and form. A memorandum sent from the State Library October 22, 1957, to each of the contracting libraries states that "any contracting library will meet this standard if books purchased are listed in one of the H. W. Wilson 'standard categories' or *Nevada in Print* or *Nevada Library Notes*." (pp. 3-4)

New Hampshire

New Hampshire's standards (28) are ". . . based on the laws of the State . . ." (p. 4) and on ALA's *Public Library Service*. Published in 1958 by the State Library in an illustrated booklet, the standards are addressed to interested citizens and public bodies (particularly in communities of less than 10,000 population) as well as to library trustees and members of the library profession. The contents consist of a series of short statements arranged in conformity with *PLS*, followed, where appropriate, by a citation of the applicable New Hampshire Statute or the number of the *PLS* standard.

Service (pp. 7-9)

Hours of service:

In communities with populations of less than 500, a minimum of 10 hours a week. In communities of 500 to 1,000 where there is no well-defined center of population, at least 4 days a week and a minimum of 12 hours. All other libraries, some part of 5 days a week. Library hours should be planned in relation to community needs, and the hours and days selected should reflect the maximum potential use. Provision should be made for children traveling to school by bus. (p. 7) When there is no elementary school library, arrangements should be made for regular visits by the children to the library. Classroom collections should be established and regularly rotated. (p. 9)

Books and Nonbook Materials

Book selection:

Materials should be selected from recognized critical sources. (List from the State Library upon request.) In cities and towns of less than 10,000 population, materials should be selected by a committee of staff members and trustees. . . . In some communities it may be necessary to appoint additional persons to represent all community interests. (p. 11)

Personnel

Staff requirements:

In towns of less than 5,000 population, the person in charge of the library . . . should be a college graduate or its equivalent, and successfully complete the 12 weeks' course (3 weeks per summer for 4 years) in "Elementary Library Techniques" at the University of New Hampshire or its equivalent. (p. 5)

State law permits payment with library funds of actual cost of attendance. (p. 6)

Salaries:

Librarians in towns of 5,000 or more population, or where the library is open daily, minimum salary (1958) of \$4,000 a year.

. . . Library assistants in towns of 5,000 to 10,000 population should be paid a salary which compensates for the amount of professional work required, and the qualifications of education and experience necessary. The hourly rate paid to school teachers, or graduate nurses could be used as the criteria for determining salaries of assistants. (p. 6)

Organization and Control of Materials (p. 12)**Cataloging:**

Every library should have an author, title, and subject catalog.

Libraries with 5,000 or more volumes must have a shelf list. (p. 12)

Acquisitioning:

Books should be purchased on a regular schedule—Monthly in cities and towns of 3,000–10,000 population. Bimonthly in towns of 1,000 to 3,000 population. Quarterly in towns under 1,000 population. (p. 12)

Physical Facilities:**Interior space:**

Libraries in towns of 3,000 to 10,000 population should have a separate reference room, separate children's room, adequate provision for young adults, workroom space distinct from public areas, and librarian's office. Libraries in smaller communities should set aside separate sections for these functions even though separate rooms are not feasible.

The charging desk should be placed so that it does not constitute a barrier to the books. (p. 13)

Costs**Budget:**

. . . At present prices no less than \$3 per capita should be provided for minimum service. (p. 14)

A minimum of 25 percent of the book fund should be spent for children's books. (p. 11)

New Jersey

New Jersey has not established standards of its own. The State library extension agency recommends the use of ALA standards in its advisory and consultant work with local libraries.

New Mexico

New Mexico has not adopted standards specifically designed for the State but “. . . instead . . . worked consistently to uphold the ALA standards for public libraries. . . . field consultants and other professional staff members work with the public libraries to help them

improve their organization and service in an attempt to attain the ALA standards." The State library agency believes that "... this policy unites all libraries in working toward statewide standards."

New York

Standards relating to libraries are embodied in the State Commissioner of Education's regulations, which were approved by the New York State Board of Regents on September 15, 1950, and in the Education Law of 1958. The New York Library Association has been asked to recommend revisions of the 1950 standards concerning libraries not in systems. The standards are published in a pamphlet of general information (30) addressed to communities wishing to start a library and to libraries wishing to become part of a system. Its emphasis is upon the legal requirements for State aid. The law and the regulations are supplemented by a detailed compilation of job specifications for 14 levels of professional library positions, prepared by the Personnel Administration Committee of the Library Association, adopted by the association and approved by the State's Library Extension Division and by the Municipal Service Division of the State Civil Service Department (33). Included in *Certification Regulations* (29) are the various provisions which pertain to New York State certification, both general and special qualifications and requirements.

LIBRARIES NOT IN SYSTEMS (30, p. 22)

Service

<i>Population served</i>	<i>Minimum hours of service per week</i>
Less than 500.....	6
500-2,499.....	12
2,500-4,999.....	18
5,000-24,999.....	30
25,000-99,999.....	45
100,000 or more.....	60

Books and Nonbook Materials (pp. 2-3)

Book collection:

3 books per person, minimum. In cities or units of 35,000-100,000, 2 books per person.

Additions:

At least two-tenths of a volume per capita, annually.

Personnel (p. 2)

Staff number:

One assistant for each 2,500 population, with one-third of the total professionally trained librarians.

Staff requirements:

For populations over 5,000, the librarian must hold a certificate. For populations under 5,000, a college graduation is recommended, and a summer library course is hoped for.

In all public libraries, . . . library positions are covered by Civil Service Regulations, and must be filled through contact with the proper certifying agency of the Civil Service Department. (p. 2)

LIBRARIES IN SYSTEMS (30)

Structure and Government of Library Service

Full approval shall not be given to a library system unless it will serve at least 200,000 people, or 4,000 square miles of area. Provisional approval may be given to a library system which will serve at least 50,000 persons, provided the area includes 3 or more political subdivisions and, provided further, that a satisfactory plan is submitted for expansion of service during the ensuing 5-year period. (p. 23)

Books and Nonbook Materials (p. 23)

Additions:

For full approval—At least 4,000 titles not previously held, added annually.

For provisional approval—At least 2,000 titles not previously held, added annually.

Personnel (p. 23)

Staff number:

For each 5,000 residents of the area served by the system, one full-time staff member (or the equivalent), exclusive of janitorial, cleaning, and maintenance workers.

Staff requirements:

Within each fully approved system, at least six professional librarians. Within each provisionally approved system, at least four professional librarians.

North Carolina

North Carolina has not adopted a formal statement of public library standards. "Libraries throughout the State are urged to use recommendations in *Public Library Service*, ALA, 1956. Requirements for participation in State Aid to Public Libraries funds constitute minimum standards."

North Dakota

A committee of the North Dakota State Library Commission is currently working on standards for public libraries.

Ohio

Although Ohio has not formulated standards of its own, the State Library "has always used ALA standards for public libraries from *Post-War Standards* right on up through the present *Public Library Service*."

Oklahoma

Oklahoma is "using *Public Library Service: A Guide to Evaluation, with Minimum Standards* as a guide" to public library development in the State.

Oregon

"*Public Library Service: A Guide to Evaluation, with Minimum Standards* [has been] adopted by the State Library Board in the administration of the Rural Library Services. The Oregon Library Association has a committee appointed to work on adaptation of [ALA] standards to Oregon Libraries."

Pennsylvania

Recommended minimum standards are included in *Library Service in Pennsylvania, Present and Proposed* (34, vol. I). In February 1959, the survey was approved with minor changes by the Governor's Commission on Public Library Development and, as its report to the Governor, received his formal approval. Enabling legislation was introduced on June 1, 1959. Pennsylvania's standards reflect the thorough study that preceded their formulation, and they include realistic quantitative measurement for more aspects of library operation than do any other set of standards. They are designed for three kinds or levels of service: local libraries, district library centers, regional resource centers—State-level facilities with collections of over a million volumes.

LOCAL LIBRARIES¹

Structure and Government of Library Services

A local library outlet should be available within 15 to 20 minutes by driving or public transportation of all . . . residents. (p. 5)

Service

Hours of service:

Minimum of 20 per week, including evening hours.

Reference and interlibrary loan:

Should be available by mail, telephone, and/or two-way radio from the district library center.

Supplemental service:

Periodic visits, for the purpose of service, of specialized professional personnel (e.g., children's librarian), from the district library center.

¹ As they function in systems. Libraries not in systems are expected to achieve the standards for district library centers.

Books and Nonbook Materials (p. 6)**Book collection:**

6,000 volumes minimum. In larger places, one book per capita.

Reference materials:

At least the 20 titles on "The List of Minimum Reference Sources for Small Pennsylvania Libraries."

Periodicals:

Subscriptions to 10 general periodicals of substance. (p. 6)

Personnel (pp. 5-6)**Staff number:**

A minimum of 1 full-time person for 3,500 population.

Staff requirements:

Under 10,000 population: Minimum of 2 years of college, plus library inservice training leading to certificate as a library assistant. 10,000-20,000 population and in bookmobiles: At least college graduation, including introductory courses in library service, leading to certification as provisional librarian. 20,000 or more population: College graduation plus graduate library school training, leading to a certificate as a professional librarian.

Costs (p. 7)**Budget:**

Minimum budget of \$4,000 for any local library. If locality is too small to provide this sum, a contract for bookmobile service should be made with the district library center.

Bookmobiles:

The cost of local bookmobile service averages about \$15 an hour, so that a very small community could contract for biweekly visits of 1 hour each for \$400 a year, 2-hour visits biweekly for \$800, etc.

DISTRICT LIBRARY CENTERS¹**Structure and Government of Library Service (p. 8)**

A district library center to be within not more than 1 hour by driving or public transportation of every resident in Pennsylvania. (p. 8)

Maximum distance to library:

In rural areas and small towns, 25 miles; in urban areas, 20 miles.

Maximum area to be served:

2,500 square miles.

Minimum population to be served:

About 100,000.

Average population to be served:

About 400,000.

¹ City libraries constituting the center of a system, headquarters of county or multi-county libraries, or college libraries designated as district centers.

Service (p. 9)**Hours of service:**

Minimum of 60 hours per week, including 5 evenings per week.

Reference service:

Professional information or reference service at all times library is open. (p. 9)

Books and Nonbook Materials (p. 9)**Book collection:**

75,000 volumes minimum in small central libraries. 100,000 volumes minimum for most libraries, including 10,000 volumes for children and 2,500 volumes for young people.

Reference materials:

Should include the 124 basic information sets for factual material on recurring topics.

Additions:

At least 5,000 volumes annually (plus an additional 1,000 if bookmobile service provided).

Periodicals:

250 titles, with back issues of most consulted titles available in bound volumes.

Audiovisual materials:

At least 1,500 longplaying disks or tapes and 250 motion picture films.

Personnel (pp. 8-9)**Staff number:**

Throughout the system, one staff member to 3,500 population, or 28 staff members to 100,000 population. In district library center, minimum of 15 staff members, of whom 7 meet professional certification requirements.

Physical Facilities (p. 10)**Interior space:¹**

Minimum 15,000 square feet, exclusive of meeting rooms.

Location:

In the trading center of the region, in or adjacent to the shopping center.

Parking facilities:

Equivalent to the interior space of the building, or adequate public parking space nearby.

Costs (p. 10)**Budget:**

Minimum budget for district library center \$100,000 annually, plus \$15,000 for each bookmobile maintained.

¹ NOTE: Libraries providing bookmobile service should add the following: Staff members, two; building space, 1,000 square feet for each mobile unit.

Since Pennsylvania's standards are the only specific ones for library facilities at the State level, they are quoted here in their entirety:

***Standards for State-Level Regional Resource Centers*¹**

Accessibility:

Within a 1-day trip (to the library and return, with time for consultation of resources) for most Pennsylvanians.

Rapid communication among the four units at the State level, and out to all libraries in the State. Interlibrary loan of materials among libraries, within 4 days from initiation of request to delivery of item.

Organization:

Coordination of State-level resources by the State Library.

Joint Board for cooperative planning among the four units, composed of the Chief Librarian or designated representative of each agency, the State Librarian serving as Chairman.

Resources:

Broad basic collections plus specialized and research materials in designated subject fields for each library (such as law and Pennsylvania history in the State Library, technology in the Carnegie Library of Pittsburgh, etc.).

Extensive reference and bibliographic sources in the fields of subject responsibility.

Collection of at least 1 million volumes.

Subscription to at least 2,000 periodical or journal titles; back issues of most-consulted titles available in bound volumes.

Specialized audiovisual resources.

Staff:

In addition to needed general and professional personnel, subject librarians in the fields of specialty.

Service:

In addition to services specified for district library centers, specialized reference and guidance service in subject fields.

For highly specialized requests which cannot be filled within the State, State Library will take responsibility for contacting Library of Congress or other possible sources.

Puerto Rico

Puerto Rico has not as yet formulated any public library standards and currently has none under consideration.

Rhode Island

The State of Rhode Island has not as yet formulated public library standards and currently has none under consideration.

¹ NOTE: These units will be four in number, built on existing book concentrations spread across the State—The Free Library of Philadelphia, Pennsylvania State Library, Pennsylvania State University Library, and the Carnegie Library of Pittsburgh.

South Carolina

Standards (35), prepared by a committee of the Public Libraries Section of the South Carolina Library Association, were adopted at the annual meeting of the association on October 28, 1955. Since they were formulated before the publication of the current ALA standards, they follow ALA's *Post-War Standards for Public Libraries* (50). The standards

... represent achievable goals for South Carolina libraries. . . . They do not represent the ultimate goal for public libraries in the State, but will be revised in the light of changing times." (p. 15)

Service (pp. 4, 6)

Hours of service:

Should be continuous.

<i>Population served</i>	<i>Minimum hours of service per week</i>
Branches.....	18.
Under 15,000.....	24.
15,000-40,000.....	36.
40,000-75,000.....	54.
Over 75,000.....	72.*

*Plus Sunday reading room.

Circulation:

Adult books (for ages 15 and over) : 2-6 volumes per capita. Children's books (ages 5-14) : 6-20 books per capita.

Registration:

The number of registered borrowers in public library units should meet the following minimum quantitative standards, based on a 3-year registration period: *For adult borrowers*—14 to 27 percent of the population 15 years of age and over. *For juvenile borrowers*—23 to 50 percent of the population 5 through 14 years of age. (p. 3)

Books and Nonbook Materials (pp. 9-11)

Book collection:

Minimum of 1 volume per capita.

In cities with branch library systems, the minimum total branch book stock should range from one-third to one-half volume per capita, except where bookmobiles from the Main Library exchange books at regular intervals. (p. 10)

The proportion of adult nonfiction holdings to total adult holdings should be at least 60 percent. (p. 10)

Personnel

Staff requirements:

... it is desirable to have a bookmobile staffed with a minimum of two persons, one of whom should be a professional librarian or a sub-professional of the highest caliber. (p. 7)

... Branch librarians should meet the highest standards of non-professional employees. (p. 6)

Organization and Control of Materials**Acquisition costs:**

In general, the total cost of ordering books should not exceed 10 percent of the total amount spent for the purchase of books. (p. 18)

Physical Facilities**Interior space:**

. . . seating should be at the rate of 3 seats per 1,000 population. Or, allow one-half square foot of space per capita. However, in cases where bookmobile or branches are used to serve the majority of the people in an area . . . it may be desirable to allow less square feet for the size of the headquarters building. . . . (p. 9)

Costs**Building:**

. . . a modern fireproof building [may be expected] to cost from \$12 to \$14 per square foot, and equipment to cost from \$2 to \$2.50 per square foot of the building area. (Based on figures in the Charleston Area in 1955.) (p. 9)

Income:

. . . minimum . . . of \$1 per capita, but not less than \$25,000 annually. . . . (p. 7)

South Dakota

South Dakota's standards (36) were formulated by the State Library Commission in 1957. All public libraries wishing to participate in the program of the Library Services Act—

. . . are required to meet the minimum standards of service including standards for personnel within two years after the inauguration of the program in the State of South Dakota. (p. 9)

The standards, in outline form, include certification requirements.

Service and Personnel (p. 9-10)

<i>Population served</i>	<i>Minimum hours of service</i>	<i>Minimum qualifications of staff</i>
Under 3,000-----	2 daily-----	1 paid worker holding a Certificate of Library Experience.
3,000-4,999-----	30-36 per week.	Librarian holding Certificate of Library Experience and having completed 2 years of college.
County libraries serving under 5,000	30-36 per week ¹	County Librarians with at least 2 years of college and one summer session of library training at an approved school of librarianship.
5,000-9,999-----	36 per week.	Librarian holding Librarian's 5-year Certificate, 1 assistant holding Certificate of Library Experience and having completed 2 years of College.

See footnote at end of table.

Service and Personnel (p. 9-10)

10,000-24,999.....	60 per week.	Chief Librarian (Grade II) holding Librarian's Permanent Certificate, 1 assistant holding a Librarian's 5-year Certificate (Grade I).
Over 25,000.....	60 per week.	Chief Librarian holding a Librarian's Permanent Certificate (Grade II), one-third of the staff holding either Librarian's 5-year Certificate (Grade I) or Librarian's Permanent Certificate (Grade II).

¹ For counties with populations of 3,000-5,000.

Books and Nonbook Materials**Book collection:**

Minimum of 6,000 volumes selected from approved lists for public library service.

Minimum of 1½ volumes [per capita] for public libraries serving a population of 5,000-10,000.

Minimum of 1 volume [per capita] for public libraries serving a population of over 10,000. (p. 10)

Book selection:

In towns and counties under 5,000, books [to be] selected by librarian with approval of State Library Commission. (p. 10)

Costs (p. 10)**Income:**

Over 3,000 population, minimum of \$2 per capita. Under 3,000 population, minimum of \$1.50 per capita.

Tennessee

The State of Tennessee has not as yet formulated public library standards and currently has none under consideration.

Texas

The Texas State Library has the formulation of a set of public library standards under consideration.

Utah

Public library standards are under consideration by the Utah State Library Association.

Vermont

Vermont's standards (37), dated June 1957, were compiled by the Vermont Free Public Library Commission to be used by library boards and other interested public bodies, as well as by librarians, in "... conjunction with the Vermont Statutes" (p. 1). They are in outline form but are more detailed than most standards for small libraries.

Structure and Government of Library Service

Over 10,000 population—organized branches or bookmobile service to all sections of city.

Under 5,000—collections at convenient "stations" as necessary to service sections more than 1½ miles from library.

Regular service to hospitals or other local institutions. (p. 3)

Service and Personnel (pp. 1-2)

Population served	Minimum hours of service per week	Staff other than head librarian
Under 500.....	4-6	Capable substitute.
500-1,000.....	8-10	Do.
1,000-3,000....	18-22	1 assistant and capable substitute.
3,000-5,000....	30-36	2 assistants, minimum.
5,000-10,000...	36-50	1 assistant for each 20,000 circulation—minimum 4.
Over 10,000....	50-72	Do.

Requirements for librarian:

Towns over 5,000—a library school trained librarian. Hold V.L.A. librarian's certificate.

Towns under 5,000—competent person who has or will attend library institutes and holds proper librarian's certificate. (p. 1)

Organisation and Control of Materials (pp. 2-3)**Cataloging:**

Under 2,000 volumes—shelf list adequate.

2,000-5,000 volumes—simple catalog, including main and title cards, and shelf list.

Over 5,000 volumes—regulation catalog and shelf list. (p. 2)

Acquisitioning:**Population:**

Under 500.....	Quarterly.
500-3,000.....	Bimonthly.
3,000-5,000....	Monthly.
Over 5,000.....	Semimonthly.

Physical Facilities (pp. 2-3)

Over 5,000 population, separate children's and reference rooms.

Costs

Income:

Adequate financial support should be provided: \$3 per capita in towns or cities over 3,000 population; \$2 per capita in towns under 3,000 population. (p. 1)

Virgin Islands

Standards (38) for librarians were formulated in August 1958 by the administrator of the Virgin Islands' Personnel Merit System, upon the recommendation of the Commissioner of Education and with the concurrence of the Board of Education. The standards were approved by the Governor and became effective in September 1958. They include rules and regulations for the certification, selection, and appointment of personnel and for the determination of salaries.

A discussion of the distinction between professional and nonprofessional personnel is summarized in the following:

Professional librarian: One who has acquired the academic, professional, and personal qualifications; who is entirely responsible for the duties assigned, which duties may vary in quantity and quality as the job demands. He may or may not have the direct supervision and training of other employees on the staff.

Nonprofessional librarian: One who is still in the process of acquiring the academic, professional, and experience qualifications, but who has the personal qualities desirable to the job; whose duties in the respective libraries of his assignment will vary according to the amount of experience and training he brings to the job, but who is under the direct supervision of a full time professional, varying in the degree of responsibility of the job. (p. 4)

The paragraphs above are followed by a careful outline of the educational and personal requirements of professional personnel and examples of their duties and a similar outline of requirements and duties of nonprofessional personnel.

Virginia

A statement of standards for public libraries in Virginia was approved by the Virginia State Library Board on May 8, 1956, and revised in April 1958 (39). It was stipulated that certain of the standards, which were specified, would become mandatory on July 1, 1958, and would have to be met before a library could qualify for State aid. The standards are embodied in a concise, explicit document addressed to prospective applicants for grants. As such, it emphasizes financial and legal requirements, which are designated as either "mandatory" or "strongly recommended."

Service (pp. 2-3)**Library units:**

[A public library shall] . . . provide a satisfactory extension service outlet within a 5-mile radius of every resident. [Mandatory] (p. 3)

Regional and county libraries serving a population of less than 90,000 shall provide a bookmobile. [Mandatory] (p. 3)

It is strongly recommended that city and county libraries serving more than 90,000 population provide a branch for each 30,000-40,000 population or a radius of 1 mile. (p. 2)

It is strongly recommended that all public library headquarters have a minimum of 1,750 square feet per 5,000 population within a radius of 15 miles. (p. 2)

Hours of service:

A headquarters library or a centrally located branch shall be kept open at least 36 hours a week for a continuous year. (Mandatory)

It is strongly recommended that . . . libraries serving a population of 40,000-75,000 be kept open 54 hours a week and with a population over 75,000 should be open 68 hours a week. (p. 3)

Information service:

Provision of information service by telephone should be made in the headquarters and through extension service outlets.

Books and Nonbook Materials (pp. 3-4)**Book collection:**

It is strongly recommended that certain libraries work toward the following standards:

<i>Population served</i>	<i>Volumes per capita</i>
6,000-10,000-----	3.0 up to 25,000.
10,000-35,000-----	2.5 up to 70,000.
35,000-100,000-----	2.0 up to 175,000.
100,000-200,000-----	1.75 up to 300,000.
200,000-1,000,000-----	1.5 up to 1,000,000.
Over 1,000,000-----	1.0.

(pp. 3-4)

Circulation:

1½ books per capita, of which at least 50 percent should be from the adult book collection.

Personnel (p. 2)**Staff number:**

One staff member per 5,000 for population under 90,000; 1 staff member per 4,000 for population over 90,000. (Strongly recommended)

Staff requirements:

. . . All libraries shall have certified librarians in positions requiring such by the State Board for the Certification of Librarians. [Mandatory] (p. 2)

Organization and Control of Materials**Cataloging:**

All public libraries shall provide an author, title, and subject card catalog. [Mandatory] (p. 3)

Physical Facilities

Interior space:

It is strongly recommended that all headquarters libraries provide 50 seats per 30,000 population. (p. 3)

Washington

In 1956 ALA standards (52) were officially adopted by the Washington Library Association, superseding the State association's earlier (1954) *Public Library Service Standards*.

The Washington State Library has endorsed the American Library Association standards as Washington's standards. For use in its advisory work with local public libraries, the State agency has prepared a 13-page condensation of *PLS*. Included in the condensation (40) is the following statement on the applicability of library systems to Washington:

The American Library Association Standards refer to "systems" of libraries. In Washington State we call them District and Regional Libraries.

Good library service, which would be the result of achieving these standards, is possible in Washington only through the establishment of such "systems." (p. 2)

West Virginia

Although West Virginia does not have a separate set of public library standards identified as such, standards are included in its *Regional Library Development in West Virginia: A Manual for the Library Commission and Staff* (42), dated November 1958. An earlier version of the manual was presented at the West Virginia Library Commission's Workshop on the State Plan for Library Service, held May 26-27, 1958, and was discussed in great detail. The participants concluded that the contents were "too full for the casual reader," and suggested that the material be rewritten as a working manual for the use of the Library Commission and that "more abbreviated brochures be compiled for general distribution—one for use of Advisory Committees [(41)] and one (a very brief and popular statement) for use with the general public" (p. 2). The standards refer to regional demonstration libraries.

A minimum unit to be eligible for a regional demonstration library shall be 45,000-50,000 people. The Library Commission gives priority consideration to areas with a larger population, those which have 100,00-200,000 people. . . . [but an exception is made in the case of] . . . certain natural geographical regions . . . with less than 100,000 people. . . . (42, p. 5)

Personnel

County and regional personnel fall into four, sometimes five, categories: (1) Regional librarian; (2) Bookmobile Librarian; (3) Driver; (4) Clerk; (5) Local librarian for a town library, or for a county library which becomes a part of a region.

Staff requirements:

All regional personnel must meet the minimum requirements of the Library Commission and the Regional Librarian must be approved by the Commission.

All personnel should have emotional and physical stability, a mature philosophy, and should be capable of exercising good judgment. (App. 1, p. 1)

Regional Librarian should be a graduate librarian, i.e., in addition to a bachelor's degree, this person should have a master's degree from an accredited library school. . . .

As an emergency measure, a bachelor's degree with a major in library science may be considered in lieu of a master's degree as the minimum educational requirement for a regional librarian. An appointment of this type of librarian should be with the understanding that further graduate study will be pursued, and that maximum salary will not be offered until a graduate degree has been granted.

Exception: In some cases, successful experience in the library field, in addition to a bachelor's degree may be considered. However, this should be considered as a temporary appointment until such appointee has completed graduate study in a library school. As an alternative, the appointee could substitute attendance at three in-service-training workshops or institutes on public library extension problems. . . .

In any case, the regional librarian must be visualized as the key to success of the demonstration. This person needs imagination, initiative, a sense of humor, and leadership qualities. (App. 1, pp. 1-2)

Bookmobile Librarian.—A bachelor's degree should be the minimum educational requirement for this staff member. In most cases the bookmobile librarian should be considered as an understudy for the regional librarian, or a person who has the potentiality of becoming qualified as a regional librarian. This is not an arbitrary requirement, however, since many people qualified for bookmobile service may not aspire toward the head position. At any rate, the bookmobile librarian should be a person who gets along well with people and has a sense of dedication to the job to be performed. Some college training and successful work experience in a library or a related field, over a period of several years might, in lieu of a bachelor's degree, qualify a person for the bookmobile librarian position. (App. 1, pp. 2-3)

Driver.—High school graduation and good driving ability are "musts" for the bookmobile driver. Since this person is in contact with the public most of the time, he or she should get along well with people. Aptitude for clerical duties, accuracy in filing details, and ability to work systematically and with a degree of speed should be considered when the driver is chosen by the board. (App. 1, p. 3)

Clerk.—High school graduation, clerical training, typing, filing are essential qualifications for the clerk. It is always advisable to employ clerical assistants who visualize their jobs as an important phase of the program. While the clerical personnel works under supervision, this personnel should know the reasons for the tasks which they perform. They, too, should get along well with people. (App. 1, p. 3)

Local Librarian.—Where there is a librarian already employed in a library which has been established prior to the demonstration, it is the responsibility of the local board to whom that librarian answers to work with the regional board as to that person's status in the demonstration. If the local librarian is qualified for one of the above positions and wishes to apply, the regional board should consider the application. (App. 1, p. 3)

Costs

Budget:

The West Virginia Library Commission must invest at least \$52,000 in preparation for each new region. . . .

. . . [This] provides for the purchase of 10,000 books at \$2.50 each, a bookmobile at \$7,800, survey and advisory service costs, and processing costs for 10,000 books at approximately \$19,000. The \$19,000 figure is arrived at by prorating the Library Commission's overall costs at \$1.90 per book. (p. 18)

Wisconsin

The Wisconsin Free Library Commission adopted, in 1952, a statement on standards for public library service, based on the American Library Association's postwar standards for public library service. After the publication of *Public Library Service* in 1956, the Wisconsin standards were determined too dated to be useful. Preliminary discussions on a revision of the 1952 statement are now underway.

Wyoming

The Wyoming State Plan for the use of Federal funds under the Library Services Act (effective July 1, 1959) will set up standards of book selection to provide adequate basic collections in each of the participating library systems. A complete revision of the State laws governing county, branch, and city libraries is now under consideration by the Legislative Committee of the Wyoming Library Association. The achievement of such a legislative program would pave the way for the adoption of some of the standards suggested by the American Library Association.

Bibliography

AS AN AID to the reader, this bibliography has been divided into two sections: the first, *State References*, consists of specific items on standards of individual States which have been discussed in the text of this study; the second, *General References*, consists of significant items relating to public library standards in general, rather than to those of any specific State.

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Tables

Table 1.—Minimum Hours of Public Library Service Required or Recommended

Population group served	State	Hours of service per week
1	2	3
Under 500.....	Iowa.....	10.
	New Hampshire.....	10.
	New York.....	6.
	Vermont.....	4-6.
500-1,000.....	Iowa.....	15.
	New Hampshire.....	12 (at least 4 days weekly).
	New York.....	12.
	Vermont.....	8-10.
1,000-2,500.....	Iowa.....	20.
	New York.....	12.
	Vermont.....	18-22.
2,500-3,000.....	Iowa.....	30.
	Michigan (all under 3,000).....	10.
	New York.....	18.
	South Dakota (all under 3,000).....	2 (daily).
	Vermont.....	18-22.
3,000-5,000.....	Iowa.....	30.
	Massachusetts (all under 5,000).....	15.
	Michigan.....	24.
	New York.....	18.
	South Dakota.....	30-36.
Vermont.....	30-36.	
5,000-10,000.....	Iowa.....	40.
	Massachusetts.....	25.
	Michigan.....	40.
	New Hampshire (1,000-10,000).....	Some part of 5 days a week.

Table 1.—Minimum Hours of Public Library Service Required or Recommended—Continued

Population group served	State	Hours of Service per week
1	2	3
5,000-10,000.....	New York.....	30.
	South Dakota.....	36.
	Vermont.....	36-50.
10,000-15,000.....	Iowa (10,000 and over).....	40.
	Massachusetts.....	50.
	Michigan.....	48.
	New York.....	30.
	South Carolina (all under 15,000).....	25 (branches, 18 hours).
	South Dakota (10,000 and over).....	60.
15,000-25,000.....	Vermont (10,000 and over).....	50-72.
	Massachusetts.....	50.
25,000-50,000.....	Michigan.....	48.
	New York.....	30.
	South Carolina.....	36.
	Massachusetts.....	60.
50,000-75,000.....	Michigan.....	60.
	New York.....	45.
	South Carolina (15,000 to 40,000).....	36.
	Virginia (40,000 to 75,000).....	54.
	Massachusetts (50,000 and over).....	65.
75,000-100,000.....	Michigan (50,000 and over).....	60.
	New York.....	45.
	South Carolina.....	54.
	Virginia.....	54.
	New York.....	45.
100,000 and over.....	South Carolina (75,000 and over).....	72 (plus Sunday reading room).
	Virginia (75,000 and over).....	68.
	New York.....	60.
	Pennsylvania.....	60 (including 5 evenings).

NOTE: Maryland and Pennsylvania require a minimum of 20 hours for local units, including, in the case of Pennsylvania, evening hours. Virginia requires that headquarters libraries be kept open a minimum of 36 hours.

Table 2.—Standards for Books and Nonbook Materials in Regional System

Unit	Minimum population served	Book collection		Other library materials (number of titles)			
		Total volumes	Titles added annually	Periodicals	Films	Recordings	
1	2	3	4	5	6	7	
American Library Association:	(1)	100,000	4,000-5,000, including 400-500 for children, and 250 for young people. Duplicates to total 1 volume for every 5 persons served.	300-400 with duplicates as needed.	250 At least 25 to be added annually.	1,500 longplay. 300 to be added annually.	
California-----	100,000	-----	5,000 and duplicates as needed.	200-300 50 percent to be retained in back files.	100-150 30 to be added annually including 15-20 new.	750. 120 to be added annually plus replacements.	

Maryland.....	75,000	2 per capita	2,000		
Missouri.....	25,000 :		2,000 not previ- ously held.		
New York.....	50,000 :		4,000 not previ- ously held.		
	200,000 (or 4,000 square miles). ⁴	100,000			
Pennsylvania.....	100,000 :	100,000 including 10,000 children's books and 2,500 young people's.	5,000	250	1,500 longplay disks or tapes.

¹ PLS does not recommend a minimum population to be served by a single library system. However, a population base of between 50,000 to 100,000 is frequently referred to in the delineation of specific standards, as well as in the budget figures outlined in the supplement to PLS.

² City and county, or multicity libraries.

³ Requirements for provisional approval.

⁴ Requirements for full approval.

⁵ Minimum number of people served by a district library center would be about 100,000; average number, 400,000.

Table 3.—Book Selection Guidelines for Public Libraries

<i>State</i>	<i>Guidelines</i>
California ¹	"All book selections should be under professional control, with consideration given to the suggestions and reports of the local worker in the unit." (1, p. 5)
Georgia	Recommends principles of book selection stated in Helen Haines' <i>Living with Books</i> as a basic guide, together with the <i>Booklist</i> and other ALA publications, Wilson publications, and the <i>Library Journal</i> ; for young adults, also recommends issues of New York Public Library's <i>Branch News</i> , on "Books for Young People." (5, pp. 1, 6)
Indiana	Suggests book selection services of Wilson Company, Bowker, and ALA; lists several standard book selection tools. (8, p. 12)
Maryland ¹	For local levels of service, ". . . titles and books to be selected in accordance by the accepted book selection policy of the area library." (18, p. 2)
New Hampshire	"Materials should be selected from recognized critical sources. (List from the State Library upon request.) In cities and towns of less than 10,000 population materials should be selected by a committee of staff members and trustees in order to secure a wide variety of viewpoints. In some communities it may be necessary to appoint additional persons to represent all community interests." (28, p. 11)
New York	Includes a list of suggested <i>Book Selection Aids</i> and <i>General Library Periodicals</i> . (30, p. 9)
Pennsylvania ¹	Requires at the local level "Reference resources including at least the 20 titles on the <i>List of Minimum Reference Sources for Small Pennsylvania Libraries</i> ." (34, vol. I, p. 6) Requires at the district center level "Reference sources to the extent of the <i>124 Basic Information Sets Needed for Factual Material on Recurring Topics</i> ." (34, vol. I, p. 9)
South Carolina	"Book selection should be done by a professional librarian skilled in the use of the tools of book selection . . . As a general rule, titles should be chosen from standard acceptable lists." (35, p. 10)
South Dakota ¹	In communities under 5,000 population, ". . . books selected by librarian with approval of State Library Commission." (36, p. 10)
Vermont ¹	The Board of Trustees should "Appoint a good Book Committee to set policies of book selection and assist the librarian in the selection of books." (37, p. 5)

¹ Recommendations are for small library units.

Table 4.—Standards for Staff Ratios, Based on Population Served

<i>Unit</i>	<i>Staff ratio</i>
American Library Association.	1:2,500. (In a system serving a population of 100,000, staff should include at least 15 professional librarians.)
Maryland.....	1:2,400-3,000.
Massachusetts.....	1:2,500 in populations over 10,000. (In a system serving a population of 100,000, staff should include at least 15 professional librarians.)
New York.....	1:2,500 for libraries not in systems. 1:5,000 for libraries in systems.
Pennsylvania.....	1:3,500. (A district library center should employ a minimum staff of 15, of whom 7 should be professional librarians.)
Virginia.....	1:4,000 in populations over 90,000. 1:5,000 in populations under 90,000.

