

ment of public instruction does not dictate to the county or city school system as to what may or may not be placed in the individual school library.

The department recommends a wide variety of titles and assists local school personnel in the development of sound and professional selection policies and procedures.

To facilitate selection and purchase, the department encourages county and city boards of education to adopt a policy statement for the selection of materials such as that formulated and adopted by the Union County (North Carolina) Board of Education. (See pp. 19-24.)

I would say, Mr. Chairman and members of the committee, in my opinion as an educator, I think these criteria on pages 19 through 24 represent some of the best thoughts projected many times in educational circles in the whole country.

On page 19 you will see objectives of selection and then responsibility for selection of materials, page 20, "The criteria for selection," "The procedures for selection," and then "The classifications," into which these selections would be classified, that is, page 21.

Page 22, "Challenged materials." We make provisions in our recommendations of policy for all and sundry to raise any questions anyone has. On page 23 a form, a little unique, undoubtedly, used in many places of a citizen's request for a review of a book. If a citizen at any time has a question about any book he is in this particular county, as I say we advocate this type of procedure in all the cities in the State, but any citizen wanting to complain about any book can fill out that form and then on page 24 is a good quiz on "How Good is Your Book Selection Policy?"

Reverting to page 9:

*Evaluative criteria used by textbook commission members and by professional staff members of the department of public instruction in the selection and recommendation of textbooks*

For the guidance and direction of textbook commission members and professional staff members in the department of public instruction with regard first to basal texts and then to supplementary texts, such criteria as these are usually employed:

*Author.*—Has authoritative authorship; academic preparation; experience; position; and knowledge of child growth and development.

*Content.*—Conforms to the North Carolina program of studies; is interesting (readable), thought provoking, accurate, and up to date; is appropriate in vocabulary and content for grade or subject level; is objective and free from bias.

*Organization.*—Materials arranged in a logical sequence; ways are suggested in which correlation of other subjects can take place.

*Illustrative material.*—Includes maps, charts, graphs, photographs, and drawings which are attractive, related to immediate reading content, adequate in number, accurate, up to date, and of real educational value.

*Teacher's guide.*—Includes suggested teaching procedures; outlines desired skills; has suggestions for extension and depth study; et cetera.

*Special features.*—Table of contents, index, appendixes, glossary, and pronunciation guide are included.