

PREFACE

Improvement of classroom instruction for all children in all subject areas constitutes a primary goal of the New York State Education Department.

At present, as in the past, the textbook remains as the most important single tool utilized by classroom teachers for instructional purposes. Today, we have the blessing and the complication of a wide choice of excellent textbooks. It follows logically that school board members together with their professional staff have responsibility for selecting only the best available material.

This publication presents a concise, suggested framework for developing local textbook selection procedures. It is designed to serve as a base from which local districts may "blast off" in developing their own written policy based on an intimate knowledge of local need. Employed in this manner, it should provide a valuable addition to the reference library of those charged with the important task of textbook selection.

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