

uniform textbook material accelerated. In 1818 Philadelphia became the first city to make free textbooks available to all students. As other cities and states followed this example, more interest developed in producing improved textbook materials. This trend toward the availability of a wider variety of instructional materials intensified the need for more specific selection procedures. These early procedures were often subjective and mechanical in nature involving decisions largely administrative in scope. Teacher judgments and opinions played a minor role in the selection procedure.

Schools continued to increase in size, and curriculum expansion became more pronounced. Publishers developed more effective methods of research to remain abreast of this dynamic growth. Great progress in content, methodology, teacher education, facilities, and technology have led to the demand for textbook materials designed to meet the challenge of inquisitive minds. Selection procedures need regular review if optimum use is to be made of the almost endless variety of educational materials available today. Administrators are involving teachers, librarians, subject-matter specialists, and other interested parties in the process of textbook selection. More school systems are developing written criteria for textbook selections designed to facilitate intelligent selection based on individual school and local pupil needs.

Teachers today, with greater depth of training, are encouraged to move from the older accepted concept of one basic textbook as constituting a course of study. We find teachers using several textbooks plus a wide variety of supplemental materials. Students are encouraged to explore and to do research in many areas using a wide range of materials. Progress has been made to the point where curriculum development determines textbook selection and not textbooks the curriculum. Selection procedures must provide for continued review and study if full advantage is to be taken of the new educational materials in various stages of development.