

**Brock University
Faculty of Education**

**Instructional Resource Centre
Curriculum Libraries
COLLECTION DEVELOPMENT POLICY**

Prepared by: Faculty of Education
Instructional Resource Centre
Library Advisory Committee
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I. INTRODUCTION

In 1990, the Instructional Resource Centre's collection development policy was developed by the Committee on Library and Media Resources to direct and manage the growth of the Faculty of Education's curriculum libraries. In 2000, the Library Advisory Committee reviewed and updated the policy to reflect the expansion of IRC curriculum libraries and development of new instructional formats. It is the view of the Library Advisory Committee that a curriculum library's collection development program should be based on a sound written policy that relates the selection of instructional materials to the library's purpose, goals, and objectives. The program should be able to respond to changes in the faculty's curriculum and meet the resource requirements of new courses, while also providing realistic selection guidelines reflecting the availability of financial and physical resources. In addition, to reviewing and updating the policy in 2007, the Library Advisory Committee passed a motion to review and update the policy every three years.

To develop the policy, the Committee reviewed the collection development policies of the James A. Gibson Library at Brock University and Ontario faculty of education libraries and curriculum centres. The section pertaining to donations in kind has been adapted from the policy developed by the James A. Gibson Library. The format and content of the document are based on the American Library Association's *Curriculum Materials Center Collection Development Policy*.¹

Objectives of the Collection Development Policy

- . To provide guidance to the staff responsible for the development and maintenance of the Instructional Resource Centre library collections.
- . To inform the Faculty of Education community and IRC clients of the scope of the Centre's collections and ongoing collection development objectives.
- . To acquaint new Instructional Resource Centre library staff with the purposes and standards that guide the selection of resources housed in the Centre's curriculum libraries.
- . To provide information which will serve as a planning tool for the Centre's administration and assist in the budgetary allocation process.
- . To ensure that the curriculum collection relates to and supports the Faculty of Education's programs.
- . To avoid duplication of purchases made for the James A. Gibson Library education collection with the exception of the Hamilton campus location.

¹ American Library Association. Education and Behavioral Sciences Section. Association of College and Research Library. (1993). Curriculum Materials Center Collection Development Policy. 2nd ed. Chicago: ALA.

II. OBJECTIVES OF THE COLLECTION

The purpose of Brock University's Instructional Resource Centre is to provide the specialized instructional resources and services required to support Faculty of Education programs through the development of the Centre's curriculum libraries and media services. One of the Centre's primary goals is to develop curriculum libraries of current multimedia instructional resources related to and adequate to support the teacher education needs of Faculty of Education programs and teaching practica in Ontario elementary and secondary schools.

The following objectives strive to meet this goal:

- . To develop collections of current reference tools designed to aid in the definition, selection, and location of curriculum resources and services.
- . To develop reference collections of current Ontario Ministry of Education and select board of education resources.
- . To maintain adequate stock of current Ontario Ministry of Education curriculum guidelines to meet the instructional requirements of Faculty of Education courses.
- . To maintain collections of current Ontario Ministry of Education approved textbooks and ancillary resources, with emphasis placed on acquiring teachers' guides.
- . To acquire current books and multimedia about curriculum development and implementation, teaching methods and strategies, non-fiction trade books, and exemplary children's literature.
- . To acquire periodicals describing developments in curriculum and teaching methods, and reviewing instructional materials.
- . To develop collections of resources to support student teaching practica and Faculty of Education program instruction needs.
- . To house and circulate education faculty produced teaching materials utilized in current education courses.
- . To house and circulate exemplary teaching resources developed by Faculty of Education instructors.

III. CLIENTELE

Primary Clientele:

The Centre's primary clientele are the faculty and students in the Faculty of Education's programs. This client group uses the resources for two purposes: to support teacher education courses and to support teaching practica in elementary and secondary schools. The focus of collection development is to support the instructional resource needs of this primary clientele group.

Secondary Clientele:

Students, faculty, and staff from the Brock University community and other Ontario universities are welcome to borrow the Centre's resources. Extramural borrowers (alumni, local educators, etc.) who have purchased university library cards from the James A. Gibson Library are also eligible to borrow instructional resources. Interlibrary loan requests received by the James A. Gibson Library for the Centre's curriculum material are honoured. Since these clients do not constitute the Centre's primary clientele, instructional resources are not collected to reflect their specific needs.

Exclusions:

Although the Instructional Resource Centre contains materials suitable for children, its purpose is to support the Faculty of Education, and, as such, is intended to be used by adults. Children from the community are welcome to use resources within IRC curriculum libraries if accompanied by an adult.

IV. SELECTION RESPONSIBILITIES

IRC Manager

The responsibility for the development of the collection and fiscal planning rests with the Manager of the Instructional Resource Centre. Under the manager's direction, supervisors in the curriculum libraries collaboratively select materials to be added and weeded from the collection. The manager is responsible for the preparation of and advocacy for annual acquisition budgets adequate to support ongoing and future Faculty of Education programs. The James A. Gibson Library Acquisitions Department provides clerical ordering support and acquisition database management.

Selection decisions require that the IRC manager be kept apprised of Faculty of Education course content, assignments, and planned program changes, as well as have an understanding of current curriculum content in Ontario's elementary and secondary schools. Active involvement in the Faculty of Education's program planning process, education library associations and teacher-librarian groups are necessary links for decision making. On an informal level, regular communication with individual education faculty, the university's education librarian and teacher librarians is also essential.

Selection decisions also require familiarity with new teaching and curriculum resources through reading of review sources and first-hand examination of resources at conferences, workshops, and in preview sessions.

Faculty Members

Since faculty members determine the instructional materials required by students through course content and assignments, their advice, co-operation and purchase recommendations are essential elements in the collection development process. Instructors' specific subject expertise and advice are valuable aids in the selection of curriculum resources.

IRC Staff and Clients

Staff members' purchase recommendations likewise play an important role in collection development. Their direct contact with students and practising educators helps them identify gaps in the collection subject coverage and learn of new resources used in area school boards. Under the direction of the IRC manager, staff members also play an important role in the on going weeding of the collection and the collection of free resource materials. Value is also placed on students and practising educators' purchase suggestions regarding curriculum resources that they have found useful while teaching or attending workshops and conferences.

V. **SCOPE AND BOUNDARY OF THE COLLECTION**

Brock University has two collections of library resources to support the Faculty of Education programs, faculty, and students.

1. The James A. Gibson Library collects materials to support the academic research, theoretical, and historical aspects of the study of education. This education collection includes academic journals and monographs, reference materials including education indexes and databases, and select Ontario Ministry of Education and ERIC documents, as well as selected education documents from other provinces, countries, and international agencies. Specific aspects regarding the development of this collection are outlined in the James A. Gibson Library's Collection Development Policy.

The James A. Gibson Library contains select Ontario Ministry of Education publications. Ontario Ministry of Education publications are also available through the Ministry website or through the Ontario Government Documents Collection online.

2. The Instructional Resource Centre curriculum collections at the St. Catharines and Hamilton campuses support the teacher education and instructional resource needs of Faculty of Education programs in the areas of curriculum design and implementation, teaching strategies and methods, the school and learning environment, and educational technologies. The collections also provide instructional and curriculum resource materials to support teaching practica in Ontario elementary and secondary schools. The Library of Congress classification ranges of materials housed in the Instructional Resource Centre are outlined in Appendix A.

A. **Collection Guidelines**

Curricular Level

The curricular level of the Instructional Resource Centre collections reflects instructional resources appropriate for use at all grade levels in Ontario elementary and secondary schools, as well as select curriculum materials for adult education. Teacher resource and teaching methodology materials are at a post-secondary level to support the Faculty of Education's teacher education courses.

Subject Treatment

The subject boundaries of the collections are defined by two criteria. First, teacher education materials are collected to reflect the subject content of Faculty of Education courses. Secondly, instructional resources are collected to reflect of the subject content of Ontario elementary and secondary school curriculum.

Languages

The primary language of material in the collections is English, although curriculum materials used to teach foreign languages in elementary and secondary schools are also included. French language materials are selectively collected to support the French studies components of the Teacher Education and Continuing Studies programs specifically.

Chronology

Emphasis is placed on collecting current teaching materials with the exception of some classical materials representing significant innovation. Historical and archival curriculum materials are not collected.

Geographical Guidelines

Instructional materials produced or used in Canada, with particular emphasis on Ontario, are collected. Select instructional materials produced in the United States, Great Britain, and other countries are collected if appropriate and supportive of Faculty of Education course content and Ontario elementary and secondary curriculum.

Duplication

The Centre normally does not purchase multiple copies of resources, regardless of format. Requests for multiple copies are considered individually and are evaluated according to actual or projected demand. Resources available in the James A. Gibson Library are not duplicated with the exception of the Hamilton campus location.

Replacement

Withdrawn or missing materials are not automatically replaced. The need for replacement is considered, based on the following criteria:

- . number of remaining copies
- . date of publication or production
- . existence of alternative material in the collection
- . demand for titles or subject
- . availability of newer or more suitable materials
- . in print status of the item

Editions

Newer editions are purchased only if they have been substantially updated or there is an improvement on the previous edition. Superseded editions are withdrawn, based on the following criteria:

- . date of publication or production
- . demand for titles or subject
- . space availability

Donations

Donations are subject to the same selection criteria as purchased material. Refer to Section VII for specific information regarding "Donations in Kind".

B. Collection Formats

Textbooks

A selection of textbooks approved by the Ontario Ministry of Education for use in elementary and secondary schools are collected, with emphasis placed on acquiring teacher's editions of the textbooks.

Textbooks assigned in Faculty of Education courses are not generally acquired. If required for a course, it is the responsibility of the student to purchase textbooks. If deemed necessary, faculty members may place personal or department owned copies of course textbooks in the IRC reserve collections for the duration of the course.

Curriculum Guidelines

A reference collection of current Ontario Ministry of Education curriculum guidelines is maintained. Circulating copies are housed if available. Links to electronic copies of these documents are provided in the corresponding bibliographic records.

Ontario Ministry of Education curriculum guidelines for use in Faculty of Education courses are ordered and stored in the Instructional Resource Centre curriculum libraries. Quantities orderd are based on availability from the Ontario Ministry of Education. Class sets are distributed to faculty members only, for use during class instruction.

Select hard copies of resource documents from Ontario school boards are collected, based on available funds and relevance to course content. "Local school boards" are defined as those considered as partnered with the Department of Teacher Education (Appendix B).

Children's and Juvenile Literature

Books appropriate for the kindergarten children though young adult are located in the collections. Emphasis is placed on Canadian award winning and international classic books first, with other notable and award winning books purchased as funds permit. Other examples of literature selectively located in the collection include beginning-to-read books, picture books, folk and biographical literature emphasizing Canadian multiculturalism and notable Canadians, mythology, modern fantasy, poetry, Canadian historical fiction, and information books supporting elementary and secondary curriculum.

Professional Teaching Literature

Core collections of monographs, which support the curriculum of teacher training courses, are collected. This includes resources dealing with teaching methods and strategies, curriculum development and construction, sources about children's and young adult literature, idea and activity books.

Reference Collection

The majority of academic reference sources in education are located in the James A. Gibson Library or available from its web page. Current reference tools related specifically to the definition, selection, and location of instructional and curriculum resources are housed in Instructional Resource Centre curriculum libraries. A basic level of general reference tools such as encyclopaedias, almanacs, gazetteers, atlases, dictionaries, and education directories are also housed in the curriculum collections.

Periodicals

A small collection of periodicals related to the practical aspects of teaching and curriculum development, children's literature, and teaching association newsletters are collected. The emphasis is placed on current issues. Extensive collections of back issues are not retained. Electronic subscriptions of select titles are available via the James A. Gibson Library's web page.

Free Materials

Free and inexpensive materials (pictures, photographs, posters, charts, maps, pamphlets) are collected from commercial organizations, industries, government, and professional agencies. These materials are critically reviewed before being added in the Centre's vertical Resource Files and are frequently weeded. Materials collected reflect topics to support teaching practica.

Government Documents

The James A. Gibson Library is a full depository of Ontario Ministry of Education publications and select

education documents from other provinces, countries and international agencies. The Instructional Resource Centre collects a selected group of curriculum government documents:

- . Ontario Ministry of Education curriculum guidelines
- . Local school board curriculum documents

All other government publications are housed in the James A. Gibson Library.

Audio-visual Materials

The Centre currently collects audio-visual software to support Faculty of Education courses and teaching practica in the following formats:

puppets	transparencies	DVDs	kits
pictures	flash cards	charts	manipulatives
maps	photographs	games	models
globes	computer CDs	compact disks	

New formats are introduced into the collection as adopted by Ontario elementary and secondary schools. For example, the collection of music on compact disks began when schools begin to utilize this format. The current preferred videorecording format is DVD, but this will change as technologies advance.

The Centre does not currently collect resources in the following formats. Exceptions made will be handled based on need and funds: realia, diorama, and art reproductions.

Exclusions:

Educational and Psychological Tests

The Instructional Resource Centre does not collect tests. Tests purchased by Faculty of Education academic departments for instructional purposes are housed in the Centre's libraries, but not included in the public catalogue. Selection, weeding and format considerations are the responsibility of the academic departments.

Graduate Education Projects and Theses

The James A. Gibson Library collects and houses all Brock University graduate theses. Projects and theses produced by Brock University education graduate students are collected by the Department of Graduate and Undergraduate Studies in Education and housed in the Instructional Resource Centre's main campus curriculum library. Weeding is the responsibility of the Department. Format considerations are determined by Senate academic regulations.

Computer Software

Software used to support elementary and secondary school teaching practica is housed in the curriculum libraries, with compact disk being the preferred storage medium for security reasons. Instructional software to support Faculty of Education courses is installed by the University's Information Technology services department at the St. Catharines campus. The Faculty of Education Computer Services is responsible for software residing on the Faculty of Education network for access at the Hamilton campus.

Video Streaming

Licenses are purchased for Teacher candidates to access resources through video streaming. Passwords are distributed to Teacher candidates through the Department of Teacher Education.

Music Scores

Except for school songbooks and textbooks, scores are not collected by the Centre. Traditional music scores including sheet music, performance editions and study scores (miniature scores) are collected by the James A. Gibson Library.

Materials for the Special Needs

Resources are not collected in special formats for special needs due to low demand and availability for loan from outside agencies.

State of the Art Equipment-dependent Resources

The Centre does not collect new teaching resources in equipment-dependent formats that are not currently utilized in local school boards. This is due primarily to budgetary considerations, but is also due to low usage. If local school boards do not have the equipment required to use the resources, the resources are not used.

VI. SELECTION CRITERIA

The following evaluative criteria for curriculum resources, identified by the American Library Association and endorsed by the Ontario education libraries, are of particular significance in the selection of multimedia instructional materials for use in Ontario elementary and secondary schools and teacher training programs.

- . Cost: Price of the material in relation to the budget and availability of other material.
- . Curriculum correlation: Relationship between material and contemporary conceptions of curriculum objectives.
- . Technical quality: Quality of the production, presentation, and construction of the material.
- . Existing collection: Strengths and weaknesses of the existing collection in relation to the current needs of education programs.
- . Scarcity and demand: Availability of material on the subject and demand for the material by clients.
- . Authority of issuing body, author, composer, editor.
- . Academic level: Relationship between the subject content and grade level topic as addressed in the Ontario school curriculum.
- . Currency: Timely material to reflect current trends in education.
- . Subject coverage: Relation of the subject content to Ontario school curriculum.
- . Ease of use: Avoids necessitating of specialized training, personnel and space requirements to use.
- . Learning and/or teaching styles: Representation of material to support a variety of learning and teaching

styles.

- . Accuracy: Factual knowledge content of materials.
- . Literary values: Materials should foster literary appreciation and aesthetic values.
- . Creativity: Materials should encourage self-instruction and stimulate creativity.
- . Multi-ethnic/cultural: Materials should reflect the multicultural and multi-ethnic nature of Canadian society.
- . Controversy: Materials should provide opposing sides of controversial issues to develop critical reading and thinking.
- . Overall quality: Materials should be selected because of the content and value of the work as a whole and its success in achieving its intended results.

VII. **DONATIONS IN KIND POLICY**

Donations are an important adjunct to the Instructional Resource Centre's acquisitions programs. Gifts which support the Centre's instructional and curriculum needs and enhance the quality of the collection are encouraged.

Acceptance Guidelines

The appropriateness of a donation is determined during initial communication with the donor. The Manager generally performs this function. Consultation may be necessary and opinions of education faculty and staff may be sought as required. The following guidelines may be applied when deciding if a donation should be accepted.

1. Donations that fall within the Centre's collection guidelines are accepted. Materials which are clearly out of scope are rejected, but suggestions regarding other potentially interested recipients are provided whenever possible.
2. Donations that would result in unnecessary duplication of materials already held are declined.
3. Materials in poor physical condition normally are not accepted.
4. The processing and maintenance costs incurred should be determining factors for donations of marginal value.
5. Faculty donations generally are accepted provided that they conform to the Centre's collection policy and that faculty members accept the Conditions of Acceptance outlined below.
6. Teacher education textbooks should be declined. Textbooks currently used in Ontario elementary and secondary schools are accepted.
7. Restrictions placed on the disposition and use of materials by prospective donors may influence the Centre's decision.
8. Transportation costs involved in bringing a collection to the Centre may affect the acceptance decision.

Facilities Management may be called upon to pick up gifts (providing they are boxed) from local donors. Out of town donations are considered on an individual basis. If the donation is substantial and important to the Centre, freight delivery may be an option.

9. Donors outside of the University community who wish to make a substantial donation (50 titles or more) are encouraged to provide the Centre with a list.

Conditions of Acceptance

1. Upon acceptance, donations become the property of Brock University.
2. The IRC Manager, or staff under her/his direction, determines which items will be added to its collection and disposes of unwanted materials as she/he sees fit.
3. Materials not added to the collection will be returned if this is requested by the donor at the outset.

Procedures for Acknowledgement

1. Letters of Acknowledgement: A formal acknowledgement of receipt expressing the Centre's appreciation is sent by appropriate staff to external donors once donated material has been accepted. Verbal or informal acknowledgement may suffice in the case of faculty donations. Material deemed to be of special significance is acknowledged by the Manager. The letter of acknowledgement does not limit the Centre's right to dispose of unwanted materials in the most appropriate manner.
2. Gift Plates: Gift plates indicating the name of the donor are affixed to all items, except periodicals, kept by the Centre.

Income Tax Receipts

1. Tax receipts for small donations (under \$50.00) normally are not issued unless specifically requested by the donor.
2. Income tax receipts are issued for the value of materials retained by the Centre. Only those publications accepted for the collection are included in the final calculation of the value of the gift.
3. Tax receipts for donated journals are not prepared until all issues for a particular volume or year are received.
4. Donors should read and sign the document entitled "Donations in Kind: a Preliminary Checklist." This is an official document used by University Administration for all gifts in kind to establish whether these are eligible for tax receipts. The Instructional Resource Centre version of this document is identical to that used elsewhere in the University with the exception of points 3, 4, and 6, which have been modified slightly to cover situations which may be unique to library donations.
5. The IRC Manager evaluates donated materials, providing the total value of the collection does not exceed \$1000.00. In practice, the University Finance Office regards this figure as a guideline from Revenue Canada and will accept internal evaluations that are marginally higher.
6. The principle of fair market value is observed in the evaluation of materials. According to Revenue Canada, the generally accepted meaning of fair market value "...is the price the property would bring in an open market transaction between a willing buyer and a willing seller, acting independently of each other,

and each having full knowledge of the facts." (Gifts in Kind, p. 5) Recently published materials are assessed at face value.

7. Donors are free to arrange and pay for impartial evaluations of collections that do not exceed \$1,000.00 in value.
8. Evaluations are not performed until the Centre assumes physical possession of the donation.
9. In cases where the Centre chooses to retain only a small part of a donated collection, it may be necessary to confirm with the donor that this is acceptable, since the value of the tax receipt may be less than anticipated.
10. Revenue Canada requires external appraisals for donations whose value exceeds \$1000.00. It is expected that the donor normally will bear the cost of such appraisals. However, the Centre may assume this cost, depending upon the nature of the donation.

Tax Receipt Procedures and Record Keeping

1. A statement is prepared including:
 - (a) an exact count of the number of volumes in the donation.
 - (b) a brief comment on the condition of the material.
 - (c) a brief description of the nature of the donation (main subject(s) covered, language(s) represented, imprint date (if relevant)).

Records will be kept on file in the Manager's office for a period of 6 years.

2. The Manager will forward requests for tax receipts as well as the signed Donations in Kind checklist to the Finance Office for review. Finance will send the request to the Development Office who will issue the tax receipt and add the donor's name to the University's donor data file. Tax receipts will be sent directly to the donor by the University's Finance Office. The IRC Manager will send a letter of thanks to the donor.

Instructional Resource Centre

DONATIONS IN KIND: INFORMATION FOR DONORS

The Instructional Resource Centre is interested in receiving donations of materials which support teacher training and the curriculum of Ontario elementary and secondary schools. Prospective donors should direct inquiries to the Manager of the Instructional Resource Centre. (905-688-5550, Extension 4586).

Selection Process

Donors are advised to contact the Instructional Resource Centre before delivering donations in case the publications do not fall within the scope of its collection policy or duplicate items already held.

If accepted, donations become the property of the Instructional Resource Centre. Materials are added to the collection at the discretion of Centre's staff and gift plates are added to all items, except periodicals.

The Instructional Resource Centre will return items that are not required if this is specified by the donor at the outset. Otherwise the Centre will dispose of such items.

Income Tax Receipts

Income tax receipts are issued for the value of materials retained by the Centre. Only those publications accepted for the Centre collection are included in the final calculation of the value of the gift. Tax receipts for small donations (under \$50.00) normally are not issued.

Evaluations of collections are performed providing the total value does not exceed \$1000.00. Donors are encouraged to provide the Instructional Resource Centre with information which pertains to the value of their donation whenever possible. Donors are free to arrange and pay for impartial evaluations of collections that do not exceed \$1000.00 in value.

Revenue Canada requires that external appraisals be performed for donations whose value exceeds \$1000.00. It is expected that the donor normally will bear the cost of such appraisals.

Donors are encouraged to make their donations before November if they wish to receive a tax receipt for the current calendar year.

VIII. WITHDRAWAL POLICY

The primary goals of the weeding program are the removal of materials that have become obsolete, are in poor condition, or are no longer relevant to the teacher education courses offered in the Faculty of Education and current curriculum in Ontario elementary and secondary schools.

Systematic weeding procedures of materials in all formats should be carried out periodically to keep the collection timely and in good condition. In the case of videotapes, DVDs, programs with limited distribution and/or performance rights and time sensitive licensed software are withdrawn and erased on a monthly basis.

Selection Criteria

1. Condition: Material that is damaged, badly worn, torn, scratched, broken, or deteriorating.
2. Content: Materials that contain outdated or inaccurate information.
3. Format: Formats that are no longer used in Ontario's schools or information that is better suited to another information medium.
4. Space: If space is at a premium, duplicate copies and superseded editions are weeded depending upon current demand.
5. Copyright: videotape and DVD programs for which the limited distribution and/or performance rights have expired.

APPENDIX A: **LIBRARY OF CONGRESS CLASSIFICATION RANGES LOCATED IN THE IRC**

The following list of classification ranges is used by the James A. Gibson Library Cataloguing Department as a guide when determining the location of material purchased on the Instructional Resource Centre's acquisition accounts. Materials purchased on the James A. Gibson Library's education acquisition account are not subject to location decisions. Materials purchased on this account are all located in the James A. Gibson Library.

Education General

L 101 Education yearbooks
L 900-991 Education directories

Theory and Practice of Education

LB 1025-1050 Teaching methods and aids, principles and practice
LB 1140-1695 Pre-school through secondary school education
LB 1732-1737 Practical aspect of teaching
LB 1763-1765 Examination and evaluation methods
LB 1775-2286 Professional teaching aspects and student teaching

Individual Educational Institutions

LD 7501 Elementary and secondary schools

Textbooks

LT 101-501 Information about elementary and secondary textbooks

Other Ranges

BF 149.5 Juvenile literature regarding PSYCHOLOGY
BR 125.5 Juvenile literature regarding CHRISTIANITY
BX 1961.C2 Canadian school CATECHISMS

D & E & F Juvenile literature regarding HISTORY

FC 58-59, 155, 174, etc. Elementary and secondary textbooks, study and teaching, and juvenile literature about CANADIAN HISTORY

G 72-76, 125-128 Elementary and secondary textbooks, study and teaching, and
GB 23-25, 51-55 juvenile literature about general, physical and human Geography
GF 26,33,43,46

GN 31.5, 333, 744, etc. Elementary and secondary textbooks, study and teaching, and juvenile literature about ANTHROPOLOGY

GV 341.5, 346, 361-364 Elementary and secondary textbooks, study and teaching, and
443, 464.5, 709.2 juvenile literature about PHYSICAL EDUCATION and SPORT

H 62-64 HM 66	Elementary and secondary textbooks, study and teaching, and juvenile literature about SOCIAL SCIENCES
HF 5381-5392	Elementary and secondary textbooks, study and teaching, and juvenile literature about VOCATIONAL GUIDANCE
J	Elementary and secondary textbooks, study and teaching, and juvenile literature about POLITICAL SCIENCE
K	Elementary and secondary textbooks, study and teaching, and juvenile literature about LAW
MT 740-810 898-949	Elementary and secondary textbooks, study and teaching, and juvenile literature about INSTRUMENTAL MUSIC, SINGING and VOICE
N 350-373 NC 610-635 NK 70	Elementary and secondary textbooks, study and teaching, and juvenile literature about ART, DRAWING, and CRAFTS FOR CHILDREN
PC 2113-2117	Elementary and secondary textbooks and readers, study and teaching of FRENCH
PE 1117-1121 1144-1146.1	Elementary and secondary textbooks, primers and readers for LANGUAGE ARTS (reading, spelling, grammar)
PS 8001-8599	Canadian Literature
PZ 7, 8, 10	Children's literature
QA 161-163, 181-183	Elementary and secondary textbooks, study and teaching, and juvenile literature about SCIENCE
QA 11, 43, 101-141	Elementary and secondary textbooks, problems and exercises, and juvenile literature about ARITHMETIC and MATHEMATICS
QC 23, 25, 30-41, 90, 127, 863	Elementary and secondary textbooks, study and teaching, and juvenile literature about PHYSICS
QD 33, 35, 40-54	Elementary and secondary textbooks, study and teaching, and juvenile literature about CHEMISTRY
QE 28-29, 40-45	Elementary and secondary textbooks, study and teaching, and juvenile literature about GEOLOGY
QH 47-48, 51-55, 308.5 308.7, 309.2, 315-320, 541	Elementary and secondary textbooks, study and teaching, and juvenile literature about NATURAL HISTORY, BIOLOGY, ECOLOGY
QK 49, 51-57	Elementary and secondary textbooks, study and teaching, and juvenile literature about BOTANY
QL 48-49, 51-58	Elementary and secondary textbooks, study and teaching, and juvenile literature about

ZOOLOGY

RA 440, 776-777 Elementary and secondary textbooks, study and teaching, and juvenile literature about HYGIENE

S 495, 531 Elementary and secondary textbooks, study and teaching, and juvenile literature about AGRICULTURE

TT 165-169 Elementary and secondary textbooks, study and teaching, and juvenile literature about MANUAL AND VOCATIONAL TRAINING

TX 165-286 Elementary and secondary textbooks, study and teaching, and juvenile literature about HOME ECONOMICS