

Queen's University  
Education Library

Collection Development Policy

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## 1. Introduction

The Faculty of Education at Queen's University offers a range of programs including a Consecutive Education Program leading to a Bachelor of Education degree with choice of Primary-Junior or Intermediate-Senior levels and special program tracks in Aboriginal Teacher Education, Artist in the Community, Outdoor and Experiential Education, and Technological Education ; a five-year Concurrent Education Program; graduate programs at the master's and doctoral level; and additional qualifications courses in online and face-to-face format for practising teachers.

Primary users are Queen's Faculty and students and local area teachers and librarians. While the collection is developed primarily to programs in education, the Library does not restrict use of its collection. Local teachers, librarians, and anyone with a Queen's library card (community users and alumni) may borrow our materials.

Typical enrolments and user communities as of September 2009 include:

B.Ed. program: 750  
Graduate programs: 200  
Continuing Teacher Education (CTE) programs: 7,000  
Faculty and Staff: 44.7 faculty FTE and 39.0 staff FTE  
CTE instructors: 550

The Education Library is a three-floor facility that includes multiple collections in support of classroom practice and educational research in these programs. The Library collects widely across all facets of education as a social science with particular emphasis in the fields of cultural and policy studies (including comparative education and the history of education), educational philosophy, educational psychology, and the teaching and practice of education in the elementary and secondary school environment. Library workstations provide access to the major databases in the field and to nearly 60,000 journals online, including 1,000 journals that are specifically education-related. Resources are collected on all aspects of education and across a range of levels of education from pre-school to elementary to secondary with selective collecting in higher education. Collecting is informed by the following emphases at the Faculty of Education:

- Preparation of teacher candidates for the teaching profession.
- Identified subject strands in the Graduate Programs.
- Areas of teaching and research specialization such as literacy, special education, and multicultural and inclusive education.

Collecting is also informed by the strategic goals of Queen's Library and the University such as research excellence, effective strategies for tertiary teaching, student information literacy and online learning

The M.Ed. and Ph.D graduate programs offer three areas of focus:

- Cognitive Studies — Examines the psychological foundations of human learning and development. The domain encompasses both the mental processes of the individual learner and the situated contexts of learning. It focuses on processes by which people learn to think, reason, solve problems, and make meanings.
- Cultural and Policy Studies — Examines, from a critical perspective, the implications of the social, cultural, philosophical, historical and political contexts for education, in its broadest sense, and for institutional policies and practices.
- Curriculum Studies — Includes the exploration of all aspects of curriculum, including the intended curriculum, the enacted curriculum, the learned curriculum, and the relationships among these constituents of curriculum.

The M.Ed. in Aboriginal and World Indigenous Education Studies (AWIES) program is a part-time blended (on-line and on-campus) program intended for students with experience in Aboriginal communities. It is designed to develop leadership abilities and theoretical, practical, and experiential knowledge.

## **2. History of the Collections**

Queen's first Faculty of Education was founded in 1907, but closed in 1920 when the training of teachers in Ontario was centralized in Toronto. The present Faculty dates from 1965, when the province approved the Duncan McArthur College of Education, a Queen's-affiliated college temporarily located at 131 Union Street (now the site of the Stauffer Library). Named after a former head of Queen's history department who became Ontario's Minister of Education, the college registered its first 40 students in the 1968-1969 academic year under the deanship of Queen's alumnus Vernon Ready. By 1971, the college had been renamed the Faculty of Education in order to clarify its relationship to Queen's, and had moved to its present home in Duncan McArthur Hall on the west campus.

The collection changed significantly from 2006 onwards with a move to re-classify all materials in locally created call numbers systems (videocassettes, lesson resources, and all multimedia materials (kits, posters, prints, big books, games, etc.). Dvds are now preferred over VHS formats. The multimedia collection has expanded to include more reading sets, audio-books, primary sources, and manipulatives such as pattern blocks, shapes, and models. Software for K-12 classrooms is no longer collected but standard programs, such as Microsoft Office, are made available on all computers. The library collections have been weeded significantly over the past four years to make room for new materials and to re-focus the collection for the needs of current users. More resources are made available online such as access to ERIC documents through the library catalogue.

## **3. Description of the Collections**

The Education Library is well-respected in the province of Ontario as an outstanding resource and provides a wide range of materials for teaching, learning, and research in the following collections. The Library collects widely across all facets of education as a social science.

### **Reference materials**

The Reference collection provides current handbooks and research tools for current and historical overviews in a wide range of fields (e.g. special education, literacy, reading, and teaching in specific disciplines such as mathematics). Used as a starting point for key authors, critical issues, and authoritative citations. These volumes circulate for three-day loans.

### **Children's and Young Adult Books**

This collection is developed to support Teacher Candidates planning classroom activities on their practicum and during their coursework. It provides material suitable for primary, elementary, and early secondary levels. More sophisticated secondary-level material is located in the general collection. The K-12 resources offer fiction and non-fiction titles that support the Ontario curriculum and include all recommended Canadian titles selected for the Ontario's Forest of Reading annual program at all reading levels from primary through high school, ESL, and adults learning to read. Classic and international titles are purchased as well as works that reflect important authors and illustrators of children's literature. A range of reading levels addresses the interests of young children, English second-language students, and elementary-school and adolescent readers. Picture books, chapter books, novels, short stories and legends from around the world and from Canadian aboriginal writers, and graphic novels are provided. A selection of readers is purchased with an emphasis on high interest topics for teenagers and second language learners (mystery, adventure, romance, historical novels, contemporary award-winning fiction, biographies, and graphic novels). Selections in both English and French are offered.

### **Multimedia**

Audio books, DVDs, CDs, videos, kits, games, manipulatives (e.g. reading rods, geometric shapes, models of the brain, atoms, and plant cells), puppets, beanbags, baby dolls, music, big books, posters and charts, study prints, boom whackers, fossils, maps, a learning carpet, and a Rosetta Stone. Online collections include video-on-demand, streamed video content, and websites that focus on dynamic interactive learning materials and Canadian content.

### **Lesson resources**

Books filled with teaching ideas, lesson plans, reproducibles, and teaching strategies are shelved within specific subject areas (e.g. World War II - D731 – D838; E - U.S. History; FC – Canadian History; G – Geography; PS8001 – Canadian Literature; Q – Science; QA – Mathematics). Ontario Curriculum Units (K-8) are integrated here in paper copy. Our library catalogue also links to online teaching resources such as [Be the Change: Instructional Resources for Global Citizenship](#).

### **Bound journals**

This is now a circulating collection. Although many volumes are available electronically, access to the online copy is not always stable and cannot be guaranteed as perpetual.

### **Ontario Ministry of Education Curriculum documents**

The Curriculum Documents collection includes the most recent Ontario curriculum guidelines at all grades including the secondary-level [Course Profiles](#) (from [Curriculum Services Canada](#)) and the new Environmental Education curriculum guidelines for all grades. Documents are collected in paper whenever available and links to available online copy is added to the library catalogue. In some cases, materials only available online, such as the Ontario Curriculum Units for K-8, have been reproduced in print and catalogued in their respective subject areas within the general

collection to ensure access and use. Exemplars and supporting Ministry documents are also shelved in the curriculum area (e.g. [Think Literacy](#), Special Education, English language learners, effective instruction practices, and strategies for literacy and math success).

### **Research and General Collection**

The library covers all practical aspects of teaching and learning from early childhood through grade twelve and research on current issues in education such as inclusivity, bullying, social justice, literacy, reading, special education, classroom management, globalization, and environmental education. Research in the fields of the graduate programs - cognitive studies, cultural and policy studies, curriculum studies, and aboriginal and world indigenous education systems – are also made available. Works in specialized areas unique to individual faculty members and research groups are also collected.

### **Journals**

400 print journals and 1000s of online education-related journals. There are about 60,000 online journals at Queen's. We continue to collect journals in print so they can be browsed for lesson ideas and reproducible. Journals published by teacher associations are not expensive and provide ideas on current education issues and teaching practice. These are made visible to students on the main floor for awareness and browsing purposes. Periodical acquisition will support all aspects of professional practice, faculty and graduate research, international perspectives, aboriginal education, and core areas of interest in teaching such as special education, subject curriculum in Ontario schools, and reading and literacy.

### **Databases**

The Education Library offers access to 40 education-related databases providing both focused and interdisciplinary coverage over a broad time period and in an array of countries. There is coverage on educational research and teaching ideas in Canada, the United States, Britain, Australia, Europe, China, and many other parts of the world. Information tools have expanded to include those that review children's literature, current and historical research, primary sources, dissertations and theses, and tools that manage and store information such as RefWorks.

Key database titles include Education Research Complete (EBSCO), Education Full Text (Wilson), Canadian Education (Proquest), Project for Enhancing Effective Learning (Australian educators), and Education Resources Information Center (ERIC: Institute of Education Sciences of the U.S. Department of Education). Library catalogue records will soon include descriptions for all 450,000 ERIC documents from 1966 to the present including links to those that are now online. Subscriptions to core education associations such as the National Council of Teachers of English, National Council for the Social Studies, and the National Science Teachers Association provide access to website materials and online publications. A range of international databases are also collected to provide education research and curriculum advances from Australia, Britain, China, and Europe.

### **Ontario Ministry of Education Approved Textbooks**

Divided into two collections:

New Textbooks: 1998 - present (from the [TrilliumList](#)); Historic Textbooks: prior to 1998. There is textbook coverage with accompanying teacher's guides for all areas of the curriculum that are taught in the B.Ed. program. This is a highly used collection and items circulate during term for 3 days but can also be signed out for the duration of the practicum. One of our collection goals is

to acquire an up-to-date selection of Ontario Ministry of Approved textbooks, preferably with teachers' guides, across all curriculum subjects. Because of the costs of these materials, selection has to be judicious, so the library does not necessarily have a copy of every approved textbook.

### **Faculty of Education Theses and Projects**

All Queen's theses from 2007 onwards are available for free download in QSpace, Queen's Institutional Repository. Education theses are also online in the Faculty of Education [QSpace](#) with paper copies in a separate Education Library collection. The Master's program can be completed with either a project or a thesis and the complementary number of required courses. Education projects will also be required for online deposit in QSpace from 2010 to ensure ready access to all Master's level work.

### **Supporting Collections**

Strong collections of supporting materials are available in the Stauffer Humanities and Social Sciences Library (psychology, sociology, cognition) and the Bracken Health Sciences Library (special education, learning disabilities). In addition to Queen's University Library resources, the Aboriginal Teacher Education Resource Library within the Faculty of Education provides a collection of native resources related to aboriginal education. The Teacher Resource Centre for the two local school boards is situated next door to the Education Library where it delivers learning resources to local area schools. Teacher Candidates draw on the TRC for teaching materials, especially to enrich the resources they take out on practicum.

## **4. Changes to the Collections**

Over the past four years, the library collection has been significantly updated in the following areas:

- Aboriginal materials relating to education. A Richardson Fund Grant was received for \$12,000 for the purchase of Canadian library materials to support the new Aboriginal and World Indigenous Studies M.Ed. program.
- New Textbook collection: Up-to-date materials in all curriculum subjects offered in the B.Ed. program especially those in the new technological education diploma beginning 2009.
- Reading materials in French that support the K-8 curriculum.
- Reading materials for English Language Learners such as leveled readers, award-winning Canadian fiction, and graphic novels.
- Updated multimedia and teaching aids:
  - Real Spelling kit from France introduces a new method of teaching spelling through research of word etymology by students.
  - Math manipulatives in the *Math Makes Sense* series for K-8 where each set includes a student text, teacher's guide, big book, music, and hands-on learning pieces.
  - 25 new hand puppets.
  - 3-dimensional models for secondary science (e.g. brain, eye, atom, DNA, bacteria, virus, animal cell, plant cell, skin, HIV/AIDS, heart, solar system, uterus, molecule).

- DVDs are now preferred over videotape and the DVD collection was significantly updated, especially in fields relating to the updated technological education program such as robotics and horticulture.
- Ontario's Forest of Reading program: all award-winning books in the K-12 program of fiction and non-fiction.
- Graphic novels to support the K-12 curriculum in geography, history, and literature.

## 5. Collection Guidelines

### Curricular Level

The curricular level reflects instructional resources appropriate for use at all grade levels in Ontario's elementary and secondary schools. Teacher resources and teaching methodology materials are collected at the university level to support teacher education courses.

### Subject Treatment

Teacher education materials are collected to reflect and support the subject content of teacher education courses. They are also collected to reflect the content of Ontario elementary and secondary school curriculum. Research materials support current issues in education and specializations in the core graduate program strands and faculty research interests.

### Languages

The primary language of the materials in the collection is English. Curriculum materials used to teach foreign languages, especially French language, in elementary and secondary schools may also be collected.

### Chronology

While the emphasis is placed on collecting current materials there is recognition of the need to have materials representing significant works in the field of education.

### Geographical Guidelines

Emphasis is placed on instructional materials produced or used in Canada, with particular emphasis on Ontario. Materials from other countries, primarily North America, Australia, and the United Kingdom for materials relating to teaching and learning. General works on education systems and the history of education in different countries, and on the effects of globalization, and the internationalization of the curriculum are also of interest.

### Duplication

Duplicates are not normally purchased. However, multiple copies of items that will likely be of high use and in demand by the Teacher Candidates may be acquired.

### Replacement

Missing or lost materials are generally replaced unless they meet the criteria given below for weeded items.

### Editions

New editions are purchased when they have been substantially updated and improved. Superseded editions will be withdrawn using the following criteria:

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

### **Donations**

The Queen's Library Donations and Gifts policy will be followed in regards to procedures for persons wanting to donate items and tax receipts. The Education Librarian will decide whether or not to accept donations.

### **Exclusions**

Educational and psychological tests and software are excluded.

## **6. Selection Criteria**

The following evaluative criteria for curriculum resources, identified by the American Library Association and endorsed by the Ontario education libraries, are used when selecting materials.

- **Cost:** Price of the material in relation to the budget and availability of other materials.
- **Curriculum correlation:** Relationship between material and Education curriculum objectives.
- **Technical quality:** Quality of the production, presentation, and construction of the material.
- **Existing collection:** How material will help fill needs of Education programs.
- **Scarcity and demand:** Availability of material on the subject and demand for the material by Education faculty and Teacher Candidates.
- **Authority of issuing body, author, composer, editor.**
- **Academic level:** Recognized that there is a need to have materials to support both the academic research needs of faculty and Teacher Candidates, as well as materials that support the Ontario school curriculum.
- **Currency:** Timely material to reflect current trends in education and the current Ontario school curriculum.
- **Subject coverage:** Focus is on subjects in the Ontario school curriculum or research areas of faculty or within graduate programs.
- **Learning and/or teaching styles:** Representation of material to support a variety of learning and teaching styles.
- **Accuracy:** factual knowledge content of materials.
- **Literary value:** 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 value to the collection.

## 6. Weeding Policy

Weeding is a necessary part of collection management. It ensures that works which are duplicated, in poor repair, or are obsolete are removed to make room for new materials. Weeding should be done periodically to keep the collection timely and in good condition.

These guidelines were compiled while selected areas of the library were weeded to allow for shelving and growth space. Review of other library weeding policies and informal feedback from students and faculty are also incorporated into these criteria.

Weeding guidelines should be reviewed and edited annually to ensure that collections offer a balance of works in the discipline of Education and related interdisciplinary fields that include:

- Newly published materials that reflect topical research interests of graduates, faculty, and trends in education at the elementary and secondary school levels in the province of Ontario.
- Seminal works and key writings in all facets of the discipline of Education, both current and historical.
- Varied formats for learning where appropriate (e.g. videos/dvds, pictures, web links, primary sources).
- Materials that cover the needs of a wide audience from researchers, children through to adolescent readers (K-12), and teachers to teacher-librarians.
- Resources for teacher-candidates that provide a balance of theoretical and practical works from research on teaching and learning to classroom activities, lesson plans, curriculum units, and professional development materials.
- Multimedia resources (e.g. kits, videos, dvds, cds, audio books, big books, posters, prints, slides, overheads, games, artifacts, and manipulatives) that reflect both the current Ontario curriculum and critical world issues and can be taken to the classroom for the duration of a teaching practicum.
- Current classroom textbooks as listed in the Trillium list. One copy of every textbook defined by Circular 14 (before 1998) will be retained in the Historic Textbook Collection.
- Current and historic Ontario Ministry of Education documents. Three copies of items published before 1998 or that are now superseded will be retained and approximately fifteen to twenty copies of documents in current use will be made available.

### A. General Selection Criteria for Weeding

**Condition:** Badly damaged material that is not repairable.

**Content:** Some materials containing outdated or inaccurate information will be pulled but examples will be retained where appropriate to illustrate changing attitudes toward teaching methods and issues such as gender and learning. A recent message on the EBSS listserv made these suggestions from faculty about cutoff dates where content is still considered useful:

- educational technology - 3 years

- special education - 10 years
- school law - 10 years
- history of education - 20 years
- instruction in various subject areas - 10 years
- learning disabilities - 10 years

**Format:** Formats that are no longer being used in Ontario schools because of technical obsolescence such as video discs and software

**Space:** Duplicate copies may be discarded if space is needed.

**Copyright:** Videotape programs to which Queen's no longer holds distribution or performance rights.

## B. Other Criteria for the General Collection

Consider pulling books from the regular collection based on these criteria:

- Content is too esoteric for teacher candidate use and is outside the broad scope of educational research. (e.g. histories of a five-year period in Japan)
- Content may be obtained at Stauffer or through interlibrary loan if necessary.
- Materials are older than 1980.
- Materials are newer than 1980 but need to be current to be useful. (e.g. Modern China published in 1981; directories of any kind; computer programs that no longer exist)
- Materials are falling apart and/or paper has acidified and the work is out of date.
- Materials are sample teaching activities (often in blue folders) for which we have newer bound materials.
- French duplicates of Ministry documents prior to 2000.

**Keep volumes based on these criteria:**

- Canadian content.
- Significant number of illustrations of objects or places or people or decades. (e.g. Chronicles of the 1980s; teaching examples are still useful such as math problems for specific ages with solutions).
- Inclusion of pictures of primary sources.
- Comics or cartoons regardless of date.
- Work is a primary source (e.g. Ann Frank's diary in German, copies of speeches or letters).
- Work is of historical value in that it is a good example of content that used to be taught in the curriculum. Works include primary sources, textbooks, readers, children's and young adult literature, etc. Works judged by publisher, personal and corporate author (Ontario school board vs. U.S. school board), selection of examples for each decade, comprehensiveness and scope, layout and illustrations.
- Materials were gifts to the library from current and past faculty (check inside

- cover).
- Materials may be difficult to replace given topic. Tricky. (e.g. history of Indian tribes in Canada). Keep materials that are dated examples of information for research purposes. (e.g. *Indian in the Cupboard* as a novel was used in the classroom but now replaced by writings that reflect accurate portrayal of First Nations)
  - The work is a classic in its field and is written by a famous author.
  - The date of the work is irrelevant given the content of the book. (e.g. The causes of the civil war; activity ideas for topics of the future).
  - The work shows changing geography of the world (e.g. keep examples of old atlases for comparison)
  - The current edition is in Reference and the previous edition is in the stacks because circulation of an earlier edition is still helpful (e.g. almanacs, research handbooks, recommended booklists).
  - The works relate to teacher education practices.
  - Last circulation date can be considered to determine number of copies to be kept. Consider circulation within the last five years.
  - Retain all materials relating to the history and development of education, including teacher education, especially Canadian materials.

**Keep Duplicates when:**

- Items were purchased due to popular use. Ask when in doubt
- Items are written from 1980 to the present.
- Items were gifts from faculty.
- Items circulated within the past 5 years.

**C. Textbook Collection**

**Pull textbooks based on these criteria:**

- Duplicate volumes.
- Title is not listed in our editions of Circular 14 which go back to 1970.
- Where there are numerous editions, retain new edition for every 5 years.
- Editions are prior to 1980 and are also by foreign publishers (mostly American).
- Content addresses computer programs no longer in existence.
- Content is a set of dittos for duplication purposes.
- Content is at the university level and not suited to a high school audience.
- Multi-volume sets that are duplicated in other libraries and are better suited to university audience.

**D. K-12 Collection**

This collection has reached its maximum floor space and must be carefully maintained to ensure that it does not exceed available shelving.

**Pull K-12 based on these criteria:**

- Duplicate volumes except where they are current and in high use.
- Materials are falling apart and/or paper has acidified and the work is out of date.
- Content is now inaccurate. Examples are kept for works that reflect learning and teaching issues such as gender portrayal and stereotypes.
- Material is text based and newer works often more interesting formats.
- Older fiction from the 1970s that is not of enduring interest.

**Retain works that are:**

- Award-winning titles (e.g. Newbery, Caldecott, Ontario's Forest of Reading). Early award-winning books have been identified with an award symbol on the front cover. Casuals can check titles against these lists before titles are pulled from the collection.
- Useful for illustrations regardless of date of publication.
- Supporting the content of the Ontario curriculum.
- Well illustrated and offer ideas for design and artwork.
- By well-known authors and illustrators, especially Canadians.
- Historical fiction or classic works.
- Examples of literature trends over time (e.g. Goose Bumps, Berenstain Bears)

**E. Reference Collection**

**Pull materials based on these criteria:**

- Volume is superseded by newer edition. Older editions go to stacks.
- Work is out of date where current information is essential and newer edition should be purchased (e.g. directories, handbooks). Statistical sources should be maintained and kept current with link to online equivalents in library catalogue.
- Bibliographies on specific topics that are out of date.

**F. Lesson Resources**

- Content mostly reproducibles such as page borders, designs, certificates, etc, that are now created on computer.
- Content out of date (e.g. statistical data, approaches to a topic have changed – native studies, cultural awareness)
- Content is a collection of items that do not really belong together (e.g. four art projects K-12 all in one binder).
- Format of materials out of date (e.g. items are to be photocopied or include transparencies)
- Lack of creativity.
- OAC materials that are no longer part of the Ontario curriculum.

**G. Multimedia Collection**

- Posters with out-of-date content (methods for refining oil).
- Pictures do not reflect racial, cultural, or gender diversity.

- Format is no longer supported in schools (e.g. slides) unless the material is exceptional as an example of a teaching tool
- Newer posters or videos are better as learning materials by virtue of detail, appeal to specific populations (e.g. teenagers); puts the material in a contemporary context (e.g. modern drug names);
- Size of print and poster easier to read.
- Use of colour.
- Diagrams and charts help to explain the content.
- Videos offer case studies, personal interviews, docudramas that bring material into real-world context; can be divided into series of short programs rather than one long video; e.g. of Daniel Feather who explains topics for children

## **H. Video Collection**

Materials meeting these criteria will be pulled:

- Environmental issues in specific regions such as the Great lakes where currency is essential.
- General overviews of educational research now superseded but documented elsewhere in paper form.
- Topics that have changed significantly as a result of the PC, internet, and Web (e.g. doing library research, career information, research techniques)
- Topics in health and medicine (e.g. sex education, AIDS, suicide, date rape, learning disabilities, diet).
- Career information.
- Safety materials that may longer meet current standards.
- Sensitive issues that are better portrayed in newer materials (e.g. suicide, rape).
- Works that do not reflect race, culture, or sex role accurately (e.g. portrayal of native peoples).
- Outdated country information (e.g. modern China).
- Topics from the 1970s and 1980s that are no longer accurate.
- Newer materials are readily available to replace older videos and provide superior engagement techniques (e.g. docudrama)

Materials that are from past decades will be retained when they:

- Cover topics across history, politics, literature or any topic that is of historical interest (e.g. history of technology and science)
- Provide useful research examples of past trends in educational practice (methods of teaching reading?)
- Reflect the Ontario curriculum in content, debate, trends, or history.
- Are created by well-known researchers (e.g. David Suzuki).
- Are created by well-known producers and as such are of historic interest (e.g. National Film Board).
- Reflect past decades in pictures (e.g. architecture, fashion).

### **Comments on Subject Areas**

a. Philosophy – Keep:

- Overviews or introductions.

- Primary sources written by the authors.
- Teaching materials on philosophy.
- Encyclopedic works.
- Multi-volume sets.
- Renowned authors.

## 7. Collecting Levels

### Fields of research:

Observation of student and teacher classroom behaviour, program and curriculum evaluation, education law, reading and literacy, information literacy, school libraries, learning and motivation, leadership, special education, outdoor and experiential education, instructional technology, technological education, self-study in teacher education, special education, culture and gender studies, symbolic interaction, comparative education, aboriginal education, action research, and subject-specific curriculum.

### Subjects and Collecting Levels: (Definition of Levels follow)

#### ***Areas to be collected at level B:***

- Theory and practice of education
- Educational psychology
- Cognitive studies

#### ***Areas to be collected at level C:***

- Education (general)
- History of education
- Aboriginal education
- Canadian native studies
- Comparative education and multiculturalism
- Special aspects of education
- Legal aspects of education
- Program and curriculum evaluation
- Reading and literacy
- Instructional technology
- Outdoor and experiential education

#### ***Areas to be collected at level D:***

- Adult education
- Organization theory and processes
- Sociology of education
- Contemporary issues and human problems
- Philosophy of education

- Religious and values education

***Curriculum fields:***

- Art
- Biology
- Chemistry
- Computer Studies
- Dramatic arts
- English/language arts
- French
- Geography
- History/social studies
- Mathematics
- Music
- Native Studies
- Outdoor and experiential education
- Physical and health education
- Physics
- Science (general)
- Technological subjects

**Levels of Collecting**

The level of collecting represents the areas of concentration in which programs are offered, related directly to the level of teaching and research -- through some courses only, undergraduate degree, master's program, to doctoral program and post-doctoral research. Individual faculty members may be involved in research in areas not specified in any program, and/or at a level beyond that necessary for the program given. Where they require library materials in areas not reflected in the collection policy statements of the department, or to a depth different from that stated in the policy, these special needs may have to be met through a combination of limited acquisitions, interlibrary loan, document delivery, and visits to other institutions.

Level A:

Exhaustive assembling of unique collections, including all printed editions plus archival and MS materials. Normally such collections would cover a very small subject area, e.g. Political parties in Kingston in the 1840s.

OR

Intensive collecting in specialized scholarly fields in order to support post-doctoral research with a high degree of adequacy. This would not normally include either all printed editions, manuscript materials, or fields in which serial publications form the primary interest. It would include reprints and microform reproductions. It would normally be focused on historical material within carefully defined time periods and geographical areas e.g.: significant

publications of political dissent produced in Great Britain between 1688 and 1832. We would avoid collecting at this level where strong collections already exist at other institutions.

Level B:

Support for doctoral programs and most post-doctoral research. Includes important primary and secondary sources in relevant subject areas, definitive editions, significant first editions, scholarly monographs, conference proceedings, and major publications of research societies. All key reference sources should be provided as well as a core selection of the most relevant and most frequently cited serial titles. Emphasis is on materials in English or other western languages especially relevant to the subject being taught (e.g.: French history, Spanish and Latin American literature, Italian art history). Most common formats are print, microform and electronic. Manuscript material is included only in narrowly defined fields (usually in Canadian Studies) or for special needs. Manuscripts are normally collected by and held in Queen's Archives. The library occasionally purchases microfilmed manuscript collections, which are sent to Archives. It is assumed that interlibrary loan and document delivery services or visits to other institutions will be required to supplement material held locally.

Level C:

Collecting material at a level advanced enough to cover basic requirements for graduate teaching and research for master's programs. Includes some of the most important serials (though fewer than we would provide for a doctoral program), a wide range of subject indexes and bibliographies, major reference tools, and important primary and secondary sources as well as scholarly monographs. Emphasis is on materials in English or other western languages especially relevant to the subject being taught (e.g.: French history, Spanish and Latin American literature, Italian art history). Most common formats are print, microform and electronic. Manuscript materials are normally not collected. It is assumed that interlibrary loan and document delivery services or visits to other institutions will be required to supplement material held locally.

Level D:

Maintains a collection to support undergraduate instruction, including honours programs (courses numbered 300 to 500). Includes a few basic journals, key reference tools, significant primary and secondary sources, and works of criticism and analysis. Limited to collecting in English except in the case of classical studies or modern language and literature programs. Formats may be print, microform or electronic. Assumes that faculty in most disciplines provide considerable guidance to students regarding key works of scholarship in their field. At this level, it is advisable for faculty to consult with the Libraries' public service staff regarding our ability to support self-directed learning before assignments are handed out. Since interlibrary loan and document delivery may not be fast enough for students in first and second year, course packs or electronic reserve readings may be required to supplement stack collections. The Libraries do not normally acquire textbooks or classroom-teaching materials.

Level E:

This level provides general background information or supports one or two undergraduate courses. Includes a few general reference titles, and some basic monograph publications. Serials

are not normally acquired at this level, though titles acquired to support other programs would probably provide some coverage.