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The School Library Collection: An Essential Building Block to Teaching and Learning

Dianne McAfee Hopkins

University of Wisconsin-Madison, USA

One of the primary uses of Library Power funding has been the development or enhancement of school library collections. Collection development during the Library Power grant years is discussed, including the improvement of over all collections. Teachers became more involved in selection and used the collection more in instruction. Contributions of the library collection to instruction are discussed, particularly as the basis for collaboration efforts between the librarian and teachers designed to promote effective teaching and learning in the schools.

Background

The library collection has been seen as basic to the promotion of teaching and learning for many years. Two recent examples of that importance are articulated in the 1988 and 1998 national guidelines of the school library profession in the United States. In *Information Power: Building Partnerships for Learning* (American Association of School Librarians & Association for Educational Communications and Technology [AASL & AECT], 1998), emphasis is placed on the collaborative development of the collection in support of the curriculum and the diverse learning needs of students: "Working collaboratively with teachers and others, the library media specialist is the catalyst for creating collections that promote curriculum achievement and information literacy for all learners" (p. 91).

The collection is seen as the primary information base through which the library media specialist makes ideas and information available to students and teachers. The importance of tailoring the collection to the school and the involvement of teachers is also noted. The emphasis on the selection, development, and use of the collection as described in the 1988 and 1998 national guidelines (AASL & AECT) was also envisaged for Library Power schools.

In preliminary applications for grant money, almost all Library Power communities articulated the need for improving the library resources that were available to students and teachers. Problems with dated collections were cited, for dated or inaccurate materials would be unlikely to be useful in today's teaching and learning efforts. Many schools reported collections with average copyright dates in the 1960s and 1970s, a period coinciding with categorical federal funding provided in the US through the Elementary and Secondary Education Act between 1966 and 1976. During that time,

library material funding increased and the number of libraries in schools increased. In many schools, libraries were established for the first time (Hopkins & Butler, 1991).

The period between 1963 and 1967 also marked the Knapp School Libraries Project years. During these years, eight school libraries at elementary and secondary levels were funded to demonstrate the recommendations of the AASL (1960) national guidelines, *Standards for School Library Programs*. The importance of the collection was also recognized during this time. The library was seen as the school's resource center for non textbook instructional material. Selecting, organizing, and distributing materials to meet the needs of the curriculum were seen as means to fulfill school objectives. In addition, the involvement of teachers in planning and using the library was believed to be dependent on inservice programs in which teachers participated.

More than 30 years after the Knapp Project ended, librarians still work to achieve goals relating to the full use of library resources in the curriculum. In addition to basic curricular coverage, there are critical needs to provide multicultural materials that support recent multicultural education program initiatives. One of the first challenges faced by librarians today in achieving full curriculum involvement is outdated library collections. Comments of a Library Power middle school librarian provide an example of the problem of outdated collections.

When I came here four years ago our collection was bad. For many years there had been no money budgeted to the media center for collection development. Our nonfiction was outdated. Most of our books were from the 1970s. More than half our paperback collection needed replacing. We did not have current materials to support the sciences and social sciences. Many of our nonfiction books were at too high a reading level for our students. There was a real shortage of high interest-low vocabulary fiction and nonfiction. There were few audio materials to accompany literature, and many of our audio materials were old. We had no multimedia materials and no laser disks. And we needed periodicals that were of interest to teens.

An eighth-grade English teacher from the same school was more direct: "When I started at this school seven years ago, this media center was worthless. The collection was old and we didn't have the materials needed for research."

In addition to outdated collections, a second challenge in achieving full curricular involvement has been connecting the library collection to classroom instruction. The Library Power program specifically addressed both outdated collections and the selection and use of library materials in instruction. Collection development was recognized as a critical foundation for teaching and learning collaborations between librarians and teachers.

This article addresses the following questions:

- In what areas did collections improve during the Library Power grant years?

- What factors contributed to collection development improvements?
- How did the collection form the basis for collaborations between the librarian and teachers?
- What were the contributions of the collection to teaching and learning?

Funding for Library Collections

Library Power funds for collection development were offered as matching funds, so that most schools could receive twice the funding for library resources. The sudden availability of a budget that doubled or more than doubled for Library Power schools, coupled with initiatives for curriculum involvements, collaborative selection, and different patterns of student use, created additional responsibilities for school librarians, particularly those in newly created libraries.

The importance attributed to collection development can be seen, in part, in expenditures for library materials during the Library Power years. There was a range in the expenditures allocated for collection building based, in part, on the district's investment in collections prior to receipt of the grant and the strategies that districts developed to fulfill Library Power goals. In addition to local expenditures and other possible sources of funds, Library Power sites spent, on average, almost 25% of their Library Power allocation of \$1.2 million on library materials during the three-year grant period. The availability of Library Power matching funds for the library collection was also an impetus to find additional funding for library materials. Some schools were motivated to increase local funding to increase the Library Power match. In addition, mini-grants, a source of special funds already popular in some local education funds (LEFs) even before Library Power, permitted special grants usually ranging between \$500 and \$1,000. These mini-grants encouraged teachers to work with the librarian to develop instructional proposals with important collection components. In one school, the mini-grants were so important that in 1996-1997 the school's leadership and faculty chose to spend most of their professional development money for in-school mini-grants, with each grade level receiving mini-grant money to support a unit that had been planned jointly.

Mini-grants also provided far more than materials. The awarding of mini-grants offered possibilities as a tool to bring about instructional change. An elementary school librarian in a school that had made substantial progress in realizing Library Power goals traced that progress to the mini-grant received in spring 1994. One of the winning teachers had tears in her eyes as she declared in front of the faculty: "I've been teaching for 30 years and no one has ever given me money to do a better job with my kids." That same teacher totally redesigned the entire first-grade curriculum based on Library Power principles the following summer.

Improving School Library Collections

The full use of the library for teaching and learning was dependent, in large part, on the availability of up-to-date, accurate materials of good quality in sufficient quantity for use by students and teachers. In order to support the program of instruction in a school, libraries need materials that match the curriculum, that are sufficiently current in their information and appearance, and that are available in quantities adequate for the class or group involved in the lesson.

When the question, "Are collections improving in Library Power schools?" is asked, the answer is yes. There is evidence that collections improved during the years of the Library Power initiative. Librarians were asked in surveys over a three-year period to rate 14 parts of their collections for currentness and quality. In 1995, for most areas, librarians considered their collection barely adequate. In 1997, progress in each of the areas was evident (see Table 1).

Two findings are particularly noteworthy:

- Ratings for all 14 areas in the collection improved in both currentness and quantity from 1995 and 1997.

Table 1
Librarian Ratings of Collection Currentness and Quantity*

Collection Area	National LP Currentness		National LP Quantity	
	1995	1997	1995	1997
Reference	2.03	2.29	1.88	2.12
Science/Technology	1.92	2.24	1.76	2.11
Mathematics	1.54	1.78	1.39	1.62
Geography	1.76	2.11	1.66	1.95
History	1.82	2.10	1.73	1.99
Biography	2.02	2.27	1.94	2.22
Social Sciences	1.83	2.11	1.83	2.06
Fiction	2.12	2.34	2.05	2.34
Picture Books	2.26	2.50	2.19	2.41
Literature	1.88	2.09	1.85	2.00
Fine Arts	1.67	1.95	1.59	1.83
Foreign Language	1.49	1.77	1.32	1.61
Careers	1.53	1.73	1.39	1.62
Health	1.72	1.97	1.56	1.84
Total Responding	296	440	296	440

*Note. Librarians selected from the following categories: poor (1), adequate (2), excellent (3).

- In schools that had been in the Library Power program the longest, the collections are rated systematically higher.

Among the top-rated collection areas were those most likely to be used in reading improvement or reading motivation efforts, that is, picture books and fiction. Other top-rated areas were biography, reference, and science and technology. For example, the science and technology area received a mean rating for currentness ("Are the materials up to date?") of 1.92 in 1995. That mean rose to 2.24 in 1997. Similarly, science and technology received a quantity mean rating ("Are there enough materials?") of 1.76 in 1995 and a rating of 2.11 in 1997.

The smallest and oldest collections were mathematics, health, fine arts, careers, and foreign language, although these collections improved from 1995 to 1997 as well. For example, the mathematics area received a mean rating for currentness of 1.54 in 1995, compared with a mean rating for currentness of 1.78 in 1997. Similarly, mathematics received a mean rating for quantity of 1.39 in 1995 and 1.62 in 1997.

Librarians' responses also note improvements in multicultural materials. In 1997, 86% of librarians out of 383 rated the entire collection as adequate or excellent in meeting the school's needs in multicultural education. This compares with 72% of librarians out of 288 who rated the collection in 1995. In 1995, slightly more than 1 in 5, or 22.2%, rated the multicultural education collection as excellent. In 1997, slightly more than 1 in 4, or 26.9%, rated the collection as excellent.

Teachers were also asked about the adequacy of the collection, responding to the question, "How has the adequacy of the collection changed since your Library Power project began?" The great majority of teachers (85%) indicated that, for them, the collection's adequacy was better than before. A similarly large percentage (88%) indicated that they believed that the collection was more adequate for students as well (see Table 2).

To the question, "Overall, how well does the school library collection support your needs as teacher and the needs of your students?" more than 70% of teachers indicated that the collection supported teacher and student

Table 2
Teacher Rating of Change in Adequacy of Library Collection in 1997

	Teachers	Students
Much worse	0.4%	0.7%
Somewhat worse	1.3%	1.4%
About the same	13.4%	10.4%
Somewhat better	34.0%	30.8%
Much better	50.9%	56.7%
Total	100% (1,143)	100% (1,145)

needs well, and more than 40% indicated that the collection supported teacher and student needs very well (see Table 3).

Thus collections were strengthened during the Library Power years in ways that directly supported the needs of teachers and students. The collection emphases were on reading, for example, fiction and picture books, on representing diversity through multicultural materials, and on providing up-to-date materials in areas where they were most needed, namely, in reference, science and technology, and geography. A strengthened collection was basic to the library's use in the curriculum. In addition to building the collection for teacher and student use, some Library Power schools developed or updated collections of parenting materials and other materials believed to be of special interest to parents. Regular collections in many locations also grew sufficiently to allow parents to check out materials for preschool children or to check out materials that they could use themselves in developing their child's literacy.

Professional Development, Collaboration, and the Collection Development Process

Among the areas of interest in looking at collection development was the way in which schools with previously poor collections moved toward acquiring useful library materials of good quality selected collaboratively by librarians and teachers. Professional development opportunities that introduced the faculty to collection development were important to that process. The evaluation, selection, and development of library collections was one of the areas focused on early in site grant periods. Among those providing useful information to the sites were representatives of the American Association of School Librarians (AASL), a division of the American Library Association. As technical assistance providers, AASL professionals made regular visits to the sites and provided professional development programs that included collection development.

Another important source of information that formed the basis for collaborative collection development was a series of workshops for librarians

Table 3
Teacher Report of School Library Collection Support

	Teachers	Students
1 Not very well	3.1%	1.8%
2	5.1%	3.9%
3	20.0%	17.6%
4	30.3%	32.0%
5 Very well	41.6%	44.7%
Total	100% (1,143)	100% (1,145)

on collection mapping. Developed by San Jose State University (California) library educator David Loertscher (1996), collection mapping is the systematic development of a school library collection based on the actual curriculum that is taught in the school. It involves the school's librarian, teachers, and principal in the collection development process through a team approach. As a result of collection mapping, library material purchases are based on focuses in the curriculum. Because they are directly tied to the curriculum and teachers are involved in their selection, acquired library materials will more readily be used by teachers and students alike.

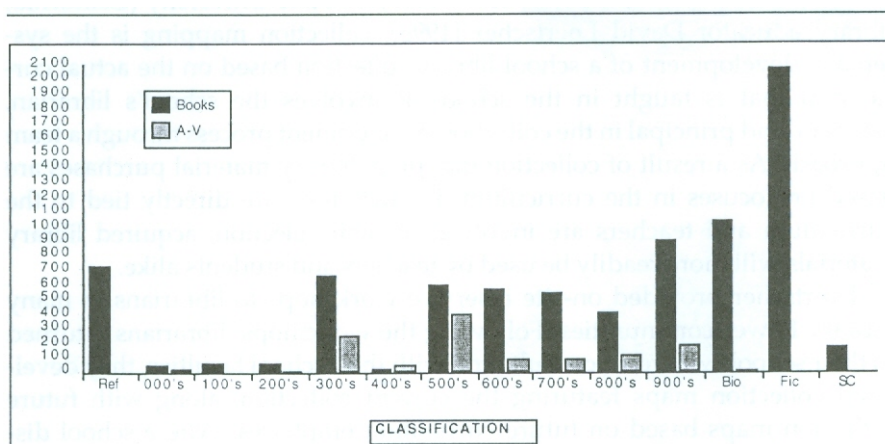
Loertscher provided on-site inservice workshops to librarians in many Library Power communities. Following the workshops, librarians returned to their schools where, in consultation with their school faculties, they developed collection maps featuring the current collection, along with future collection maps based on future curriculum emphases. Where school districts employed a district library coordinator, district-level professionals also provided support in the development of collection maps.

Librarians employing collection mapping began by producing a map that reflected the current emphases of the collection. There were many possible ways to represent the collection visually. An example of collection emphases at the beginning of Library Power is shown in Figure 1.

Following the creation of a map reflecting the current collection, a proposed map was created by the librarian and teachers. These proposed maps usually emphasized collection acquisitions in response to specific curricular emphases across and within grade levels. An example of a proposed collection development direction is found in Table 4.

Collection plans were also often illustrated in a variety of eye-catching ways and prominently displayed in or near the school library. They could then show future collection emphases based on evaluations of the collection in relation to the curriculum. A collection map might also be used to show strengths and weaknesses of the collection, as well as areas that might be deemphasized or weeded. The visualized map clearly showed the collection picture to many, including teachers, principals, school board members, and other interested adults.

Library Power case studies showed that collection mapping helped the librarian and teachers focus in similar ways on the library and the curriculum. Following one collection mapping workshop, a Library Power director said, "It has been very encouraging to see how liberating the workshop has been for school teams. It has allowed them to see clearly on paper the magnitude of the role of the school library in the instructional team." A school librarian in another community said, "I have learned a tremendous amount. Collection mapping needs have been supported, and my strengths in programming, and working with kids and teachers, have been affirmed."



Classification	Books	Quality	Bks Weeded	A – V	A – V Weeded
Reference	730	****		0	0
000's	50	**	33	31	10
100's	60	**	8	1	0
200's	75	***	7	12	0
300's	675	***	219	262	134
400's	33	***	14	50	23
500's	598	***	247	392	257
600's	580	**	276	94	46
700's	541	**	197	96	12
800's	421	***	62	128	77
900's	907	***	229	195	91
Biography	1035	***	217	21	14
Fiction	2078	****	675	5	0
Short Stories	175	***	45	1	0
Total	7958	***	2229	1288	664

* Poor
 ** Below Average
 *** Average
 **** Above Average
 ***** Excellent

Figure 1. A middle school pre-Library Power collection map.

Teacher Involvement in Library Material Evaluation, Selection, and Use

Over the years, although school librarians sought to involve teachers in library collection development, teachers were seldom continually involved in evaluating the collection or in selecting materials for the collection. The result was that even when current library materials were available and appropriate for instruction, the materials were less likely to be used by either

Table 4*
An Elementary School's Proposed Collection and Budget Emphasis

Emphasis Are	Number of Titles	Focus	Proposed Additions	Library Power Funds 1996-1997	Other Funds 1996-1997
Fiction	1,635	Build	160	\$400	\$2,000
Picture Books	987	Build	175	\$1,000	\$1,625
Core Collection	1,306	Maintain	60		\$900
Poetry	213	Maintain	25		\$375
Folklore	352	Maintain	22		\$330
Biography	460	Build	35		\$525
United States	220	Build	80	\$1,000	\$200
Canada	20	Build	40		\$300
Latin America	30	Build	35	\$525	
State	16	Build	100	\$1,500	
Native Americans	13	Build	50		\$750
Life Science	557	Build	200	\$3,000	\$600
Earth Science	96	Build	100	\$900	\$600
Health/Anatomy	84	Build	5		\$75
Math Concepts	12	Build	50	\$550	\$200
Arts	280	Maintain	20		\$300
Reference	85	Build	15	\$225	
Emergent Readers	42	Build	60	\$900	
Periodicals	35	Build	11		\$1,120
Accelerated Readers	400	Build	6		\$100
Total	6,843		1,249	\$10,000	\$10,000

*Amounts are in US dollars.

teachers or students in conjunction with teaching and learning. Thus, too often, there was a lack of connection between the collection development process and instruction. Library Power sought to connect teachers and librarians through the selection and use of library materials. As a result, new collection development practices were promoted. These practices led to more relevant collections that were more likely to be used in instruction.

The involvement of teachers in collection development was promoted in several ways. Site-level leaders made improving the collection a major thrust of the Library Power initiative in keeping with Library Power goals. Principals promoted this involvement by encouraging teachers and librarians to collaborate on instructional areas including selection and use of materials. Principals also provided planning time both during and after the school day for librarians and teachers. This planning time was also promoted with Library Power professional development funds. Some schools, for example,

used professional development funds to hire substitute teachers so that teachers and librarians could plan together on a regular basis.

Through the Library Power initiative, teachers became more involved in collection development and used the library more in instruction. Direct evidence comes from teachers themselves as well as principals. In 1997, teachers were asked, "How much influence do teachers have on selecting materials to be added to the library?" Most teachers, 81 %, felt they influenced the selection of materials. Principals responded with even greater confidence, indicating that 97% of teachers influenced selection (see Table 5).

Teachers also responded to the question, "How has your use of the library's collection to support your instruction changed since the Library Power project began?" The great majority of teachers, 89.4% out of 1,103, indicated increased use of the library collection in instruction. About 60% indicated that they used the collection quite a bit more than before.

There was increased involvement of the librarian in unit planning, particularly through use of the library collection. A survey question asked in common of librarians, teachers, and principals to determine those involved in instructional processes supports this finding. The question was, "Typically, in your school, as classroom instructional units are created and carried out, which people usually participate in identifying and gathering materials and resources?"

More than half of all teacher respondents (59%) indicated that librarians usually participated in the planning and implementing of instructional units by identifying and gathering materials and resources. Librarians indicated that they were almost always involved in instructional units, indicating their identifying and gathering of materials and resources 99% of the time (see Table 6).

The difference in reported involvement between teachers and librarians may be the result of one of two possibilities. Most librarians are not working on instructional units with all teachers. It is also likely that although librarians are working with teachers, they are not working with them on every instructional unit that the teacher plans. What is clear is that when

Table 5
Teachers' and Principals' Perceptions of Teacher Influence on Selection

	Teachers	Principals
1 A little	8.1%	0.7%
2	10.7%	2.2%
3	28.1%	15.3%
4	32.5%	42.3%
5 A lot	20.5%	39.4%
Total	100% (1,166)	100% (411)

Table 6
Perceptions of Participation in Resource Identification and Gathering

Respondents	Classroom Teacher	Other Teachers	The Librarian	Other Specialists
Teachers (N=1, 162)	89.2%	45.6%	58.6%	15.8%
Librarians (N=475)	53.9%	14.9%	98.7%	16.4%
Principals (N=413)	94.4%	54.7%	97.3%	44.3%

librarians work with teachers on instructional units, that work often centers around the identification and provision of materials.

Principals offered yet another positive perspective. Principals saw both librarians and teachers as being involved in working on instructional units through material identification and gathering. Principals indicated that more than 94% of teachers and librarians were involved in instructional unit planning in this way (see Table 6).

Collection Development Collaboration

Collaboration between librarians and teachers was encouraged throughout the Library Power years. Principals indicated the extent to which they believed collaboration on the collection between teachers and librarians had been adopted as a regular practice. Of 391 principals responding, 88% indicated that collaboration on the collection was adopted by most faculty, and 43% believed that it had been adopted by the full faculty.

Most principals (71%) indicated that the practice of collaborative collection development did not exist before Library Power. Slightly more than half of the principals (52.5%) attributed the changes in collection development solely to Library Power, and an additional 38% felt that the changes were based on a mix of school reform initiatives that included Library Power.

Contributions of the Library Collection

Unprompted, 64% of teachers (794 of 1,239) named the collection as the most important contribution of Library Power to their teaching. Principals, similarly, found the renewed collection to be of value. In response to the question, "What would you say has been the single most important contribution of Library Power to the teaching done in your school?" 35% of principals (140 out of 395) responded that materials were the most important contribution to teaching. Principals cited, for example, the importance of an abundance of books for inner-city students and the overall encouragement of literacy that books provided.

Collection development was also seen as contributing to increasing flexible access to the library. More than 60% of teachers indicated that since Library Power began, students used the library more and had more positive

attitudes toward the library. In explaining the positive changes in students, teachers often connected new materials to the frequency with which students used the library. Teachers at all grade levels suggested that students used the library more frequently to get new, exciting books, to use the large variety of materials, and to use up-to-date materials.

The quotes that follow show examples cited by teachers of the value of an up-to-date collection that is built on curricular emphases. One eighth-grade teacher said, "Students rely less on encyclopedia research and more on the great variety of library materials available." A sixth-grade teacher said, "With my curriculum the students use outside resources. The library has improved dramatically in that regard to help me and my students." A teacher of gifted and talented students said,

Having more materials in the collection has made it easier to do independent projects with my students. Before Library Power, I would have to go to the public library and the junior college library to find materials for my students to use. I don't have to do that anymore.

The availability of new materials encouraged a link between the collection and other aspects of Library Power, including collaboration, instruction, and classroom use. Principals indicated that because the library had so many resources, team planning and teaching occurred more easily between teachers and the librarian. One principal spoke of the unified vision possible with the resources:

Everyone became aware and wide awake to the importance of resources, research value, student interests and teaming of staff efforts. Our library media specialist became a true library media specialist in every sense of the word. The realization that together we can do a better job for our students became a beacon.

Some principals expressed the belief that teaching and instruction had improved significantly, noting that collaboration had generally brought forth a wealth of creative ideas and the expanded use of teaching materials and tools in ways that were more meaningful to students.

Case studies showed that librarians also viewed the collection as essential to collaboration. One librarian succinctly stated, "The teachers and I can't collaborate unless we have the materials we need." Another librarian believed the curriculum itself improved because the library collection improved. Some also felt that the opportunity to order books according to need throughout the year gave teachers support and freedom to create curriculum.

In particular, the collection proved to be necessary to curriculum support where resource-based teaching was in place. In one Library Power school, the teachers had stopped using textbooks even before Library Power, but were unable to depend on the library to meet their material needs. Instead, one second-grade teacher indicated, "Before Library Power, we had to go to three different public libraries to get the books we needed to teach our units."

After Library Power, collections improved and relevant materials were available in the school library for specific topics. In other communities where a strong emphasis on thematic units for instruction was evident, an up-to-date collection was also important.

The library collection was also necessary to many school reading initiatives. Programs such as DEAR (Drop Everything and Read), SSR (Silent Sustained Reading), and "Battle of the Books" were found in many Library Power communities. Still other Library Power communities used the library collection in support of "Accelerated Reader," a reading motivation program that promotes the reading of specific books, followed by computerized student testing.

Some school reforms were strengthened with good library collections. An example of this is Literacy League. Literacy League was a literature-based initiative found in several districts in a multi-district Library Power community. Literacy League emphasized improving students' reading and writing through literature and involved extensive training of school faculties. In schools where Literacy League was coupled with Library Power and where the librarian participated fully in training, collection selection and use were also an important part of this initiative.

Thus new, up-to-date materials in the library collection supported the frequent use of the library, formed the foundation on which collaborations were based, and offered a variety of materials useful to instruction. An improved, focused collection was one of Library Power's most important contributions.

Summary and Conclusion

The strengthening of library collections through the Library Power initiative had many benefits. Collections of up-to-date materials became available for student and teacher use. Thanks to strong professional development programs and the support of principals, teachers actively participated in selecting library materials. The process of upgrading library collections shifted the attention from the librarian as the sole selector of library resources to a partnership between the librarian and classroom teachers in the schools. Teachers used the collections more in instruction and found that the collections better met their needs. Their involvement in the selection of library materials helped to ensure that the collections responded to their curriculum. The curriculum connection between librarians and teachers encouraged in national library media guidelines became a reality for many schools during the Library Power years.

Aside from the benefit of current materials, the upgraded collection also promoted the participation of the librarian in instructional planning in the school. The collection was the primary basis for curriculum collaborations occurring between the librarian and teachers. When the collection was current and large enough, teachers and librarians could consider implementing

instructional objectives using a variety of materials. In this way, a range of student abilities and learning styles could be better accommodated.

The upgraded collections were appreciated by students as well. They were eager to use the library and had more positive attitudes about the library. New, attractive, up-to-date materials were welcomed by students.

As one considers the collection development that occurred during the Library Power years, several important themes emerge:

- New collection development practices led to improved collections and expanded use of collections in instruction.
- Changes in collection development practices were well regarded by librarians, teachers, and principals.
- Strong connections were established between library collections and instruction.
- Up-to-date collections selected by both teachers and librarians represent the basis for most collaborations between librarians and teachers. The wide availability of appropriate resources is clearly the first basis for collaboration efforts between most librarians and teachers.

Memories of what collections were like before Library Power will remain vivid with Library Power initiative participants for some time to come. One case study reported a school district superintendent with a unique way of remembering the recent past. The superintendent retained a special bookshelf in the office containing a collection of old, faded books, some missing covers, others with tom bindings. Some copyright dates went back as far as 1905 and 1911. One book had been checked out only three times-1949, 1960, and 1973. These books were extreme examples of the library holdings found by the superintendent in 1993. The special bookshelf was kept to remind the superintendent of how far they had come since the beginning of the Library Power years.

The development of library collections was central to achieving the goals of Library Power. This is well stated by a principal who responded to the question, "Overall, what would you say has been the single most important contribution of Library Power to your school?" The principal said, "This is almost impossible to answer because there are so many contributions. To choose only one, I would say enhancement of our library collection has allowed us to have enough current materials to enable other contributions to occur." This statement represents the central finding of the collection analysis-that the focused, collaboratively developed library collection was an essential building block in the library program's contributions, through the librarian, to teaching and learning.

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Author Note

Dianne McAfee Hopkins is a professor in the School of Library and Information Studies, University of Wisconsin-Madison, where she is the faculty coordinator for the school library program. She is currently completing a four-year evaluation of the Library Power initiative. She was a member of the vision committee appointed to revise the US national school library guidelines, Information Power. In 1999, she was commissioned to write the paper, "Issues in the Education of School Library Media Specialists," for the American Library Association's Congress on Professional Education. She also conducts research on intellectual freedom with a focus on school libraries.