"correctness" of the answer or performance. In the real world, difficulties require us to represent the problem, set goals, and plan solutions; therefore, detecting whether students can tackle such problems is an important function of assessment.

With the ground-breaking work being done on science assessment in Great Britain and complementary work being done in the U.S. in assessing higher-order thinking and problem solving, we can look forward to new strategies for assessing children's science learning. Strategies that reinforce and support "hands-on, minds-on" science teaching and learning.

Susan Loucks-Horsley is the Associate Director of the National Center for Improving Science Education, 290 S. Main St., Andover, MA 01810.

The Library

Integrating the Library into the Curriculum

When school libraries expanded to develop students' information literacy, consultant to classroom teachers and cooperative assistance, they set goals, and plan solutions; therefore, detecting whether students can tackle such problems is an important function of assessment.

Further, librarians can team with teachers as members of curriculum committees, textbook committees, and school improvement groups, as well as in the daily teaching of curriculum units. Moreover, the librarian is the only professional in the building who is in day-to-day contact with every teacher and administrator and who teaches each pupil every year that the pupil is in the school.

Indeed, Ernest Boyer, at a convention of the American Association of School Librarians in July 1985, asserted that educational excellence would be attained only as librarians participate in the effort and libraries are vitalized. He observed that librarians are well placed to serve as curriculum leaders across the disciplines. Further, as Shirl Schiffman (1987) contended, "the time is ripe for developing and marketing the services of the new, information-age school library media center."

The librarian is now a media specialist who acts as a consultant to classroom teachers and plays an active role in helping students learn content.

For ideas about what a school media library can be, see Information Power: Guidelines for School Library Media Programs (1988), a set of national guidelines intended to aid local educators in making decisions about the effective use of information and ideas by students, staff, and parents. This document details the role of media specialists in bringing library resources to bear on classroom learning and in the corresponding full integration of the library media program into the curriculum—in partnership with teachers, administrators, and parents.

Public demands that schools do a better job can make teachers feel the need of far more help than they see any chance of receiving. But they don't have to go it alone; not if they will remember that school librarians are indeed library media teachers, prepared to team with their colleagues in integrating information concepts, information search skills, and thinking skills into classroom learning experiences.

REFERENCES


Rebecca T. Bingham is Director of Library Media Services, Jefferson County Public Schools, Library Media Services/ Durrett Education Center, 4409 Preston Highway, Louisville, KY 40215.

APRIL 1989