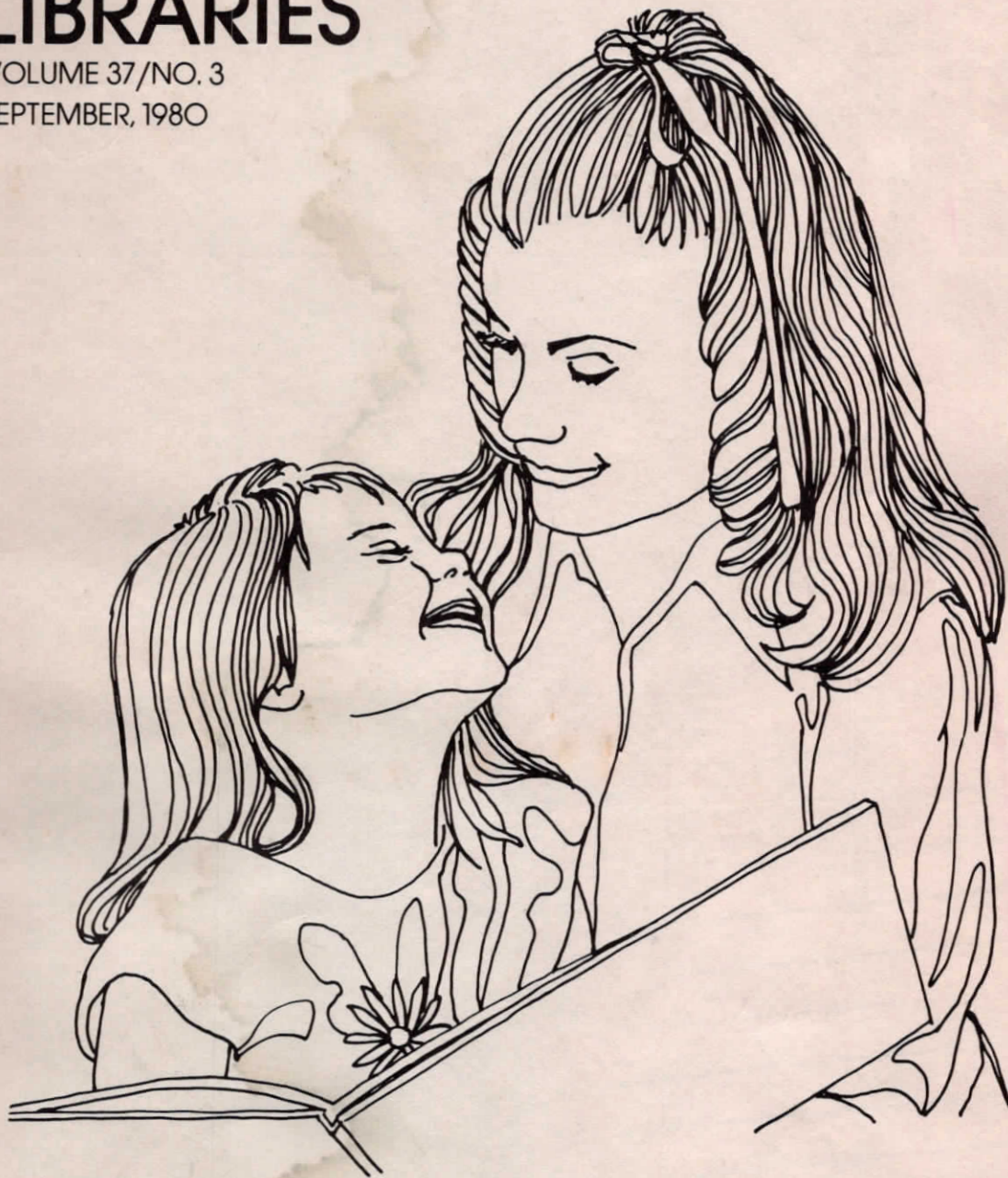


David V. Lutzsch

ARKANSAS LIBRARIES

VOLUME 37/NO. 3
SEPTEMBER, 1980



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AND THE
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1980 CONFERENCE PREVIEW

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PRESIDENT'S MESSAGE	1
EDITOR'S COMMENTS.....	1
CONFERENCE PLANS.....	2
PHYLLIS BURKETT	
1981 NOMINEES	4
ISSUE INTRODUCTION	6
THE SCHOOL LIBRARY MEDIA CENTER: A NEW FORCE IN AMERICAN EDUCATION	8
DAVID V. LOERTSCHER	
THE PRINCIPAL'S ROLE IN A SUCCESSFUL SCHOOL LIBRARY MEDIA PROGRAM.....	14
RICHARD S. PODEMSKI	
MAXIMUM USE OF THE REFERENCE COLLECTION.....	19
DAVID V. LOERTSCHER	
SPONTANEOUS INTERACTION IN LIBRARY MEDIA CENTER PROGRAMMING.....	24
BEVERLY WHITE	
EVANGELISTIC OUTREACH (SELLING THE PROGRAM BY WORD AND DEED)	26
BLANCHE WOOLLS	
PAVING THE ROAD TOWARD INSTRUCTIONAL DESIGN: A STORY	29
JUDY M. PITTS	
INSTRUCTIONAL DESIGN FUNCTION IN THE SCHOOL LIBRARY MEDIA CENTER	32
JANET G. STROUD	
A POSTSCRIPT ON THE FUTURE	35
MARGARET H. GARRETT	
ARKANSAS BOOKS AND AUTHORS.....	37
BOB RAZER	
ALA 1980 ANNUAL CONFERENCE REPORT.....	40
RICHARD H. REID	

Editor
Don B. Deweese

Associate Editors
Bob Razer
Barbara Stripling

Advertising Manager
Marilyn Johnson

Arkansas Libraries, as the official publication of the Arkansas Library Association, serves as one of the principal means of achieving the goals of the organization. It provides a means of communication and exchange of information among members of the Arkansas Library Association and, to some extent, with the public. The editors encourage all members of the association to submit articles and other material dealing with all aspects of libraries in Arkansas. *Arkansas Libraries* is published quarterly (March, June, September, and December), and it is indexed in *Library Literature*. Subscription price is included in membership dues. Single issues are available to members for \$2.00 each, for non-members \$10.00 each. Acceptance of an article or advertisement does not imply endorsement.

Circulation Office: P. O. Box 2275, Little Rock, AR 72203
Editorial Office: 1000 West Stone Street, Fayetteville, AR 72701

Arkansas Library Association, 1980

OFFICERS

Neil K. Barnhard, President
Library-Slot #586, UAMS
4301 West Markham
Little Rock 72205

Phyllis Burkett, Vice-President/
President Elect
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315 West Oak
Jonesboro 72401

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Fordyce 71742

Corliss Howard, Treasurer
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Little Rock 72203

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Jonesboro 72401

CONSTITUTION

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Little Rock 72205

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Pine Bluff 71601

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NOMINATING

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Little Rock 72203

PUBLIC RELATIONS

Amanda Saar
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4301 West Markham
Little Rock 72205

PUBLICATIONS

Larry Larson
Northeast Arkansas Regional Library
Route 8
Harrison 72601

SCHOLARSHIP

Katherine Stanick
701 North McAdoo
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Issue Introduction

This issue of *Arkansas Libraries* is an exploration of the role of the modern school library media center in the curriculum of the schools for the 1980's. The curricular focus has been selected rather than a recreational or individual student approach to library media center programming because of the editor's firm conviction that the library media center concept is at a juncture in American education. While we have made great strides in bringing library media centers into existence in the last thirty years, we are still on the frontier of knowing how to make an impact on the learning activities in the school. The articles here set forth a framework for a curricular view of the library media center program in the hopes that library media specialists can plan and build a new program orientation.

The lead article written by the editor sets forth the components of a taxonomy of instructional involvement; all the other articles explore various levels of that taxonomy in depth.

Dr. Podemski, a professor in Educational Administration at the University of Arkansas, explores the role of the principal in implementing the taxonomy.

The article and accompanying bibliography on reference service was done by a reference class at the University of Arkansas in the summer of 1980.

Dr. Brenda White, a graduate of the University of Pittsburgh, is an enthusiastic and creative school library media specialist near Pittsburgh and is very active in American Association of School Librarians. Her article explores the concept that the library media center should be able to respond creatively to spontaneous requests made by students and teachers.

Dr. Blanche Woolls explores our responsibility to sell our programs. She is a professor at the University of Pittsburgh, has been a school library media specialist and a district library media supervisor, and is a tremendous and practical speaker about library media center programming.

Judy Pitts, a former English teacher and

now a library media specialist at Springdale High School writes an interesting fictional account of how she plans to include instructional design in her program. Her approach is very instructive.

Dr. Janet Stroud is a professor at Purdue University and has been a school library media specialist. Her writing on evaluation of library media center programs and on the handicapped has been well-received nationally. Here, she presents a very practical and realistic approach to instructional design.

Finally, Margaret H. Garrett, Library Media Specialist at Little Rock Air Force Base #2 sums up the challenge of the issue from the view of the practitioner.

The editor wishes to extend appreciation to his advanced administration class members in the Little Rock area who helped develop the taxonomy. These persons included: Roy Sullivan, Frankie Holt, Margaret Garrett, Margaret Crank, Betty Schrader, and Ann Presley. Joan Brandt, Director of the Jennie Lou Milton Library and Learning Resources center at the University of Arkansas worked with the editor in the very early stages to see the need for a taxonomy and helped create it. She read the final manuscript and offered many suggestions.

Thanks to the curriculum class at the University of Arkansas under the direction of Peggy Pfeiffer, Director of Library Services, Lafayette School Corporation, Lafayette, Indiana. This class read the entire manuscript and made many corrections and valuable suggestions. The class included: Cassie Brothers, Pat Cheatham, Beverly Crudup, Carolyn Dickson, Jackie Dramis, Elaine Jones, June Maple, Kathleen Nickels, Judy Pitts, Barbara Stripling, and Elizabeth Teal.

Dr. David V. Loertscher
Program Coordinator
Instructional Resources Education
Peabody Hall 201
University of Arkansas
Fayetteville, AR 72701

The School Library Media Center A New Force in American Education

by Dr. David V. Loertscher

The school library media center is a new concept in American education. If you were alive during World War II, you have lived almost all of the history of the school library media center. A few school libraries did exist at the turn of the century but these were confined to high schools. Only since 1960 has there been any significant interest in the library media center for elementary and junior high schools.

THE FIRST REVOLUTION

The post-World War II society in the United States produced some great revolutionaries in the library and audiovisual fields. These revolutionaries had a vision of what audiovisual materials, equipment, and printed media could do for American education. It is true that these revolutionaries plotted as individuals and as groups to convince educators, parents, the government, and students that the potential of educational media in all its forms was too great to neglect.

One cannot forget some of these great revolutionary persons who were armed to the hilt with dreams, theories, research findings, persuasive arguments and a little political know-how. There was Bob Brown who worked for Encyclopaedia Britannica and who gave hundreds of demonstrations with groups of school children to show how audiovisual media could be utilized to teach concepts that would never be forgotten. There were Frances Henne (Columbia University) and Mary Gaver (Rutgers University) who plotted the 1960 Standards For School Libraries. There was Margaret Rufsvold (Indiana University) who argued that audiovisual media had a place in school libraries (heretical in 1949). There was Carolyn Whitenack (Purdue University) who bridged the gap between librarians and audiovisualists to forge cooperative standards in 1969 and again in 1975. There was James Finn (UCLA) who preached about the impact that instructional technology could have on edu-

cation. There was Harvey Frye (Indiana University) who taught us that simple and inexpensive local production of audiovisual materials could have a great effect on teaching. All these and more fought, convinced, trained disciples, and forged the concept of the modern school library media center. Most are still living and have seen many of their dreams come to fruition in thousands of schools all over the world.

Like many revolutions, this battle did not produce victories everywhere at once. In the 30-year war, some schools developed the multi-media philosophy rapidly; others got late starts and developed over time; and some pockets of resistance still remain today.

A visit to almost any state or national convention of library media specialists or instructional technologists today reveals some sort of awards ceremony where a soldier of the revolution is honored. As a disciple of the multi-media concept, this person has brought the library media center into existence in a district, school or state. This has been accomplished through hard work, courage, tears, creative insight, push, and leadership.

What did, (and still do), these fighters succeed in doing? The list is long. Classroom collections were merged to form centralized collections. Audiovisual media and equipment were purchased. Collections were improved. Facilities were constructed and remodeled. Professional and clerical staff were employed. Public relations programs were fostered.

Perhaps the greatest change was the merger of library books and audiovisual materials into a single collection administered by a single individual now known as the library media specialist. Survey research has documented the success of the revolution in many states of the Union. But there is still a long way to go to establish a library media center with a rich collection of media and a staff of professional, technical and clerical

personnel in every school.

The first revolution is not over. It will never be over until the target is reached. Revolutionaries will be needed for some time.

ROLE RUTS

One librarian in Connecticut summed up a problem that library media specialists have encountered. In 1979, she asked a Connecticut State Department person, "What do I do now that I have achieved the 1960 Standards?" Here was a person who was so intent upon assembling space, equipment, materials, and facilities that she missed the whole point. She not only misunderstood the purpose for the LMC, but also was oblivious to the fact that two editions of national standards had been published after the 1960 version.

We have discovered (as have principals, parents, and students) that collections and staff in and of themselves contribute very little to the educational process. They are resources - not products. That is, an unused library media center is worthless and is a waste of precious tax dollars!

Several LMC staff role ruts have emerged which have become the enemies of progress in the 1980's and have contributed to non-use and misuse. First, we have often promoted materials and equipment for their flashiness rather than as the real workhorses of education. Second, we have remained silent while teachers and students have used educational technology only as an entertainment medium rather than as an instructional medium. Third, we have considered ourselves as "enrichment" for the basics rather than as the fodder on which learning can thrive; butter on bread can be scraped off or done without when times get tough. Fourth, we have developed curricula of library skills which children neither enjoy nor need in isolation from classroom curricular units. Fifth, we have encouraged the term paper syndrome - that the LMC exists primarily for the five-page report which students detest. Sixth, we have paraded children through the library once or twice a week for 30 minutes and have taught them a curriculum of our own design which has little relationship to the classroom and is of

doubtful worth. Seventh, we have found organizational and clerical chores to do which take a great deal of our time to accomplish. Since we are terribly busy all day long with our "administration," we salve our conscience for doing nothing of significance for teachers, students and parents. Eighth, we have organized our schedules, created restrictive rules, and clamped tight disciplinary rules on patrons to the point that our LMC's are empty, and then we complain about worthless teachers and dastardly students.

This is not to say that we haven't done some great things. We have. But we seem to be on a plateau. Clutching our machines, our books and software, we are afraid that inflation and hard times will sweep us from our perch. This author believes that unless we wake up and contribute our share to educational outcomes (that's learning) we deserve to be cut, underfunded, and understaffed.

THE SECOND REVOLUTION

From the fields of educational psychology and instructional technology in the last ten years a new concept has emerged: instructional development. This is a systematic process of creating sound instructional modules or units for learners by a team of professionals which includes the teacher and a person knowledgeable in instructional technology. This new process-oriented role is a natural extension of the role of the library media specialist. The person who knows materials in all the modern formats and who understands in depth the function of these materials in teaching concepts is a logical partner to the teacher who is a subject matter specialist.

Together, these two persons, assisted by technical, clerical, and volunteer staff can create exciting units of instruction which will take into account the individual needs of the students in a particular school.

Here again, we have a small group of revolutionaries who are developing, creating, and carving out a new mission for the school library media center to fulfill. There is Don Ely (Syracuse University) who together with Margaret Chisholm (University of Washington) has written about this concept. Robert Gagne and Leslie Briggs (Florida

State) have developed the concept out of educational psychology.

One of the problems of the new revolution is that it is described in such esoteric and jargonistic language that Stephen Kerr¹, in his research, says that practitioners neither understand the role nor accept it. New attempts are being made constantly to explain instructional development to library media specialists and to train new persons entering the field in its components.

Some of those who have accepted the philosophical concept of the second revolution seem to be going through an identity crisis. These are the people who have learned the rudiments of instructional development but have not been able to practice it because

they feel that their present program of services is already so pressing that there is little time to think about doing instructional development, let alone do it. So they feel guilty. They feel a gap between what they think they should be doing and what they are able to do.

THE TAXONOMY - A NEW VIEW

When one considers the best components of traditional library services, audiovisual services, and the new concept of instructional development, is there any way that all these elements can be combined to create a holistic view of the new role? Is there a way that we can offer various levels of serv-

Figure 1 LMC Taxonomy of Involvement in Instructional Units

1. **NO INVOLVEMENT**
By-passing the LMC entirely.
2. **SELF-HELP WAREHOUSE**
Facilities and materials are available for the self starter.
3. **INDIVIDUAL REFERENCE ASSISTANCE**
Students or teachers can request information or specific materials for specific needs.
4. **SPONTANEOUS INTERACTION AND GATHERING**
Spur-of-the-moment activities and gathering of materials with no advance notice.
5. **CURSORY PLANNING**
Informal and brief planning with teachers for LMC involvement usually done in the hall or teacher's lounge (gathering ideas for activities, new materials to use, Have you seen.....?, Can I get you a film?)
6. **PRE-PLANNED GATHERING**
Gathering of materials done in advance of class project upon teacher request.
7. **EVANGELISTIC OUTREACH**
A concerted effort to promote the multi-media individualized instruction philosophy (often leads to #8-10). (In-Service workshops to promote AV production and/or use of AV materials, teaching various uses of equipment and materials, teaching possibilities of a medium to suit various ability and interest levels, promoting the usefulness of high interest/low reading level books, promoting use of interdisciplinary materials.)
8. **SCHEDULED PLANNING IN THE SUPPORT ROLE**
Formal plan with a teacher to supply materials or activities in response to an already planned unit. No involvement in goals or evaluation of the unit.
9. **INSTRUCTIONAL DESIGN - LEVEL I** (Still some detachment from the outline in terms of grading.)



10. **INSTRUCTIONAL DESIGN - LEVEL II**
Same as nine with LMC staff participating in grading and feeling an equal responsibility with the teacher for learning.

ice to suit individual needs in a school at a given point in time without feeling guilty? Such is the goal of the following taxonomy of the role of the library media specialist in instruction.

A taxonomy (do you remember Bloom's?) is defined as an orderly classification of concepts or activities. This means that each level of the taxonomy is a legitimate concern for a given type of situation. This means that a library media specialist may be operating at various levels of the taxonomy during a typical day and **need not apologize for doing so**. Each level has its merits. Each level can be abused either by the library media specialist or the teacher. Every level can be practiced by every library media specialist in every single school at least once a year.

Let us explore the taxonomy as illustrated in Figure 1.

LEVEL 1: NO INVOLVEMENT (By-passing the LMC entirely.)

Here the library media specialist makes no attempt to be involved in a particular sequence of instruction for a logical reason. Not every unit can be plugged into the center at maximum usage at all points during the school day. Teachers who are experienced often collect their own specialized materials over the years which serve very specific needs in an instructional segment and so require nothing from the LMC.

LEVEL 2: SELF-HELP WAREHOUSE (Facilities and materials are available for the self-starter.)

At this level, the library media specialist has worked hard to organize materials and equipment for the browser. The center is inviting and attractive. Patrons can find the materials or equipment they need, know how to use them, and can check them out for use at home or in the classroom. This level involves the selection, acquisition, presentation, and maintenance of the collection.

LEVEL 3: INDIVIDUAL REFERENCE ASSISTANCE (Students or teachers can request information or specific materials for specific needs.)

Here the library media specialist assumes the magician role - the ability to know where to locate important and trivial information

and materials from a vast array of sources whether these be in the LMC's collection, in a neighboring LMC, from the district LMC, from the public library, from the academic library, or from a national network.

LEVEL 4: SPONTANEOUS INTERACTION AND GATHERING (Spur-of-the-moment activities and gathering of materials with no advance notice.)

During many instructional periods, a teacher and/or student will discover a new direction which is not in the instructional plan yet is too exciting to neglect. The library media specialist might respond at a moment's notice with materials, resource people, production activities, research projects, games, or any other activity which capitalizes on the unique teaching moment. These instant projects might last a few minutes in a single class or might grow to involve the whole school for a semester or even a year.

LEVEL 5: CURSORY PLANNING (Informal and brief planning with teachers for LMC involvement usually done in the hall or teacher's lounge (gathering ideas for activities, new materials to use, "Have you seen.....?", "Can I get you a film?"))

When the teacher accepts the library media specialist as an idea person and the specialist pushes the role, all kinds of great things can occur. The library media specialist collects a bag of tricks - ideas that have worked from teachers, other library media specialists, principals, conventions attended, professional journals, and from his/her own creative mind. The library media specialist knows sources for help - people, materials, and equipment - and knows where and how to get them. Teachers learn to depend on the library media specialist as a generator of solutions and deliverer from stagnation.

LEVEL 6: PRE-PLANNED GATHERING (Gathering of materials done in advance of class project upon teacher request.)

When there is time to communicate with the teacher concerning the topic of the unit, the library media specialist can assemble

materials from many sources. Materials from the LMC can be exploited before the "eager beaver" students have time to raid the cache, neighboring schools can lend their materials, public libraries can be put on notice of an impending demand, materials from other libraries, rental sources, free materials from agencies and businesses can be assembled. Given enough lead time, the library media specialist can be flooded with materials.

LEVEL 7: EVANGELISTIC OUTREACH (A concerted effort to promote the multi-media individualized instruction philosophy (often leads to #8-10). In-service workshops to promote AV production and/or use of AV materials, teaching various uses of equipment and materials, teaching possibilities of a medium to suit various ability and interest levels, promoting the usefulness of high interest/low reading level books, promoting use of interdisciplinary materials.)

Here one thinks of a library media specialist who enthusiastically preaches the gospel of media through promotion, cultivation, stimulation, testimonial, recommendation, and selling - all with the concerted purpose of gaining converts among the teaching staff and the administration.

LEVEL 8: SCHEDULED PLANNING IN THE SUPPORT ROLE (Formal plan with a teacher to supply materials or activities in response to an already planned unit. No involvement in goals or evaluation of the unit.)

When we think of formal planning here we think of individual or small group planning between the library media specialist and the teacher for at least a 20-minute segment. In this case, the library media specialist does not take the leadership role but is able to discern the objectives of the unit which the teacher has in mind and then suggest, integrate, and promote LMC services which would complement the unit. Detailed plans for LMC activities are drawn up, responsibilities assigned, materials selected, and materials produced or purchased. This level of involvement works particularly well in a team teaching approach with the library media specialist considered as a participating and contributing member of the team.

LEVEL 9: INSTRUCTIONAL DESIGN (Still some detachment from the outline in terms of grading) and **LEVEL 10: INSTRUCTIONAL DESIGN** (Same as nine with LMC staff participating in grading and feeling an equal responsibility with the teacher for learning.)

At these levels of the taxonomy, formal planning for the unit begins far in advance and will require a number of pre-unit planning sessions, planning while the unit is underway and a formal evaluation at the end. Here the library media specialist assumes a leadership role - particularly if an interdisciplinary unit is anticipated. The teachers view the library media specialist, if not as a leader, at least as a fellow teacher who has specialized types of skills to contribute to the unit. The library media specialist works with teachers to create the objectives of the unit, assembles materials, understands unit content, and participates in the instructional process. The difference between level 9 and 10 is largely in the minds of students and teachers. At level 9, they may view the library media specialist still in the resource role as one who is contributing to the unit in terms of content but who does not have the authority to decide on grades. At level 10, the student and the teacher are aware that the library media specialist is not only a resource person but also an evaluator of student progress whose opinions will have an impact on the grade assigned to any test, project, or activity carried out as a part of the unit.

IMPLEMENTING THE TAXONOMY

The first step in putting the taxonomy into practice is to accept the entire taxonomy as legitimate roles of instructional involvement. This means that each level is accepted as "good" - each is necessary to have a comprehensive impact on instruction.

Next, the taxonomy will require sound and consistent planning on the part of the library media specialist. We must realize that any level can become a rut and a dead end if it is overworked so that it crowds out services on other levels. Beware! Each level can also be used improperly and can contribute to poor instruction! The planning referred to as necessary to implement a total program: 1) needs time to develop, 2) needs support of an administrator who has been involved in the

planning, 3) needs administrators who understand fully the concept and the potential of each level, and 4) needs administrators who are willing to facilitate its fulfillment.

Teachers need time to think through the concept - to discuss it formally in order to understand the differences between traditional program services and services at levels that have been untried. Teachers need to understand clearly the advantages and the pitfalls of each of the levels and to help the library media staff achieve the best of each level.

There are many schools in which schedules, long-standing expectations, and traditional approaches lock the LMC staff into a narrow range of services to the exclusion of others. For example, the scheduling of classes in the LMC once or twice a week for "library lessons" is to be considered an enemy to an effective use of the media center and its collection. Library media is not a discipline to be studied in the public school, i.e., it cannot be compared to the disciplines of reading, science, or social studies. LMC staff, facilities, equipment, and materials have merit only as they interact with social studies, the sciences, the industrial arts and other programs successfully to achieve learning goals. If the library media center is not allowed to function in this capacity, then it deteriorates into a high-priced baby-sitting facility - an unused, overstaffed commodity which is generally ignored by students and teachers alike. We must realize that a LMC can be full of students all day and still be unused - still not serve its potential. An evaluation of what goes on in the center as well as how the LMC is functioning as a part of every learning environment in the school must be carried out so that decision makers realize what is happening, and just as important, what is not happening in the LMC service program.

SUMMARIZING OUR PAST - LOOKING AT OUR FUTURE

The first revolution (which still is continuing) brought into existence the library media center. This is a central facility in the school which serves as the repository for books, pamphlets, magazines, filmstrips, films, videotapes, videodiscs, and computer programs. These materials must be accompa-

nied by the equipment and space for use by individuals, small groups, and large groups. To build and interpret this collection as a curricular force, there is a professional library media specialist who has technical, clerical, and volunteer assistance. This LMC staff performs a wide range of tasks including housekeeping chores, dynamic services, and program activities.

The second revolution seeks to take this resource - the LMC - into the heart of the curriculum - to teach educators how to base their learning activities upon the bedrock of media experience. The second revolution seeks to make the collection, the equipment, and the staff used - not isolated - not neglected - not like a trophy in a trophy case. The second revolution promotes the concept of instructional development and shows how this can be integrated with traditional LMC services to produce a total program.

There is a clear choice. As library media specialists, we can gather our materials and equipment around us, guard them from use and abuse, stagnate and die. We can also meet the needs of educational units and teaching in the school by becoming so enmeshed in the curriculum that no one can tell where the classroom leaves off and the LMC begins. There are schools in the United States that have achieved this goal. There are those in Arkansas that are getting there. Let us find them, promote them as visitation centers, cite them and demonstrate their successes. These are the schools where education is alive, where children and young people are excited about learning.

The new certification for school library media specialists in Arkansas has been designed to prepare the person who can work on all levels of the taxonomy. Professors need to rethink their courses. Students need to seek out professors and other professionals who understand the new role and how to implement it. We all can brag about our involvement in instructional units at our professional meetings ("I was an '8' last week and Mrs. Smith and I are planning to be '10' next week!"). Every library media specialist can work on every level of the taxonomy at least once a year. The challenge is to do it.

¹Kerr, Stephen T. "Are There Instructional Developers in the Schools?" *AVCR* 25 (Fall, 1977), p. 242-267.