cise meaning of a relationship between study skills, library skills and information skills is discussed and the need for a whole school policy is proposed. The age at which children should be introduced to the notion of information skills and raising teachers' general awareness is explored.

The first sentence of the introduction reads, 'Individuals today have an increasing need to be able to find things out'. Yes indeed, nobody could disagree with Michael Marland on this point. It is taken from his 1981 Working Party report Information skills in the secondary curriculum which he chaired. This report is said to be the key reference point for researchers, teachers and librarians interested in this aspect of the curriculum. Yet eight years later a 1989 HMI Report Reading policy and practice at ages 5–14 noted that in the schools they inspected 'advanced reading skills, including information and retrieval skills, were not developed in a coherent way'. This is attributed to the difficulty of successfully disseminating research findings into practical advice and support for the classroom teachers and those concerned with devising and implementing the curriculum across the school.

One of the few mentions of indexing is in a quote from The effective use of reading by Lunzer and Gardner 1979. 'Searching often appeared to be a random sampling of books from the shelves rather than a purposeful enquiry. Although the pupils could explain how to find an appropriate book, they appeared reluctant to put this theory into practice... It was found that even though the pupils concerned had been instructed on the use of a library/resource area and could recall advice concerning the use of indexes and chapter headings, few of the pupils used appropriate strategies'.

The need to educate teachers is emphasized by Peggy Heeks, an experienced writer in the field, who notes, 'a recurring theme in the research is the lack of information skills by teachers, a lack that stands in the way of skills acquisition by pupils'. Elsewhere there is also an alarming statement that 'there is no general understanding of a desirable role for the librarian in school or even of school library practice'.

Recent reports issued by the Office for Standards in Education confirm that most schools have been slow to develop the potential of their libraries and the teaching of information skills.

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BOOK AND PERIODICAL REVIEWS

Publications received and publications noted


