

BOOK NOTICES

Margaret Trask. *South Pacific region pilot project on school library development: training programmes for teachers*. Paris: UNESCO, 1984 (PGI-84/WS/13). 661 pp.

This volume is divided into two parts. The first (and shorter) comprises a course for teachers on the use of information resources and libraries by teachers. It is intended to be developed as a component of teacher education required in all pre-service teacher-education courses and would normally require 50 hours, although this might be reduced if, for example, participants had prior experience of good libraries as students in primary and secondary schools. The second part of the book comprises a course for teacher trainees who wish to take school librarianship as a major subject in their teacher-training course. It is intended to form a major subject unit within Diploma of Teaching and Bachelor of Education courses and would require 220 hours.

***Libraries, information centers and databases in science and technology: a world guide*. München: Saur, 1984, 561 pp. DM 240. ISBN 3-598-10533-9.**

This guide is an expanded version of the *World guide to special libraries* (München, 1983), including updated data on 10 500 special libraries in the pure and applied sciences located in 139 countries plus more than 350 information and documentation centres and nearly 200 producers of about 360 online databases. These are listed by country, supplemented by an index of names and a subject index. The preface, contents and ‘*Suggestions for use*’ are in German as well as English.

Janet Shuter, ed. *Information professionals directory*. Kings Ripton: Elm, 1984. 106 pp. ISBN 0-94613-9202.

Intended to be “the first practical guide to people active in the information/library profession in the UK and the Republic of Ireland”, it comprises an alphabetical list of about 700 individuals together with their organizational address and their areas of expertise. This is supplemented by a subject index enabling personnel to be identified by their subject specialisms. The people included had all completed a detailed questionnaire and had expressed their willingness to be contacted as book reviewers, authors, consultants, lecturers, indexers, etc.

***Bio-base: a periodic cumulative master index on microfiche to sketches found in about 500 current and historical biographical dictionaries.* Detroit: Gale Research, 1984. \$950. ISBN 0-8103-1621-8.**

Gale have recently issued an updated cumulation on microfiche of their biographical reference service *Bio-base*, bringing together the second edition, the 1983 supplement and over 375 000 new entries. The new microfiche now comprises over 5.35 million citations to biographical sketches and articles in about 500 biographical and other appropriate reference sources. Although it claims to cover living and deceased persons from every field of activity from around the world, it is clear from the accompanying bibliography of works indexed that the bulk of sources used are American in origin and consequently cover American 'personalities', whilst there appears to be only one work not in English. Thus to the non-U.S. market, \$950.00 may seem a trifle excessive for a reference source which has indexed *Black congressional reconstruction orators and their orations 1869-1879*, but has passed by the *New Groves dictionary of music and musicians*. Biographical reference works are legion and making an appropriate choice is notoriously difficult, but omitting the *Dictionary of national biography ...?*

Betty P. Cleaver and William D. Tylor. *Involving the school library media specialist in curriculum development.* (School media centres: focus on trends and issues series, No. 8). Chicago: American Library Association, 1983. 69 pp. ISBN 0-8389-3280-0.

This book is designed to help school library specialists play a more effective role in the curriculum development of their schools. A highly pragmatic approach is taken by the authors who use techniques which they have developed and tested over a number of years. The work is divided into two parts. The first provides a concise exposition of the aims and methodology of the work together with a detailed historical examination of the changing role of the school library media specialist in the United States of America. The second part offers a series of strategies which media specialists may employ to strengthen their role in curriculum development. These strategies include a checklist of criteria for gauging their awareness of the curriculum process; a model designed to encourage cooperation between media specialist and teacher in the planning of the curriculum; a guide to decision-making and, finally, a set of simulations which afford media specialists the opportunity of rehearsing their newfound roles as decision-makers in curriculum development.

H. Thomas Walker and Paula Kay Montgomery. *Teaching library media skills: an instructional program for elementary and middle school students.* 2nd ed. Littleton: Libraries Unlimited, 1983. 207 pp. ISBN 0-87287-365-X.

This new edition of *Teaching media skills* (Walker and Montgomery, 1977) has been substantially revised and updated, taking into account two new and significant

developments – the introduction of microcomputers into schools and the growing use of state and multi-state interlibrary networks by school library media centres. The work is divided into three parts and provides a model programme of library media instruction. Part one explores the nature and objectives of library media skills and offers a practical guide to teaching method, student performance evaluation and programme implementation. Part two contains sample activities designed to illustrate the range of media skills that can be taught. Part three is a select, annotated bibliography of commercially available print and non-print teaching material designed for use on a library media skills instruction programme. A list of vendors and a detailed index are also provided.