

# Bulletin

No. 2

May 2002

## SUBJECT CENTRE EVENTS

### ***C&IT in English – don't miss these FREE opportunities to find out what's happening***

As part of our ongoing C&IT Project, the English Subject Centre has organized a series of one-day events around the country dedicated to promoting the awareness and discussion of the role of Communication and Information Technologies (C&IT) in English Studies. The events have been organized into two streams – one organized around showcasing examples of best practice, innovation, and experimentation in the use of C&IT in teaching and learning; the other dedicated to exploring and evaluating the use of course management systems (commonly known as Virtual or Managed Learning Environments) in English.

The events will involve presentations, round table discussions, and hands-on workshops. As a result, they will allow participants to learn about the development of online resources, to discuss their pedagogical implications, and to have a chance to experiment producing them. **There is no charge for attendance.**

### ***Schedule of C&IT Events***

#### **Wednesday, May 15. University of Durham: Virtual Learning Environments (VLEs) and English**

VLEs have been widely adopted by HE institutions, and English departments across the country have begun to use them to develop and deliver learning and teaching materials. Their increased presence presents both advantages and challenges for instructors. Organized to help instructors better understand these learning environments, this event brings together a number of English teachers and learning technologists who have used these systems. Geared towards an audience with varying degrees of experience, this event is as much concerned with the pedagogical as well as the technical challenges that face instructors who have developed or who are thinking about developing teaching resources in these environments. Speakers will include: Leslie Coote, University of Hull; Hugh Robertson, University of Huddersfield; Duco van Oostrum, University of Sheffield; Barbara Watson, University of Durham; and Rob Watt, University of Dundee.

#### **Friday, May 24. Queen's University, Belfast: Computers, English Language and Linguistics**

The use of new technologies has flourished in the teaching of English language and linguistics. To promote an awareness of important and significant developments in this area of English studies, the Subject Centre has planned an event that brings together a number of specialists in the field to demonstrate and discuss their use of computer technologies

in learning and teaching. Speakers will include Jean Anderson, University of Glasgow; Christine Appel, Dublin City University; Fiona Farr, University of Limerick; John Maidment, University College London; and Wolfgang Teubert, University of Birmingham.

#### **Wednesday, June 12. The University of Exeter: VLEs and English**

Our second, regional event dedicated to exploring the uses of VLEs in English.

#### **Thursday June 20, The University of Edinburgh: VLEs and English**

Our third, regional event dedicated to exploring the uses of VLEs in English.

**To book a place on any of the above free events, please use our online registration form available from <http://www.rhul.ac.uk/ltsn/english/IT/register.htm> or contact our Administrator: Carol Eckersley, Tel. 01784 443221; email: [esc@rhul.ac.uk](mailto:esc@rhul.ac.uk).**

### ***THE CONDITION OF THE SUBJECT English, Professionalism and Practice***

**An International Conference – July 17-19th 2003  
Senate House, University of London  
The English Subject Centre in Association with The Council  
for College and University English and The Institute of  
English Studies, University of London**

The aim of this conference will be to consider how English is both theorised and produced in material, institutionalised and pedagogical practices at the beginning of the 21st Century. The discipline of English has evolved rapidly over the last two decades in response to its intellectual self-interrogations, and alongside these the transformations wrought by institutional imperatives, national agendas, and the new professionalism have had a large impact. In addition, the international status of English is changing, and the nature of the subject's relations to other disciplines has had profound effects on the understanding of its intellectual boundaries. English, the predominant language of the internet, is also the instrument of new literacies and technologies, whose potential is to transform the object of study itself.

It is time, therefore, to take stock, and to consider what it means to be in English now, and how the culture of professionalism can be understood in relation to our intellectual traditions, our concepts of the subject, and the ways in which it is taught and experienced at all levels. Above all, this

conference will seek to bring together the intellectual understanding of the subject with the province of its actual practice in Higher Education institutions here and overseas.

The Conference will include speakers of international standing, and will be organised in strands and panels, many of which will map onto curriculum areas.

### **Workshops.... Conferences.... Seminars... Suggestions Please!**

The Centre is planning its events programme for August 2002 to July 2003. We welcome suggestions for topics on which you would like us to run an event. What aspects of your teaching and learning you would like to change? Would you like to find out what colleagues in English are doing on specific issues? Would you like some expert advice on certain issues, or a general update on developments?

We wish to run events which respond to the needs of the subject community, so please e-mail your suggestions to: [esc@rhul.ac.uk](mailto:esc@rhul.ac.uk). (Suggesting a topic does not imply an obligation to host or contribute to an event.)

## **ACTIVITIES AND PROJECTS**

### **'The New English: Curriculum and Practice' Publication Series**

The subject community has been overwhelming in its response to the Centre's call for proposals to edit volumes in a series devoted to the teaching of the English Curriculum at degree level. Over twenty titles have been proposed, and as you can see from the list below these cover a range of periods and genres:

Women's writing  
Theory  
Poetry and narrative  
Children's literature  
The holocaust  
Stylistics  
Rhetoric  
Computers and texts  
Shakespeare and his contemporaries  
Early modern women's writing  
Contemporary fiction  
Nineteenth century popular culture  
Crime narratives  
Poetry  
Gothic  
The long eighteenth century  
The popular and the canonical  
Narratology  
Science fiction  
Creative writing  
Crime narratives  
Travel writing

Editors are currently preparing detailed proposals for submission to the Editorial Board. We expect to publish the volumes in waves of about five at a time, so if you have a suggestion for a topic not already covered, it's not too late! Please contact: [c.eckersley@rhul.ac.uk](mailto:c.eckersley@rhul.ac.uk) in the first instance.

### **The 'Good Practice' Projects**

The English Subject Centre is working on a number of projects that aim to identify good practice in relation to issues such as widening access and participation, the role of part-time tutors and the teaching of creative writing. Rather than providing examples of 'best' practice we are working to generate materials, based on the experience of subject practitioners, which will encourage debate and diversity in the English subject community.

For the **widening participation project**, We have begun a series of visits to departments. The visits have involved interviews with admissions tutors, level one tutors and heads of department in which we have discussed the issues involved in recruiting and supporting students with no prior knowledge of higher education. We will be compiling a number of case studies which will be available at the end of this academic year. The case studies will be accompanied by a survey of broader debates relating to AWP and to issues such as disability.

The English Subject Centre's project on **part-time teaching** will move forward in the next few weeks as we hold the first meeting of our part-time tutors' focus group. The group will help us to draw up a 'Good Practice Guide' which will help departments and the English Subject Centre to provide useful support for part-time lecturers, help new part-time lecturers to benefit from the expertise and experience of other part-timers, identify and promote good practice in the support of part time lecturers and consider the impact of part-time teaching in terms of the broader cultures of teaching and research in English.

The English Subject Centre has been actively involved in the discussion of **Creative Writing** in and alongside English language and literature departments since the Centre was established in October 2000. We have held two study days on Creative Writing (reports are available on our website) and at both events full- and part-time teachers were keen to discuss the conditions which enable the design and delivery of effective and diverse courses in Creative Writing. A large number of the enquiries we receive at the Subject Centre are from people who are interested in setting up new modules and programmes in Creative Writing and we would like to provide people with information about some of the creative, critical and practical issues they will need to engage with as they develop courses in this area. We would also like to support existing teachers of Creative Writing. We are convening a focus group of established teachers of Creative Writing who will help us to draw attention to the specific needs of Creative Writing tutors in terms of teaching formats, contracts, resources and staff development. The reports we are drawing up in this series will be supplemented with a series of events which will debate the issues that they raise. If anyone would like to contribute their own views on these issues, please contact Dr Siobhán Holland on [siobhan.holland@rhul.ac.uk](mailto:siobhan.holland@rhul.ac.uk) or (01784) 443218.

### **Major Survey of the English Curriculum and Teaching**

In 1997 the Council for College and University English (CCUE) conducted a survey of the English curriculum in the UK. The

purpose of this survey was to identify the extent of curricular diversity and underlying principles of curriculum design.

Five years on, we feel that it is time to update this work, and the Subject Centre will therefore be working with CCUE to re-issue the questionnaire and publish a report for circulation to all departments. The focus will again be on what is taught and how, but new issues, such as the use of C&IT in teaching, will be addressed. Our intention is that the survey will:

- paint a picture of how English is taught across the UK, indicating the extent of diversity and commonality
- give English Departments a means of comparing where they stand in relation to this national picture
- identify the key issues for the development of teaching in the subject

Questionnaires will be circulated to all Heads of Department in August, and we hope to publish the report of the survey by Christmas. Tokens of thanks will be issued to all Departments completing questionnaires, in recognition of their contribution. For more information contact: [jane.gawthrop@rhul.ac.uk](mailto:jane.gawthrop@rhul.ac.uk).

### ***The English Degree and Graduate Careers***

The Centre is commissioning a report from Professor John Brennan at the Centre for Higher Education Research and Information (CHERI), the Open University, to provide English Departments with information about current issues of graduate employment in general and the employment of English graduates in particular. The report will draw on existing research and statistical evidence and will take account of initiatives taken by English departments and cognate fields to improve graduate employability.

The main elements of the report are as follows:

- An annotated list of the statistical data sources publicly available
- An analysis of English graduates in terms of information about their employment, transition to employment, experience of further studies and links between their studies and employment
- A summary of the 'employability' agenda and its place in HE policy
- A representative selection of the work currently being conducted in English departments that addresses this agenda
- A summary of relevant and current HE initiatives on graduate careers
- The employer and student views of the value of the English degree

We plan to publish the report in the autumn and will circulate copies to departments. For more information contact: [jane.gawthrop@rhul.ac.uk](mailto:jane.gawthrop@rhul.ac.uk)

### ***External Examining Futures in English: A Consultation and Report***

The current system of external examining in Universities, which has a very long pedigree, has been pressurised by a range of factors over the last ten years or so. From the Silver Report of the mid nineties, through the various ways in which modularisation has wrought significant changes in the assessment and examination system, to the recent calls for strengthened external verification procedures in the wake of

the collapse of the QAA's subject review scheme, a consistent questioning of the system's capacity and effectiveness has been in play.

A decade ago, the external examiner's role was largely taken up with the verification of grading and marks, and with the classification of individual student results through profiling. In recent years, those elements of scrutiny have been displaced by moderation of scripts (sometimes, indeed often, under the instruction that marks cannot be changed), the checking of formal procedures, and advice on how to avoid appeals or deal with problem students. Some examiners have felt that their roles have been reduced – in a system where the computer averaging of marks prevails – to rubber-stamping. Ironically, this has taken place at a time when there have been calls for an emphatic strengthening of the external examiner function, and greater professionalisation, from the suggestion that all examiners should be accredited through training, to the idea of a national 'college' of external examiners. While these initiatives have, for the most part been confined to realms of speculation, it is clear that policy will change, and that the demands placed on external examiners are likely to increase.

This consultation will seek to establish how the English subject community would like to see the requirements of its discipline adequately provided for in the future. It will canvas existing external examiners in English to elicit information about how they see their current roles, and whether or not they feel they are being used to the best effects. It will ask a sample of departments to outline models for the best use of external examiners in the future, and it will seek to establish how the diversification of assessment modes will construct a wider brief for external examiners. The outcome will be a report: a document recommending models of good practice that are sensitive to the needs of the discipline.

While it is indubitably the case that the features of English examining are not exclusive to the subject, a study founded in the discipline is essential in the first instance, since both the range of assessment kinds, the rapid change within the discipline, and the precedence therein of a very particular kind of discursive activity, mark out a distinctive arena of practice for English. This consultation is an opportunity for the Subject community to state its concerns and needs, and the Subject Centre is therefore keen to receive a good, representative response. If you would like to be involved in this consultation, please contact Carol Eckersley, the Administrator, at [c.eckersley@rhul.ac.uk](mailto:c.eckersley@rhul.ac.uk) or 01784-443221.

### ***Postgraduate Training and Research Methods***

The issue of postgraduate training in research methods is one which has come under increasing scrutiny in recent years and there is particular interest in whether programmes are meeting current needs in a changing educational and employment environment. The Arts and Humanities Research Board (AHRB) is currently reviewing overall provision for postgraduate students and as part of this is considering ways in which training in research methods could or should be extended.

Research being commissioned by the Subject Centre from Sadie Williams of the Centre for the Study of Education and Training at Lancaster University will look at the kinds of training in research skills that are currently being provided for postgraduate students in the English subject area and will seek to discover how far these are regarded as suitable and adequate. Ideas about alternative means of provision, for example training being offered regionally, will be considered



as will the relationship between the development of research skills and effective supervision in general.

We hope that the conclusions and recommendations drawn from the report, due for publication in October, will contribute to ongoing policy debates in this area.

For further information please contact: Jane Gawthrop, Centre Manager, jane.gawthrop@rhul.ac.uk

### **Student Reviewers Wanted**

The English Subject Centre would like to know of any Level 2 or above students who are willing to review textbooks for our next Newsletter.

Free copies of the books will of course be provided. Students should contact: jane.gawthrop@rhul.ac.uk

### **Report on Undergraduate Admissions now available**

The Subject Centre has recently published a report compiled by Sadie Williams of the Centre for the Study of Education and Training at Lancaster University entitled 'Admission trends in undergraduate English: statistics and attitudes'. The Report is in two parts: an analysis of HESA and UCAS statistics on undergraduate applications and admissions to English and comparator subjects; and a report of surveys conducted in schools and colleges to gather information on pupil and teacher attitudes towards studying English at A/AS level and degree level.

Departments will find that the report contains many insights into how English is perceived by potential students in terms of its intellectual difficulty, the volume of work involved, its relation to other subjects and its career relevance. The report also raises issues for the discipline as a whole as to how it might present itself advantageously, and also dispel common misconceptions.

Copies of the report have been sent to all Heads of Department and it is available on our website. Further paper copies are available at cost of £10 (cheques made payable to RHBNC) by emailing [esc@rhul.ac.uk](mailto:esc@rhul.ac.uk).

*Admission trends in undergraduate English: statistics and attitudes by Sadie Williams, published by the English Subject Centre, ISBN 0-902194-43-7, April 2002, £10.00*

### **Literacy and Literature**

Literacy is the basic requirement for students of English language, literature and creative writing and yet lecturers identify literacy as one of their key concerns. The English Subject Centre's symposium on literacy and literature which was held at Senate House, London on March 22nd 2002 gave delegates the opportunity to discuss strategies for fostering students' basic literacy as well as their academic literacy.

Dr Colleen McKenna, a lecturer in Academic Literacies in the Department of Education and Professional Development at University College, London, addressed the issues which are involved in students' encounters with the conventions of academic discourse. Meanwhile, Pat Hill from the University of Huddersfield discussed her ongoing postgraduate research into the development of undergraduate academic writing in an English department. She has tracked work submitted by a group of undergraduates and the feedback that work has generated from staff. She has also paid attention to the ways

in which feedback has been received by the students themselves. She was able to comment on the different kinds of feedback students receive and their effectiveness in improving students' work. Dr Jonathan Worley, from St. Mary's College, Belfast, discussed the work he is doing with Dr Matthew Martin as part of one of the English Subject Centre's departmental projects. The project aims to train students as paid peer tutors in English and to give them experience in assisting their peers with their writing.

Throughout the day delegates discussed the relationship between basic and academic literacies, but we also considered the ramifications of literacy as an issue related to 'widening access' in terms of prior education, disability and retention. We discussed the value of using embedded and remedial approaches to literacy, and some of these issues are also being explored by lecturers involved in the departmental projects sponsored by the English Subject Centre. If you are the head of level one in your department you will have received the questionnaire sent out by Dr Derek Alsop from Chester College and we would very much appreciate your prompt response to his survey which aims to identify literacy standards among students across the subject community. We are planning to develop a 'literacy' strand on the English Subject Centre website and we would welcome all suggestions about its content. The 'Literacy and Literature' symposium was a very successful event and thanks are due to the speakers and delegates for their contributions.

### **Working with the Subject Centre for Languages, Linguistics and Area Studies**

The English Subject Centre ran its first event in collaboration with the Subject Centre for Languages, Linguistics and Area Studies (LLAS) in February. The event which focused on the issues involved in teaching literary theory was the first in an ongoing series which will explore areas of common concern to the subject communities served by LLAS and the English Subject Centre. There is considerable scope for this kind of activity because the centres hold responsibility separately, for example, for English language and linguistics, and English and American studies.

The 'Theory in Practice' event brought together staff from departments of English, Modern Languages, Theatre, American Studies and Continuing Education among others. Delegates had the opportunity to think about the extent to which their use of literary theory in practice within degree programmes is affected by contextual factors and course aims. The conference was addressed by Judith Still, who is Professor of French and Critical Theory and Head of the Department of French at the University of Nottingham. She discussed the ways in which she uses theory to illuminate a broad range of the subject areas her students are asked to consider. An interest in the strategies available for using different kinds of theoretical literature creatively, and encouraging students to develop their own critical voices characterised discussion throughout the day. Although there were different issues for members of staff from different disciplines, particularly questions around the use of a target language, there was a lot of productive discussion across disciplinary boundaries. Ideas generated during the event will be included in an expanded version of the English Subject Centre's current report on teaching theory. The new version of the report currently available at <http://www.rhul.ac.uk/itsn/english/Events/Past/seminars.htm> will be published on the English Subject Centre website at the end of May.

### **Our New Website**

The English Subject Centre will launch a new website in May 2002. The first version of the website has been in use for over a year and a half, and feedback from users in the English Subject Community suggests that we needed to reorganise the site to cater for the growing number of resources, events and projects we are undertaking on your behalf. The result is a major site redesign that coincides with a move to our own dedicated web server, and a new web address. We will shortly be announcing the date for this new address to become 'live'.

### **Directory of Experience and Expertise**

The English Subject Centre is developing a **Directory of Experience and Expertise** as a resource for the English subject community. The directory will help lecturers to identify and consult with experienced colleagues to share experience and knowledge about specific aspects of teaching and learning. If you have experience or expertise in any area of teaching that it would be beneficial to share with colleagues nationally, we welcome your application for registration in the directory. If you are listed in the directory, you are registering a willingness to be consulted by other members of the English subject community.

Entries in the directory will be categorised broadly as below:

**Innovation and Experimentation:** e.g. using oral assessment, e-mail discussion boards, problem-based learning, new technologies or varieties of assessment.

**Teaching Formats:** e.g. lecturing techniques, seminar teaching.

**The Curriculum:** e.g. teaching specific texts, authors, genres, historical periods or different media.

**Supporting Students:** e.g. strategies for encouraging and supporting independent learning, or for widening participation at undergraduate and postgraduate level.

**Assessment:** e.g. design, delivery and fitness for purpose.

The English Subject Centre will design and maintain the directory which will be made available via our website in the near future. We will occasionally arrange and finance events which encourage other lecturers to benefit from the experiences of colleagues listed in the directory. We will also be drawing up some basic guidelines for members and users of the directory. Everyone whose details are included in the directory will be paid £50 for their contribution (if you have registered already, we will be sending this fee to you shortly).

Applications for registration should consist of a short 'teaching CV' (2 pages max.) and a description of the area of excellence (around 300 words) which may, where appropriate, include reference to student feedback on teaching. Informal enquiries should be directed to [Siobhan.holland@rhul.ac.uk](mailto:Siobhan.holland@rhul.ac.uk) (01784) 443218. Registration forms can be downloaded from the English Subject Centre website—follow the link from the front page: <http://www.rhul.ac.uk/itsn/english/projects.htm>.

### **Departmental Development Projects**

Most of the departmental development projects supported by the Centre are now underway. Descriptions of the following projects are on our website at:

<http://www.rhul.ac.uk/itsn/english/projects/index.htm>.

Development of 'wessex parallel web texts'

Methodology and criteria for three types of assessment

Supplementary discourses in creative writing teaching

Problem-based learning: evaluating the student experience

ARIES: punctuation, spelling and reference for the web

Foundational writing skills

Exploring the potential of peer tutoring in developing student writing in English

Teaching creative writing at undergraduate level: why, how and does it work?

Developing independent learning in English studies

Reading dossiers/ study logs: research into best practice

The dissemination of speak-write research and materials

Producing and researching effectiveness of materials for computer supported experiential learning in the area of advanced literacy skills

English in the workplace

### **Early English Books Online**

An agreement between the JISC and ProQuest has brought online access to 125,000 early English books to the UK academic community.

Early English Books Online is the total surviving record of the English-speaking world for a period of 227 years, from the earliest printed work in the English language in 1473 to 1700. It includes more than 125,000 works comprising 22.5 million pages, including works by Malory, Spenser, Bacon, More, Erasmus, Boyle, Newton and Galileo among many others. The database also includes musical exercises by Henry Purcell, novels, scientific texts, prayer books, pamphlets, proclamations, almanacs and calendars. Users can search and access the database by author, title, keyword, date of publication, subject and type of work.

The JISC has negotiated a perpetual licence for Early English Books Online. Charges vary according to a sliding scale covering the largest universities down to the smallest colleges. The Subject Centre would advise academics wishing their institutions to buy a licence to approach their Library or Information Services in the first instance.

Alicia Wise, Head of Development at the JISC, commented: "The JISC recognises that online content represents a significant part of the resources that help make UK institutions world-class centres of academic excellence. Early English Books Online was a very important licence for us as it not only provides universal access to a significant part of Britain's literary and cultural heritage but it does so in a form which greatly enhances teaching and learning as well as research".

For more information, please see:

<http://www.jisc.ac.uk/dner/collections/eebo.html>

## **Update on Christianity and Culture (Formerly the Christianity in the Humanities Project)**

*Christianity and Culture* is now located at the Centre for Medieval Studies at York and St John's College, Nottingham. A North American Board has been formed and an Australasian Board is planned. Links with partner institutions are also being developed. A specialist Medieval group is working on conferences, books and other resources and it is hoped that groups focusing on other periods of literature will be formed in the future.

Much of our most useful work over the last two years has been done through bringing together lecturers and postgraduates to address issues in research and teaching. On July 3rd we are holding a one day symposium (papers, panels and workshops) in Nottingham which will address the need to help students gain a working knowledge of biblical concepts, events and characters and their use in literature, history, art, etc. This symposium is part of the Colloquium of the Philosophy and Religious Studies Subject Centre, 2-4 July 2002.

The next major conference in the Christianity and Culture series will be 'Revisiting Chaucer and Christianity', July 21st to 23rd, 2003, at the International Study Centre of Canterbury Cathedral. This interdisciplinary conference will explore fresh perspectives on the Christian content and context of Chaucer's writings in a way which will inform both research and teaching. Speakers will include David Aers, Margaret Aston, Alcuin Blamires, Derek Brewer, Helen Cooper, Eamon Duffy, Rosalind Field, Alastair Minnis, Miri Rubin and Wendy Scase. Topics will include Lollardy and Orthodoxy, Lay Piety, Jews and Moslems, Women and the Church, Pilgrimage, Sin and Penance, Saints and Monasticism as well as panels on Teaching Chaucer.

For information on any of these subjects or to join our mailing list please contact Dr Dee Dyas, St. John's College, Chilwell Lane, Bramcote, Nottingham NG9 3DS. Tel. +44 (0) 115 925 5388. Email: [d.dyas@stjohns-nottm.ac.uk](mailto:d.dyas@stjohns-nottm.ac.uk).

## **If a Picture Paints....**

Images can offer a simple and effective way of enhancing a text-based lecture or course materials. With the arrival of Powerpoint lectures and course websites, integrating image and text has become much easier and offers more potential.

Although taking your own photo with a digital camera and downloading it onto a computer, or taking an ordinary photo and scanning it, can be the simplest way of acquiring an image, in many cases this is not possible and existing images have to be used which may be owned by others.

There are many general websites offering images (see for example [www.images.google.com](http://www.images.google.com) or [www.freefoto.com](http://www.freefoto.com)) but copyright may mean that they cannot be used in an educational setting without seeking permission of the owner or paying a fee. Some organisations such as the **Scottish Cultural Resource Access Network** ([www.scran.ac.uk](http://www.scran.ac.uk)) offer images to educators at a substantially reduced fee if a licence is obtained.

A few services provide images that can be used freely for educational purposes. Notable amongst these are:

### **HELIX: higher education library image exchange**

[www.helix.dmu.ac.uk](http://www.helix.dmu.ac.uk)

Project HELIX makes available a collection of 52,000 images and associated textual data from three partner collections at De Montfort University, St Andrews University and the Hulton Getty Picture Collection. Subjects covered include museum objects, landscapes, and the social, political and cultural history of Britain. HELIX is funded until June under the UK's electronic libraries (eLIB) programme, so you will be invited to log your support for the site if you use it.

### **Art Images for College Teaching** [www.mcad.edu/AICT](http://www.mcad.edu/AICT)

This services runs under the auspices of the Minneapolis College of Art and Design. Its images reflect this, and are grouped according to period: Ancient, Medieval, Renaissance and Baroque, 18th –20th Century and Non-Western.

Those interested in children's literature may find the CHILDE (**Children's Historical Literature Disseminated throughout Europe**) website helpful ([www.bookchilde.org](http://www.bookchilde.org)). CHILDE is a project, funded under the European Commission's Culture 2000 programme, that uses web technology to allow wider and more open access to images from collections of early children's books in Europe. Images are copyright free.

If you would like further information about acquiring or manipulating images, you might find it helpful to look at Briefing Paper 3 'Acquiring Digital Images for Teaching' and Briefing Paper 4 'Manipulating Digital Images for Teaching' both produced by the History, Classics and Archaeology Subject Centre. These are available from their website under 'resources' ([www.hca.ltsn.ac.uk/](http://www.hca.ltsn.ac.uk/)), and gave the idea and starting points for this article. The **London Institute Library's** website ([www.linst.ac.uk/library/webimages](http://www.linst.ac.uk/library/webimages)) also lists image websites and gives guidance on their use. The Technical Advisory Service for Images (TASI) website <http://www.tasi.ac.uk/> contains much information for novice users of digital images. It has a helpdesk and a search engine for image sites.

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