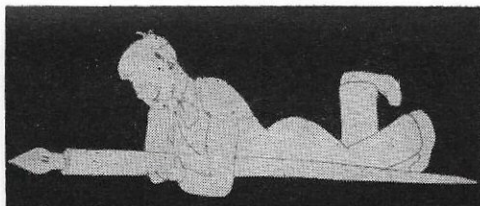


weeks, found "Telaventure Tales" to be the most popular children's program. The station had received *fifteen* requests for the book and author mailing pieces to every *one* box top sent in for such gadgets as decoders and rings offered by a nationally syndicated western series running in the next time period.

Teachers in the Seattle schools have found that "Telaventure Tales" has vitalized the reading program. It's "the thing" among the small fry to read. Everybody's doing it. You see the shows and they make you want to read the book. Your friends bring to school television mail—letters from authors, pictures, colorful book jackets, or promotion folders. Some of them have even won books! Maybe—if you read enough—you could win a book too.

Teachers who have been struggling at the often uphill job of teaching book evaluation find youngsters suddenly interested in discovering *why* a book is good. It isn't enough to know the answers to the book game questions. You have to know *why* you like the book.

Children who had shown slight interest in reading suddenly developed an interest



*Penjamin Scribble from his speed-of-light trips brings back news about books and surprises for the "live" audience*

in books. They bring books to school to be read aloud to the class. They read in out-of-school time to find out the end of a book they've heard about. They look forward to new books announced by Penjamin Scribble.

Seattle teachers knew already what those educators learned this summer at Teacher's College. There's no *real* quarrel between television and reading. All you need to make the two firm partners is the right kind of program. Seattle teachers—and librarians and parents and, above all, youngsters—know that a program like "Telaventure Tales" can make of television a bridge to reading.

## Living in 1980 plus-

**ANDRE NORTON**

*Cleveland, Ohio*

Here are suggestions for librarians and teachers who may be skeptical about the quality of science fiction available

IN 1900 WHEN a writer described (as some did) radio, planes, talking movies, and electric kitchens, he was producing science-fiction. In 1925 he wrote of atomic energy, rocket ships, radar, television, deep freeze storage, and mechanical "brains." In 1952 such authors speak easily of space travel, telaportation, logical world history stemming from our present economic and social struc-

ture—and they are still said to be writing science-fiction. But it has been proved over and over again that this fiction of one generation is the reality of the next. And never before has such a large section of the reading public chosen to live so persistently in the future as they do today.

We dare not laugh at the thought of a Moon colony in 1980. Maybe this boy, who



Cleveland's young summer readers were certainly not earth-bound. Ruth Hadlow, assistant in the Lewis Carroll Room, Cleveland Public Library, displays the invitation poster

asks for Clarke's *Exploration of Space*, or one of Heinleins' future novels, will be among the first to walk the red sands of Mars. There is no longer much fiction in our science-fiction—the authors are only ahead of time.

And science in fiction leads to science in fact. A boy, who in imagination has tramped craters of the Moon, will ask for facts about that dead world. He will demand information on the inner workings of rocket ships and theories of flight into space. Medical science treats the future seriously. Last year we were given *Space Medicine*, a detailed study of what must happen to the human body during space travel.

To select the best reading for junior readers will be a task of growing complexity because publishers, having awakened to the vast possibilities in this field, are already providing books in quantity. And in this type of fiction, as in all others, there are good, bad, and indifferent titles.

Until fifteen years ago when the change

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began there were, roughly, two divisions of science-fiction—the gadget story and space opera—the latter being the old cowboy-Indian chase swept into the future with a locale on another planet and the Indians merged into BEMs (Bug-eyed-monsters to the trade) while the cowboys were the intrepid space patrolmen. The gadget story depended for interest on a science discovery and foretold—with often uncanny accuracy—radar, the use of atomic energy, rocket planes, etc. It lacked much character development and was sometimes so technical as to confuse the average reader.

John Campbell, Jr., the editor of *Astounding*, has been credited with instigating the change. He dinned into his writers the need of creating for their readers a world or worlds of the future which would develop logically from conditions known today—in which flesh and blood—not BEMs—would be at home. The mechanical invention gave way to new twists in economical, social, and political thought. Now we have such amusing and rather terrifying (because they *could* happen) stories as a current serial in which advertising has become both the government and the religion of the people!

Unfortunately the juvenile and teen age books are lagging behind. Here we still have the daring-young-boy-on-first-rocket-to-the-moon plots, trite and dull, discouraging to those who know the advances made in the adult field. Only four writers so far have given us books up to the standards set by modern adult science-fiction.

Robert Heinlein's painstaking exploration of daily life in the future, as presented in *Space Cadet*, *Farmer in The Sky*, and *Between Planets*, has set a record as yet unmatched. This handful of titles, together with Hal Clement's *Needle*, the late Malcolm Jameson's *Bullard of The Space Patrol*, and Raymond Jones' *Son of The Stars*, with its sociological plot which carries a real bite, can be safely used as measuring sticks by the would-be critic.

There is a literary standard in this field, and librarians as well as editors, can help to raise it to a high level. Encourage good writing and be interested in the result. Read without prejudice and an open mind. The trite plot, the cardboard characterization, the dull, old fashioned story must not be given to avid readers as the "latest" book. Verne may be a classic but he is now also a museum piece.



Fourth grade book award winners watch the entertainer at the annual assembly, Carnegie Library of Homestead, Pa.

The best advice is—whether you like science-fiction or not—read it before you condemn. Learn to live ahead—in 1980 plus. It has its charms and you do meet the most interesting people!

### Quality Science-Fiction

#### 5th—9th Grades

- Clement, Hal. Needle (8th grade and up)  
 Cothern, Marion. This Is the Moon (non-fiction) (5th grade up)  
 Du Bois, W. P. Peter Graves (5th grade up)  
 Fenton, C. L. Worlds in the Sky (non-fiction) (5th grade up)  
 French, Paul. David Starr, Space Ranger (7th grade up)  
 Heinlein, R. A. Between Planets (7th grade up); Farmer in the Sky; Red Planet; Rocket Ship Galileo; Space Cadet  
 Jameson, Malcolm. Bullard of the Space Patrol (7th grade up)  
 Jones, Raymond. Son of the Stars (7th grade up)  
 Lawson, Robert. Fabulous Flight (5th grade up)  
 MacGregor, Ellen. Miss Pickerell Goes to Mars (4th grade up)

#### 10th—12th Grades

(Unfortunately the cream of writing for this level is still found mainly in anthologies)

- Balmer, Edwin and Wylie, Philip. When Worlds Collide Omnibus (Novel)  
 Bleiler, E. F. ed. Best Science Fiction Stories of (Issued yearly. 1949 and 1950 now in one volume: Science-Fiction Omnibus)  
 Campbell, John ed. Astounding Science-Fiction Anthology; The Moon Is Hell (novel); Who Goes There?

- Clarke, Arthur G. Exploration of Space (non-fiction)  
 Conklin, Groff ed. Best of Science-Fiction; Big Book of Science-Fiction; Invaders of Earth; Treasury of Science-Fiction  
 Gold, H. L. ed. Galaxy Reader of Science-Fiction  
 Greenberg, Martin ed. Journey to Infinity; Men against The Stars; Travelers of Space  
 Healy, R. J. ed. Adventures in Space and Time  
 Heinlein, R. A. Green Hills of Earth  
 Jenkins, W. F. Murder of the U.S.A. (novel)  
 Ley, Willy. Conquest of Space (non-fiction); Rockets, Jets and Space Travel (non-fiction)  
 Simak, Clifford. City (novel)  
 Smith, G. O. Venus Equilateral (novel)  
 Stewart, G. R. Earth Abides (novel)  
 Van Vogt, A. E. Voyage of the Space Beagle  
 Wyndham, John. The Day of the Triffids (novel)

### "Know Your Library" is fun for fourth graders

How a public library co-operates with a parochial school was presented at the elementary school libraries round table, held during the Catholic Library Association's 26th annual conference, June 24-28, New York City. At the Thursday afternoon meeting at the Nathan Strauss Branch, N.Y.P.L., Catherine J. Butler described the "Know Your Library" project sponsored by the Friends of the Library, Carnegie Library of Homestead, Pa. This project has been operating for nine years, with the aid of school superintendents, principals, and elementary school teachers. Six public and six parochial schools are served by the library.

Fourth grade classes are invited to visit the library on a pre-arranged date between October 15 and December 1. A "room mother," a member of the Friends of the Library, accompanies each group.

Instruction on how to use the library is informal. The name of the library leads naturally to the story of Andrew Carnegie and his gifts of libraries to many communities. Discussion of library manners, care of books follows. Seated in their chairs, the class tours the library "with their eyes" only, learning the location of the different kinds of books.

Next comes a ten-minute game. Each child receives a card with the title of a book and the author's name underscored in red. As a child finds a book he takes it