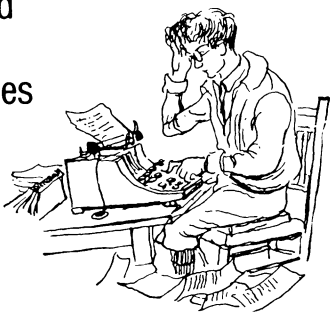


THE SOURCE

edited
and compiled
by
David J. Jones



Postwar playwrights

The remarkable flowering of British drama since the end of the Second World War is evidenced in a recent volume in Gale's *Dictionary of literary biography* series. This two-part volume thirteen is entitled *British dramatists since World War II* and is in the format we have come to expect from the *DLB*: biographical notes, a portrait or two of the biographee, facsimiles of title pages (in this case more often than not playbills), a critical assessment, list of works and bibliography. This volume is rounded off by a number of brief essays on diverse subjects, such as Pinter on 'Writing for the theatre', and an interesting excursion into the twilight of the stage censor in England. There is certainly a powerful company dealt with in this volume: Osborne, Stoppard, Shaffer, Beckett (yes — Britain includes Ireland in this work), Wesker, Rattigan and many others. There are some choice illustrations too, including Wendy Craig in a very un-Nanny-like pose.



British dramatists since World War II, edited by Stanley Weintraub, is volume 13 in the *Dictionary of literary biography* series, and was published last year by Gale Research. The two-volume set costs US\$148.00. (ISBN 0 8103 0936 X.)

Junior library services

In 1980 the Graduate Library School at the University of Chicago took as the theme of its 41st Conference the topic of access to libraries for children. The proceedings, published by the University of Chicago Press in 1981, have been examined by Lesley Ljungdahl from Kuring-gai College of Advanced Education. She comments:

'The problems of censorship and access to materials and services in libraries are examined at many levels. Kenneth L. Donelson discusses the distinction between censorship based on literary merit or morality, decrying the high-handed, pseudo-intellectual censorship of those librarians who seek to indoctrinate their readers by providing only "better" literature. Lillian N. Gerhardt evaluates a public library system in Maryland, questioning many factors in library planning which affect access by children, such as publicity and architecture. Marilyn L. Miller advocates equal opportunity for access to automated data bases and systems, pointing out the lack of curricular, historical, textual or literary materials included for children. James Fraser makes a plea for the study of comparative literature and for non-US children's literature journals (noting that *Reading time* has a circulation of only 12 in the United States). I would question, however, Fraser's suggestion for a reinstatement of foreign language requirements for graduation from library schools at a master's level. In another interesting article the author E. L. Konigsberg (remember *From the mixed-up files of Mrs Basil E. Frankweiler?*) outlines comic and more sinister encounters with editors, publishers and teachers who wish to subvert an author's originality. Finally, Betsy Hearne, children's book review editor for *Booklist*, reflects on the important influence of the reviewer, acknowledging that every reviewer is inevitably a censor.'

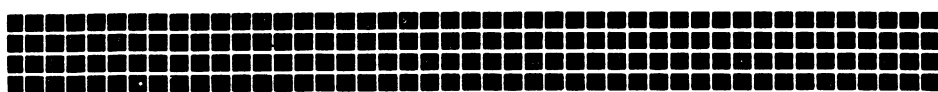
If, after that fearless review, you need to get hold of *Children in libraries: patterns of access to materials and services in school and public libraries*, it was published in 1981 by the University of Chicago Press. It was originally published in the January 1981 issue of *Library quarterly*. (ISBN 0 226 78063 5).

School libraries are special

'A voyeur's view of school libraries in Britain' is how Marianne Broadbent of RMIT describes *Library services to schools*, published in 1982 by the Library Association. She continues:

'Australian librarians who wish to gain some insights into school library services in Britain might like to read the third edition of Sheila G. Ray's *Library services to schools*. The purpose of this pamphlet is 'to describe, for librarians who are not directly involved in running school libraries, the aims and functions of the school library centre'. The terminology used in this pamphlet as well as the explorations and suggestions given would indicate that there is even less understanding amongst British librarians, teachers and funding authorities of the educational rationale of school resource services than there is in Australia. This would appear to place an over-emphasis on the symbiotic relationship between school and public library services and an under-emphasis on conceiving and developing school library services in the mould of special library services.'

The third edition of Sheila G. Ray's *Library services to schools* was published as the LA's pamphlet 32 in 1982. It costs £6.75. (ISBN 0 85365 953 2).



Information Management

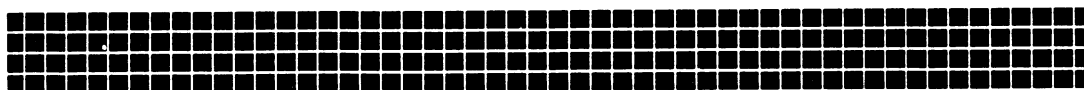
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