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EDITORIAL

There has been much talk in the press recently of problems of book supply — particularly in relation to the supply of textbooks to schools through district councils. As a result of these problems, comments have come from several Ministries including Education and Culture, National Supplies, Local Government and Information.

Another problem is the price of books becoming ever higher as a result of increased government and information tax. In addition, the prices of books are becoming even higher as a result of increased sales tax.

Several Ministries including Education and Culture, National Supplies, Local Government and Information have been trying to solve the problem of supplying books to schools. However, the problem is complex and requires a comprehensive approach.

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The Zimbabwe Library Association must play a leading role in the development of a policy on book development. In addition, the prices of books are becoming ever higher as a result of increased government and information tax. In the press recently of problems of book supply — particularly in relation to the supply of textbooks to schools through district councils. As a result of these problems, comments have come from several Ministries including Education and Culture, National Supplies, Local Government and Information.

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The need for a National Book Council of Zimbabwe

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HELPING ZIMBABWE TO READ

ZIMBABWE'S PROGRESSIVE PUBLISHER

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The need for a National Book Council of Zimbabwe

By Burford Hurry*

In the poem, "The Song of Lawino," by the Ugandan poet, Okot P'Bitek, a woman bewails the fate of her husband, Ocol, who she says 'has lost his head in the forest of books.' Unlike Ocol's wife who believes that her husband has been led astray by books, we in Zimbabwe believe that books and book-related materials have an essential role to play in Zimbabwe's cultural and educational development.

We are facing a problem in the reading habits of the Zimbabwean public. The demand for books, especially during the school term, is overwhelming. The book trade is under the strain of supporting both the educational and recreational needs of the nation. It is necessary to ensure that there is a balance between the educational and recreational needs of the book trade in Zimbabwe.

The need for a National Book Council of Zimbabwe

The Prime Minister as well as the Minister of Education and Culture have always stressed the importance of relevant books for Zimbabwe. Despite this implicit support for the development of a national book industry, very little has been done in practical terms to promote the production of books for Zimbabweans. And some practical guidance and help is necessary if we are to improve a situation where papermakers, printers and paper-importers, booksellers, librarians and distributors interpret individually and often unilaterally the needs of the Zimbabwean reading public.

The Zimbabwean situation is in many respects not unique. It is reminiscent of situations which have occurred in those parts of the world where an indigenous book industry is struggling to establish itself and to develop its own identity. The main difference between Zimbabwe and other parts of the world is that the book trade is in its infancy in Zimbabwe and it is therefore easier to develop a national book industry.

What are the factors that are restricting the establishment of a vigorous, dynamic and progressive book industry in this country? The first and probably the most important factor is that Zimbabwe is moving from a pre-literate to a literate society. Therefore the greatest demands for books in this country come from the students in the different educational systems. This places a tremendous strain on us. Most of our energies, publishing resources and our foreign currency is expended on feeding the voracious demands of a learning public. The textbook dominates the book scene. Very little time or money is spent on other kinds of books which are needed to stimulate and encourage the nation's cultural growth. As a result there is very little reading material, outside the textbook, in either mother-tongue or English, for the vast majority of readers in Zimbabwe. In addition, the lack of a nationwide library service means that most people do not have easy access to the material that is available.

Bearing in mind that most of the population of Zimbabwe is under the age of sixteen this only exacerbates the problem as traditional cultures and customs disappear with the break-up of the extended family. The same situation prevails among newly-literate adults who also need more reading material to encourage them to read.

Another factor which continues to affect the book industry is an historical one. In the past the emphasis in the book trade was on the importation of foreign reading material by foreign publishers and writers. There was a need to familiarize the public with foreign books, and the importation of foreign reading material was seen as a means of spreading foreign influence. However, this has changed over time. The book trade is now focusing on the production of books for local consumption, and the emphasis is on local authors and publishers. The need for a National Book Council of Zimbabwe is becoming increasingly urgent, as the development of a national book industry is essential for the growth and development of the country's cultural and educational sectors.
Helping Zimbabwe to Read

Little incentive to develop cadres of gifted and dedicated writers, editors, illustrators or distributors in Zimbabwe. The result is that we do not have enough skilled people to produce all the local books that we need.

We must also recognise that the financial resources of our country are finite. It is imperative that we make the most of the money that we have available. The demands of our small but growing publishing industry places a strain on the foreign exchange needed to import machinery, paper and other materials needed for book publishing. Without direction and help a divided and unco-ordinated book industry could vitiate its efforts, progressing at a rate insufficient to meet the demands of a developing state.

What can we do to improve the situation? There are some signs that various groups in the country are taking tentative steps towards relieving the situation. A national publishers' association was formed last year; we have had a booksellers' association for some time now; there are printing organisations and associations; there is a national library association; the Ministry of Education and Culture have established curriculum development units; local publishing houses have run courses and seminars to train editorial staff, proofreaders, etc.; we have had our first very successful international book fair and there are numerous organisations anxious to promote adult literacy. But what we lack is a co-ordinating council to integrate and streamline and direct the efforts of all those involved with the book industry so that the thrust becomes more purposeful.

At the UNESCO book congress in London last year, the idea of book councils was stressed again and again. The formation of national book councils in those countries with emergent book industries was seen as vital to the overall development of the country. The establishment of such a council in Zimbabwe, in view of the situation pertaining here, would seem to be of the greatest urgency. Such a council could have an advisory role in co-ordinating the various work done by the different participants in the Zimbabwean book industry.

1. ensuring that the book industry fulfilled to the best of its ability the cultural and educational aims and aspirations of the Zimbabwean people;
2. promoting national book development through its advice and assistance to all professions associated with the book trade including printers, writers, editors, publishers, distributors and librarians;
3. holding relevant seminars, training courses, etc.;
4. giving special assistance to publishers to encourage the publication of books, both useful and entertaining, which may not have immediately high sales potential;
5. rationalising and facilitating the distribution of all requirements needed in the printing industry;
6. promoting the reading habit with the help of expanded library services;
7. ensuring that textbook committees operate from firmly based national curriculum objectives and that textbook publishers are made aware of these objectives;
8. ensuring that textbook committees are made aware of the goals of all textbook writers and that they are encouraged to meet these goals;
9. considering how the volume of imported books can be reduced without inhibiting the nation's development.

As can be seen from the above functions of a national book council, this would be an ideal way of forging the different parts of the book industry together, giving it greater purpose and direction. Without it, the industry's members will continue to wander in search of the direction and support that is needed to make it the success that it can be.
Mr. John Mapondera, Deputy Chief Cultural Officer in the Ministry of Education and Culture, spoke on the importance of visual aids in the process of learning. He acknowledged the role of librarians in providing information and acknowledged their role as teachers, educators, or facilitators. Those people who wish to run the Association as they wish must nominate people who will run the Association as you wish and send your nominations, signed by nominee, proposer, and seconder, to the Secretary, ZLA, as soon as possible.

The Commissioner of the City of Gweru, Mr. Ernest Tongogara, welcomed delegates. Officially opening the Conference, he spoke on the importance of cultural animation and pointed out the need for audio-visual aids in communicating that information, particularly in the rural areas. Apart from books, Mr. Sithole proposed that libraries in the 1990s should include in their collection models, drawings, multi-media and providing information. He also spoke on the need for audio-visual aids in communicating that information, particularly in the rural areas. He acknowledged the importance of cultural animation and the need for audio-visual aids in communicating that information, particularly in the rural areas.
THE ROLE OF LIBRARIES TO THE YEAR 2000

Key-note address to the Annual Conference of the Zimbabwe Library Association

Ladies and gentlemen, when your secretaries kindly suggested a guiding theme for my address, 'The Role of Libraries To the Year 2000', I was given a licence to gaze at the stars and to consider the implications of the written form. This was like a licence to stand back and to consider the role of libraries in the context of the economic, cultural, social and political environment of the next century.

Since I have been involved with most of my readers, I am aware of the enormous gap which existed between the library services in our country and the tremendous advances which were taking place elsewhere in the world of library and information science. For as my colleagues in the Third World have pointed out, 'if developing countries cannot avail themselves of it, they will continue to be victims of self-interested decisions made by others.'

For me, the role of libraries to the year 2000 is not only to communicate, but to facilitate the communication of information. The critics of these mediums are concerned about the non-scientific preliminaries which are often associated with the language that is used. They suggest that for you the line will always be very thin between the action of communication tools of the colonial masters. Perhaps the bone-throwing, but if you analyse earlier, the bone-throwing, but if you analyse earlier, the bone-throwing, but if you analyse earlier, bone-throwing. Then I must hasten to cut out the mystification of the real function in the community; is properly understood from a sociological point of view. The role of libraries to the year 2000 is to serve the broad majority of the people. The contradictions in the development of the multi-cultural, multi-linguistic, multi-racial and multi-ethnic systems will only be solved when the communication tools of the colonial masters have been disarmed. This was the spirit of the message which I am conveying to our people. I can only therefore subscribe to Gono Goto's outright dismissal of 'pungwe' during the struggles for liberation as having been one that was designed to facilitate the communication of information beyond the limitations of the culturally specific idiom and the various sound media. The cultural transformation which occurred during this period of struggle is not only the result of the use of these languages, but the main characteristic was the predominance of the written form.

In my delivery and I therefore crave your indulgence and I therefore invite you to bear with me. In order to allow both of us the possible policy matters in order to allow both of us the possibility of outlining the broad parameters of potential Government policy. Let me however assure you that I have tried to avoid any rigid pre-dilections. Somebody has been bold enough to say that the world grows more integrated, and as it grows, the decisions are made on the most up to date information and ideas that are communicated through these mediums. The critics of these mediums are concerned about the non-scientific preliminaries which are often associated with the language that is used. They suggest that for you the line will always be very thin between the action of communication tools of the colonial masters. Perhaps the bone-throwing, but if you analyse earlier, the bone-throwing, but if you analyse earlier, the bone-throwing, but if you analyse earlier, bone-throwing. Then I must hasten to cut out the mystification of the real function in the community; is properly understood from a sociological point of view. The role of libraries to the year 2000 is to serve the broad majority of the people. The contradictions in the development of the multi-cultural, multi-linguistic, multi-racial and multi-ethnic systems will only be solved when the communication tools of the colonial masters have been disarmed. This was the spirit of the message which I am conveying to our people. I can only therefore subscribe to Gono Goto's outright dismissal of 'pungwe' during the struggles for liberation as having been one that was designed to facilitate the communication of information beyond the limitations of the culturally specific idiom and the various sound media. The cultural transformation which occurred during this period of struggle is not only the result of the use of these languages, but the main characteristic was the predominance of the written form.

I therefore consider the role of libraries to the year 2000 to be the broad majority of the people. The contradictions in the development of the multi-cultural, multi-linguistic, multi-racial and multi-ethnic systems will only be solved when the communication tools of the colonial masters have been disarmed. This was the spirit of the message which I am conveying to our people. I can only therefore subscribe to Gono Goto's outright dismissal of 'pungwe' during the struggles for liberation as having been one that was designed to facilitate the communication of information beyond the limitations of the culturally specific idiom and the various sound media. The cultural transformation which occurred during this period of struggle is not only the result of the use of these languages, but the main characteristic was the predominance of the written form.
The Role of Libraries to the Year 2000

is why our country today rightly recognises by very serious challenges to its privileged role could be made direct by voice, without...Alexander the Great, have been associated with repositories of archival materials and accumulated knowledge and new ideas. The developing countries the long and wearisome task of learning to read and write. For a point of convergence where the western dissemination of information has almost transformed the library service. Major innovations in the use of computers and computer-based information retrieval services have brought libraries to the fore-front of providing public access to scientific and technical information. You might say that libraries had long been in the business of providing scientific and technical information to the neglect of the others which are being developed.

Further to what I said earlier with reference to the media of the 'pungwe', Jean-Claude Passeron has advocated the breaking down of past artificial barriers which separated the book from all other media of communication. The French marxist writer, Jean-Paul Sartre, has accurately observed that, 'A book is a magnificent form in movement: reading'. He emphasises that we therefore to get away from the theory of culture to development and stand that theory on its head and begin to experiment with the use of those traditional cultural media used to facilitate development. In this way I see us making a significant break-through with the use of those traditional cultural elements...
The Role of Libraries to the Year 2000

Now, I finally want to come to the point of
Parliamentary Debates and/or Parliamentary Papers of the Parliament of the Common-
Parliamentary Debates of the Parliament of Canada (Ottawa): Both Houses, i.e. both
Senate (right from the start up to 17th (1935) session) and/or 'House of Commons'
Province of Manitoba, Canada: Legislative. Vol. 1 up to and including 13th (1913)
Legislative session of the Provincial (Legislative) Assembly.
ALSO
what might have looked like the deathblow to
other. On my several visits to the Georges
Pompidou Centre in Paris, it has been
explained to me that a revolution had taken
place in the democratisation of access to
transmission.
AND
no longer a book but rather a project
shape of change. The book becomes more an injection of a new
and workers which had felt excluded from the
and available to reinforce each other. Thus a
and the librarian
thoroughly demystifies it in the service of the
new media, they will remain in the hands of others
who are capable of putting them to what is
often seen as retrogressive or anti-
public.

The librarian becomes a cultural mediator
in conclusion therefore, I want to challenge
you, the librarians of today, to begin to lay the
foundation for the necessary transformation
of the services that you offer in order to
integrate all the available media of
communication. For only then could we begin
to talk about the democratisation of the
media, a term which we often use in a
political context, but which today's
librarians must redefine in the context of the
new electronic media.

AS WELL AS

microfilms, discographs, magazines, picture
slides and other pictographic media.

This has been achieved through the intro-
duction of new technologies such as
projectors, video screens, sound tape booths,
and new ideas. There is then the increasingly
predominantly oral, this forms the main
medium of communication among the poorest
sections of society, those who are least able to
afford the printed word. But it is important to
remember that even the poorest sections of
society are capable of using new technologies
and the internet to their advantage. For
example, in the Congo, the internet is used by
many people to keep in touch with family and
friends who live abroad.

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new electronic media.
A nation's artistic heritage along with its literature and painting, for example. The technology is advancing so fast that equipment becomes obsolete rapidly and the archive should ensure that the obsolete machines necessary to use and view older material are retained. Secondly, for reasons of economy, film producers erase tapes for re-use, resulting in serious gaps in news coverage, for example. Thirdly, where the need is to have a record of our civilisation, film in particular deteriorates rapidly on a nitrate base which is highly inflammable and deteriorates rapidly outside a controlled storage in constant sub-zero temperatures. It is apparent that even by the standards of other third world countries represented at the congress and symposium on the moving image (i.e. the International Federation of Television and Audiovisual Programmes) which the National Archives has been invited to channel any requests for information and advice, few film archives even in the developed world which store film in these conditions say, few film archives even in the developed world which store film in these conditions say, few film archives even in the developed world which store film in these conditions have a permanent secretariat in Brussels, exists to preserve the world's film heritage. Its standing committees on preservation, documentation and cataloguing advise them to call the fire department to dispose of it. It is irreversible and badly deteriorated film is spontaneously combustible. If any libraries store film in these conditions they present a direct fire hazard and should be removed to a cool, dry location where it can be stored. It is not difficult to find such sites: it is a matter of careful documentation. The National Archives is charged with specific responsibility for the preservation of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film.

To come now to the situation in Zimbabwe. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film. Apart from the special storage requirements of film, its handling and repair demand the skills of technicians trained to work with nitrate film.
Film Archives for equipment on the scale required in the present economic climate. The first step in establishing a film, or moving image, archive should be an approach to the film makers and distributors (who have equipment and resources) to alert them to the need for preservation and to enlist their active support and participation. Subsequent appeals for funds will be greatly strengthened by a co-ordinated approach from all those involved with film.

The following specific aspects of a film archive will have to be examined and provided for:

Deposit of material. Legislation should be enacted requiring the deposit of a copy of every documentary or feature film made in Zimbabwe, whether or not by Zimbabwean producers. Some countries require the deposit of all foreign films shown locally on the grounds that once their citizens have been exposed to them, they become part of their national cultural heritage. I do not believe at this stage that any priority should be given to the deposit of foreign films which are presumably being preserved in their country of origin.

The position with regard to videotape is somewhat different, given the financial implications for the producers (mainly ZTV). It seems most unlikely that they would be prepared to deposit every tape they make, when balancing their budget probably depends on the repeated re-use of the tapes. Furthermore, much of the film shot is probably not worth preserving in its entirety. Selected material could be copied for deposit, although this raises the question of who should do the selecting. Not surprisingly, archivists feel that this should be their responsibility in view of their training.

Storage. Although ideal conditions call for temperature and humidity levels well below those necessary for paper archives, the paramount requirement is constancy in both. Any reduction in temperature retards the process of aging with its attendant problems. Storage vaults could be incorporated in the proposed new Records Centre building planned for completion before the end of the decade.

Equipment and laboratory facilities. The Department of Information has one of the best equipped film laboratories in Africa. Access to their facilities would eliminate the necessity to purchase most of the required equipment and should not seriously inconvenience them as the volume of archival work is unlikely to be high. The existing staff already have the skills which are needed.

Staff. Trained librarians have skills which could be adapted easily to the documentation requirements of film. However, it will be necessary to train technicians, even those familiar with the handling of printing on film, to deal with the problems of repairing, restoring and printing old film.

The alarming prospect exists already that large areas of our film heritage will be permanently lost if immediate action is not taken to save it. The inexorable process of colour fading in film can be retarded only by proper storage conditions and is already clearly evident in films made in the forties and fifties which are housed in National Archives. ZTV wipes videotapes for re-use and there must already be considerable gaps in news coverage which can never be recovered. The Department of Information is already aware of the problem and is in the process of incorporating storage conditions for videotapes in the proposed new Records Centre building.

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Another aspect I was interested in was interior design. I can't say I gathered a host of scintillating ideas, but there were some interesting concepts. Sutton Library is well known in library circles for its different approach. They have adopted an aggressive policy of fundraising, selling publications, stationery, T-shirts etc., and in fact generate fare. Only half the ground floor is occupied by the library, the other half has a thriving coffee shop, and an area that is used for a variety of purposes from exhibitions to council meetings. The building was a gentle semi-circle. The outer curve was solid brick and rather daunting but the inner curve was all glass and gave an open atmosphere.

The library uses an integrated stock, with extensive use of information databases. We can obviously be problems, as far as the readers are concerned, I was most impressed by the reader's experience. As far as the readers are concerned, I was most impressed by the level of business transacted warrants the automated circulation systems. The systems have the same basic information stored; borrower file (name, address, number), author/title/class number of books on loan, any fines owing, reservations outstanding. How marvellous! Instead, a few taps on the keyboard and there are the details. There can obviously be problems, but it was a most interesting and enjoyable experience. I am very grateful to the staff who graciously showed me around.

I came away full of enthusiasm for the potential for utilising and exploiting the information stored, for the benefit of the readers and the staff. The idea is to have the public see the library as an alive, integral part of their social activity. The systems have the same flexibility obtained through automation and the potential for utilising and exploiting the information stored, for the benefit of the various library authorities. I stayed within my own sphere, which is public libraries, and was mainly interested in observing the current state of the British Council's generous visitorship scheme and spending two weeks visiting various library authorities using these all seemed happy with the results. The systems have the same basic information stored; borrower file (name, address, number), author/title/class number of books on loan, any fines owing, reservations outstanding. How marvellous! Instead, a few taps on the keyboard and there are the details. There can obviously be problems, but it was a most interesting and enjoyable experience. I am very grateful to the staff who graciously showed me around.

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In July, thanks to the support of the Commonwealth Foundation and the British Council, I travelled to the U.K. to attend a two week British Council Course: Educating Library Users, and the Third International Conference on User Education.

User Education can be broadly defined as educating library users to become to some extent self-sufficient in their use of a library and its resources. It becomes necessary in the first place because we librarians tend to make complex arrangements of the resources, label them badly and consequently have to 'explain' to our users how they can find their way around. One of the most basic elements of User Education therefore, involves the clear and effective use of signs and guiding systems to enable users to get past the obstacles of complicated classification schemes and special collections, for example.

In addition, there is a need to educate non-users as to the services offered by the library, and to make users aware of available services they are not using. While these and other aspects of User Education applicable to all types of library were dealt with in the Course and Conference, my particular interest was in the problems of User Education related to academic libraries.

Recent research is showing what perhaps some of us feared already — that students use libraries only to obtain the information they need to be able to write assignments or pass examinations. Such information is usually available in the short-loan collection, or at least on recommended reading lists provided by lecturers, and the students' use of the library involves little more than the question: "Can you give me ... ?" Do students therefore need to be taught much more than the location of the short-loan desk and perhaps the photocopier? This question inevitably leads to a debate as to whether there is any intrinsic value in being able to use a library. It is just about impossible for a librarian to say that there is not — after all, that is probably why we joined the profession. However, the fact is that many people can be successful without using libraries. What is perhaps more true is that there appears to be an intrinsic value in being able to use the resources that a library might contain. This then leads somewhat away from the traditional User Education programmes which emphasize the use of the catalogue, etc., and more towards the skills involved in defining needs, purposes and enquiries, and in making effective use of the information once it has been obtained.

This approach becomes even more valid when one considers the developments that are taking place in the field of information technology. Librarians are becoming less and less necessary as intermediaries in information searches since, with the advent of the micro-computer, the end-user is able to interrogate sources of information himself. What is important is that the user can formulate the correct questions, understands the search strategies required, and can obtain information suitable for his needs. The librarian must therefore use his expertise in educating information handlers in these skills if the profession is to survive.

Two other points which emerged from the Course deserve highlighting. The first is the need for a national policy on User Education. I believe that such a policy would provide valuable support for librarians attempting to introduce User Education programmes, and would also give greater validity to such programmes in terms of their value in educational institutions. Secondly is the question of a national clearing house on User Education. This would function as a central clearing house for the dissemination of information on User Education. It would also provide the opportunity for librarians to consult with each other and to share experiences and resources. The clearing house would also provide a forum for the exchange of ideas and experiences, and would enable librarians to keep up to date with developments in the field.

The competition is open to all ZLA members and there will be a $10,000 prize for the entry chosen as the new ZLA Logo.
Once upon a time there was a land in which the people were very learned, and they considered the education of their children of great importance. The children were taught by teachers who were skilled in the presentation of knowledge. Teaching was done by word of mouth and by pictures because books were very expensive and were understood by only a few. Very few people in the land could read, not even the teachers.

And it came to pass that a great discovery was made so that paper could be made at very low cost. Soon some people in the land began to make their own books and some venturesome people began to make books and sell them so cheaply that even the common people could purchase their own books. And some teachers who could read said, "Let us use these books in our classrooms so that our children may learn about books." And so it was done, and the children were delighted. And other teachers said, "I will put my lessons on the pages of the books so that the children may learn from books as well as about books." And it was done, and behold the children learned faster than before!

Some teachers feared the books and murmured, "The books are evil, for the children will forget how to speak!" And others said, "What will become of us? If the children have books, will they have need of teachers?" And many questions were asked across the land. "Will the books be used for good or evil?" And, "What effect will books have on our society?" And again, "Which books are best?" And, "Who will pay for them?" Many people said, "I cannot write books, therefore I cannot use them." Yet others said, "I could never learn to read books." But the children said, "Books are fun, and they don't get angry when I make a mistake."

And books were written for children and adults. These books contained games, and the children begged of their parents to purchase books of games, and many were sold throughout the land. The children spent many joyous hours playing the games. Some of the adults said, "See the children waste their intellect on games." But others said, "Nay, it is not a waste, for they are learning many skills that will help them, and they also learn to read."

And behold, the elders across the land went to wise men who could read, and some could even write and had knowledge of books, and said, "What shall we do? Our teachers seek books and are asking us which ones to buy!" Some of the wise men were appointed to study the problem, and they looked at many kinds of books — even notebooks, and ring binders, and scribblers, and paperbacks, and hardbound books, and even great encyclopedias and libraries — and many proposals were made. Some said, "Let us build great libraries and have a door from every school that joins the library." And others said, "Nay, let each school have its own books so that the teachers and students can choose our books for their students and teachers." And the elders were silent for many days, until one day one of the elders who was spokesman said, "We need books in our schools, and there are many many books from which our children can learn. We wish to assist the schools in purchasing books. We have chosen one which is known as the three ring binder, for it is of good quality and can be used for many things, and there is much material written for this binder, and the material is good."

After the elder spoke some were delighted and said, "We are delighted for he chose well and because it is a good book." But others said, "He leads you astray. You should buy binders with two rings for they are better."

George Lamming
In the 70's, the computer first appeared in the world, bringing to the educational profession a new tool. The new tool, called the computer, was expected to revolutionize the teaching profession. Many educators were aware of the potential of the computer, but few were ready to embrace it.

The computer was a new tool for teaching. It was a tool that could be used to store and retrieve information. It was a tool that could be used to create and present new ideas. It was a tool that could be used to make learning more effective.

The computer was a new tool for teaching, but it was not without its challenges. Some teachers were afraid of the computer. They were afraid that the computer would take over their job. They were afraid that the computer would make them obsolete. They were afraid that the computer would change the way they taught.

Other teachers were excited about the computer. They saw the computer as a tool that could be used to make their job easier. They saw the computer as a tool that could be used to make learning more effective.

The computer was a new tool for teaching, and it was a tool that teachers had to learn to use. It was a tool that teachers had to learn to understand. It was a tool that teachers had to learn to love.

The computer was a new tool for teaching, but it was also a tool that teachers had to learn to use. It was a tool that teachers had to learn to understand. It was a tool that teachers had to learn to love.
IN BRIEF

Since the new editor is not in the thick of things in Harare, it becomes more difficult to keep up with what is happening in the library world. All members are therefore requested please to let him know of any events, visits, etc., which may otherwise escape his attention.

Library School

After a pause of a few months, some more steps have been taken towards the establishment of the Librarianship Training School. Prof. Sam Kotei, Head of the School of Library and Information Studies at the University of Botswana visited Zimbabwe for about four weeks in September in order to make practical recommendations for the implementation of the Dudley Report. His consultancy, which was funded by UNESCO, included visits to the major libraries in the country in order to assess their ability to take students for practical library work during their training.

At the same time, the Library School Advisory Committee and the Curriculum Development Committee were convened for the first time. The latter has been busy compiling the outline content of the syllabus for the course, while the former has been discussing the details of policy. Prof. Kotei was able to meet both committees in order to exchange ideas, and his report is now eagerly awaited.

Book Fair

Members of the Association outside Harare have been very busy over the last few months arranging for the Bookweek Africa Exhibition to be displayed in their towns and cities. That the Exhibition should be seen outside the capital is very important, and the ZLA was very brave to take the tour on. It has shown us how difficult it can be to mount such an exhibition with limited resources. The Association is therefore very grateful to those local authorities who provided their support. It is unfortunate that in those towns where civic authorities did not assist, the exhibition was unable to take place.

Travels

As well as those visits reported elsewhere in this issue, other Librarians have been on the move. Mrs. Angeline Kamba, Director of the National Archives left Zimbabwe for a four-week trip to Europe in October. She visited Munich in West Germany, Bratislava and Prague in Czechoslovakia and also paid a visit to Italy, and was travelling both in her capacity as Director of the National Archives and as Chairwoman of ECARBICA.

Mr. Stan Made, University Librarian and Chairman of the ZLA, has been to Munich to attend a UNESCO/IFLA exchange of experience seminar for developing countries. The subject of the seminar was “Library services for developing countries.” The seminar was followed by the 49th Council and General Conference of IFLA.

Mrs. Joyce Gozo, Assistant Librarian at the University and Treasurer of the ZLA, has been on a tour of American Libraries. Her visit included participation in the annual meeting of the American Library Association in Los Angeles.

We look forward to further details of these trips in future issues of the journal.

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Recorded interviews with leading British novelists and dramatists such as William Golding, Malcolm Bradbury, and Ian McEwan.

Recorded seminars produced in association with departments of English at British Universities, each dealing with a particular work or author. For example: Tristram Shandy; T.S. Eliot — Prufrock to Ash Wednesday; and Ian McEwan.

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In brief

JV.L.D.S. in Parliament

The Hon. H.S. Elsworth M.P. raised the question of the N.L.D.S. in the House of Assembly recently during the debate on the 1983/84 vote for the Ministry of Education and Culture. The Minister’s response indicated that the project cannot go ahead unless sufficient funds are forthcoming. It seems that at present there are not yet enough funds to enable all the planned culture houses to be built, and for the N.L.D.S. headquarters to be established.

The ZLA is to request from the Chief Cultural Officer, information as to the present state of funding for the N.L.D.S. and the Government’s plans in view of the constraints on public expenditure.

Full details of the debate in Parliament can be found in Hansard (House of Assembly) Vol. 8, No. 3, Thursday, 1st September, 1983, Cols. 179, 190, 199 and 201.

Appointments

Mr. Carver Mparutsa B.S, MLS, PGCE, was appointed to the post of Senior Librarian (Schools Library Service) in the Ministry of Education and Culture at the beginning of July. He was previously teacher-librarian at Goromonzi High School and takes over the post made vacant by the retirement of Mrs. June Smith. Mr. Mparutsa obtained his first degree and professional qualification in the United States, and his Post-Graduate Certificate in Education in London.

IFLA 1984

The 50th Council and General Conference of the International Federation of Library Associations and Institutions will be held in Nairobi, Kenya, in August 1984. Details are available from the editor, as is also information about IFLA 1985 to be held in Chicago, U.S.A.

Travelling Fellowship

The Frederick A. Thorpe Travelling Fellowship will be awarded in 1984. The Fellowship is worth up to £2,000, and is available to librarians and others working in related fields for approved pieces of work, study, demonstration, innovation, research and experiment in the supply of books and other reading material, information and other reading materials, information and education in the field of books and education in the field of books.

Further details and application forms, to be submitted by 31st March 1984, can be obtained from: The Chairman of the F.A. Thorpe Fellowship panel, c/o The Ulverscroft Foundation, The Green, Bradgate Road, Anstey, Leicester, LE7 7FU.

ERRATUM

Joyce Gozo’s qualifications were inadvertently omitted in the list of Office Bearers in the last issue of the Zimbabwe Librarian. The full entry should therefore read:

Mrs. A J Gozo, BSc(Soc), HDLS.