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CONTENTS

- Branch and Section News
- 53-56
- International News
- 68
- Library education begins in Zimbabwe
- 63
- Oral tradition, reading and issues associated with the transmission of culture and history in non-book based cultures:
  - Ellen Wunguma
  - 57
- and hopes for the future: Academic’s Kamba
- Bibliographic control: Zimbabwe’s present practices
  - Robin Dous
  - 41
- Service to Samathonga: Bookmobile in Belzolam
  - 39

THE ZIMBABWE LIBRARIAN

Vol. 16 No. 2 — December 1984

Hon. Editor: Roger Stringer
Journal of the Zimbabwe Library Association

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From the Editor

1985 issues in the near future.

Note: It is suggested that this issue of the Zimbabwe Librarian is being

Roger Stringer

The end of our country's isolation from the international community
in 1980 created many opportunities for local librarians to participate in
international librarianship. Several local professionals have taken part in
regional and international conferences and seminars, the ZLA even being
able to host the recent meeting of the Standing Conference of Eastern,
Central and Southern African Librarians (SCECSAL). In addition, donors
have begun to provide funds to promote staff development, and several
courses and conferences attended by members, and records of
attending. Perhaps the ZLA could fill a role here by compiling and maintaining a
list of courses and conferences attended by its members, and records of
attendance.

Note: It is regretted that this issue of the Zimbabwe Librarian is being
published late. It is hoped that we will be able to catch up with the

Roger Stringer

Why not join hands with us by calling in
at any one of our branches.

Scholastic and Commercial Stationery,
Religious, General Books and Magazines,
of Educational, Technical, Professional,
Zimbabwe's only mobile library has been operating successfully now since 1978 and the service was extended some months ago to a rural location — the National Library and Documentation Service plans to introduce a fleet of bookmobiles in the near future, the experience of Bulawayo Public Library in providing a fairly typical rural service point may be of interest.

When the Library started the mobile service six years ago, it was confined to the city's former European areas since the Bulawayo City Council already provided a comprehensive residential service to the main African residential areas. Although initially regarded as an experiment, the Library has expanded its service area, and the Mobile now provides a much-needed boost in membership for the Library.

Quite quickly however, it became apparent that demand for the service at certain points was greatly in excess of the capacity of the Mobile to provide an adequate service, and two of the busiest stops, at Ascot and Bradfield, were subsequently provided with full-time branches, both of which have proved to be extremely prosperous.

The fact that there are now two branch libraries was thus lost, and since the Library Committee was anxious that the travelling library continue to be available in the new era, efforts were made to seek alternative locations for the Mobile to visit. In this connection, the possibility of providing a temporary service until their own library could be built up for a permanent one was investigated.

Robin Doust is Librarian, Bulawayo Public Library.
Service to Samathonga

rates for some two hundred girls, all of whom were already sophisticated readers and for whom the existing book-stock was completely adequate.

Early in 1983 however, an approach was received from Mrs. Ward, an expatriate who was working with her husband at Hlekweni Training Centre. This is a rural craft centre situated about 16 kilometres from the city centre, run by the Society of Friends (Quakers), and having attached to it a primary school catering for the children of farm workers and other rural people from the surrounding area. Mrs. Ward asked whether there was any way in which we could provide a service to the Centre, and particularly to the children at Samathonga School. It was suggested that the young men at Hlekweni would be keen to have access to the Library's large but under-used stock of books on farming and appropriate technology, while the Samathonga children desperately needed books on which to practise their newly acquired reading skills.

A check on the existing timetable revealed that the Mobile was already scheduled for a regular Friday stop at Rangemore School, some 6 kilometres from Hlekweni, and that it was possible to make minor changes in the schedule to fit in the new stopping place. The cost of providing one book per week to 100 children was $200 and a local well-wisher agreed to provide half, while the school paid the remaining $100. In this way, the children receive an effectively free service — seen as a necessity in view of the impoverished background from which most of them come.

The way was thus cleared for the service to begin but a number of preliminaries had to be completed first. As a priority it was felt that a stock of simple books in Ndebele (and a few in Shona) would be essential and these were acquired through the Literature Bureau. All were very cheap paperbacks and had to be plastic-covered and strengthened before being placed in stock. Other children's books in English but with African backgrounds were also added, and a shelf of books on rural technology was also provided for the Hlekweni students — mostly young men in their early twenties.

Some concern was expressed about the possibility of damage to and/or loss of books loaned to children with no experience in handling them, especially since we wanted the books to be taken home and not kept in the school — home being, in many cases, a pole and daga hut. To meet this concern I went to Samathonga a week before the first visit of the Mobile, accompanied by Mr Philip Dlamini, the Bookmobile library assistant/driver. I gave a talk in English to the older children on the care of books and use of the library, while Mr Dlamini gave a similar talk in Ndebele to the younger children as it was felt that they would take more notice if it were done this way. A stock of simple books in Ndebele (and a few in Shona) was essential and these were acquired through the Literature Bureau. All were very cheap paperbacks and had to be plastic-covered and strengthened before being placed in stock. Other children's books in English but with African backgrounds were also added, and a shelf of books on rural technology was also provided for the Hlekweni students — mostly young men in their early twenties.
One of the loosest sections was a tall tier of shelves immediately opposite the issue desk which threatened at any moment to tear itself loose and bury me alive in an avalanche of tumbling books! Due to the violent rocking motion I could not even move forward to warn Mr Dlamini, and so we continued on our way. Happily we arrived safely back at the football field outside Samathonga; the children's section and seized with glee on all kinds of English books. Ladybirds were very popular, as were simple illustrated non-fiction books and, surprisingly, the stock of abridged and illustrated out-of-copyright books, which were almost depleted on the Ndebele books and edges; apparently the roof of the hut had leaked in the night and an attempt to dry the book round the village cooking fire had been pursued a little too enthusiastically.

In the weeks which have passed since that first visit, we very quickly had arrangements the same day for the authorities who issued a special pass to allow the Mobile to continue its visits. Our worst fears about the fate of the books have not been realised. A few books have been lost, but no more than expected that shelf became depleted (which quickly did), they spread out through the library interior and our return to the main road was even slower than our arrival. Happily we arrived safely back at the football field outside Samathonga; the children's section and seized with glee on all kinds of English books. Ladybirds were very popular, as were simple illustrated non-fiction books and, surprisingly, the stock of abridged and illustrated out-of-copyright books, which were almost depleted on the Ndebele books and edges; apparently the roof of the hut had leaked in the night and an attempt to dry the book round the village cooking fire had been pursued a little too enthusiastically.

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Service to Samathonga

The experiment in Bulawayo was an interesting one, but it was not without its problems. The main issue was the lack of interest from adult readers. Even the young adults seemed to have little interest in reading, possibly because they had no access to books while at school and so had never learned the reading habit.

For the most part, bookstock needs to be unsophisticated, and the rare serious student should be catered for by a special request service from an urban library. Books in the vernacular are very popular and need to be provided in large numbers with a provision for their constant replacement as they wear out.

Certainly very few books from a mobile library service in rural Zimbabwe will ever last long enough to be worth transferring to other service points — unless they are unsuitable in the first place and are never used as a result.

Bearing in mind the lack of interest from adult readers and the enthusiasm of the young, it seems that a service to rural schools would be the most useful first step. The mobile NLDS should be considered as a model for the development of a nationwide rural library service. The children who become accustomed to library services in the rural areas will have an advantage over their peers who do not have access to books.

One thing is certain: there is an enormous and unsatisfied demand for library services in the rural areas, and this demand will not go away. The primary need is for reading materials in those few places where children can receive instruction in the classroom. The mobile library service is an excellent way to meet this need, but it must be coupled with other initiatives, such as the provision of reading materials in the schools.

There are many reasons why rural children do not have access to books. One of the main reasons is the lack of resources in the schools. The mobile library service is an excellent way to meet this need, but it must be coupled with other initiatives, such as the provision of reading materials in the schools.

The mobile library service is an excellent way to meet this need, but it must be coupled with other initiatives, such as the provision of reading materials in the schools.
Bibliographic control of the catalogue on microfiche are held by the University of Zimbabwe Library, bibliographic coverage of recent transactions, and the National Free periodicals has been achieved by the Library which acts as a clearing house for national archives publications, Current periodicals, and other libraries in Zimbabwe.

This paper was presented at the 5th General Conference of the University of Zimbabwe Library in 1984. The introduction of microfiche has been a successful venture and is a prerequisite for the storage and retrieval of information in libraries. The use of microfiche ensures that the information is easily accessible and can be retrieved quickly. The University of Zimbabwe Library has been at the forefront of bibliographic control and has implemented a comprehensive system to ensure that all information is accurately recorded and stored.

The use of microfiche has also had a considerable impact on the cost of storage and retrieval of information. By using microfiche, libraries can store a large amount of information in a small space, which reduces the cost of storage. The retrieval of information is also faster, as the microfiche can be easily accessed and viewed.

In conclusion, the use of microfiche has been a significant advancement in the field of bibliographic control. It has enabled libraries to store and retrieve information more efficiently, and has reduced the cost of storage and retrieval. The University of Zimbabwe Library has been a leader in implementing this system, and other libraries are encouraged to follow suit in order to benefit from the advantages of microfiche.
Bibliographic control

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Branch and Section NEWS

The Manicatand Branch of the Zimbabwe Library Association was formed in 1983 and already it has begun to make itself known in Mutare, the eastern districts. The Chairman of the Branch, Cde Cleopas Munemero, has strongly criticised the Mutare Municipality for failing to provide its residents with an adequate library service.

Cde Munemero claimed that the three public libraries in Mutare — Turner Memorial, Sakubva and Dangamvura libraries were not adequately stocked and not operating in the way they should.

"Turner Memorial is essentially a private library which is 'open' to anyone on a subscription basis — a subscription too high for the majority of Mutare residents. Also it is inappropriately situated for Sakubva and Dangamvura residents."

He alleged that the Sakubva library, which is owned by the municipality and functioning in an old building, was neglected and full of irrelevant stocks. The Dangamvura library was also "ill-stocked" and was a mere branch of the Sakubva library.

Cde Munemero said the ZLA has had meetings with council officials and was told that the provision of adequate library facilities had been in their plans in the past years but because of financial problems, it had not been considered a priority.

"The committee also noted that the public library service in Mutare is needed. We, therefore, recommend that people working in libraries who (a) have a good understanding of the importance of libraries and comprehension of the library services we need in our schools and other institutions and communities (b) are qualified to work in public libraries be recruited in the three public libraries in Mutare..."

"The Manicatand Branch of the ZLA is also considering the establishment of libraries in schools and other educational institutions in the area."

"Although it is recognised that school libraries play an important part in the teaching programmes in schools, they have not received encouragement from the responsible authorities and are run by lowly paid and, in most cases, unqualified librarians."
The Committee resolved that an approach should be made to the Regional Office of the Ministry of Education to find out what plans they have for school libraries and librarians working in them. It was also suggested that school headmasters should be made aware of the importance of libraries in their schools.

On the Turner Memorial Library, it was suggested that the unqualified staff be given some training so that they can be both eligible for higher salaries and be able to put pressure on the authorities in order to meet the demands made on the library. A second suggestion was that the responsible authorities contact or consult Bulawayo City Council which gives such excellent service to its residents. Thirdly, it was suggested that the Council be approached to appoint a qualified person who would then be able to draw up plans and make official recommendations to the Council on the position of the library and the demands on it. A further suggestion was that the Branch invite Council authorities to address them or to be addressed on the question of the Turner Memorial Library and its problems.

Three members of the Committee later met the director of Community Services of the City of Mutare who said that he was very concerned about the lack of good libraries in the city, but that there was no money available for them; his primary concern was with the provision of housing, clinics and schools.

On 28 July, the Provincial Governor of Manicaland, Bishop Joshua Dube was invited to address the Branch to give his views on the importance of libraries for provincial development. Local headmasters as well as teacher-librarians were invited to attend. The meeting was very successful and as a result, a member of the Branch Committee now sits on the Manicaland Provincial Development Committee.

Every year the School Section of the Association organises, in conjunction with the Ministry of Education, a one-week course for teachers in charge of school libraries. The following report on the 1984 course was written by two of the participants and appeared in the October 1984 issue of Arrakis, the school library newsletter.

For many teacher-librarians in Zimbabwe, the difficulties faced in efficiently organising and running school libraries are all too apparent. Most of us have little or no training in this field. Because of this, many of us usually approach our work armed with little more than a determination to provide our schools with this essential service.

For these reasons, the holiday course at Belvedere Teachers' College was organised by the School Libraries Service of the Ministry of Education, and the School Section of the Zimbabwe Library Association. The course was run from August 27-31.

The whole course covered a wide variety of subject areas. In addition, the lectures were given by many knowledgeable and helpful people:

- Ms J. Cunningham — Reference Books and Reference Work
- Mrs E. Lamsone — Subject Librarians
- Mr R. Stringer — School Librarians
- Mrs A. Whyte — Book Ordering Processes
- Mrs D. Pakkiri — Administration, Organisation and Budgeting in School Libraries
- Mrs D. Lewis — Classifying and Cataloguing of Library Materials
- Mrs D. Thorpe
- Mrs F. Lamusse
- Mrs J. Curira
- Mr C. Mparutsa
- Mr R. Stringer

The course was a great success and everyone who attended was provided with the essential service of having access to the knowledge and expertise of those who have been working in this field for many years.

The school libraries' main benefit was the opportunity to learn about the problems that our school libraries face. We were able to discuss our common problems, solutions as well as our ideas for future improvements. Our school libraries will undoubtedly benefit from the knowledge we gained on this course.

The final day of the course was held on August 30th when we were taken on a tour of the National Library of Zimbabwe. This was a great opportunity to see how our own libraries could be improved.

On the last day, we were visited by Mr C. Mparutsa, the administrator in charge of School Libraries. He gave us a very interesting presentation on the future of school libraries in Zimbabwe. He also talked about the role of the editor in the running of school libraries.

In conclusion, the course was an extremely valuable experience. The knowledge gained will have long-lasting effects in our school libraries. We would strongly encourage all teacher-librarians to attend future courses of this kind.
Fourteen members of the Mashonaland Branch of the ZLA went to visit the Murehwa Culture House, the site of the first of 55 proposed district libraries which will constitute the spearhead of the NLDS. The following report of their visit on 7th November appeared in their Newsletter.

The Centre comprises a house for the Cultural Officer; a meeting hall with a stage and projection room; a museum; three small circular structures — two being store-rooms for tools and equipped for handicrafts, the third being a roofed relaxation area with stone table and seats; an outdoor public address platform; a covered area for a mini-market; and a library.

The library is a rectangular building but the shorter sides are curved — which has resulted in some wastage of space. The entrance is in the centre of one long side, and a few feet in front of the door is a solid wooden issue desk about ten feet long. A few feet behind the issue desk are a toilet and a narrow workroom/kitchen with built-in shelves and sink, but no electric socket.

On one side of this issue/work area is the reading room with three newspaper stands and small individual tables and chairs. On the other side is the stack room where, because of the curved wall, the shelves are positioned projecting into the centre of the room in a circular fashion. The wooden shelves are not very high, are built onto the walls and are not adjustable. There are several electric sockets halfway up the walls between the shelves, but, as yet, there are no books or other equipment in the library.

This paper was presented at a pre-conference seminar at the 50th IFLA Conference in Nairobi in August 1984

By Ellen Waungana

NON-BOOK-BASED CULTURES

OF CULTURE AND HISTORY IN ASSOCIATED WITH THE TRANSMISSION

ORAL TRADITION, READING AND ISSUES

"Ellen Waungena is Coordinator of Kudzura Mbeu Yedzidzo Project, Harare."

This outline of the floor plan of the Culture House Library.

The Library is a rectangular building that the shorter sides are curved.

The entrance is in the centre of one long side, and a few feet in front of the door is a solid wooden issue desk about ten feet long. A few feet behind the issue desk are a toilet and a narrow workroom/kitchen with built-in shelves and sink. The library is a rectangular building, but the shorter sides are curved which has resulted in some wastage of space. The entrance is in the centre of one long side, and a few feet in front of the door is a solid wooden issue desk about ten feet long. A few feet behind the issue desk are a toilet and a narrow workroom/kitchen with built-in shelves and sink. The library is a rectangular building that the shorter sides are curved.
Longman

NEW FROM THE PROFESSIONAL PUBLISHER

THE BEST IN ZIMBABWE BOOKS

COUNTRY DAWNS AND CITY LIGHTS
by Musaemura Zimunya

The latest volume of poetry from the author of "Thought Tracks" and "Cryingfisher, Jikinya And Other Poems," which establishes him as a major poet — confident and didactical.

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From military hardware to cooking items, from architectural structure to musical instruments and ornamental pieces. A book for the scholar and all those who have an interest in Zimbabwe's cultural heritage.

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A story of a young boy's courage and determination. For children of all ages.

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Oral tradition

Oral tradition in the ancient Egyptians artistically invented the picture writing of hieroglyphics. You are also aware of the development of our modern alphabet which we use. Many countries in the world today, have sections of their populations who can read and write. Nations can be differentiated from each other by looking at the percentages of the people who are literate. A further analysis of the literate population usually shows how far people can be classified as book-based or non-book-based. So far as I can judge, developed countries, (as they are often called), like Britain, America, and Russia can be classified as having book-based cultures. The so-called developing (and most of whom are also known as third world) countries, can be said to have non-book-based cultures. Non-book-based cultures are those in which people carry on their day-to-day lives without paying much attention to books. The education of these people is dependent most on approaches which do not consciously take into account the contributions of books.

Traditional societies developed ways of bringing up children and preparing them to assume certain roles in life. The education of children is done in the course of daily life by parents, relatives and the community. This is done through storytelling, folktales and other forms of oral literature. The teaching of children and other members of the community through practical demonstration is an ongoing process. All these processes are fundamental to the development of children and preparing them to lead lives in the future.

Some people say reading as a primary activity is not important. Some people say reading is a matter of pronunciation emphasizing phonic instruction or modifying orthography to ensure more precise letter-sound relationships. Few view reading as a complex process integrating all aspects of human behavior and demanding varied and continued instructional guidance to read accurately and efficiently, to appraise what is read, and to relate to what is read; reading is a key to a wealth of experience that links people in a way that is limited by distance or time. Strang has said; "Reading provides experience through which the individual may expand his horizons, identify, extend and intensify his interests; and gain deeper understanding of himself, of other human beings, and of the world."

Reading as a process, as a social phenomenon, and as an educative influence is of major interest and concern.
Oral tradition

In this unique pictorial on Zimbabwe the National Archives presents the fruit of years of research and international quest for illustrations. Extensive and fascinating information on the history and culture of the people of Zimbabwe (to whom this volume is dedicated) is here brought together in a single source-book, something that has never before been done. The period covered is immense — from the probable origins of man in Africa millions of years ago, to this country's great pre-colonial states, on to the restoration of independence in 1980. Much of the information comes from the latest archaeological and historical research, and many of the photographs (including those taken during the liberation struggle of the 1970s) have never before been published.

Thanks to a UNESCO grant the book is sold at a subsidised rate with the intention of reaching as many Zimbabweans as possible. The text and pictures are a mine of information and interest, bringing to life the previously-neglected heritage of the rich art of story-telling on hard times in recent years. But all is not yet lost! In 1973 a handful of hardy story-tellers gathered in the Southern town of Jonesbore, Tennessee, to entertain one another and small audiences ... a group called National Association for the Preservation and Perpetuation of Story-telling started. The presenter of this paper initiated, in 1979, the establishment of story-telling and home library groups in her own neighbourhood in Zimbabwe to promote aspects such as the transmission of hardy story-tellers, the passing on of history from one generation to another, the planting of the seed of education, the encouragement of oral tradition as a means of oral education for living. These groups are mostly for children from three to thirteen years. Typically, a story-telling and home library group in any area can consist of children together once a week or even more, depending on what is suitable for most of the people involved. The group can meet anywhere — in a room, under a tree, out in the open under the sun or in hard times in recent years. But all is not yet lost! In 1973 a handful of hardy story-tellers gathered in the Southern town of Jonesbore, Tennessee, to entertain one another and small audiences ... a group called National Association for the Preservation and Perpetuation of Story-telling started. The presenter of this paper initiated, in 1979, the establishment of story-telling and home library groups in her own neighbourhood in Zimbabwe to promote aspects such as the transmission of hardy story-tellers, the passing on of history from one generation to another, the planting of the seed of education, the encouragement of oral tradition as a means of oral education for living. These groups are mostly for children from three to thirteen years. Typically, a story-telling and home library group in any area can consist of children together once a week or even more, depending on what is suitable for most of the people involved. The group can meet anywhere — in a room, under a tree, out in the open under the sun or in
Oral tradition

It is essential to have a group leader who is responsible for running the group, lending books and other associated duties. Grandmothers and such other people rich in oral tradition are encouraged to join the group so as to enrich the activities of the group through storytelling and such other activities.

The presenter of this paper is very positive that oral tradition and reading can fruitfully be promoted together in the transmission of culture and history in both book-based and non-book-based cultures. One way of doing something about this is to establish storytelling and home libraries in a neighborhood. Doing this would be establishing a firm base for education for living. This is all we want — isn’t it?

The Committee of the Matabeleland Branch of the Association believes that there is a fair amount of valuable information about local library work which is "gathering dust in forgotten corners". The Branch is hoping to try to collect any such information and organise it in some way. This material would be of great value to anyone who might wish to do some research on the subject of librarianship in this country.

If anyone has any such information, the Branch would be pleased to hear about it; contact any of the Committee members, or write to the Chairman of Matabeleland Branch at P.O. Box 240, Bulawayo.
Some library staff who possess City and Guilds Certificates are particularly interested in the possibility of improving their qualifications by studying for the diploma. The length of the course and the fact that it is full-time poses problems for them and for the Ministry. The Library School sympathises with their needs and aspirations and recognises the responsibility to enable, indeed encourage, librarians already in employment to advance their careers.

To this end, questionnaires are being sent to all ZLA branches, and via them to all libraries in Zimbabwe, to assess the number and needs of prospective students qualifying for the course. This is a first step in attempting to provide suitable opportunities for the improvement of library qualifications. The course, which is a diploma course in 1986, is expected to be advertised in September 1985, so look out for it.

Opportunities for places on the Diploma course in 1986 are expected to be advertised in September 1985, so look out for them if you are interested. Some librarians already in employment to those who require basic training have been encouraged in their careers. It is anticipated that the number of opportunities for the improvement of library qualifications will increase in the future. The Ministry is aware of the need for librarians to improve their qualifications and is making efforts to ensure that all librarians in Zimbabwe will have the opportunity to study. The Library School is committed to providing suitable opportunities for library staff to improve their qualifications.
The group therefore has the task of:

- University libraries in developing countries are urged to formalise their library acquisition policies in order that their contribution to national information policies may be more effective.

- The Seminar, while noticing the importance of the international developments for information technology, seeks to reaffirm Unesco's policy in this regard from the Edinburgh Conference in 1978.

- The revised version is available free of charge from: IFLA Office for International Lending Division, Boston Spa, Wetherby, West Yorkshire LS23 7BQ, United Kingdom.

- The IFLA Section of Library Services to the Deaf, which has been established at a seminar in Chicago, U.S.A. from 18-24 August, 1986, is being called for in the hope of filling the post as of 1 March, 1987. Essential requirements for the post are as follows:

  - to promote the idea of service to the deaf;
  - to promote the idea of service to libraries and librarians;
  - to promote the idea of service to information transfer with particular reference to science and technology.

- The resolutions and recommendations passed at the end of the Seminar and forwarded to the Professional Board of IFLA, included the following:

  - to identify the library needs of the deaf;
  - to promote the idea of service to hospitals and handicapped services.


- The IFLA Section on Interlending approved a minor addition to this document concerning direct provision to libraries and librarians.

- The resolutions and recommendations passed at the end of the Seminar and forwarded to the Professional Board of IFLA, included the following:

  - to identify the library needs of the deaf;
  - to promote the idea of service to hospitals and handicapped services.

International News

2509 CH THE HAGUE, NETHERLANDS.

The Federation Internationale de Documentation (FID) commissioned a report on the Organisation and Management of the Universal Decimal Classification (UDC) which it received in 1984. The FID Council sees the report as a breakthrough in that it identifies the issues, both intellectual and administrative, which need to be resolved and the organizational systems which need to be implemented to ensure the continuing development of the UDC as the premier classification scheme for the information age.

The nature of the UDC, the articulation and simplification of revision procedures, computerization, finance, marketing, assessment of user needs, the introduction of cost centre management and staffing matters have all received attention. In all, the report contains some 36 recommendations, some purely domestic to the FID Secretariat and some of far reaching significance. The Council is now actively evaluating the report and has immediately accepted the recommendation that an interim management planning team be set up.

While FID is looking forward to a developing UDC, it is mindful of existing users. The FID believes that the great strength of the UDC is that it can embrace both traditional library needs and the information age. Its unique flexibility and adaptation to the user's needs ensures that it remains the premier classification scheme for the information age.

If any reader feels competent and qualified to apply for the post of Secretary General, he/she should contact the Secretary General, IFLA Headquarters, POB 95312, 2509 CH THE HAGUE, NETHERLANDS, immediately. The Secretary General is responsible for:

• directing and co-ordinating the various IFLA bureaus;
• assuming responsibility for the management and further development of the IFLA core programmes;
• acting as financial manager, including the acquisition of funding for all IFLA activities;
• anticipating the decision-making process;
• taking rapid and decisive executive action on the basis of Board decisions.

For the Best Possible Service...
International news

The Second International Conference on the Application of Micro-Computers in Information, Documentation and Libraries will take place in Baden-Baden, West Germany, from March 17 to 21, 1986. Provisional topics for the session include:

• description of existing systems, selection criteria for hardware, future developments;
• software requirements including data base management systems, storage and retrieval systems, portability, downloading, data protection;
• application in libraries including public and technical services and library management;
• applications in information centres for specific disciplines, e.g. chemistry, physics, agriculture, social sciences, material sciences;
• special problems for applications in developing countries;
• the application of Micro-Computers in electronic publishing, document delivery and knowledge processing;
• education and training for librarians, information professionals and users.

An exhibition of operating systems will be part of the Conference. For more information contact: Deutsche Gesellschaft für Dokumentation e.V. (DCD), Westendstrasse 19, D-6000 Frankfurt am Main 1, Federal Republic of Germany.

In Brief

N.L.D.S.
The Bill to establish the National Library and Documentation Service was put before Parliament in November 1984. A report on developments in the NLDS will appear in the next issue of the Zimbabwe Librarian.

SCECSAL
More than 100 delegates attended the sixth SCECSAL meeting in Harare in September 1984. Many participants came from the region including Botswana, Lesotho, Swaziland, Zambia, Tanzania, Malawi, Kenya and Uganda. The proceedings will be published by the Zimbabwe Library and Documentation Service in mid-1986.

Books for Schools and Colleges

We have pleasure in announcing that the following books have been licensed for printing in Zimbabwe:

- Science for Today and Tomorrow - R L Bolt.
- Four-Figure Tables (Cambridge) - Godfrey and Siddons.
- Essential Mathematics for 0. Level - D S Sithele.
- Basic Essential Mathematics for 0. Level - R L Bolt and C Kezula.
- A Shorter Contemporary Dictionary - F R Witty.
- Agriculture for Southern Africa: A Practical Approach Up to 'O' Level - W Stout and D S Sithele.
- Four-Figure Tables (Cambridge) - Godfrey and Siddons.
- Science for Today and Tomorrow - R L Bolt.
- Four-Figure Tables (Cambridge) - Godfrey and Siddons.

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