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In an article I wrote for this journal a few years ago, I gave several quotations from studies of rural library services in Africa (Zimbabwe Librarian, 14 (1982), pp. 20-1, 23). One of those read as follows:

The plans are there, and they are quite ambitious and comprehensive and would be more successful if only the buildings were provided as planned, if the local staff were trained and retained by attractive conditions of service, if a literature relevant to the needs of the people were developed, and if there were less of what someone has described as a 'depressing indifference in high places to anything connected with libraries'.

This statement referred to the situation in Zambia about ten years ago; one might be forgiven for perhaps thinking that it referred to the current situation in Zimbabwe.

The optimism expressed by our librarians when the NLDS Council was set up and when reports were submitted from Bill Alison, the Swedish mission, Sam Kotei, Edward Dudley and others, seems to have been dispelled. Several years later, we don't really seem to have progressed very far. The plans are there, and they are quite ambitious and comprehensive…' A ceremony was held on the site of the NLDS headquarters in early 1984; no building has yet commenced. Mobile libraries, equipped with all sorts of technology, were presented to the Ministry of Youth, Sport and Culture in late 1984; they have not yet been brought into service. One Culture House (district library centre) has been completed; there are no attempts at the construction of the further fifty-four such centres planned throughout the country. The Bill to establish the NLDS was enacted by Parliament in early 1985; it has yet to come into force.

It seems that despite the lessons to be learned from the failure of the library services in other African countries, we have fallen into the same trap. We have produced the plans, yet they require more capital investment than is forthcoming at present. In the meantime, the people of Zimbabwe lack a comprehensive library service. It is perhaps time that new, more practical plans were drawn up so that at least something useful might be provided. The ball is in the library association's court; the ZLA should now consider its role as a pressure group and should perhaps now attempt to counter what appears to be 'a depressing indifference in high places to anything connected with libraries'.

Roger Stringer
With the framework of the Industrial Property Organization for English Speaking Africa (ESARIPO) there has been established a Patent Documentation and Information Centre (ESAPADIC). This centre is envisaged to be the regional industrial information bank through which the operations of ESARIPO will be made evident and its services to the member states be effected.

One of the immediate objectives of the ESARIPO – UNDP assisted project was 'the establishment of ESAPADIC, a technological documentation and information centre with a collection of patents and patent-related documentation, maintaining linkages with relevant international institutions within and outside the region and furnishing information to governments, industry and research and development institutions'.

It is in this vein that the Patent Documentation and Information Centre was established over the years — beginning in 1981 in Nairobi and then being transferred to Harare in 1982.

It was also envisaged that benefits to ESARIPO member states from the operations of ESAPADIC would be as follows:

- Increased technological potential
- Increased endogenous technological creation and generation
- Importation of foreign technology under more congenial conditions
- Productive application of science and technology in national socio-economic development
- Modernization of industrial property legislation
- Improved acquisition and utilization of technological information
- Enhanced development of human resources

In view of the fact that ESAPADIC is a technological information data bank based on patent and patent-related documentation, one of the major purposes of the centre is to provide information upon request and on a routine basis to development agencies in member states, government ministries, research and development institutions, industry, agriculture, and for rural development planners and decision makers. This is to assist them in the selection, transfer and adaptation of technology from other countries.

SEARCH REQUESTS

The available retrieval aids in ESAPADIC have been used in patent searching for relevant technological information through document collections available within the premises. A total of over 120 state-of-the-art search requests had been processed by November 1985 and the relevant information passed on to the requestors. The subjects covered include a variety of technical fields including, mechanical engineering, agricultural implements, solar heaters and solar energy, chemicals, marine pollution and water purifiers. Most of these fields are of direct relevance to the technological development of the countries concerned.

*Foster Chimulu is Head, Patent Documentation and Information, ESARIPO, Harare.*
ESAPADIC

The current arrangement is that search requests are forwarded to World Intellectual Property Organization (WIPO) for searching under the auspices of the WIPO program for free-of-charge patent documentation and information services. WIPO's agreements with searching authorities in Germany, Sweden, the European Patent Office and other countries and institutions ensure that searches can be carried out by their offices. Depending on the circumstances and the subject matter under consideration, searches have been carried out by staff in the English language patent literature available at ESAPADIC. 

A brief survey of the search requests shows that most of them emanated from universities, research institutes (such as the Blair Research Institute in Zimbabwe), industries, government institutions, parastatal organizations and from individuals in the member and potential member states of ESARIPO. The private sector has also featured prominently in the search requests. However, some member states still have yet to submit search requests.

PUBLICATIONS SERVICE

The centre has produced publications for the purpose of showing the public the services available at the centre. These publications deal mainly with:

(a) Announcements of the Centre's document holdings and services.
(b) Reports on the Centre's daily activities.
(c) Technical literature and bulletins.
(d) Reports on new applications for ESARIPO patents and industrial designs.
(e) Reports on changes in the International Patent Classification or the WIPO Standards and any relevant international announcements which are likely to affect the member states.
(f) New membership of ESARIPO and the dates of members' deposit of instruments of accession or ratification.

In this respect therefore, the Centre has initiated the publication of two brochures: Why and How to get an ESARIPO Patent and Patents as Sources of Technical Information. The publication of these brochures is intended to enlighten the technologists, scientists and all those involved in technological development on the latest services available at the Centre.

PROMOTIONAL AND EDUCATIONAL SERVICES

In an attempt to get the services of ESAPADIC publicized, the centre has embarked on promotional and public relations activities, the aim being to encourage the increased use of patent information in national development. As a result, lectures have been given to various audiences including the Zimbabwe Institute of Engineers and the University of Zimbabwe, where one formal and two public lectures have been given with the assistance of the Dean of the Faculty of Engineering.

Publication of ESARIPO's formation and objectives has been carried out in the local press, including the Herald and the Financial Gazette, and on television. Since this is an on-going exercise, it is expected that the same basic routine of current awareness will be conducted in the other member and potential member states of ESARIPO. This aspect of promotion of the activities of ESAPADIC augments the role of the publications cited earlier on.

TECHNOLOGY SUPPORT SERVICE

Patent documents contain technological information and it is therefore fitting that some support service be implemented by ESAPADIC to various institutions in selected technological fields. However, as of the present, most requests regarding the solution of problems arising in industry, agriculture, and other development sectors have been dealt with as they arise. It has been noted that there are some areas of high activity and areas of national interest which are of direct relevance to the countries concerned. ESAPADIC plans to develop documentation in those areas which have high activity.

Specific information has been provided to requestors and has been provided to:

(a) Research and development institutions where both current and retrospective information is available in patent documents in their respective fields.
(b) Extension Services in the industry sector, small- and medium-scale enterprises in the fields of raw materials, machinery and alternative processes.

A relevant example in the case of Zimbabwe is the 'Inventors Club' which was recently formed and whose members have requested technological information for their specific interests in the small-scale field. The Rural Technology Exhibition held in Bulawayo in 1984 provided an impetus and shop window for inventors in Zimbabwe to exhibit to the public their achievements. Various members of the club have requested information from the Centre regarding patented inventions.

INVESTMENT ACTIVITIES

Although it has not yet been done, it is envisaged that the centre should be in a position to provide information to public and private organizations responsible for investment promotion. Examples of such organizations include the Ministries of Trade, Commerce and Industry, the National Chambers of Commerce and Industry, and other private investment promotion organizations, such as the Confederation of Zimbabwe Industries.

The aim of the service would be to facilitate the selection of the most appropriate industrial ventures by supplying technological information on technologies involved, the available processes, alternative sources and the legal status of the patents for those technologies which are relevant to industry. Hence it would be beneficial in cases where the patented processes are no longer protected either because they lapsed due to non-payment of fees or to the lapse of the twenty-year limits imposed by legislation in the various countries. Local industry could then venture into production of certain commodities without necessarily getting involved in payment for the technology.

CURRENT AWARENESS SERVICE

As I have already mentioned, current awareness service is vital for industries.
It involves the publication of latest patent information in various technological fields and the distribution of the literature. This could also take the form of photocopying the contents of papers of various patent journals and distributing them to activity centres, and in the case of the PCT Gazette, the index of this publication — which lists subjects covered by the international applications arranged according to the International Patent Classification symbols — could be photocopied.

The official Journal of the Patent Office (London) has a section in which patents are arranged according to the British Classification Key, which is a local classification system. The relevant papers could be photocopied and distributed to research institutes, universities, and other developmental sectors. Alternatively, a comprehensive listing of all the latest journals on industrial property currently being received at the Centre could be compiled and distributed as a single document. This would reduce the costs of producing photocopies on a regular basis.

SELECTIVE DISSEMINATION OF INFORMATION

This involves information delivery specific to the requirements of specific technological information users. The information is dispatched to the client on a regular basis based on the subscription that has been paid.

ESAPADIC would, therefore, keep a register of profiles of users and their information needs. At regular intervals — and depending on the availability of the patent documents containing those particular technological fields of the individual — the Centre would despatch their collected information to the registered user. Although this is a specialized kind of service and highly technical, it is envisaged that it would satisfy the needs of the user more effectively because of the relevance of the information dispatched.

At present, the users' profiles have not been compiled for this S.D.I. service. But the preliminary survey results in Zimbabwe and Malawi have identified certain users and their information requirements. As more and more countries are covered, it will become possible to create these profiles. The surveys have been undertaken by an expert from the European Patent Office and these are intended primarily to give basic and fundamental information regarding the needs of the users and potential users of patent and patent-related documentation in the ESARIPO member states.

The responses have so far indicated that universities, research institutes and industries are the leading users of technological information. These are followed by individual inventors, small-scale industries and government institutions. When completed, each country will have a representation of profiles for those industries, institutions or universities which utilize patent information in their specialized fields and these profiles will be kept at the Centre.

OTHER SERVICES

The Centre provides library facilities with a lending service to government institutions, universities, parastatal organizations and individuals. The available documentation includes patent journals from different countries, documents on international law and treaties — including the European Patent Convention and the ESARIPO Agreement — and the European Patent Office Journal. All these resources are available for consultation without the premises of ESAPADIC. Occasionally they may be lent out on the payment of a small deposit determined by the Centre. In the chemical field, this involves the use
CONCLUSION

When the ESAPADIC documentation is complete and the services are at a level which is comparable to other patent offices, the centre should be able to provide general patent information services. In particular, searches should be conducted to determine among other things:

(a) Whether, and in which countries, a particular technology is protected.
(b) When a specific invention has been protected in other countries (Patent family member).
(c) Whether a patent document has an English language equivalent.
(d) The name of the inventor or the owner of a protected right.
(e) The legal status of a particular patent in specified countries. At present some of the data can be provided for the host country, Zimbabwe, through the use of a microcomputer which has been installed.
(f) Other pertinent information which may be required in the process of negotiating licensing agreements.

Thus, in the end, a fully operational centre should be able to supplement the granting and administration of industrial property rights in ESARIPO member states. The Centre is currently moving in the right direction towards the achievement of the set aims and objectives for which it was created.

THE ROLE OF THE MODERN MEMBER OF PARLIAMENT

It is a fact that, generally, modern parliamentarians exercise greater control over the Executive than their counterparts of days gone by. The Member's cardinal duties are still basically the same as those exercised centuries ago: to control finance; to redress grievances; and to enact laws of the land.

The duty of an individual Member is, first and foremost, to represent his constituents. It is an M.P.'s duty to support or oppose the policies of the Government. This of course depends whether or not he believes that these policies are in his country's best interests. In addition to his parliamentary, electorate and constituency duties, a Member also has party responsibilities.

In Parliament he debates — or is supposed to — proposed legislation, questions Ministers, debates matters of public importance and serves as a member of parliamentary committees. The range of parliamentary matters will be very broad, extending across the whole spectrum of areas of concern to Government. In addition, the M.P.'s political party affiliations determine his philosophical and ideological viewpoint, as he will generally be an opposer or supporter of the legislation in question, depending upon his party's views on that legislation.

Political party responsibilities also often involve the M.P. in policy formulation and development — if he belongs to the party body responsible for such matters. He still needs informational material on public policy in other countries for comparative purposes.

In matters concerned with his responsibilities to the electorate numerous community associations and organizations will make demands on the local Member. He is expected to be available to make speeches or to be involved in discussion, negotiation or representation. An important point to note is that a Member of Parliament is the representative of his constituents, and not his delegate. This must be so since a Member's constituents do not all think alike. On any issue a Member must make up his mind whether or not to support some legislative proposal, even if a majority of his constituents hold a different view.

THE M.P.'S NEED FOR INFORMATION

It is axiomatic to say that a good Government requires an informed electorate; but above all, it requires an informed legislature. The struggle of a parliamentarian in the modern world is a double one: firstly, he must overcome the shortcomings in his education and
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Parliament

There is therefore a need for the legislature to develop its own institutional sources of information — an independent information reservoir and specialized dissemination procedures — and such are the library, research and documentation services. Such services should speedily provide unbiased, impartial and confidential information in relation to the particular needs of the individual M.P.

Information Services may be divided into direct and indirect services. Both concern themselves with the provision of data, facts, textbooks, journal articles, etc. Direct services concern themselves with the provision of information based on recorded literature; for example, reference tools, monographs and other literature put out serially or otherwise. Indirect services comprise the judicious acquisition of library materials for easy use by users (what could be called the social environment of a library collection) and the technical processing of such materials, such as cataloguing, etc. Indirect services are the prerequisites of direct services.

The characteristics of information provision are:

1. finding specific data or facts;
2. interpreting the information found;
3. abstracting literature relevant to the needs prevailing; and
4. providing or assisting in literature searches when that is required.
The aim is to provide an end product that satisfies the particular needs of the parliamentarian, i.e. instruction (where necessary) in the use of the library (e.g. the catalogue) and interpretation (if required) of the information that he finds. In short, this is the provision of readers' advisory services.

The types of information questions which a parliamentary librarian usually gets from Member-users are:

1. The directional question, i.e. the type of question which can be answered through 'bridges to information' — bibliographies, indexes, abstracts, etc.;
2. Questions that presuppose that the user knows precisely what he is looking for, i.e. specific information sources;
3. The ready-reference or factual questions, i.e. questions which require minimal searching for answers; and
4. Questions which require some in-depth research.

It should be noted that evaluation of the parliamentary information services should be undertaken from time to time. This can be done by using questionnaires, soliciting informally the personal assessment of individual members, and by taking into account the views of members of the Library Committee during meetings.

CONCLUSION

Provision of adequate information services for parliamentarians is important because M.P.s need speedy, accurate and timely information in the performance of their parliamentary and constituency duties and responsibilities. Ordinary M.P.s need that information much more than the Executive since the latter can be, and usually is, fairly adequately served by individual or collective ministerial and/or departmental machinery, i.e. the relatively large supporting staff working in their ministries or departments.

Edward Dudley, former Head of the library school at the Polytechnic of North London, visited Zimbabwe for a second time in November/December 1984 in order to assist the staff of the new library school at the Harare Polytechnic plan the new course. While he was here, he spoke to the Mashonaland Branch of the ZLA. The following is a summary of his address.

Mr Dudley began by drawing comparisons between the situation with regard to library education in the U.K. in 1946 and in Zimbabwe after independence. Both countries had emerged from a war, and library education had until then been available only by part-time study. Schools of librarianship began to appear in the U.K. largely to provide employment opportunities for the demobilized ex-servicemen. The schools were initially envisaged to be temporary; but they remained — and the system of education and training of librarians changed dramatically. By 1950 about ten library schools had been established.

The major problems that the British library schools faced then are very similar to those faced by Zimbabwe's new school. In particular there was a suspicion on the part of practising librarians that full-time courses would not be as effective as part-time courses for staff already employed in libraries. In addition the library schools, rather than libraries, would now be responsible for the selection of students. Many practising librarians were suspicious that library school lecturers would not know how to select the best candidates.

There was — and there appears to be in Zimbabwe — a fear that many library schools would teach only theory; and that it would be 'airy-fairy' theory. What, of course, is important is that both theory and practice should be taught. It is evident that there must be close co-operation between both library schools and practising librarians in order to ensure that the education of librarians meets the requirements of the institutions which will employ them.

There was also an assumption on the part of practising librarians that library schools would teach only the theory of 'what libraries do and how they do it'. This is not always the case; sometimes, in fact, what is being taught in library schools might even appear irrelevant — i.e. what is being taught is not actually being done in libraries. However, library schools must expect to prepare students for future developments and to
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Mr Dudley gave three examples of this from his own experience:

1) In the 1960s two library schools introduced courses on the potential of the application of computers to libraries. There was a certain degree of resistance from students who thought this was irrelevant as no libraries were at that time using computers. The influence of computers on present-day library practice has shown the value of library theory being in advance of practice.

2) It was the library schools that introduced the concept of 'user studies'. Until then, library education had been mainly concerned with library techniques rather than with the behaviour of library users. Many practising librarians resisted such suggestions about the scientific investigation of users' behaviour as surveys and statistics; but it was not long before the same librarians began producing 'community profiles' of their libraries by using similar methods.

3) Library schools also introduced comparative librarianship into their syllabuses. Again there was some resistance as this was considered to be not a subject, only 'a way of looking at things'. However, in the modern international context, this 'way of looking at things' has become an important aspect of the education of librarians — and comparative librarianship is now a valuable component of most courses.

Such arguments as these frequently occur between library schools and practising librarians — and they are essential for the effective development of library education and training. After 1966, libraries in the U.K. had access to more money; for many practising librarians, the arguments then became of less concern. As a result there has been immense diversification in British libraries — and there is a danger that library schools, instead of being ahead of library practice, may begin to fall behind. It is healthy, therefore, that there is discussion and argument between the teaching arm and the practising arm of the profession.

Mr Dudley then gave his personal observations on the problems presently faced by the library training school:

1) The school needs the support of practising librarians in several ways: their support is needed for the effective placement of students for their practical fieldwork; their critical comment on the course is necessary both from individuals and through their participation in the library school's advisory committee.

2) The school needs to explain to the profession what they are doing — particularly in relation to the constraints which affect them and in relation to the selection of students.

3) There is a need for librarians in various fields to assist in teaching — particularly in the teaching of special options.

4) There are two as yet unsolved problems:
   a) What will happen to those unqualified but experienced library assistants who are working in libraries but are unable to attend the full-time course?
   b) The course is based on a modular structure, i.e. various components are taught in isolation. Can exemptions from certain modules be given for certain students?

Mr Dudley then answered questions from the floor:

Q. The ZLA has had an Education Committee in the past. Do you see a role for such a committee in the future?
A. A professional body such as the ZLA which has no views, no role, no influence on training is no library association. The quality of librarians is determined by their professional education; this is therefore a crucial issue for a library association. The introduction of full-time education for librarians in the U.K. altered the role of the Library Association. In Zimbabwe it is likely to pose new problems and new challenges for the professional body.

Q. Zimbabwe has a narrow base of practice from which can be drawn relevant theory — the Culture Houses would be an example. Will it not be difficult teaching relevant theory where there is little actual practice?
A. There was a similar problem in the U.K. in 1948. Most of the library literature available then came from the U.S.A.; much was irrelevant, but it was necessary to use and adapt foreign literature. While the size and scope of library and information services in Zimbabwe are limited, it is possible to begin by laying down general principles and theories. One can look at foreign experiences to draw out assumptions and theories which have worked — for example in bibliographic work. Zimbabwe could learn from the experience with mobile library services of the U.K., Nigeria and Ghana. Although the context is not the same, the problems are similar — such as the lack of professional staff, the inadequacies of rural roads, etc. The library school could explore the problems of mobile library services. It is important that the school trains people who can think, as this is what will perhaps be required most of the future librarians.

Q. Is the length of the course — three years — justified in view of the present manpower shortage? For the same reason, is it necessary and prudent to include practising librarians in the teaching?
A. The time spent in educating and training people to work in the future is a capital investment. Like all capital investment, something is taken out of today and invested in tomorrow; it takes time before it shows a profit. There is a correlation between the length and intensity of training and the quality of the final product. With regard to second part of the question, it is true that one does not necessarily marry theory and practice by using practising librarians. However, such librarians will be useful in specialisms, and the only constraint upon their involvement is likely to be their willingness to take part.

Q. Many people have extensive library experience but no qualifications; is it not better to allow these to qualify rather than look for new students?
A. This is a difficult problem. There could possibly be a part-time course for such people but it would require much thought and planning. The question is being considered by the staff of the training school, but it cannot be solved by easy instant action.

THE BRITISH COUNCIL AND THE EDUCATION AND TRAINING OF LIBRARIANS IN ZIMBABWE

by Jeff Samuelson*

Opportunities for library education in Zimbabwe were very restricted until the opening of the Library and Information Science Training School in Harare in 1985. Consequently there is a serious shortage of qualified librarians — with the result that many libraries have been, and still are, managed by unqualified staff. Quite rightly this situation is a cause for concern within the library profession in Zimbabwe. Now with the Library and Information Science Training School firmly established the scope for library education is greatly increased; but much remains to be achieved and the purpose of this article is to examine those ways in which the British Council is able to contribute towards both the education and in-service training of librarians in Zimbabwe thereby helping to enlarge the pool of skilled manpower and to raise the status of the profession. Before examining this contribution, however, it seems logical to give a very brief description of the programmes that the British Council runs in order to provide the necessary perspective. But first, in accordance with good management practice, a statement of aims.

The aim of the British Council in Zimbabwe is to promote an enduring understanding and appreciation of British ideas and educational services of relevance to Zimbabwe by assisting in educational aid and manpower development, by making known British ideas and books and by assisting cultural interchange between Britain and Zimbabwe.

To translate this aim into practice, the British Council in Zimbabwe works in six main areas: manpower development; involvement in strategic changes in Zimbabwe's education system; English language teaching; a selective arts programme; the running of a library in Harare; and a Books Presentation Programme. In all these areas the emphasis of the British Council’s work is one of assistance to and co-operation with the Government and people of Zimbabwe.

Clearly, for the purposes of this article the two most significant areas are the library and the Books Presentation Programme, both of which contain significant opportunities for education and training. In order to appreciate how these opportunities are exploited it may be helpful to mention one aspect in particular of the Council’s staff structure, namely that the Head of Library Services has overall management responsibility for all aspects — both internal and external — of the Council’s books and libraries work, but is not the Librarian. This is a separate post with a staff of seven concerned primarily with the Council library itself.

Turning now to the two programmes that I wish to examine in more detail, I shall start with the library programme. The Council library in Harare provides a standard range of services but in addition is conscious of the contribution it can

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make to the education and training of those in Zimbabwe who wish to become librarians. For this reason the library has close links with the Library and Information Science Training School based at the Harare Polytechnic and will be one of the host libraries for the School's first student fieldwork programme for two periods of three weeks in March/April and in November 1986. The Council Librarian will be the fieldwork supervisor and will organize a programme that will give student(s) an overview of the library system, an introduction to the various departments of the library and practical professional work experience under supervision.

The Librarian will also be responsible for providing a written assessment to the School for each student. On a more informal basis the Council library has already given temporary employment during a vacation to one of the School's students. Such arrangements are mutually beneficial. There are always jobs which the regular staff never have time to do and, on the other hand, the student gains useful practical experience. Care must be taken however to ensure that the student is given a share of the interesting work as well as the routine tasks.

The Council's involvement with the Library and Information Science Training School goes back to the very origins of the latter. It was in November 1982 that the British Council, at the request of the then Ministry of Education and Culture, brought out to Zimbabwe Mr Edward Dudley, who at that time was Head of the School of Library Science at the Polytechnic of North London. His report on that visit was entitled Proposals for a Full-time Course for the Education and Training of Librarians in Zimbabwe. The Council's Head of Library Services was one of the members of the Education Committee of the Zimbabwe Library Association and during the following two years there was a great deal of debate within this Committee about the form and content of training programmes for librarians in Zimbabwe.

This debate culminated in a second visit by Mr Dudley, also arranged by the British Council, at the end of 1984. He was in Zimbabwe for two weeks and by then it had been clear for some time that the training of librarians would be the responsibility of the Ministry of Labour, Manpower Planning and Social Welfare. Much of his time therefore was spent in discussion with the designated staff of the very newly created Library and Information Science Training School. His second report is therefore much more specific and is entitled The National Diploma of Librarianship and Information Science. Two months after his departure the first intake of students had begun their courses at the Harare Polytechnic. In addition to Mr Dudley's expertise the British Council, under its Books Presentation Programme, was also able to provide books on the subject of library science in support of the new School.

Again, looking outwards, there are further examples of the way in which the Council can and does co-operate with local initiatives. The close relationship between the Council and the Government Library Service has led to several joint ventures. One of the many functions of the Government Library Service is to organize in-service training courses - particularly for new recruits who are often unqualified; and this is one area where there has been collaboration between the two organizations. One such course was held on British Council premises and was run jointly by the Senior Government Librarian and by the Council's Head of Library Services. The latter has also co-operated with the Schools Library Service in the
British Council

Ministry of Education and was one of a number of speakers who contributed to an in-service course for teacher librarians held at Belvedere Teachers College. In this area as well, through the Books Presentation Programme, the Council has been able to make a large number of book presentations to secondary schools throughout the country.

There have been several references so far to the Books Presentation Programme but not yet an explanation of it. It is an annual programme funded by Britain’s aid ministry, the Overseas Development Administration, but administered in-country by the British Council. The aim of the programme is to provide books for the libraries of a wide variety of organizations and academic institutions. It is a co-operative programme. The British Council supplies appropriate bibliographical information but the choice of titles is made by the institution itself.

The programme has been running in Zimbabwe since 1980/1 and has grown in value each year; and for the first five years the programme funds were spent exclusively on books. In 1985/6, however, part of the allocation was used to run a Basic Library Skills Training Course for the benefit of unqualified and untrained library assistants working in the libraries of institutions which had received — or soon would be receiving — presentations of books under this particular programme. The course which was held at Belvedere Teachers College in November 1985 was very much a joint venture. It was prepared and run by the Council’s Head of Library Services together with a colleague from the British Council’s Libraries Department in London who came out to Zimbabwe specially for the course. There were 23 participants representing academic and special libraries and the course, which lasted two weeks, covered the main aspects of library acquisition, organization and exploitation. There was a careful balance between theory and practice and from the evaluation forms completed at the end of the course it was clear that the participants had found the practical exercises to be an invaluable way of reinforcing the theoretical side of the subjects that were taught.

Mention is made above of the cooperative nature of the course. This is exemplified by the assistance given by the Senior Government Librarian in the planning stages of the course as well as his participation in it. Other guest speakers included the Managing Director of one of Zimbabwe’s largest publishing houses and the Librarian of the University of Zimbabwe who is also Chairman of the Zimbabwe Library Association.

The cost of all the course materials and the expenses of the visiting Council lecturer were borne by the British Council; but it is a measure of the need for practical courses of this kind that each institution paid for its own participant’s board and lodging costs.

Follow-up work to a course is always difficult when the participants are widely scattered, but attempts have been made not to lose the enthusiasm generated during those two weeks. The visiting lecturer remained in Zimbabwe for a week after the course and visited two of the participants at their work stations; and the Chief of Agricultural Education has written to the Principals of the Colleges and Institutes of Agriculture asking them to confer with their library assistants who attended the course in order to provide reports on the possible benefits derived from the course, changes made and proposals for the future. It only remains for the Council’s Head of Library Services to catch up with the rest.

There remains one further way in which
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The Council is able to make some contribution to the education and training of librarians in Zimbabwe and that is through the manpower development programme, one of the six areas of work mentioned at the beginning of this article. Under this programme, also funded by the Overseas Development Administration but administered by the Council in Zimbabwe, the Council arranges courses of study in Britain that last on average nine to twelve months. Candidates are from Ministries and parastatals and are nominated by the employers, and the Council works in partnership with the Ministry of Labour, Manpower Planning and Social Welfare to carry out this training programme.

It is a government to government programme and is drawn up annually on a sectoral basis. Until very recently training for librarianship was included in the miscellaneous sector but from this year librarianship has its own category of awards. It is a small category — perhaps three awards a year for postgraduate training in Britain — but it is a step forward that the subject is now recognized in its own right. In addition to these one-year awards the Council also arranges short visits to Britain — of up to three months — and under this kind of award librarians from Zimbabwe have visited Britain in order to examine particular aspects of librarianship among which have been computerization in libraries, medical librarianship, archival work and schools librarianship.

The British Council involves itself with the education and training of librarians at all levels — from those who have experience but no qualifications to those who have both. Involvement is characterized by two dominant themes: cooperation and integration. The British Council co-operates with particular Ministries and organizations which are responsible for the development of the library profession in Zimbabwe in order to identify needs and then offers a variety of services to meet those requirements. These services are themselves an integral part of the Council's books and libraries work. We have seen how, for example, Books Presentation Programme funds can be used to run training courses and how the Council library acts as a training centre. In this way maximum use is made of the Council's resources to assist local initiatives with the education and training of librarians in Zimbabwe.
Norman Johnson retires

On 30 June 1985 Norman Johnson, Librarian of the National Free Library of Zimbabwe for nearly thirty years, retired. Norman's contribution to the library profession in this country has been enormous, and in recognition of his involvement in the library association he was made an Honorary member of the ZLA.

Writing in Shelfmark, 111–12, Karen Jessen, Librarian of Bulawayo Municipal Libraries, paid tribute to Norman's dedicated service to libraries in Zimbabwe.

Norman's professional ability and integrity are well known throughout Zimbabwe, and his counsel has been sought by many over the years: readers, colleagues and officials. Each received a knowledgeable and, if possible, perfect answer. No enquiry was too small or too big and was always tackled willingly, often involving much hard work and research.

Norman belongs to a generation of librarians who had to do things the hard way. Economy was the key word and the concept of libraries had yet to be introduced. In the fifties libraries were only moderately established in Zimbabwe, but the scope was tremendous. Norman saw the opportunities for development and welcomed the challenge. From a small nucleus of books housed in a semi-basement, he built the National Free Library as it stands today.

The Zimbabwe Library Association wishes Norman and Diane an enjoyable retirement, and hopes that Norman will be available to give the association the benefit of his experience in the future.
SCECSAL

The Seventh Standing Conference of Eastern Central and Southern African Librarians (SCECSAL VII) will be hosted by the Botswana Library Association and held in Gaborone, Botswana from 4 to 8 August 1986.

The theme of the conference is 'Libraries and Literacy' and topics to be discussed will include the following:

- co-operation between literacy agencies and libraries in the distribution of follow-up material for literacy retention and continuing education;
- production, publication and distribution of reading materials for new readers;
- use of literacy materials in libraries: experience from Botswana and England;
- provision of information services to a non-literate rural community in Nigeria;
- culture house libraries in Zimbabwe;
- staffing and training of tutors, with particular emphasis on the 'bare-foot' librarian;
- training for the literacy interface service.

As well as the usual country reports and general meeting, a meeting of COMLA Regional Council members is also scheduled to take place.

A pre-conference workshop is also being planned with the support of the FID. It will be held from 31 July to 1 August and its theme is re-packaging scientific and technical information for illiterate and/or semi-literate users. Topics to be included in the workshop will be:

- agricultural services to rural communities in Nigeria (the RUDIS project);
- services to 'barefoot' agricultural extension workers in Tanzania;
- the use of AGRIS information services in Africa;
- the Botswana Technology Centre and their re-packaging methods;
- a panel discussion on the implications of technology transfer for national information policy planning.

It is expected that there will also be a post-conference seminar for teachers of library science, information and documentation from 11 to 12 August. Further details are available from the ZLA or directly from Mrs D.M. Mbaakanye, Secretary, Botswana Library Association, P.O. Box 1310, Gaborone, Botswana.

The proceedings of SCECSAL VI, entitled Information for National Development, have now been published by the Zimbabwe Library Association. They are available at the following rates:

- Z$5.00 to personal members of the ZLA in Zimbabwe;
- Z$10.00 to institutional members of the ZLA and members of the public in Zimbabwe;
- US$10.00 for all orders from outside Zimbabwe, which will include surface mail postage.

Orders should be addressed to the Treasurer, ZLA, P.O. Box 3133, Harare.
Libraries in the news

The Sunday News, 24 March 1985, reported Bonani Hadebe, Chairman of the Matabeleland Branch of the ZLA, as accusing the book approval committee of the Ministry of Education of 'not being sympathetic to orders from public libraries'. He is quoted as saying that the seven municipal libraries in Bulawayo had not ordered books for over a year because of the lack of foreign currency.

The book approval committee was set up in the Ministry of Education to approve purchases of imported books for schools and educational institutions, but did not consider orders from public libraries. The report said that the ZLA had made several representations to the Ministry of Education requesting that a member of the Association be included in the committee.

'We were promised that a member of the Association would be called each time orders from a library were being considered but to our knowledge not one of our members has ever been called to assist in such considerations', said Mr Hadebe.

Harare City Council is to include study centres in plans for future libraries in an attempt to accommodate the overspill from the surrounding educational establishments, the Sunday Mail reported on 26 May 1985. The assistant director of social services in the City's Department of Community Services, Mr T. Mudariki, said that all future libraries would not only include a children's wing, but would also have additional reading room for newspapers and magazines.

Mr Mudariki also said that the City Council was launching a manpower development programme: sending library staff for part-time courses at the Harare Polytechnic, complemented by in-service training.

The Ministry of Education launched a bring-a-book campaign in June. The Ministry appealed to the public to bring either one book or as many as they could afford to give away as long as the books had some educational relevance.

The Sunday News, 7 July 1985, reported the Deputy Minister of Education, Senator Joseph Culverwell as saying that there had been an encouraging response to the appeal. The books were to be sent to the rural secondary schools where the reading requirements far exceed the availability of books and magazines.

The campaign was financed by Longman Zimbabwe, who put forward $1 222 to help advertise the aims of the campaign in the media.

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