Introduction to Library and Information Studies

LIS 101

University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development

General Editor: Prof. Bayo Okunade

Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.

Prof. Abel Idowu Olayinka

Vice-Chancellor

Foreword

As part of its vision of providing   education for "Liberty and Development" for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.
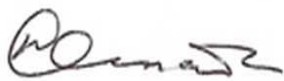
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

Professor Bayo Okunade

Director

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Study Session 1: Nature and Characteristics of Information

Introduction

The word Information is derived from the **Latin** informare (in + formare), which means "to give form, shape, or character to" something. Etymologically, it is therefore understood to be the formative principle of something, or to imbue that something with a specific character or quality.

Though, for hundreds of years, the word information has been used to signify knowledge and aspects of cognition such as meaning, instruction, communication, representation, signs, symbols, etc. This can be clearly appreciated in the Oxford English Dictionary, which defines information as "the action of informing; forming or molding of the mind or character, training, instruction, teaching; communication of instructive knowledge".

Learning Outcomes from Study Session 1

At the end of this study, you should be able to:

1.1   Discuss the concept of information

1.2   Highlight characteristics of information

1.3   Discuss the sources of information

1.1   Concepts of Information

Information refers to data presented in a readily comprehensible form, to which meaning has been attributed within a context for its use. In a more dynamic sense, information is described as the message conveyed by the use of a medium of communication or expression. Whether a specific message is informative or not depends in part on the subjective perception of the person receiving it.

More concretely, information is all the facts, conclusions, ideas, and creative works of the human intellect and imagination which have been communicated, formally or informally, in any form.

Figure 1.1: *Information is not Tangible*

Source: *http://www.elcomcms.com/Images/UserUploadedImages/870/technology-information.jpg*

Information in a simplest term is the data processed for useful purpose. It is the idea communicated from one person (the source) to another (the receiver) which can help the recipient, reduce his level of ignorance, clear uncertainty and make rational decisions. The communication of information is usually through a medium - oral, written, print, audio-visual and telecommunications.

Box 1.1:The concept of Information
The concept of information has been either defined or explained in diverse ways by scholars for example, Sanders (1981) stated that, "in its everyday sense information means facts, data, opinion and the likes, including but certainly not confine to what is revealed in the result of a study, research, administrative investigation and scholarship in all fields of knowledge. The information represents facts which can be in diverse forms and are gathered from various sources".

1.2   Characteristic of Information

Good information can be data, a fact or knowledge that is used and which creates value. Experience and research show that good information has numerous qualities. Good information is relevant, accurate, complete, reliable and targeted to the right person. Several characteristics of information therefore include:

1. **Timelines**: Information is considered useful when it is timely. Information must be obtained in time for the purpose for which it is required. Information received too late will be irrelevant. For example, if you receive a brochure from a theatre and notice there was a concert of your favourite band yesterday, then the information is too late to be of use.

2. **Origin**: All information has origin. The origin of information should be known to determine how authentic it is. Information concerning students that doesnot emanate from the students' affairs division of the school or any other top sources cannot be said to be authentic.

3. **Authority**: The originator of the information should be an authority in the field where the information is sourced; that is, such a fellow must be an expert in the field he/she gives the information on.

4. **Formats:** Information can come in various formats (oral, verbal, book, CD-ROM, journals, magazines, etc.) The format that will best suit the needs of the users must be determined.

5. **Recency**: Information can be recent in varying degrees. The more recent information is, the more important and useful it is for the users.

6. **Availability/Accessibility:** Information should be easy to obtain or access. Information kept in a book of some kind is only available and easy to access if you have the book at hand. A good example of availability is a telephone directory, as every home has one for its local area.

   It is probably the first place you look for a local number. But nobody keeps the whole country's telephone books so for numbers further afield you probably phone a directory enquiry number. For business premises, say for a hotel in London, you would probably use the Internet.

7. **Accuracy:** Information needs to be accurate enough for the use to which it is going to be put. However, to obtain information that is 100% accurate is usually unrealistic, as it is likely to be too expensive to produce on time. Nevertheless, the degree of accuracy depends upon the circumstances.

8. **Reliability or objectivity:** Reliability deals with the truth of information or the objectivity with which it is presented. You can only use information confidently if you are sure of its reliability and objectivity.

9. **Relevance/appropriateness:** Information should be relevant to the purpose for which it is required. It must be suitable. What is relevant for one manager may not be relevant for another. The user will become frustrated if the information contains data irrelevant to the task in hand.

10. **Completeness:** Information should contain all the details required by the user. Otherwise, it may not be useful as the basis for making a decision. For example, if an organization is supplied with information regarding the costs of supplying a fleet of cars for the sales force, and servicing and maintenance costs are not included, then a costing based on the information supplied will be considerably underestimated.

Ideally, all the information needed for a particular decision should be available. However, this rarely happens; good information is often incomplete. To meet all the needs of the situation, you often have to collect it from a variety of sources.

In-Text Question
The following are characteristics of the information except:
   a. Decent
   b. Authority
   c. Formats
   d. Origin

In-Text Answer
   a. Decent

1.3   Sources of Information
Information can be derived out of two basic sources, which are:
   ❖ Primary sources
   ❖ Secondary sources
   ❖ Tertiary sources

1.3.1 Primary information
A primary source of information is one that provides data from an original source document. This may be as simple as an invoice sent to a business or a cheque received. It may be more complex, such as a set of sales figures for a range of goods from a tinned food manufacturer for one week, or it may be a set of sales figures over several weeks and several locations.

There are many examples of primary sources in many walks of life, but generally a primary source is defined as being where a piece of information appears for the first time. Information published in the daily newspapers, proceedings of conferences, workshops and meetings; report on new discoveries, projects etc, are also primary sources of information.

1.3.2 Secondary information

A secondary source of information is one that provides information from a source other than the original. Secondary sources are processed primary sources, second-hand versions. Secondary source has a addition to the information contained in the primary sources, it is a more elaborate information than that containd in the primary source. Examples of secondary sources could be an account book detailing invoices received a bank statement that shows details of cheques paid in and out.

Where statistical information is gathered, such as in surveys or polls, the survey data or polling data are the primary source and the conclusions reached from the survey or the results of the poll are secondary sources.

1.3.3 Tertiary information

Tertiary source of information is one that provides a comprehensive, detailed, contributions and ideas from professionals/examiners to the information contained in the primary and secondary information sources. A discovery announced in the primary source which was further documented in the secondary can be made into a reading document or testbook for wide consumption.

In-Text Question

A secondary source of information is one that provides information from a source other than the original. Secondary sources are processed primary sources, second-hand versions. TRUE/FALSE

In-Text Answer
TRUE

1.3.3 Internal information

All organizations generate a substantial amount of information relating to their operations. This internal information is vital to the successful management of the organization. The information may be available from a number of sources within the organization, for example:

- Marketing and sales information on performance, revenues, market shares, distribution channels, etc.
- Production and operational information on assets, quality, standards, etc.
- Financial information on profits, costs, margins, cash flows, investments, etc.

- Internal documentation such as order forms, invoices, credit notes, procedural manuals.

1.3.4   External information

An external source of information is concerned with what is happening beyond the boundaries of the organization. This covers any documentation relating to a subject area produced as a summary or detailed report by an agency external to an organization. Such information may be obtainable from government agencies or private information providers. Examples might include:

1. Census figures
2. Telephone directories
3. Judgments on court cases
4. Computer users' yearbook
5. Legislation, for example
6. Gallup polls the Data Protection Act
7. National opinion polls
8. Trade journals
9. Ordnance Survey maps
10. Professional publications
11. Financial services agencies such
12. Industry standards as Dunn and Bradstreet
13. The Internet

1.3.5 Categories of Information Needs

An information need is a gap in a person's knowledge. When a person identifies such a gap, it may be expressed as a question or a search query. Categories of information needs of individuals, therefore, include information for:

- ❖ Assignment
- ❖ Examination preparation
- ❖ Personal development
- ❖ Recreation and entertainment
- ❖ Learning
- ❖ Personal research
- ❖ Group presentation
- ❖ Professional growth
- ❖ Project preparation

1.3.6 Factors Affecting Information Needs

Information needs are affected by a variety of factors, which are underneath:

- The range of information services available;
- The uses to which information will be put to use;
- The background, motivation and professional orientation and other individual characteristics of the user;
- The social, political and economic systems surrounding the user;
- The consequences of information use.

Summary of Study Session 1

In this study, you have learnt about:

1. The concepts of information.
2. The characteristics of information were also provided, as well as sources of information.
3. The factors affecting information needs were highlighted; the categories of information need to include assignment, exam preparation, personal development, learning, research and the likes were also enumerated in the study.

Self-Assessment Question for Study Session 1

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this study as a guide.

SAQ 1 (Test of learning outcome 1.1)
What do you understand by information?

SAQ 2 (Test of learning outcome 1.2)
List and explain 5 characteristics of information?

SAQ 3 (Test of learning outcome 1.3)
What are the sources of information?

Notes on SAQs for Study Session 1
SAQ 1

Information refers to data presented in a readily comprehensible form, to which meaning has been attributed within a context for its use. In a more dynamic sense, information is described as the message conveyed by the use of a medium of

communication or expression. Whether a specific message is informative or not depends in part on the subjective perception of the person receiving it.

SAQ 2

1. **Availability/Accessibility**: Information should be easy to obtain or access. Information kept in a book of some kind is only available and easy to access if you have the book to hand. A good example of availability is a telephone directory, as every home has one of its local area. It is probably the first place you look for a local number. But nobody keeps the whole country's telephone books so for numbers further afield you probably phone a directory enquiry number. For business premises, say in a hotel in London, you would probably use the Internet.

2. **Accuracy**: Information needs to be accurate enough for the use to which it is going to be put. However, to obtain information that is 100% accurate is usually unrealistic, as it is likely to be too expensive to produce on time. Nevertheless, the degree of accuracy depends upon the circumstances.

3. **Reliability or objectivity**: Reliability deals with the truth of information or the objectivity with which it is presented. You can only really use information confidently if you are sure of its reliability and objectivity.

4. **Relevance/Appropriateness**: Information should be relevant to the purpose for which it is required. It must be suitable. What is relevant for one manager may not be relevant for another. The user will become frustrated if the information contains data irrelevant to the task in hand.

5. **Completeness**: Information should contain all the details required by the user. Otherwise, it may not be useful as the basis for making a decision. For example, if an organization is supplied with information regarding the costs of supplying a fleet of cars for the sales force, and servicing and maintenance costs are not included, then a costing based on the information supplied will be considerably underestimated. Ideally, all the information needed for a particular decision should be available. However, this rarely happens; good information is often incomplete. To meet all the needs of the situation, you often have to collect it from a variety of sources.

SAQ 3

1. Primary sources
2. Secondary sources

References

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Prasad, H.N. 2000. Information Needs and Users. Retrieved June 11, 2015 from http://www.lemi.uc3m.es/est/forinf@/index.php/Forinta/article/viewFile/33/34

Simms, James R. 2007. Information: Its nature, measurement and measurement units. Retrieved June 2, 2015 from http://www.onlinelibrary.wiley.com/doi/10.1002/bs.3830410201/abstract

Study Session 2: Libraries

Here is a sample of a Mobile Library
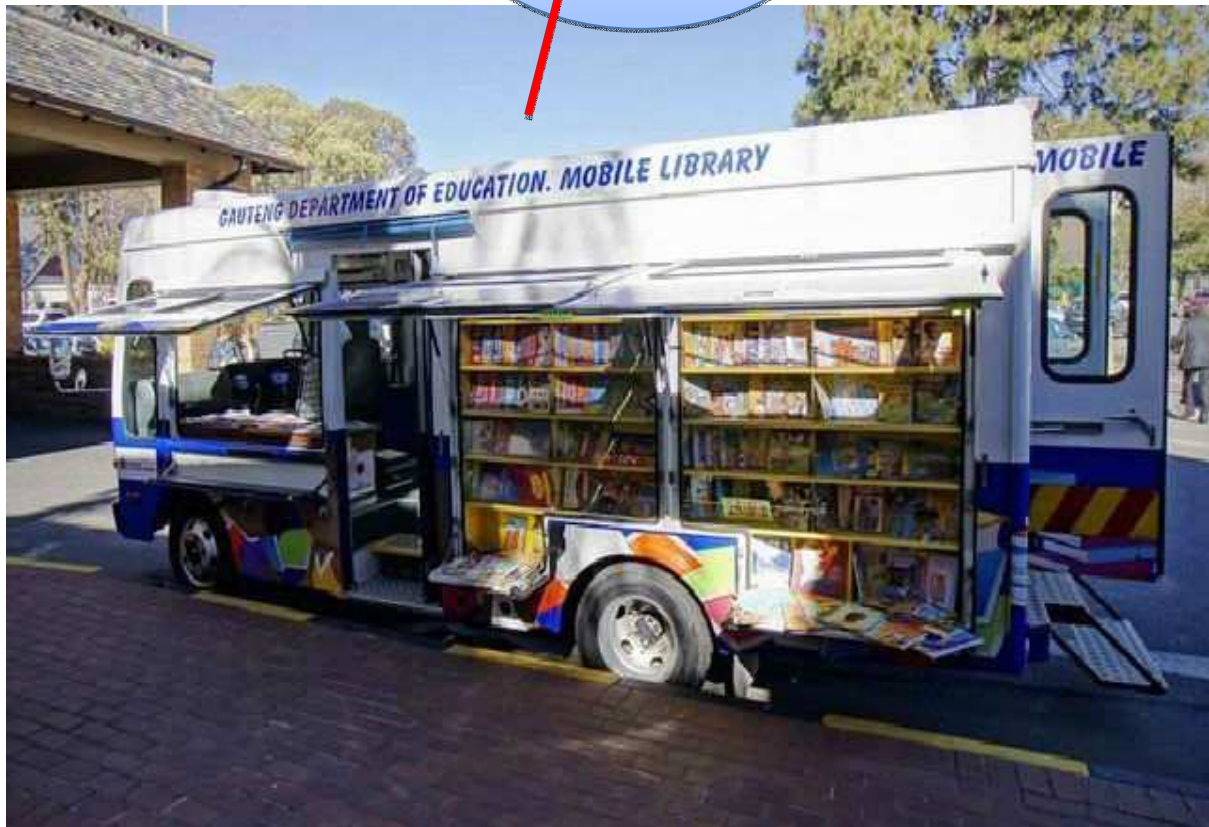
Introduction

A library can be said to be an institution where information is gathered, processed, stored and disseminated in both book and non-book form to users who need the information by a qualified library staff or librarian.

The presence of any library presupposes the existence of an institution; this can be physical as the case of traditional library or virtual (library without walls, but still hosted and coordinated in a place), information, this is the product the library use to satisfy its users. This information is presented in both book and non-book form, there is also the users and finally, a qualified person called a librarian who provides information to users.

In this study, you should be educated on the definition, Characteristics and Principles of Libraries.

Learning Outcomes from Study Session 2

At the end of this study, you should be able to:

2.1   Define Library;

2.2   Explain the characteristics of a Library; and

2.3   Highlight the principles of library science.

2.1   What is a Library

A library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both.

A library's collection can include textbooks, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, Blu-ray Discs, e-books, audio books, databases, and other formats. Libraries range in size from a few shelves of books to several million items. Some of these items are discussed as follows:

1. Textbooks

A textbook or course-book (UK English) is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Schoolbooks are textbooks and other books used in schools. Although most textbooks

are only published in printed format, many are now available as online electronic books.
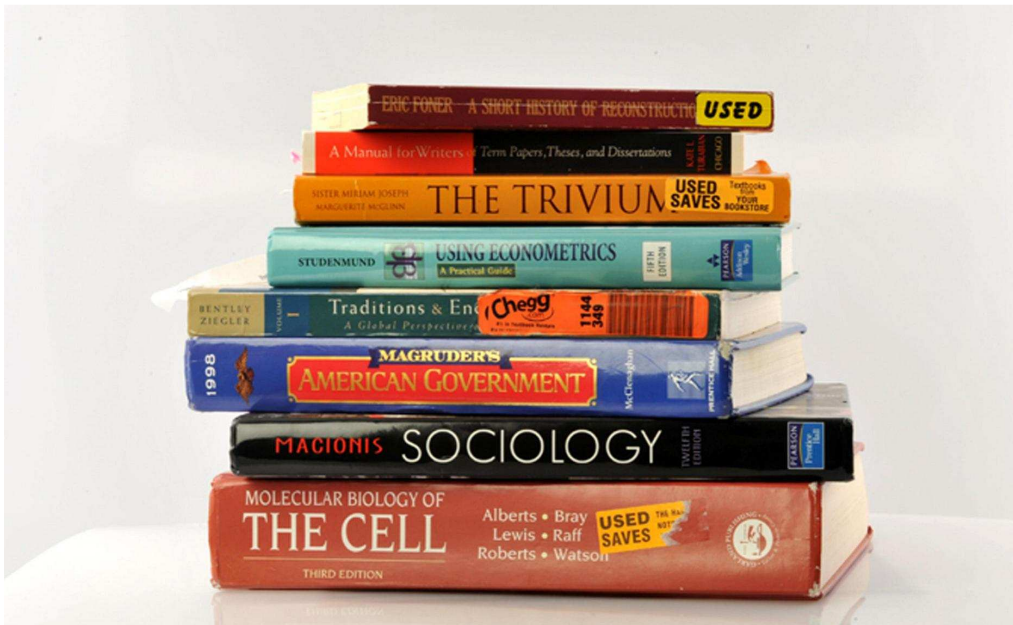
Figure 2.1: *Textbooks*

Source:*http://nyulocal.com/wp-content/uploads/2015/09/textbooks.resized.jpg*

2. Manuscripts

A manuscript is any document written by hand or typewritten, as opposed to being mechanically printed or reproduced in some automated way. More recently it is understood to be an author's written, typed, or word-processed copy of a work, as distinguished from the print of the same.

Figure 2.2: *Manuscript*

Before the arrival of printing, all documents and books were manuscripts. Manuscripts are not defined by their contents, which may combine writing with mathematical calculations, maps, explanatory figures or illustrations.

3. Blu-ray Discs

Blu-ray or Blu-ray Disc (BD, BRD) is a digital optical disc data storage format. It was designed to supersede the DVD format, in that it is capable of storing high-definition video resolution (1080p). The plastic disc is 120 mm in diameter and 1.2 mm thick, the same size as DVDs and CDs.

Figure 2.3*: Blu-ray disc*

4. Databases

A database is a collection of information that is organized so that it can easily be accessed, managed, and updated. In one view, databases can be classified according to types of content: bibliographic, full-text, numeric, and images.

Figure 2.4: Database
Source: http://labs.sogeti.com/wp-content/uploads/2015/08/databases.jpg

5. E-books

An electronic book (variously: e-book, e-book, e-book, ebook, digital book or e-edition) is a book-publication in digital form, consisting of text, images, or both, readable on computers or other electronic devices. Although sometimes defined as "an electronic version of a printed book", many e-books exist without any printed equivalent.

Figure 2.5: A gadget having in it all the soft copies of the textbooks beside it
Source:http://www.alleganycountylibrary.info/uploads/ebooks_books.jpg

6. Documents

A document is a written, drawn, presented or recorded representation of thoughts. Originating from the Latin Documentum meaning lesson - the verb doceō means to teach, and is pronounced similarly, in the past it was usually used as a term for a written proof used as evidence. In the computer age, a document is usually used to describe a primarily textual file, along with its structure and design, such as fonts, colors and additional images.

Figure 2.6: Documents
Source:https://www.rabobank.com/en/images/A%20Kerndocumenten.jpg.

7. Maps

A map is defined as a representation, usually on a flat surface, of a whole or part of an area, earth or terrestial body. The job of a map is to describe spatial relationships of specific features that the map aims to represent. There are many different types of maps that attempt to represent specific things. Maps can display political boundaries, population, physical features, natural resources, roads, climates, elevation (topography), and economic activities.

Figure 2.7: Maps
Source:
http://cdn.shopify.com/s/files/1/0071/5032/products/World_Maps_International_20mil_1.jpg
?v=1413619116

8. Films

A film, also called a movie, motion picture or Photoplay, is a series of still images which, when shown on a screen, creates the illusion of moving images due to the phi phenomenon. This optical illusion causes the audience to perceive continuous motion between separate objects viewed rapidly in succession.

Figure 2.8: A Film reel and clapper board
Source:http://www.cleopatrafilms.com/images/film-reel-and-clapperboard.jpg

A library is organized for use and maintained by a public body, an institution, a corporation, or a private individual. Public and institutional collections and services may be intended for use by people who choose not to or cannot afford to purchase an extensive collection themselves, who need material no individual can reasonably be expected to have, or who require professional assistance with their research.

In addition to providing materials, libraries also provide the services of librarians who are experts at finding and organizing information and at interpreting information needs.

Box 1.1: A Library
The library is an essential instrument for intellectual development. A well stocked library is a storehouse of information, or a record of human experience to which users may turn to for data or information. Libraries assist the research process by collecting, preserving and making available an array of information resources relevant to their research community.

An effective and efficient library system can significantly contribute to the studies, students and other users' development in a wider perspective. For instance, a university library or any other library attached to an institution of higher education exists to support the goals of its parent organization.

In-Text Question

A library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. And they include the following:

    a. Microform
    b. CDs
    c. Television
    d. Videotapes

In-Text Answer

c. Television

2.2 Characteristics of Libraries

There are several distinctive characteristics that make libraries to be unique. These characteristics include:

1. The library should be centrally located within the community it is situated in order to be accessible by its users

2. Large space to accommodate resources in the library both human resources and material resources which are sometimes termed stock-in-trade of a library.

3. Personnel at all levels to include professionals (trained librarians), Paraprofessionals to include the library officers and the support staff to include the security, cleaners, messengers, typists, clerks and the likes. They all work unanimously towards realizing the aims and objectives of the library.

4. Library irrespective of the type must have materials, prints, non-prints (electronic materials), audiovisual materials and the likes.

5. The materials must be well organized. An organization has to do with cataloguing and classification of the materials in order to facilitate access to the users.

6. There must also be borrowers' right in the library that is, users must be allowed to use the library and its resources in catering for their numerous information needs.

7. Provision of convenient and conducive reading tables and chairs for the users is also a key characteristic of libraries.

8. There must be fixed opening and closing hours: Opening hours should be adapted, on the one hand, to the needs of the library users, but be feasible, on the other hand, for the library staff members. Regardless what the hours are, it is important that they can be maintained in any event, and need not be reduced.

Box 2.2: Library Rules and Regulations (Guidelines)
Protect yourself by establishing clear rules. User guidelines are useful for even the smallest library, since these can be referred to in any case of irregularity or breach of rules. Naturally, such library guidelines cannot foresee every situation, especially when there are several user groups (such as students and instructors).

2.3   Principles of Library Science

There are five guiding principles propounded by a popular Indian information scientist, Dr. S. N. Ranganathan. These principles are applicable to all aspects of librarianship, and they have worldwide acceptance. They are:

1. **Books are for use:** books and other vital information carriers in the library are for use by the library users and potential library users. They are systematically organized to meet the needs of the users.

2. **Every user his book:** this principle is used to ensure that every user of the library gets the desired materials and in their field of study. Every category of user (i.e, children, students, adult, old people, people with special needs, etc.) the library serves should have one thing or another to use in the library.

3. **Every book its user:** users of the library have different mission and different information needs, also they have different and diverse subject disciplines/background. In other words, useful materials that will cater for the needs of the users must be acquired in different subject disciplines, organized, stored and disseminated to the users and potential users. All stock infformation materials must be useful

4. **Do not waste the time of library users:** library users are always in a haste to get whatever information resources that will suit their needs. It is the responsibility of the library management to organize their resources and make them accessible to the clienteles. This is achievable through the provision of card catalogues, Online Public Access Catalogue (OPAC) (resource locators/pointers) to be used by, the patrons to get their needed resources on the shelves without time wasting.

5. **The library is a growing organism:** this principle explains that the library should be on-going in its service deliveries. There should be constant and adequate collection development at all times. The library must keep acquiring recent and newest materials that are relevant to the users' needs.

Summary of Study Session 2
In this study, you have learnt about:
1. The overview of different definitions of libraries.
2. The characteristics of libraries; location, space, personnel, both trained and support personnel, resources (human and material resources), materials, rules and regulations and so on were also discussed.
3. The principles of library science were also discussed in the study.

Self-Assessment Question for Study Session 2
Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this study as a guide.

SAQ 1 (Test of learning outcome 2.1)
Give various definitions of libraries?

SAQ 2 (Test of learning outcome 2.2)
Explain five characteristics of a library?

SAQ 3 (Test of learning outcome 2.3)
List and explain five principles of library science.

Notes on SAQs for Study Session 2
SAQ 1

A library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both.

A library's collection can include textbooks, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, Blu-ray Discs, e-books, audio books, databases, and other formats. Libraries range in size from a few shelves of books to several million items.

SAQ 2

There are several distinctive characteristics that make libraries to be unique. These characteristics include:

1. The library should be centrally located within the community it is situated in order to be accessible by its users

2. Large space to accommodate resources in the library both human resources and material resources which are sometimes termed stock-in-trade of a library.

3. Personnel at all levels to include professionals (trained librarians), Paraprofessionals to include the library officers and the support staff to include the security, cleaners, messengers, typists, clerks and the likes. They all work unanimously towards realizing the aims and objectives of the library.

4. Library irrespective of the type must have materials, prints, non prints (electronic materials), audiovisual materials and the likes.

5. The materials must be well organized. An organization has to do with cataloguing and classification of the materials in order to facilitate access to the users.

6. There must also be borrowers' right in the library that is, users must be allowed to use the library and its resources in catering for their numerous information needs.

SAQ 3

These principles are applicable to all aspects of librarianship, and they have worldwide acceptance. They are:

1. Books are for use: books and other vital information carriers in the library are for use by the library users and potential library users. They are systematically organized to meet the needs of the users.

2. Every user his book: this principle is used to ensure that every user of the library gets the desired materials and that libraries on their own parts manage these resources. Management of resources has to with cataloguing, classification, indexing, abstracting to mention just these. Once these are ensured, easy access and retrieval of the information, materials becomes visible to the users, especially on the shelves where the materials are properly arranged.

3. Every book its user: users of the library have different mission and different information needs, also they have different and diverse subject disciplines/background. In other words, useful materials that will cater for the needs of the users must be acquired in different subject disciplines, organized, stored and disseminated to the users and potential users.

4. Donot waste the time of library users: library users are always in a haste to get whatever information resources that will suit their needs. It is the responsibility of the library management to organize their resources and make them accessible to the clienteles. This is achievable through the provision of card catalogues (resource locators/pointers) to be used by, the patrons to get their needed resources on the shelves without time wasting.

5. The library is a growing organism: this principle typifies that the library should be on-going in its service deliveries. There should be constant and adequate collection development at all times. The library must keep acquiring recent and newest materials that are relevant to the users' need.

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Study Session 3: Major Sections in the Library and their functions

Children's library organized in different zones.

Introduction

Library irrespective of the type is designed to satisfy the information, education, research, recreational and cultural needs of the library users and therefore,the library isdivided into different sections which perform different but coordinated functions for maximum satisfaction of user information needs.

Library Catalog

For example a library catalog or library catalogue is a register of all bibliographic items found in a library or group of libraries, this should be located in the circulation section of the library so that users can easily locate the information of their choice. This study, therefore will identify major sections of the library and routines in them.

Learning Outcomes from Study Session 3
At the end of this study, you should be able to:

3.1   Discuss different sections in a library

3.2   Highlight the routines in different sections of a library

Sections in a Library
The library is broadly divided into two main sections: the readers' section which performs "scene" functions. In these sections, users have direct contact with librarians and can ask questions directly from them (they are the Circulation, Refence sections and System Unit/Information and Communication Technology (ICT) section). The second division which is the technical section perform "behind the scene" functions because library users do not have access to these section and can have contacts with librarians of these section (they are Cataloguing and Classification section, Serial section, Bindery section, Acquisition/Collection management section).

3.1.1   The Acquisition Section
Acquisition entails the process of selecting, ordering, and receiving materials for library or archival collections by purchase, exchange, or gift, which may include

budgeting and negotiating with outside agencies, such as publishers, dealers, and vendors, to obtain resources to meet the needs of the institution's clientele, in the most economical and expeditious manner.

The acquisition section of a library is the department within a library responsible for selecting, ordering, and receiving new materials, and for maintaining accurate records of such transactions, usually managed by an acquisitions librarian.

In small libraries, the acquisitions librarian may also be responsible for collection development, but in most public and academic libraries, this responsibility is shared by all the librarians who have an interest in collection building, usually on the basis of their expertise and subject. Routines in the acquisition department include:

Selection

Carding

Stamping of new arrivals

Accessioning
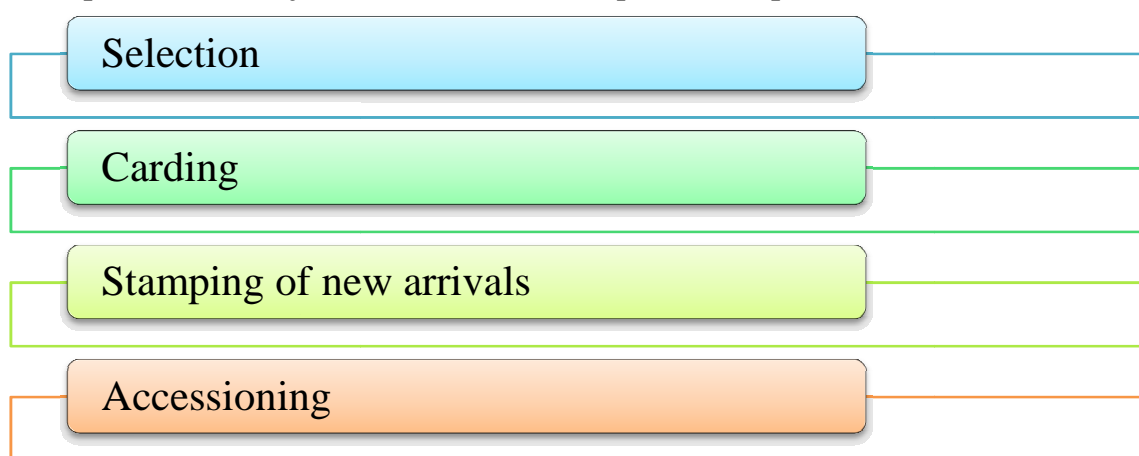
Figure 3.1: Routines in the acquisition department

1. **Selection**:This is the process of deciding which materials should be added to a library collection. Selection decisions are usually made on the basis of reviews and standard collection development tools, by librarians designated as *selectors* in specific subject areas, based on their interests and fields of specialization. In academic libraries, selection may also be done by members of the teaching faculty in their disciplines.

Very large academic and public libraries may use an approval plan or blanket order plan to assist selectors. Library patrons also recommend titles for purchase, especially in libraries that provide a suggestion box.

2. **Carding**: This entails entering the selected items to be acquired on the card in a manner known as carding. This is done in order that the cards can be easily interfiled and arranged alphabetically or in any desired order.

Order placement of documents: This involves preparing orders for the items to be acquired, done in multiple copies. Two copies are sent to the vendor who shall be

expected to return one of the copies along with the materials purchased. One copy is kept in the order file, and another copy will be in the process file.

Receiving new materials for the library: When items are received, they are carefully checked and verified to ensure that the correct order has been received. Materials are examined to ensure that they are not damaged.

3. **Stamping of new arrivals**:This is the process of impressing letters or a decorative design on the cover of a book in ink, metal foil/leaf, or blind, using an engraved plate called a *brass* (binder's die) mounted on a *blocking press*.

4. **Accessioning**:A unique number assigned to a bibliographic item in the order in which it is added to a library collection. It is recorded in an accession record and maintained by the technical services department. Most libraries assign accession numbers in continuous numerical sequence, but some use a code system to indicate the type of material and/or year of accession, in addition to order of accession.

3.1.2 The Cataloguing and Classification Section

The section is referred to as the pillar and the backbone of a library. It is headed by a chief cataloguer. The cataloguing department is responsible for describing the bibliographic details of information resources to include; author(s), title/sub-title, statement of responsibility, edition, imprint(place, publisher's name, and year of publication), series, collation (pagination, dimension, illustration), ISBN, tracing and the likes.

Box 3.1: The Cataloguing Section

The section is likewise responsible for the classification of the materials, which entails grouping materials according to common characteristics relating to their subject matter. In classification, all materials that have similar subject content are grouped together and assigned class numbers.

The class number identifies each item as a member of a group. Cataloguing section of a library creates card catalogues that indicate what materials are available in the library. Card catalogues help library users to locate and retrieve needed materials displayed on the shelves in the library.

Cataloguing and classification as devise are used to systematically organize the information materials in the library for easy retrieval by users. The devise brings about orderliness to the informational materials acquired for public use and consultation. It has been said that a building filled with books is not necessarily a library unless the books have been organized for easy access and made available for use.

Hence, the function of this section is to organize library information resources with suitable bibliographic controls to facilitate access to the resources by clienteles. Routines in cataloguing and classification therefore include:
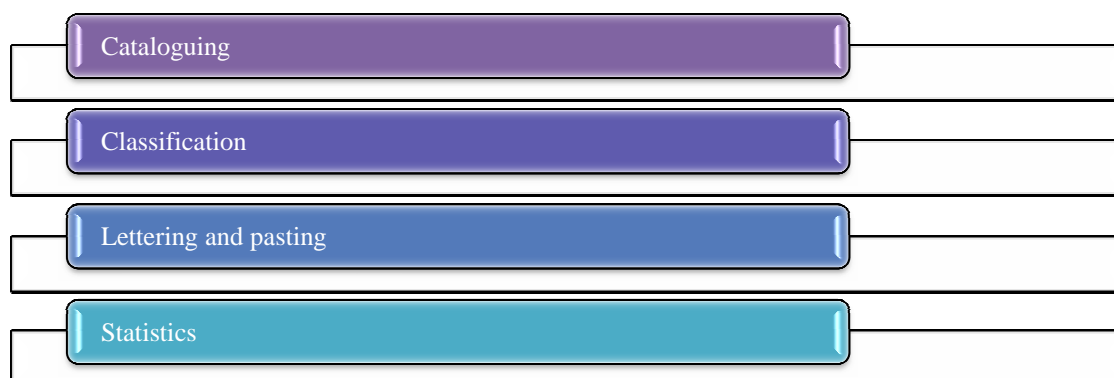
Figure 3.2: Routines in cataloguing and classification

Cataloguing: This is a process of creating entries for a catalogue. In libraries, this usually includes bibliographic description, subject analysis, assignment of classification notation, and all the activities involved until the item is placed on the shelf. These tasks are usually performed under the supervision of a librarian trained as a cataloguer.

Classification: The is the process of dividing objects or concepts into logically hierarchical classes, subclasses, and sub-subclasses based on the characteristics they have in common and those that distinguish them. It is also used as a shortened form of the term classification system or classification scheme.

Lettering and pasting: Lettering is done with the aid of a computer system by typing the class mark, cutter number, year of publication, the owner and the location of the book. Letterings generated are pasted on the spines of the books with cello tape. If the spine of a particular book is tiny, it is pasted on the front corer, on the lower region towards the left side.

All the bibliographic items of all the materials are written /recorded in an input sheet printed out by the way of backup.

Statistics: The statistics of the total number of catalogued books for each month are taken in this department.

3.1.3 The Serials Section
This section of a library is headed by a serial librarian. This section selects, acquire, record, process and display information resources that are ephemeral in nature (serials), to include newspapers, magazines, journals, bulletins, grey literature and the

likes for consultation in the library by the users. It is also the duty of this section to index and abstract serials, and create vertical files for the serials.

Serials section of a library provides specialized services to users such as compilation of reading lists, selective dissemination of information, and publication of the current content list and so on. Other routines in this section include: cataloguing and classification of serials, creation of serials catalogue, and handling of all financial related matters to the procurement of serials publications. Routines in the serials section comprise:

Opening and sorting mails: mails are carefully opened, then envelopes and wrappers inserted into the parts for possible future consultation. Mails are sorted into working order. Preliminary examination: this is done to determine whether each serial item is a continuation of an established title (changes of title included), the first part of a title on order, or an unsolicited item.

Recording continuation: this covers the details of the individual parts (year, volume, part) and the date of receipts, record the receipts in strict order of numeration so that skipped issues may be detected.

In-Text Question
The _____section of a library is headed by a serial librarian.
   a. The Serials Section
   b. The Cataloguing Section
   c. The Acquisition Section
   d. None of the above

In-Text Answer
c. The Acquisition Section

Cataloguing and classification of journals
The following are involved in Cataloguing and classification of journals:
   1. Stamping and proper recording of newly acquired journals, newspapers and magazines.
   2. Taking about users' statistics for decision making.
   3. Interfiling of journal cards produced in both the serials catalogue cabinet and Kardex card cabinet.
   4. Answering of users' queries pertaining to the use of serial publications.

3.1.4 Collection Development Section

The section is headed by a selection librarian who does routines of a selection of information resources, ordering of the resources, receiving, and accessioning of the resources, appraisal of materials and keeping of statistics of materials acquired. Materials are acquired for the library through direct purchase from the author/publisher, gift, donations, exchanges, bequeath and so on.

Collection Development section is the section that has first point of the process for all library materials. When materials are acquired into the library, especially through purchase, the section sends for the auditor who will acknowledge the proper usage of library funds on the materials bought after they have ascertained a match between the materials delivered and the order.

Then, the materials will be stamped with ownership, lip and accession stamps before they are recorded in the appropriate books (Purchase register for purchased books while Gift Register for gifted, donated and bequeathed books). Ownership stamp is stamped on the first two (2) pages at the front and back of a book, Accession stamp is stamped on the copyright page while Lip stamp is stamped on the three (3) edges of a book.

Afterward, accession number is given to the book. This number is a unique number given to library materials according to their sequential arrival into the library. Routines in the collection development include:

- Selection and acquisition of information materials (notably books and journals) in accordance with the collection development policy of a library through criteria and tools use for selection, various ways through which libraries acquired their resources;
- Processing of newly acquired materials in the library which involves checking against order, stamping, recording and accessioning of books.

3.1.5 Circulation Section

Circulation section is the section of a library where users have direct contact with the library staff. Circulation services deal with methods that comprise the lending of books and other materials which involves the registration of users; granting of loans, procedures for renewals and overdue books; methods of relating to readers' request and reservation and other services.

This section is very crucial to the image of the library as the effectiveness and efficiency of its services would undoubtedly determine the functionality of the library to users, as it is said that "an institution that owns one book and allows people to use it

is a library while another that owns millions of books and does not allow people to use them is not a library".

Thus, the possibility of the library users borrowing books, and making effective use of the library's information materials is a major service that attracts many users to the library. Circulation section therefore has the responsibility of making information materials in the library available to the users. Some of the major activities that are carried out in this section of the library are:

1. **Charging and discharging of books**: Charging entails recording the loan of a book or other item from the circulating collection of a library to a borrower, while discharging means to cancel the record of a loan upon return of the borrowed item and payment of any overdue fine.

Charging is the process of giving out books on loan to library users while discharging is the process of receiving books that are loaned out of the library after the expiration of such loan. There are different charging systems such as Browne Charging System, Newark Charging System and so on that can be adopted by any library to suit its nature and operations.

2. **Registration of library users**: All users are required to fill the registration form and also produce two passport photographs. This will lead to an issuance of a "Library Identification Card" for users. This card is valid for the duration of users programme. Users who are not eligible under the stated condition and wish to make regular use of the library must make personal application to the librarian for such permission.

3. **Library orientation/tour**: This is a vital activity carried out by this section of the library. This programme is aimed at acquainting fresh students and new users of the library with the library and its entire resources. In this programme, library users are shown the different sections of the library, the facilities and the information materials in the library and how to source for information in the library. Also, the section also engages in a library awareness programme, library ethics and regulations, library exhibitions and display.

4. **Shelving Arrangement**: Shelving is the arrangement of used and returned books or newly acquired books on the shelves. Shelving of information resources is done in a classified order. Materials are systematically and accurately shelved. Location of needed materials is easy only when they have been properly arranged and shelved by their class numbers.

5. **Shelf reading**: This is a periodic examination of the arrangement of books and other materials in the stacks of a library to ensure that items are in correct call

number sequence on the shelf. This duty is usually performed by a student assistant or staff member called a page, during slack periods. An item shelved out of order may be lost to users until the shelves are read.

6. **Overdue**: Refers to a circulating item checked out by a borrower and kept past its due date. Most circulation systems are designed to automatically generate an overdue notice requesting prompt return of the item. Most libraries charge fines for overdue materials. A borrower' s account may be blocked if fines accumulate beyond a maximum amount determined by the library. Accounts long overdue may be sent to a collection agency. Overdue charges can be avoided by renewing an item on or before its due date.

7. **Overdue notice**: It is a printed or handwritten notice sent to a borrower's street address requesting the prompt return of items kept past their due date. The first notice may be followed by a second notice, then a final notice, depending on the policy of the individual library or library system.

3.1.6 Reference Section

The reference section of a library houses information materials that are meant for consultation on a specific subject matter. The section can as well be referred to as research section because most of the resources are not meant to be read from cover to cover. The reference section of any library irrespective of the type is an outlet for all kinds of restricted materials. It is a major area of the library where contact is made with the public.

The reference section houses materials which are for in-library use only. These materials contain facts that have been assembled from many sources and organized each subject matter so as to facilitate quick access and use. These materials include: encyclopedias, dictionaries, directories, abstracts, indexes, handbooks, atlases, gazetteers, biographies, yearbooks, bibliographies and others.

Box 3.2: Reference Section

Reference materials by their nature, are consulted for specific items of information and permit speedy location and extraction of such information. Users can only consult a section of a reference material to retrieve needed information because reading the whole document or publication will serve no useful purpose and spaces are provided in the reference section where users can conveniently sit and consult the often voluminous reference materials.

Routines in the reference section therefore include:

1. Answering of users' queries;
2. Shelving and shelf-reading of theses;
3. Registration of both the internal and external users;
4. Using of reference materials to answer users information needs;
5. Charging and discharging of theses to users (it should however be noted that theses are only meant for consultation and not to be borrowed out of the library);
6. Recording of activities done in the section;
7. Selective dissemination of information (SDI);
8. Current awareness services;
9. Literature search;
10. Provision of rare materials to users;
11. Housing of reference materials.

In-Text Question
The reference section of a library houses information materials that are meant for consultation on a specific subject matter, TRUE/FALSE?

In-Text Answer
TRUE

3.1.7 System/ICTs Section
The world is growing and changing due to the accessibility of information irrespective of its spatiotemporal location. This is achieved through the use of ICTs. Libraries are sources of information, so for them to keep pace with the rate at which information is growing and to provide access to it, the application of ICTs in the field of librarianship is necessary.

This is why most modern libraries have in one or the other established an ICT unit for easy access and up to date information. This section is referred to as the service unit of a library. The section serves as an access point to all electronic information resources within the library and all systems related issues within the library are attended to and the unit practically has relationship with other sections of the library. Activities in ICTs section include:

Online cataloguing: A library catalogue consists of a collection of bibliographic records in machine-readable format. It is maintained on a dedicated computer that

provides uninterrupted interactive access via terminals or workstations indirect, continuous communication with the central computer.

Most online catalogues are searchable by author, title, subject heading, and keywords. The software used in online catalogues is proprietary and not standardized.

Printing: Printing entails transferring an inked image or text from blocks, type, or plates onto a sheet or roll of paper, or onto some other printing surface, by the application of pressure. It also refers to the result of such a process, whether it be a string of characters on a page, or an entire page of text and/or illustration.

Scanning: This is a process of reading and converting handwritten or printed text, graphics, or barcodes into digital format (a bitmap) for processing or display on a computer screen, without actually recognizing the content. In the systems/ICTs unit of libraries, optical scanners are used to create digital images of materials for interlibrary loan, document delivery, and electronic reserves.

 Photocopying: This entails production of identical copies of written or graphic materials by means of a printing press or other mechanical device. Additionally, it refers to all the copies of a book or other publication printed at one time in the same pressrun.

A copy of the first printing of the first edition of a work is usually of greater value to book collectors than a copy of a subsequent printing, in comparable condition. Also included in photocopying is the art of hand-lettering made to look like printed letters.

Internet services: Millions of computers worldwide are interconnected and the information sources in each computer are available to all users who have access to the internet in the ICTs section of the library.

Consulting services: A person with knowledge and experience in a specialized field, hired by a library or other institution to analyse a problem and provide professional or technical advice concerning possible solutions, especially when the required level of expertise is not available within the organization or the opinion of an outsider is desirable.

Although libraries have changed significantly over the course of history, as the following section demonstrates, their cultural role has not. Libraries remain responsible for acquiring or providing access to books, periodicals, and other media that meet the educational, recreational, and informational needs of their users.

They continue to keep the business, legal, historical, and religious records of a civilization. They are the place where a toddler can hear his first story and a scholar can carry out her research.

Summary of Study Session 3

In this study, you have learnt about:

The major sections in the library with various activities/routines in each of the unit comprehensively discussed.

1.   This includes acquisition,

2.   Cataloguing and classification section,

3.   The serials section, collection development section,

4.   Circulation section,

5.   Reference section, and

6.   The systems'/ICTs section.

Self-Assessment Question for Study Session 3

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this study as a guide.

SAQ 1 (Test of learning outcome 3.1)
What are the various sections in the library?

SAQ 2 (Test of learning outcome 3.2)
List and discuss activities in circulation and reference section.

Notes on SAQs for Study Session 3
SAQ 1

Reference 3.1

SAQ 2

1.   **Charging and discharging of books:** Charging entails recording the loan of a book or other item from the circulating collection of a library to a borrower, while discharging means to cancel the record of a loan upon return of the borrowed item and payment of any overdue fine.

2.   **Registration of library users**: All users are required to fill registration form and also produce two passport photographs. This will lead to an issuance of a "Library Identification Card" for users. This card is valid for the duration of users programme.

3. **Library orientation/tour**: This is a vital activity carried out by this section of the library. This programme is aimed at acquainting fresh students and new users of the library with the library and its entire resources.

4. **Shelving Arrangement**: Shelving is the arrangement of used and returned books or newly acquired books on the shelves. Shelving of information resources is done in a classified order. Materials are systematically and accurately shelved. Location of needed materials is easy only when they have been properly arranged and shelved by their class numbers.

5. **Shelf reading**: This is a periodic examination of the arrangement of books and other materials in the stacks of a library to ensure that items are in correct call number sequence on the shelf. This duty is usually performed by a student assistant or staff member called a page, during slack periods. An item shelved out of order may be lost to users until the shelves are read.

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Study Session 4: History of Libraries

Introduction

The history of libraries began with the first efforts to organize collections of documents and files. Areas of interest include accessibility of the collection, acquisition of materials, arrangement and finding tools, the book trade and the influence of the physical properties of the different writing materials.

Some documented materials in the years of old.

Other areas of interest include language distribution, role in education, rates of literacy, budgets, staffing, libraries for specially targeted audiences, architectural merit, patterns of usage, and the role of libraries in a nation's cultural heritage, and the role of government, church or private sponsorship.

Learning Outcomes from Study Session 4

At the end of this study, you should be able to:

4.1   History of Libraries

4.2   Library Development during the Classical Period

4.3   Library Development during the Renaissance Period

4.4   The Modern Period of Libraries

4.1 History of Libraries

The first libraries consisted of archives of the earliest form of writing the clay tablets in cuneiform script discovered in temple rooms in Sumer, some dating back to 2600

BC. These archives, which mainly consisted of the records of commercial transactions or inventories, mark the end of prehistory and the start of history. Things were much the same in the government and temple records on papyrus of Ancient Egypt.

Figure 4.1*: clay tablets*
Source*:http://www.betnahrain.org/Glossary/Clay_tablet/comet_final.gif*

The earliest discovered private archives were kept at Ugarit; besides correspondence and inventories, texts of myths may have been standardized practice-texts for teaching new scribes. There is also evidence of libraries at Nippur about 1900 BC and those at Nineveh about 700 BC showing a library classification system.

Over 30,000 clay tablets from the Library of Ashurbanipal have been discovered at Nineveh, providing modern scholars with an amazing wealth of Mesopotamian literary, religious and administrative work.

'Among the findings were the Enuma Elish, also known as the Epic of Creation, which depicts a traditional Babylonian view of creation, the Epic of Gilgamesh, a large selection of "omen texts" including Enuma Anu Enlil which "contained omens dealing with the moon, its visibility, eclipses, and conjunction with planets and fixed stars, the sun, its corona, spots, and eclipses, the weather, namely lightning, thunder, and clouds, and the planets and their visibility, appearance, and stations", and astronomic/astrological texts, as well as standard lists used by scribes and scholars such as word lists, bilingual vocabularies, lists of signs and synonyms, and lists of medical diagnoses'.

4.1.1 The Ancient Period
In the earliest times there was no distinction between a record room (or archive) and a library, and in this sense libraries can be said to have existed for almost as long as

records have been kept. A temple in the Babylonian town of Nippur, dating from the first half of the 3rd millennium BC, was found to have a number of rooms filled with clay tablets, suggesting a well-stocked archive or library.

Similar collections of Assyrian clay tablets of the 2nd millennium BC were found at Tell el-Amarna in Egypt. Ashurbanipal (reigned 668–c. 627 BC), the last of the great kings of Assyria, maintained an archive of some 25,000 tablets, comprising transcripts and texts systematically collected from temples throughout his kingdom.

Many collections of records were destroyed in the course of wars or were purposely purged when rulers were replaced or when governments fell. In ancient China, for example, the emperor **Shih huang-ti**, a member of the Ch'in dynasty and ruler of the first unified Chinese empire, ordered that historical records other than those of the Ch'in be destroyed so that history might be seen to begin with his dynasty.

Box 4.1: History of Library
Repression of history was lifted, however, under the Han dynasty, which succeeded the Ch'in in 206 BC; works of antiquity were recovered, the writing of literature as well as record keeping was encouraged, and classification schemes were developed. Some favoured a seven-part classification, which included the Confucian classics, philosophy, rhymed work (both prose and poetry), military prose, scientific and occult writings, summaries, and medicine.

A later system categorized writings into four types: the classics, history, philosophy, and miscellaneous works. The steady growth of libraries was facilitated by the entrenchment of the civil service system, founded in the 2nd century during the Han dynasty and lasting into the 20th century; this required applicantsmemorizes classics and to pass difficult examinations.

In-Text Question
In the earliest times there was a clear distinction between a record room (or archive) and a library, TRUE/FALSE?

In-Text Answer
FALSE

4.2 Library Development during the Classical Period
During the Classical period, the Library of Alexandria, in Egypt, was the largest and most significant great library of the ancient world. It flourished under the patronage of

the Ptolemaic dynasty and functioned as a major centre of scholarship for its construction in the 3rd century BC until the Roman conquest of Egypt in 30 BC.

'The library was conceived and opened either during the reign of Ptolemy I Soter (323–283 BC) or during the reign of his son Ptolemy II (283–246 BC). The Library of Celsus in Ephesus, Anatolia, now part of Selçuk, Turkey was built in honour of the Roman Senator Tiberius Julius Celsus Polemaeanus (completed in 135 AD) by Celsus' son, Gaius Julius Aquila (consul, 110 AD'.

The library was built to store 12,000 scrolls and to serve as a monumental tomb for Celsus. The library's ruins were hidden under debris of the city of Ephesus that was deserted in the early Middle Ages. In 1903, Austrian excavations led to this hidden heap of rubble that had collapsed during an earthquake.

The donator's son built the library to honour his father's memory and construction began around 113 or 114 AD. Presently, visitors only see the remains of the library's facade.Private or personal libraries made up of written books (as opposed to the state or institutional records kept in archives) appeared in classical Greece in the 5th century BC. The celebrated book collectors of Hellenistic Antiquity were listed in the late 2nd century in Deipnosophistae.

Figure 4.1*:The Old Library of Alexandria, in Egypt*
Source*:http://www.ancientvine.com/avimage/ALEXANDRIA_library.PNG*

All these libraries were Greek; the cultivated Hellenized diners in the Deipnosophistae pass over the libraries of Rome in silence. By the time of Augustus there were public libraries near the forums of Rome: there were libraries in the Porticus Octaviae near the Theatre of Marcellus, in the temple of Apollo Palatinus, and in the Bibliotheca Ulpiana in the Forum of Trajan.

The state archives were kept in a structure on the slope between the Roman Forum and the Capitoline Hill. Private libraries appeared during the late republic:

- Seneca inveighed against libraries fitted out to show by illiterate owners who scarcely read their titles in the course of a lifetime, but displayed the scrolls in bookcases (armaria) of citrus wood inlaid with ivory that ran right to the ceiling: "by now, like bathrooms and hot water, a library is got up as standard equipment for a fine house (domus).

- Libraries were amenities suited to a villa, such as Cicero's at Tusculum, Maecenas's several villas, or Pliny the Younger's, all described in surviving letters. At the Villa of the Papyri at Herculaneum, apparently the villa of Caesar's father-in-law, the Greek library has been partly preserved in volcanic ash; archaeologists speculate that a Latin library, kept separate from the Greek one, may await discovery at the site.

Box 4.2: Library History

In the West, the first public libraries were established under the Roman Empire, as each succeeding emperor strove to open one or many which outshone that of his predecessor. Rome's first public library was established by Asinius Pollio. Pollio was a lieutenant of Julius Caesar and one of his most ardent supporters. After his military victory in Illyria, Pollio felt he had enough fame and fortune to create what Julius Caesar had sought for a long time: a public library to increase the prestige of Rome and rival the one in Alexandria. The Pollios's library, the Anla Libertatis, which was housed in the Atrium Libertatis, was centrally located near the Forum Romanum.

It was the first to employ an architectural design that separated works into Greek and Latin. At the conclusion of Rome's civil wars, following the death of Marcus Antonius in 30 BC, the Emperor Augustus sought to reconstruct many of Rome's damaged buildings. During this construction, Augustus created two more public libraries.

The first was the library of the Temple of Apollo on the Palatine, often called the Palatine library, and the second was the library of the Porticus of Octaviae. Two more libraries were added by the Emperor Tiberius on Palatine Hill and one by Vespasian after 70 AD. Vespasian's library was constructed in the Forum of Vespasian, also known as the Forum of Peace, and became one of Rome's principal libraries.

> *'The Bibliotheca Pacis was built along the traditional model and had two large halls with rooms for Greek and Latin libraries containing the works of Galen and Lucius Aelius. One of the best preserved was the ancient Ulpian Library built by the Emperor Trajan. Completed in 112/113 AD, the Ulpian Library was part of Trajan's Forum built on the Capitoline Hill. Trajan's Column separated the Greek and Latin rooms which faced each other'.*

The structure was approximately fifty feet high with the peak of the roof reaching almost seventy feet. Unlike the Greek libraries, readers had direct access to the scrolls, which were kept on shelves built into the walls of a large room. Reading or copying was normally done in the room itself. The surviving records give only a few instances of lending features.

Most of the large Roman baths were also cultural centres, built from the start with a library, a two room arrangement with one room for Greek and one for Latin texts. Libraries were filled with parchment scrolls as at the Library of Pergamum and on papyrus scrolls as at Alexandria: the export of prepared writing materials was a staple of commerce.

There were a few institutional or royal libraries which were open to an educated public (such as the Serapeum collection of the Library of Alexandria, once the largest library in the ancient world), but on the whole collections were private. In those rare cases where it was possible for a scholar to consult library books there seems to have been no direct access to the stacks.

In all recorded cases the books were kept in a relatively small room where the staff went to get them for the readers, who had to consult them in an adjoining hall or covered walkway.

In-Text Question

The Bibliotheca Pacis was built along the traditional model and had two large halls with rooms for Greek and Latin libraries containing the works of Galen and Lucius Aelius, TRUE/FALSE?

In-Text Answer

TRUE

4.3 Library Development during the Renaissance Period

From the 15th century in central and northern Italy, libraries of humanists and their enlightened patrons provided a nucleus around which an "academy" of scholars congregated in each Italian city of consequence. Malatesta Novello, lord of Cesena, founded the Malatestiana Library. Cosimo de Medici in Florence established his own collection, which formed the basis of the Laurentian Library.

In Rome, the papal collections were brought together by Pope Nicholas V, in separate Greek and Latin libraries, and housed by Pope Sixtus IV, who consigned the Bibliotheca Apostolica Vaticana to the care of his librarian, the humanist Bartolomeo Platina in February 1475. In the 16th century, Sixtus V bisected Bramante's Cortile del Belvedere with a cross-wing to house the Apostolic Library in suitable magnificence.

Box 4.3: Development during the Renaissance Period

The 16th and 17th centuries saw other privately endowed libraries assembled in Rome: the Vallicelliana, formed from the books of Saint Filippo Neri, with other distinguished libraries such as that of Cesare Baronio, the Biblioteca Angelica founded by the Augustinian Angelo Rocca, which was the only truly public library in Counter-Reformation Rome; the Biblioteca Alessandrina with which Pope Alexander VII endowed the University of Rome; the Biblioteca Casanatense of the Cardinal Girolamo Casanate; and finally the Biblioteca Corsiniana founded by the bibliophile Clement XII Corsini and his nephew Cardinal Neri Corsini, still housed in Palazzo Corsini in via della Lungara. The Republic of Venice patronized the foundation of the Biblioteca Marciana, based on the library of Cardinal Basilios Bessarion. In Milan Cardinal Federico Borromeo founded the Biblioteca Ambrosiana. This trend soon spread outside of Italy, for example Louis III, Elector Palatine founded the Bibliotheca Palatina of Heidelberg.

These libraries do not have as many volumes as the modern libraries. However, they keep many valuable manuscripts of Greek, Latin and Biblical works. Tianyi Chamber, founded in 1561 by Fan Qin during the Ming Dynasty, is the oldest existing library in China. In its heyday it boasted a collection of 70,000 volumes of antique books.

In-Text Question

In Rome, the papal collections were brought together by _____?

    a. Pope Nicholas V

    b. Pope Nicholas X

    c. Pope Nicholas U

    d. Pope Nicholas N

In-Text Answer
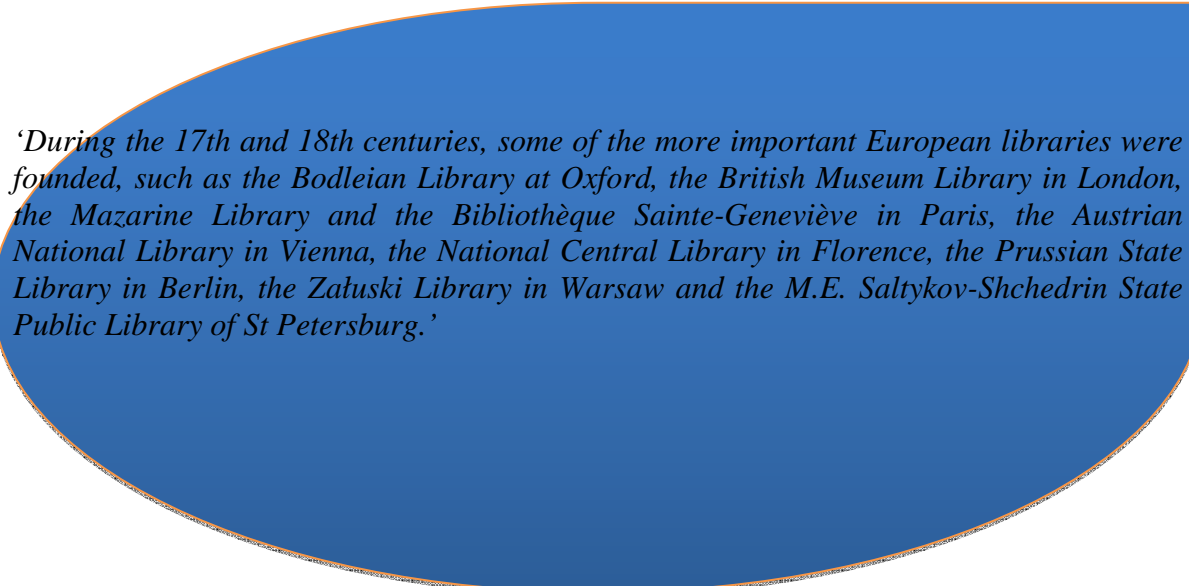
    (a) Pope Nicholas V

4.4   The Modern Period of Libraries

The 17th and 18th centuries include what is known as a golden age of libraries; during this some of the more important libraries were founded in Europe. Francis Trigge Chained Library of St. Wulfram's Church, Grantham, Lincolnshire founded in 1598 by the rector of nearby Welbourne.

Thomas Bodley founded the Bodleian Library, which was open to the "whole republic of the learned", Norwich City library was established in 1608 and the British Library was established in 1753.

Chetham's Library in Manchester, which claims to be the oldest public library in the English-speaking world, opened in 1653. Other early town libraries of the UK include those of Ipswich (1612), Bristol (founded in 1613 and opened in 1615), and Leicester (1632). Shrewsbury School also opened its library to townsfolk.

'During the 17th and 18th centuries, some of the more important European libraries were founded, such as the Bodleian Library at Oxford, the British Museum Library in London, the Mazarine Library and the Bibliothèque Sainte-Geneviève in Paris, the Austrian National Library in Vienna, the National Central Library in Florence, the Prussian State Library in Berlin, the Załuski Library in Warsaw and the M.E. Saltykov-Shchedrin State Public Library of St Petersburg.'

At the start of the 18th century, libraries were becoming increasingly public and were more frequently lending libraries. The 18th century saw the switch from closed parochial libraries to lending libraries. Before this time, public libraries were parochial in nature and libraries frequently chained their books to desks. Libraries also were not uniformly open to the public.

Box 4.4: Modern Libraries

The British Museum existed at this time and contained over 50,000 books, the national library was not open to the public, or even to a majority of the population. Access to the Museum depended on passes, of which there was sometimes a waiting period of three to four weeks. Moreover, the library was not open for browsing. Once a pass to the library had been issued, the reader was taken on a tour of the library. Many readers complained that the tour was much too short.

Similarly, the 18th century heralded the beginning of the modern public library. In 1979, during the French Revolution in France, church libraries and rich nobles' private libraries, and their collections were confiscated and became state property.

The confiscated stock became part of a new national, library – the Bibliothèque Nationale. Two famous librarians, Hubert-Pascal Ameilhon and Joseph Van Praet, selected and identified over 300,000 books and manuscripts that became the property of the people in the Bibliothèque Nationale.

Moreover, during the French Revolution, librarians were solely responsible for the bibliographic planning of the nation. Out of this came the implementation of the concept of library service – the democratic extension of library services to the general public regardless of wealth or education.

At the start of the 19th century, there were virtually no public libraries in the sense in which we now understand the term, i.e. libraries provided from public funds and freely accessible to all. Only one important library in Britain, namely the Chetham's Library in Manchester, was fully and freely accessible to the public.

However, there had come into being a whole network of library provision in a private or institutional basis. The increase in secular literature at this time encouraged the spread of lending libraries, especially the commercial subscription libraries. Many small, private book clubs evolved into subscription libraries, charging high annual fees or requiring subscribing members to purchase shares in the libraries.
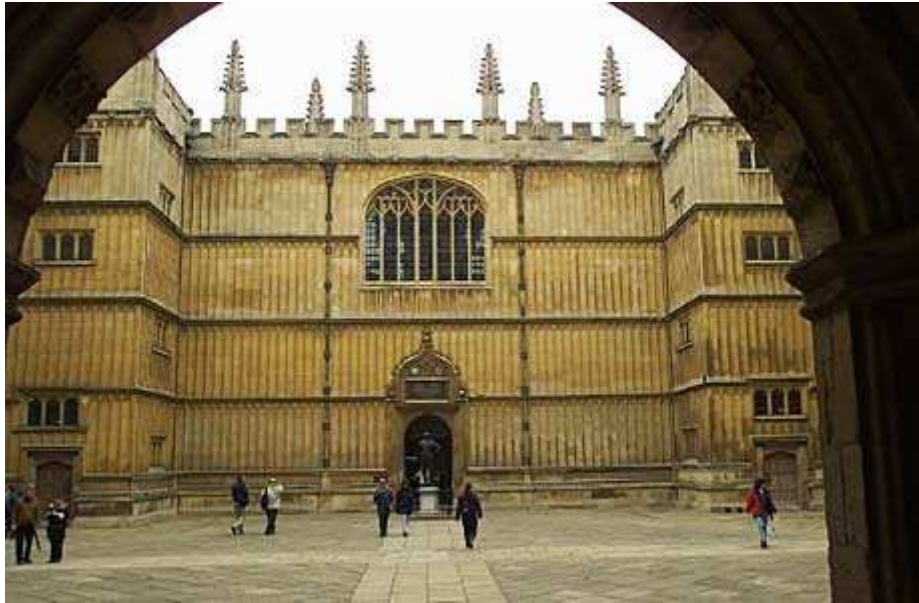
Figure 4.2: Bodleian Library at Oxford

Source:http://blogs.warwick.ac.uk/images/pkirwan/2008/08/18/bod.jpg?maxWidth=500

The materials available to subscribers tended to focus on particular subject areas, such as biography, history, philosophy, theology, and travel, rather than works of fiction, particularly the novel. Unlike a public library, access was often restricted to members. Some of the earliest such institutions were founded in late 17th century England, such as Chetham's Library in 1653, Innerpeffray Library in 1680 and Thomas Plume's Library in 1704.

In the American colonies, the Library Company of Philadelphia started in 1731 by Benjamin Franklin in Philadelphia, PA. Increasing production and demand for fiction, promoted by commercial markets led to the rise of circulating libraries, which met a need that subscription libraries did not fulfil. William Bathoe claimed that his commercial venture was 'the Original Circulating library', opening doors at two locations in London in 1737.

Circulating libraries also charged subscription fees to users and offered serious subject matter as well as the popular novels, thus the difficulty in clearly distinguishing circulating from subscription libraries.

Subscription libraries were democratic in nature; created by and for communities of local subscribers who aimed to establish permanent collections of books and reading materials, rather than selling their collections annually as the circulating libraries tended to do, in order to raise funds to support their other commercial interests.

Even though the subscription libraries were often founded by reading societies, committees, elected by the subscribers, chose books for the collection that were

general, rather than aimed at a particular religious, political or professional group. The books selected for the collection were chosen because they would be mutually beneficial to the shareholders. The committee also selected the librarians who would manage the circulation of materials.

In Britain there were more than 200 commercial circulating libraries open in 1800, more than twice the number of subscriptions and private proprietary libraries that were operating at the same time. Many proprietors pandered to the most fashionable clientele, making much ado about the sort of shop they offered, the lush interiors, plenty of room and long hours of service. "These 'libraries' would be called rental collections today.

In-Text Question
The _____centuries include what is known as a golden age of libraries, when the Europeans began building their libraries.
    a. 17th and 18th
    b. 16thand 17th
    c. 18th and 19th
    d. 20th and 21th

In-Text Answer
    a. 17th and 18th
In the 19th and 20th centuries, Stephen Cresswell reviews the literature concerning libraries, the civil rights movement and the end of segregation in Southern libraries. The ALA did not actively support library integration. As Rubin notes, until the 1960s, the ALA considered itself an association representing only its constituency of librarians (Rubin, 294). Efforts by the ALA included:
1. The 1936 decision to boycott convention cities where hotels and restaurants were segregated.
2. In the late 1950s and 1960s ALA denied membership to segregated state library associations and ruled that a state could have only one state association.
3. The 1961 amendment to the Library Bill of Rights stated that the right of an individual to the use of a library should not be abridged because of his race, religion, national origins or political views.
4. In 1962 the organization undertook an "Access Study" to evaluate freedom of access throughout the country.

The study revealed more segregation and inequities in libraries in northern cities than in the South. Northern libraries were sometimes the focus of destructive

demonstrations. In the South they were often the first focus of civil rights demonstrations rather than schools, because they evoked sympathy for the individual's right to learn, rather than the more emotional reactions to integrate public schools.

Summary of Study session 4

In this study you, you have learnt about:

1. The history and development of libraries. It has also discussed different periods in the development of libraries, including ancient, classical, Renaissance, and modern periods. Different centuries in which the events took place were also analysed.

Self-Assessment Question for Study Session 4

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this study as a guide.

SAQ (Testing Learning Outcomes)

Describe the Renaissance period and the modern period of the development of libraries

Notes on SAQs for Study Session 4

SAQ

From the 15th century in central and northern Italy, libraries of humanists and their enlightened patrons provided a nucleus around which an "academy" of scholars congregated in each Italian city of consequence. Malatesta Novello, lord of Cesena, founded the Malatestiana Library. Cosimo de Medici in Florence established his own collection, which formed the basis of the Laurentian Library.

In Rome, the papal collections were brought together by Pope Nicholas V, in separate Greek and Latin libraries, and housed by Pope Sixtus IV, who consigned the Bibliotheca Apostolica Vaticana to the care of his librarian, the humanist Bartolomeo Platina in February 1475. In the 16th century, Sixtus V bisected Bramante's Cortile del Belvedere with a cross-wing to house the Apostolic Library in suitable magnificence.

The 16th and 17th centuries saw other privately endowed libraries assembled in Rome: the Vallicelliana, formed from the books of Saint Filippo Neri, with other distinguished libraries such as that of Cesare Baronio, the Biblioteca Angelica

founded by the Augustinian Angelo Rocca, which was the only truly public library in Counter-Reformation Rome; the Biblioteca Alessandrina with which Pope Alexander VII endowed the University of Rome; the Biblioteca Casanatense of the Cardinal Girolamo Casanate; and finally the Biblioteca Corsiniana founded by the bibliophile Clement XII Corsini and his nephew Cardinal Neri Corsini, still housed in Palazzo Corsini in via della Lungara. The Republic of Venice patronized the foundation of the Biblioteca Marciana, based on the library of Cardinal Basilios Bessarion.

In Milan Cardinal Federico Borromeo founded the Biblioteca Ambrosiana. This trend soon spread outside of Italy, for example Louis III, Elector Palatine founded the Bibliotheca Palatina of Heidelberg.

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Study Session 5: Types, Objectives and Functions of Libraries

Introduction

There are numerous types of libraries; the major types include academic libraries, public libraries, national libraries, special (research) libraries and school libraries. Each of these libraries plays special role depending on the mission and vision of the parent body. Here, you should learn about the Types, Objectives and Functions of Libraries.

A typical Library shelf

Learning Outcomes from Study Session 5

At the end of this study, you should be able to:

5.1   Discuss the different types of libraries

5.2   Describe objectives of libraries

5.3   State the general functions of libraries

5.1 Libraries

A library is organized for use and maintained by a public body, an institution, a corporation, or a private individual. Public and institutional collections and services

may be intended for use by people who choose not to or cannot afford to purchase an extensive collection themselves, who need material no individual can reasonably be expected to have, or who require professional assistance with their research.

In addition to providing materials, libraries also provide the services of librarians who are experts at finding and organizing information and at interpreting information needs. Libraries often provide quiet areas for studying, and they also often offer common areas to facilitate group study and collaboration. Libraries often provide public facilities for access to their electronic resources and the Internet.

Box 5.1: Note
Modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. They are extending services beyond the physical walls of a building, by providing material accessible by electronic means, and by providing the assistance of librarians in navigating and analysing very large amounts of information with a variety of digital tools.

Most libraries have materials arranged in a specified order according to a library classification system, so that items may be located quickly and collections may be browsed efficiently. Some libraries have additional galleries beyond the public ones, where reference materials are stored. These reference stacks may be open to selected members of the public. Others require patrons to submit a "stack request," which is a request for an assistant to retrieve the material from the closed stacks.

5.1.1 Objectives of Libraries
Library objectives could be framed along the following lines:

2. Facilitate access to information for knowledge acquisition, education, and learning
3. Support research activities and programmes of the set-up by offering proactive information services
4. Support outreach programmes set up, designed to educate and inform people /group of users on social, economic and educational issues, problems and opportunities of interest to them
5. Offer proactive services for effective use of all types of library resources
6. Store and preserve information of archival nature, such as local traditions, customs, and locally generated process documentation reports and so on
7. Use library as the platform for social, economic, and cultural development of the target communities

8. Provide greater access to digital collections while continuing to build and improve access to collections in all formats to meet the research and teaching needs of the university. (Collections)

9. To be a comprehensive resource for the documentation, investigation, and interpretation of the complex realities of the Las Vegas metropolitan area and provide an international focal point for the study of Las Vegas as a unique urban and cultural phenomenon. (Community Engagement)

10. Actively foster user-focused environments committed to identifying and delivering information resources and services that meet or exceed user expectations, regardless of user location. (Services)

11. Initiate strategic collaboration efforts and programming to ensure that UNLV graduates information literate students. (Educational Role)

12. Establish a coherent, consistent library-wide external relations plan that focuses on new and existing services and collections. (External Relations)

13. Plan and execute an evaluation plan for the Libraries, and use the findings to make strategic decisions (Evaluation).

In-Text Question
Library objectives could be framed along the following lines as you have learnt, EXCEPT?
   a. Facilitate access to information for knowledge acquisition, education, and learning
   b. Help build external relations between two government.
   c. Support research activities and programmes of the set-up by offering proactive information services.
   d. Offer proactive services for effective use of all types of library resources.

In-Text Answer
   b. Help build external relations between two government.

5.2   Types of Library and their functions
The following are types of Library and their functions:

5.2.1 Academic Library
Academic libraries are attached to higher institutions of learning, such as universities, polytechnics, colleges of education and so on. They perform functions directly related to the missions of the institution. An Academic library is centrally located on the

campuses of the institution and serve primarily the students, studies, researchers and the administrative staff of the institution.

Academic libraries support teaching and learning of the institution; they aid research and provide information resources for academic activities in the institution. The functions of an academic library are to provide resources and research support for students and faculty of the educational institution.

Specific course-related resources are usually provided by the library, such as copies of textbooks and article readings held on 'reserve' (meaning that they are loaned out only on a short-term basis, usually a matter of hours). Academic libraries offer workshops and courses outside of formal, graded coursework, which are meant to provide students, studies and staff with the tools necessary to succeed in their various areas.

These workshops may include help with citations, effective search techniques, journal databases, and electronic citation software. These workshops also provide students with skills that can help them achieve success in their academic careers (and often, in their future occupations), which they may not learn in the classroom.

The Academic library also subscribes to electronic journal databases, scholarly writing software, and usually provide computer workstations or computer labs for students to access journals, library search databases and portals, institutional electronic resources, internet access, and course- or task-related software (i.e. Word processing and spreadsheet software).

Academic libraries are increasingly acting as an electronic repository for institutional scholarly research and academic knowledge, such as the collection and curation of digital copies of students' theses and dissertations.

Objectives of Academic Libraries

The following are the objectives of Academic Libraries:

a. To manage library resources efficiently;
b. To enhance library facilities for improved information delivery;
c. To serve the information needs of the academic environment;
d. To provide a study area for the users;
e. To provide reference materials and services for the users at appropriate levels;
f. Provision of lending services to different categories of users such as students, studies, staff members and so on;
g. Provision of contemporary library information services that will enhance and support academic activities such as teaching, learning, research, workshop, symposium, seminars, and so on.

Functions of Academic Libraries

The following are functions of Academic Libraries:

1. Facilitating and promoting reading culture through conducive reading environment/book fair, exhibition and the likes;
2. Suggesting suitable and appropriate information bearing resources to users;
3. Managing and providing access to electronic resources;
4. Answering of users' queries;
5. Compilation of bibliographies;
6. Indexing and abstracting services;
7. Inter-library loan functions/services;
8. Publication of current contents;
9. Circulation of reserved books.

5.2.2 Children's Library

The Children's library houses special collections of books intended for juvenile readers and are usually kept in separate rooms of general public libraries. Some children's libraries have entire floors or wings dedicated to them in bigger libraries while smaller ones may have a separate room or area for children. They are an educational agency seeking to acquaint the young with the world's literature and to cultivate a love for reading.

Their work supplements that of the public schools. Services commonly provided by public libraries may include storytelling sessions for infants, toddlers, preschool children, or after-school programs, all with an intention of developing early literacy skills and a love of books. One of the most popular programs offered in public libraries is summer reading programs for children, families, and adults.

Another popular reading program for children is PAWS TO READ or similar programs where children can read to certified therapy dogs. Since animals are a calming influence and there is no judgment as children learn confidence and a love of reading. Many states have these types of programs, parents just have to ask their librarian to see if it is available at their local library.

Objectives of Children Library

The following objectives, facilitate the right of every child to:

1. Information;
2. Functional, visual, digital and media literacy;

3. Cultural development;
4. Reader development;
5. Lifelong learning;
6. Creative programmes in leisure time.

Functions of Children Library

The following are the function of Children Library:
1. To provide children with open access to all resources and media
2. To provide various activities for children, parents and caregivers
3. To facilitate families' entry into the community
4. To empower children and to advocate for their freedom and safety
5. To encourage children to become confident and competent people
6. To strive for a peaceful world

5.2.3 National Library

A national library serves as a nations' repository of information; it has the right of legal deposit, which is a legal requirement for publishers in the country to deposit copies of each of their publications in the library. Unlike a public library, a national library rarely allows citizens to borrow books. Often, their collections include numerous rare, valuable, or significant works.

The National library is the highest library of any country; it coordinates and regulates the activities of other libraries in the country. The National Library of Nigerian is the library in the nation and has its offices in all the 36 states of the federation; it accepts publication made in the country or outside the country about the country either by a local author or a foreign author.

The library serves as the storehouse for the nation. It assigns International Standard Number (ISBN/ISSN) two books among many other functions.

Functions of National Library

The following are the functions of the National Library:
a. Serve as the depository of all copyright publications within a country;
b. Responsible for collection of all foreign literature pertinent to the country;
c. Publishes annual national bibliography: serving as national bibliographic centre, national centre for translation, national lending and document delivery centre, national referral centre;

d. Responsible for producing union catalogues and directories of libraries in a country;

e. Responsible for assigning the international standard book number (ISBN), and the international standard serial number (ISSN) to publishers and authors in a country;

f. Provision of cataloguing-in-publication (CIP) data to authors and publishers.

5.2.4 Public Libraries/Public Lending Libraries

A public library provides services to the general public. If the library is part of a countywide library system, citizens with an active library card from around that county can use the library branches associated with the library system. A public library is open to all citizens or members of the society, i.e from P to P (from the president to prisoners). Much of the materials located within a public library are available for borrowing.

The library staff decides upon the number of items patrons are allowed to borrow, as well as the details of borrowing time allotted. Typically, libraries issue library cards to community members wishing to borrow books. Often visitors to a city are able to obtain a public library card. Many public libraries also serve as community organizations that provide free services and events to the public, such as reading groups and toddler story time.

For many communities, the library is a source of connection to a vast world, obtaining knowledge and understanding, and entertainment. Public library plays a major role in fighting rising illiteracy rates among citizen in a particular society. Public libraries are protected and funded by the public they serve.

Functions of Public Libraries

The following are the functions of Public Libraries:

1. Meeting the information needs of all the individuals in the society;

2. Provision of information resources for continuing education, vocational education and adult education, thereby facilitating informal education of all those interested in informal education, it is a strong base for adult education;

3. Provision of school loan services to both public and private school in the community;

4. Provision of free services to all citizens since it is a public entity owned by the government, open to all

5. Provision of education sources that will enrich and further formal education;

6. Provisional of rental facilities to members of the public, such as a hall for all manners of social events, and rooms for meetings;

7. Provisions of recreational facilities such as table tennis, lawn tennis, ludo games, and so on for members of the public to amuse themselves especially at leisure period.

In-Text Question
A public library provides services to the general public. TRUE/FALSE?

In-Text Answer
TRUE

5.2.5   Virtual/Digital Library
Virtual library is a library without a wall, users do not have to go to a building for some kinds of information, but information is accessible through the help of Information and Communication Technology (ICT) devices and the internet.

Virtual library does not need the help of a librarian neither are print information resources stored on their shelves; this is why it is called a library without walls. There is no barrier to access to information and distance does not come to play as users can have access to information of choice anywhere and at anytime. This library is well discussed in the next study session.

5.2.6 Special Libraries
A special or research library is a collection of materials on one subject. This library is termed "Special" because of its collections and the type of users that visit it. Any library located in an institution that focuses on a single course of study or a particular subject is called special library.

Many private businesses and public organizations, including hospitals, churches, museums, research laboratories, law firms, and many government departments and agencies maintain their own libraries for the use of their employees, to carry out specialized research related to their work. Librarians employed in special libraries are commonly specialists in the institution's field rather than generally trained librarians.

Besides, they are not often required to have advanced degrees in specifically library-related field due to the specialized content and clientele of the library. A special library can either be a reference library, which does not lend its holdings, or a lending library, which does lend all or some of its holdings.

Many academic libraries have a specialized section dedicated to a particular subject or writings of a particular individual, in that sense, we say such academic library has a special library within it. Research libraries are attached to a parent organization and serve only members of that organization or persons with full recommendation to do so.

Special libraries are distinguished from special collections, which are branches or parts of a library intended for rare books, manuscripts, and other special materials, though some special libraries have special collections of their own, typically related to the library's specialized subject area.

Examples of other institutions with special libraries include: colleges of agriculture, schools of statistics, school of nursing and midwifery, monotecnics, universities of agriculture, universities of technology and science, Institute of Tropical Agriculture (IITA) etc.

Functions of Special Libraries

The following are the functions of Special Libraries:

1. Acquisition of information resources in subject area(s) of the users. It often covers a specific and definable subject field;
2. Provision of information for practical purposes in a quick and precise manner;
3. Involved in researching and finding answers for the clients rather than clients seeking for information with the assistance of the librarians;
4. Researching topics of interest for their constituencies;
5. Engages in selective dissemination of information, especially for the researchers in the field of knowledge;
6. Provision of conducive environment/atmosphere (accommodation and furniture for in-house use) of library resources;
7. Literature searches on behalf of the management or research teams.

5.2.7 School Library

A library associated or connected with a school and used by the students, teachers and staff of that school is called a school library. School libraries are attached to schools, pre-primary, primary and secondary schools. They supplement the teaching of school children.

A school library does not only cater for children who are eager to read, but also for backward children who read with difficulty as well as those who require visual aids and all kinds of incentives to study.

The modern trend is to establish school media resource centres. In view of this, school libraries therefore contain resources like audio-visual resources, graphic resources such as pictures, photographs, realia, diagrams, charts, illustrations, pictures and so on. Other conventional materials in a school library include: books, magazines, journals, newspapers, fictions and similar materials.

School libraries integrate all these resources to facilitate individual as well as group learning of the school pupils.

Objectives of School Libraries

The following are the objectives of a School Libraries:

    a. It supports all educational programmes of the school;
    b. It cultivates reading habits in school children;
    c. It develops their interest to use the library for their overall development;
    d. It inculcates the habits of seeking for additional sources other than textbooks;
    e. It develops self-learning skills of students;
    f. It nurtures good moral values and principles in the children;
    g. It cultivates a feeling of respect and love for the nation and its culture in the students;
    h. It helps teachers to improve their teaching expertise;
    i. It provides healthy materials for recreational and entertainment purpose to students, teachers and staff members;
    j. It helps the teachers and management informed with the latest updates in the education sector.

Functions of School Libraries

School library performs the following functions:

  1. It provides suitable documents and information helpful in educational programs and extracurricular activities of the school;
  2. It makes available textbooks and other reading materials for all subjects as per the requirements of teachers and students;
  3. It procures handy documents, illustrated picture books with bold and large fonts to create the interest of children in reading;
  4. It procures latest teaching and learning materials in the forms of books, CD, audio-visuals and so on, to improve the teaching skills of teachers;

5. It keeps reference books, dictionaries, yearbooks, directories, encyclopedias, travel books and similar materials other than the textbooks for teachers and students' use so as to enhance teaching and learning;

6. It also keeps some books that aid self-learning, like how to use computers, to develop the learning skills of students;

7. It makes available biographies of freedom fighters, and other national and international personalities develop respect and love for nation and humanity;

8. It also procures bulletins, journals on different subjects and various aspects of education to keep teachers and school management updated in their respective areas.

5.3 General Functions Of Libraries

Libraries generally carry out the following functions:

Information

Education

Preservation of Culture

Recreation
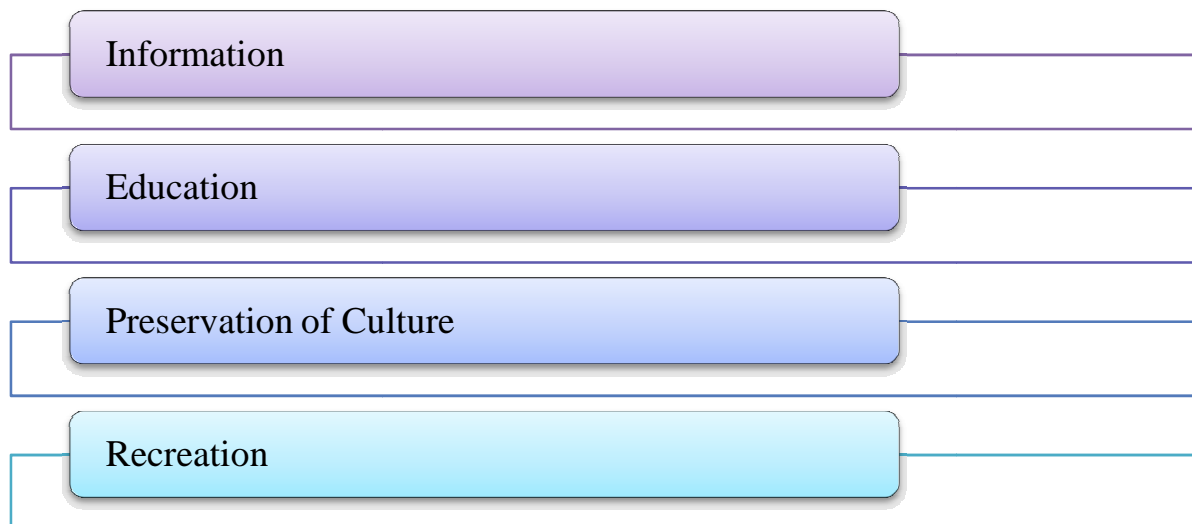
1. Information

Every user seeks information for decision and to help reduce the uncertainty level. The information needs of library users could be personal, like entertainment, employment, scholarship, relationship, religious injunctions and so on, or for research, education, to mention just these. Libraries make provision for information bearing resources that can suit these numerous needs.

2. Education

The educational role of a library lies in its potentials for information acquisition, organization, storage and dissemination to users and potential users that contain knowledge. The library has resources, both human and material resources for the promotion of formal and informal education. These resources are in different formats

(prints and non-prints). Libraries also guide users on how these resources could be optimally utilized by the users.

3. Preservation of Culture

Culture has been described as a total way of life. It is seen as a cohesive force that binds the society together. It includes those learned habits, people's mode of dressing, music, dancing, sports, politics, religious activities and so on. Libraries make provision for documenting materials on the culture of the users, especially in societies where most of the oral history, oral tradition, and things of cultural values are heading into extinction.

4. Recreation

Libraries are also seen as a centre of recreation through the provision of light-hearted resources. These resources include fictions, cartoons, newspapers and magazines meant for the development and cognitive skills of the users. Many users visit the library to keep abreast of happenings around them, to amuse and entertain themselves. They read about soccer, lawn tennis, musicals, celebrities and the likes.

Summary of Study Session 5

In this study, you have learnt about:

1. The different types of libraries. Instances are: academic, children's, special, research and public libraries, their functions and characteristics inclusive.
2. The objectives of the libraries were equally discussed, in addition to the general functions of the libraries, together with information, education, culture and recreation.

Self-Assessment Question for Study Session 5

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this study as a guide.

SAQ 1 (Test of learning outcome 5.1)
What are the different types of libraries?

SAQ 2 (Test of learning outcome 5.2)
What are the functions and objectives of academic libraries?

SAQ 3 (Test of learning outcome 5.3)
What are the general functions of libraries?

Notes on SAQs for Study Sessions 5
SAQ 1

Reference checks: 5.1 in the content

SAQ 2

Objectives of Academic Libraries

The following are the objectives of Academic Libraries:

    a. To manage library resources efficiently;

    b. To enhance library facilities for improved information delivery;

    c. To serve the information needs of the academic environment;

    d. To provide a study area for the users;

    e. To provide reference materials and services for the users at appropriate levels;

    f. Provision of lending services to different categories of users such as students, studies, staff members and so on;

    g. Provision of contemporary library information services that will enhance and support academic activities such as teaching, learning, research, workshop, symposium, seminars, and so on.

Functions of Academic Libraries

The following are functions of Academic Libraries:

1. Facilitating and promoting reading culture through conducive reading environment/book fair, exhibition and the likes;

2. Suggesting suitable and appropriate information bearing resources to users;

3. Managing and providing access to electronic resources;

4. Answering of users' queries;

5. Compilation of bibliographies;

6. Indexing and abstracting services;

7. Inter-library loan functions/services;

8. Publication of current contents;

9. Circulation of reserved books.

SAQ 3

Reference checks: 5.1 in the content

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Study Session 6: Digital and Electronic Libraries

Introduction

Libraries were involved early in exploiting information technologies. For many years libraries have participated in cooperative ventures with other libraries. Different institutions have shared cataloguing and information about what each has in its collection.

They have used this shared information to facilitate the borrowing and lending of materials among libraries. Librarians have also become expert in finding information from online and CD-ROM databases. Digital And Electronic Libraries can be used on laptops, phones and tablets and so on as you can see in the image here.

Digital library on an LCD Monitor, a phone and a pad.

Learning Outcomes from Study Session 6

At the end of this study, you should be able to:

6.1 Describe digital and electronic libraries;

6.2 Enumerate the functions of digital and electronic libraries;

6.3 Highlight the benefits of digital and electronic.

6.1 Features of Digital and Electronic Libraries

Libraries of all sizes and types are embracing digital collections, although most libraries will continue to offer both print and digital collections for many years to

come. New purchases and purchases of journals, magazines, and abstracting and indexing services are heavily weighted toward digital, while digital books (e-books) are only beginning to become a presence in library collections.

Box 6.1: Note
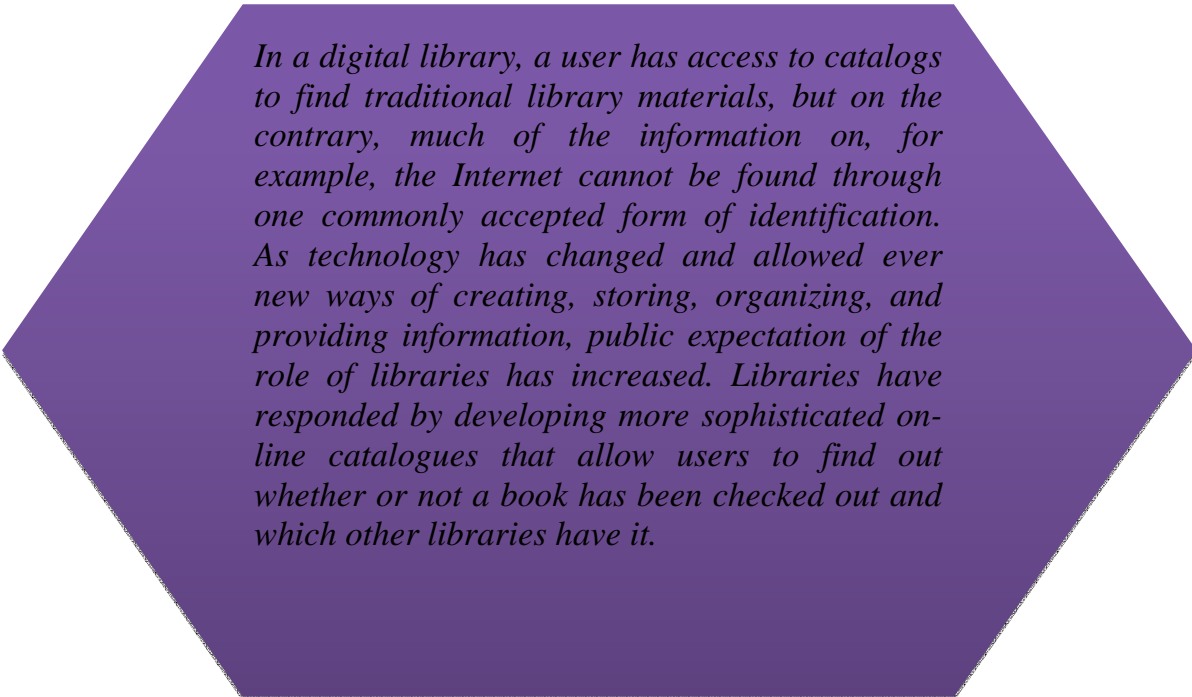
Libraries prefer digital collections for many reasons, including, but not limited to, the following: digital journals can be linked from and to indexing and abstracting databases; access can be from the user's home, office, or dormitory whether or not the physical library is open; the library can get usage statistics that are not available for print collections; and digital collections, save space and are relatively easy to maintain.

When total processing and space costs are taken into account, electronic collections may also result in some overall reductions in library costs. Such a dramatic switch from print collections of digital collections has an impact on library users and users' perceptions of the library.

As society has begun to value information more highly, the information industry has developed. This industry encompasses publishers, software developers, on-line information services, and other businesses that package and sell information products for a profit. It provides both an opportunity and a challenge to libraries.

On the one hand, as more information becomes available in electronic form, libraries no longer have to own an article or a certain piece of statistical information, for example, to obtain it quickly for a user. On the other hand, members of the information industry seem to be offering alternatives to libraries.

A student with her own computer can now go directly to an on-line service to locate, order, and receive a copy of an article without ever leaving her home. Although the development of digital libraries means that people do not have to go to a building for some kinds of information, users still need help to locate the information they want.

In a digital library, a user has access to catalogs to find traditional library materials, but on the contrary, much of the information on, for example, the Internet cannot be found through one commonly accepted form of identification. As technology has changed and allowed ever new ways of creating, storing, organizing, and providing information, public expectation of the role of libraries has increased. Libraries have responded by developing more sophisticated on-line catalogues that allow users to find out whether or not a book has been checked out and which other libraries have it.

In a traditional library building, a user has access to a catalogue that will help locate a book.

Libraries have also found that users want information faster, they want the full text of a document instead of a citation to it, and they want information that clearly answers their questions. In response, libraries have provided Selective Dissemination of Information (SDI) services, in which librarians choose information that may be of interest to their users and forward it to them before the users request it.

As libraries have changed, so, too, has the role of the librarian. Increasingly librarians have assumed the role of educator to teach their users how to find information both in the library and over electronic networks. Public librarians have expanded their roles by providing local community information through publicly accessible computing systems. Some librarians are experts about computers and computer software.

Others are concerned with how computer technologies can preserve the human cultural records of the past or assure that library collections on crumbling paper or in old computer files can still be used by people many centuries in the future. The work of librarians has also moved outside the library walls.

Librarians have begun to work in the information industry as salespeople, designers of new information systems, researchers, and information analysts. They also are found in such fields as marketing and public relations and in such organizations as law firms, where staffs need rapid access to information.

6.1.1 Digital Libraries

Digital library collections contain fixed, permanent documents. While current libraries have more dynamic collections, a digital library facilitates quicker handling of information. Digital libraries break the physical boundaries of data. Digital libraries are as important for communications and collaboration, just as they are for information seeking activities.

Figure 6.1*: A Digital library*

Source*:http://s3.amazonaws.com/digitaltrends-uploads-prod/2013/09/bibliotech-concept.jpg*

Digital libraries are libraries created today for diverse communities in different fields, comprising education, sciences, culture, development, health, governance and so on. With the availability of several free digital library software packages at the recent time, the creation and sharing of information through digital library collections has become an attractive and feasible proposition for the library and information professionals around the world.

Library automation has helped to provide easy access to collections through the use of computerized library catalogue such as an online public access catalogue (OPAC). Digital libraries differ significantly from the traditional libraries because they allow users to gain an online access to and work with the electronic version of full text documents and their associated images.

Many digital libraries also provide access to other multi-media content like audio and video. Digital libraries are organizations that provide the resources, including the

specialized staff to select. They also help to structure, as well as offer intellectual access needed to interpret, distribute, preserve the integrity of and ensure the persistence over time of collection of digital works.

They perform all these operations so as to make them readily and economically available for use by a defined community or set of communities. Digital libraries have evolved and become the predominant mode of access to knowledge. In consequence, learning institutionalization of digital libraries appears to be on the increase.

6.1.2 Electronic Libraries

An electronic library is a heterogeneous system in which information is available in hard copy, on magnetic tape and discs, **CD-ROMs** and **video discs**, and also from online sources. Storage and copying of information are done either by downloading or by printing from a master file.

Such libraries can provide very diverse information; however, electronic libraries will evolve in an incremental fashion and, at least for the next few decades, we will operate in a dual paper-based and electronic environment. Most of university libraries are now automated and many scholars have email accounts. Communication and data transfer or interchange has become easy with the help of the Internet and email attachments.

Figure 6.2: Some on line and off linestorage devices
Source:http://media.mercola.com/ImageServer/Public/2014/June/mobile-devices.jpg

The concept of e-learning can be incorporated into a digital library system. For instance, in an e-learning environment the contents are truly dynamic. Any piece of information comes with a system that equips a user to test his level of knowledge. Libraries have adapted accordingly to enhance the learning process. Conclusion Education is an important force in the advancement of civilization. Its success depends upon the sharing of information.

Electronic libraries can provide a vehicle for extending collaboration, which is at the heart of the academy, with the aim of more effective education. For many years libraries have bought books and periodicals that people can borrow or photocopy for personal use. Publishers of electronic databases, however, do not usually sell their product, but instead they license it to libraries (or sites) for specific uses.

They usually charge libraries as per-user fee or as per-unit fee for the specific amount of information the library uses. When libraries do not own these resources, they have less control over whether older information is saved for future use, another important cultural function of libraries.

In the electronic age, questions of copyright, intellectual property rights, and the economics of information have become increasingly important to the future of library service. Increased availability of electronic information has led libraries, particularly in schools, colleges, and universities, to develop important relationships with their institutions' computer centres.

In some places the computer centre is the place responsible for electronic information and the library is responsible for print information. In some educational institutions, librarians have assumed responsibility for both the library collection and computer services.

In-Text Question
Digital library collections contain documents that are not permanently fixed, TRUE/FALSE?

In-Text Answer
FALSE

6.2 Mission and Goals of Digital Library

According to IFLA/UNESCO Manifesto (2003), the mission of the digital library is to give direct access to information resources, both digital and non-digital, in a structured and authoritative manner and thus to link information technology, education and culture in contemporary library service. To fulfil this mission, the following goals are pursued:

1. Supporting digitization, access to and preservation of cultural and scientific heritage.
2. Providing access for all users to the information resources collected by libraries, while respecting intellectual property rights.
3. Creating interoperable digital library systems to promote open standards and accessibility.

4. Supporting the pivotal role of libraries and information services in the promotion of common standards and best practices.
5. Creating awareness of the urgent need to ensure the permanent accessibility of digital material.
6. Linking digital libraries to high-speed research and development networks.
7. Taking advantage of the increasing convergence of communications media and institutional roles to create and disseminate digital content.

Box 6.2: Mission of Digital Library
The mission of the digital library is to give direct access to information resources, both digital and non-digital, in a structured and authoritative manner and thus to link information technology, education and culture in contemporary library service.

Factors to Consider in Setting up a Digital Library

The following are factors to consider in setting up adigital library:

- Planning
- Trained personnel
- Adequate building and facilities
- Integrated planning for libraries
- Funding
- Target setting

In-Text Question

The mission of the digital library is to give direct access to information resources, both digital and non-digital, in a structured and authoritative manner and thus to link information technology, education and culture in contemporary library service, TRUE/FALSE?

In-Text Answer
TRUE

6.3 Benefits of Digital/Electronic Libraries

The following are the benefits of a digital library:

1. Improved Access
2. Wider Access
3. Improved Information Sharing
4. Improved Preservation

5. Brings Information to Users
6. Improved Searching and Manipulation of Information
7. Improved Facilities for Information Sharing
8. Timely Access to Information

1. Improved Access

These libraries are accessed electronically (internet, CD-ROMs, online databases). They can be accessed virtually from any location in the world any day, any time. They are not restricted to conventional/physical location even operating hours of traditional libraries.

2. Wider Access

Digital/electronic libraries can easily meet simultaneous access requests for a particular document, especially creating multiple instances or copies of the requested document. It can also meet the requirements of a larger population of users easily. Also, increasingly, digital collections enable broader access to material that may not circulate in print, and enables libraries to expand their collections even without building a larger facility.

3. Improved Information Sharing

Through the appropriate metadata and information exchange protocols, these libraries can with ease share information with other similar libraries and thereby enhance access to users.

4. Improved Preservation

Since the electronic documents are not prone to physical wear and tear, they are exact copies can easily be made, the digital libraries/electronic libraries facilitate preservation of special and rare documents and artefacts by providing access to digital/electronic versions of these documents.

5. Brings Information to Users

Digital libraries/electronic libraries can be used from anywhere, and users can access and retrieve information, provided appropriate access management mechanisms are put in place, from anywhere in the world.

6. Improved Searching and Manipulation of Information

Digital/electronic libraries facilitate improved access to information by providing various sophisticated search and retrieval facilities. There have been significant improvements in the end-user search facilities provided by electronic database search services and web search engines.

7. Improved Facilities for Information Sharing

Digital/electronic libraries provide improved facilities for information sharing among users. Many institutions and research groups are using the resources, digital/electronic libraries to share information among members by notification, file sharing and cooperative document preparation and use.

8. Timely Access to Information

These libraries help users get up-to-date information. The usual time lag between the creation of information and its access in a traditional library setting is significant. This time lag is usually reduced by digital libraries with the help of the web and digital publishing, and quick inclusion of digital information on the digital/electronic library's collection and services.

Summary of Study Session 6

In this study you have learnt about:

1. The overview of digital and electronic libraries.
2. The functions of digital/electronic libraries were also provided, as well as the factors to consider in digitizing the library.
3. The benefits mentioned include: improved access, wider access, improved information sharing, as well as improved preservation and other relevant issues.

Self-Assessment Question for Study Session 6

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this study as a guide.

SAQ 1 (Test of learning outcome 6.1)
What is a digital library?

SAQ 2 (Test of learning outcome 6.2)
What are the factors to consider in setting up a digital library?

SAQ 3 (Test of learning outcome 6.3)
What are the benefits of digital/electronic libraries?

Notes on SAQs for Study Session 6
SAQ 1

Digital libraries are libraries created today for diverse communities in different fields, comprising education, sciences, culture, development, health, governance and so on. With the availability of several free digital library software packages at the recent time, the creation and sharing of information through digital library collections has become an attractive and feasible proposition for the library and information professionals around the world.

SAQ 2

1. Supporting digitization, access to and preservation of cultural and scientific heritage.
2. Providing access for all users to the information resources collected by libraries, while respecting intellectual property rights.
3. Creating interoperable digital library systems to promote open standards and access.
4. Supporting the pivotal role of libraries and information services in the promotion of common standards and best practices.
5. Creating awareness of the urgent need to ensure the permanent accessibility of digital material.
6. Linking digital libraries to high-speed research and development networks.
7. Taking advantage of the increasing convergence of communications media and institutional roles to create and disseminate digital content.

SAQ 3

The following are the benefits of a digital library:

1. Improved Access

These libraries are accessed electronically (internet, CD-ROMs, online databases). They can be accessed virtually from any location in the world any day, any time. They are not restricted to conventional/physical location even operating hours of traditional libraries.

2. Wider Access

Digital/electronic libraries can easily meet simultaneous access requests for a particular document, especially creating multiple instances or copies of the requested document. It can also meet the requirements of a larger population of users easily. Also, increasingly, digital collections enable broader access to material that may not circulate in print, and enables libraries to expand their collections even without building a larger facility.

3. Improved Information Sharing

Through the appropriate metadata and information exchange protocols, these libraries can with ease share information with other similar libraries and thereby enhance access to users.

4. Improved Preservation

Since the electronic documents are not prone to physical wear and tear, they are exact copies can easily be made, the digital libraries/electronic libraries facilitate preservation of special and rare documents and artifacts by providing access to digital/electronic versions of these documents.

5. Brings Information to Users

Digital libraries/electronic libraries can be used from anywhere, and users can access and retrieve information, provided appropriate access management mechanisms are put in place, from anywhere in the world.

6. Improved Searching and Manipulation of Information

Digital/electronic libraries facilitate improved access to information by providing various sophisticated search and retrieval facilities. There have been significant improvements in the end-user search facilities provided by electronic database search services and web search engines.

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Study Session 7: Archives and Records Management Concepts

Introduction

Records have multiple purposes in terms of their value to an individual, organization or society. They are vehicles of communication and interactions, facilitators of decision-making, enablers of continuity, consistency and effectiveness in human action, memory, repositories of experience, evidence of rights and obligations.

On a   darker note, they can also be instruments of repression and abuse of power. This study therefore presents an overview of archives and records management concepts.

An Archive is a collection of historical documents or records providing information about a place, institution, or group of people. Now it can be in form of system storage on line a off line, but it began with the drawers and the shelves.

Learning Outcomes from Study Session 7

At the end of this study, you should be able to:

7.1   Define a Record;

7.2   Explain Records Management.

7.1 An Overview of Records

The term 'records' includes all the documents that institutions or individuals create or receive in the course of administrative and executive transactions. The records themselves form a part of or provide evidence of such transactions.

As evidence, they are subsequently maintained by or on behalf of those responsible for the transactions, who keep the records for their own future use or for the use of their successors or others with a legitimate interest in the records. Although records may ultimately have significant research value, they are not created in the interests of or for the information of archivists or future researchers.

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Box 7.1: Notes

Records come in a wide variety of forms. Most are still created on paper, in the form of correspondence, minutes, reports and memoranda, and they are normally filed systematically. In addition, information may be recorded on paper in ledgers, registers, notebooks, appointment diaries and other volumes, or they may be in the form of maps and plans (cartographic records), architectural and engineering drawings, pictures (iconographic records) or computer printouts. Such records may be handwritten (manuscript), hand-drawn, typed (typescript) or printed.

</div>

Records may also be created on media other than paper. Records are equally created in roll microfilm, microfiche or computer output microfiche (COM) formats (microforms). When records are generated as photographs, they include prints, negatives, transparencies and x-ray films.

On the other hand, when records are produced as sound recordings on disk or tape, thus they are realized as moving images on film or video (audiovisual records); as electronic text or images copied to magnetic tape or magnetic or optical disk or held in online databases (electronic records; formerly known as machine-readable records); as three-dimensional models, scientific specimens or other objects.

Records can likewise be combinations of any of the above formats in an electronic form (multimedia). All of these items are recorded if they were created by individuals or agencies in the course of their business or activities. Records are documents created or received by institutions or individuals in the course of administrative and executive transactions.

7.1.1 The Nature of Records

While all records convey information, not all sources of information are necessary records. For example, a published book or an externally provided database (on- or offline) will not be a record, although information selected from it and reused in a new context may itself become a record. Records arise from actual happenings; they are a 'snapshot' of an action or event.

They offer a picture of something that happened. Records have four important qualities or characteristics. They are:

| Records are Static in form |
| Records have Authority |
| Records are Authentic |
| Records are Unique |
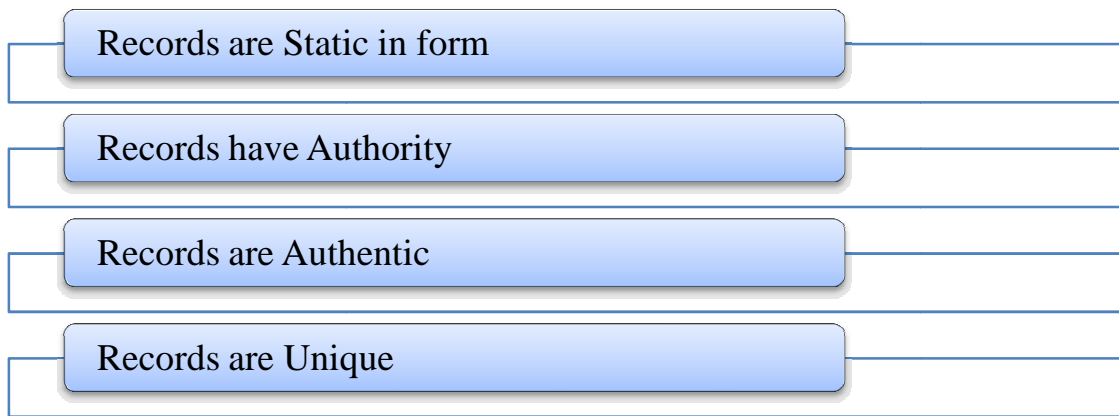
Figure 7.1: Characteristics of Records

1. **Records are Static in the form:** During the process of creating a record, a document will go through a phase of development and change. For example, minutes of a meeting will be produced in draft form and reviewed by the members of the committee before being approved. Once this process of creation, or drafting, is finished and the document is considered complete, it may be regarded as a record.

In order to provide evidence, the record must now be fixed and must not be susceptible to change. If a record is changed or manipulated in some way, it no longer provides evidence of the transaction it originally documented. If someone alters the minutes of a meeting after they have been approved, the minutes can no longer be considered an accurate record of the meeting.

2. **Records have Authority**: Records provide the 'official' evidence of the activity or transaction they document. Records must be reliable and trustworthy. The reliability of a record is linked to its creation. Who generated or issued the record? Under what authority? Can this authority be proved?

Consider again the case of the draft and final minutes. The committee has the authority to confirm that the minutes represent accurately the events of the meeting. If someone changed the minutes after the committee had approved them, he or she perhaps did not have the authority; those revised minutes may be evidence of that person's view of the meeting but they are not the 'official' record of the meeting, as authorised by the committee.

Signatures, letterheads, seals and office stamps are obvious indicators of the official nature of records.

3. **Records are Authentic**: It must be possible to prove that the records are what they say they are. The authenticity of a record is derived from the recordkeeping system in which it was created or received, maintained and used. A record is authentic if it

can be verified that its current state is exactly as it was when first transmitted or set aside for retention.

For example, a letter received in an office may be date-stamped, registered and placed on a file. The file containing the letter is tracked throughout its use and stored when not in use in a records office.

4. **Records are Unique**: Records are unique in the sense that, maintained in their appropriate context, they are a component in a unique compilation or sequence of transactions. Records are not isolated bits of information. They have meaning because they were generated during a particular transaction or business process.

The records make sense within the context of the overall functions and activities of the individual or organisation that created or used them. They have a relationship with other records that makes them unique.

7.1.2 Records and Archives

Many records are kept by an organization for only a short time, to provide evidence or information for the creating agency. Other records have a longer value, as evidence of or information

about the actions or functions of an agency over time. Those records worth preserving for their enduring value are called 'archives'. Archives are normally preserved in an archival institution.

Archives: Records, usually but not necessarily non-current records, of enduring value selected for permanent preservation. Archives will normally be preserved in an archival repository.

Archival institution: This is the agency responsible for selecting, acquiring, preserving, and making available archives. It is also known as an archival agency, archival facility or archives; sometimes referred to as an archival repository.

Archival repository: A building or part of a building in which archives are preserved and made available for consultation. Records can be identified as archival at the time of their creation, indeed even before their creation, but they are usually not transferred to an archival repository for permanent preservation until they have ceased to be of immediate administrative use of the creating agency.

In this study, the terms 'archival repository' and 'archival institution' are used interchangeably to mean the organisation responsible for acquiring, preserving and making available archival materials.

In-Text Question

The term 'records' includes all the documents that institutions or individuals create or receive in the course of administrative and executive transactions, TRUE/FALSE?

In-Text Answer

TRUE

7.1.3 Archival Records

Records selected for archival retention by the archivists will detail the origins, the structure, the curriculum, and the decision making. In some cases, the record may be a single document, such as an organizational chart for a particular unit in a certain year. In other cases, the record may be a collection of records relating to a subject such as a search or a project.

Finally, an archival record may be a summary of a series of records, such as a yearly financial statement or a final report from a hiring committee. The records, which detail the origins and growth any entity like a university, a faculty, a department, or a Unit is essential historic records and must be preserved. Examples of such records are formal documents such as letters patent, contracts, and agreements.

In many cases, there is a formal ceremony or public announcements related to the origin of the unit and the resulting invitations, correspondence, and photographs may hold archival value as well. Other archival records include; incorporation Papers, deeds, leases, contracts/legal agreements, planning and development records (campus maps, drawings, plans etc.)

The records, which detail how an organization or its units are organized or managed as well as any administrative or organizational changes over time are essential historical records as well. Policies and Planning, including records of the Board of Governors and Senate decisions, are essential records of decision making and need to be retained.

Record types can include organization charts, executive committee minutes and related policy and planning records, annual reports, and special projects.

Others include; organization charts, reviews and audits, materials for special events such as the conferences organized by your department or study series, fundraisers, anniversary celebrations, minutes of major decision making committees, policy and procedure manuals, correspondence by directors, chairs and other principal staff members on important decisions or events, reports such as annual reports, project reports and studies.

In addition, financial records may be archival in nature, provided they are records of summary such as yearly financial statements, general ledger, or other summary reports, annual financial statements, annual/general ledger; audit material records which detail curriculum, course development, and course delivery.

Also, in an academic environment, calendar, course descriptions, course syllabi, reading lists, as well as curriculum committee minutes and reports, course materials (if a particular department organizes any courses), and course development. Records, course handbooks and audio visual materials, course syllabi.

7.1.4 Users of Records

Within both government and the private sector, records are created and used on a daily basis to document actions, confirm decisions, identify rights and responsibilities and communicate information. Without records, governments and businesses today could not operate. It is no longer possible to 'remember' vast quantities of information without creating an independent account: a record.

Governments use records for such wide-ranging purposes as: documenting the work of employees, confirming pensions, leave and health benefits, confirming or reviewing policies and procedures, confirming citizens' rights, such as benefits or land ownership, providing information about past actions or decisions.

On behalf of the citizens of a country, government employees rely on records to provide core information for conducting their public business. Other users of records include:

- Individuals (families, friends, acquaintances)
- Organizations
- Universities
- Charitable Society/general public

In-Text Question

Records selected for archival retention by the archivists will detail the following EXCEPT?

a. The origins,
b. The statement,
c. The curriculum,
d. The decision making.

In-Text Answer

b. The statement

7.2   Records Management

Records management means the field of management responsible for the efficient and systematic control of the creation, receipts, maintenance, use and disposition of records, including processes for capturing and maintaining evidence of and information about business activities and transaction in the form of records.

Figure 7.2*: Receipts*
Source*:http://img.thrfun.com/img/007/731/pile_of_receipts_l4.jpg*

Records management, by allowing for the controlled destruction of insignificant information, reduces storage needs in both the hardcopy and digital world. Records management is about managing records – no matter what format.

Records management helps in the administration of any institution's records by allowing employees to locate information reliably and efficiently and in complying with Freedom of Information and Protection of Privacy Act (FIPPA) requests and other legal requests for records.

The ability to find the entirety of the records related to a particular subject, and to provide them in a reasonable time frame is both good management and good policy. Records Management allows money to be saved on filing cabinets, file folders, and the cost of employee time spent filing and retrieving records.

In addition, space may be reclaimed – in closets, basements, and hallways that are currently taking up by records. Expensive commercial records storage may be reduced or eliminated, while space currently used for records retention may be purposed for more productive purposes.

In-Text Question
According to this study, in record management, the field of management is responsible, TRUE/FALSE?
In-Text Answer
TRUE

7.2.1 Benefits of Records Management

Records management will result in a number of positive benefits for units, most notably:

- ❖ Reduced cost
- ❖ Increased useable space
- ❖ Legal and regulatory compliance
- ❖ Increased efficiency

Summary of Study Session 7

In this study, you have learnt about:

a. Overview of records, nature of records, and archival records,

b. Users of archives, how records could be managed as well as benefits of records management

Self-Assessment Question for Study Session 7

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this study as a guide.

SAQ 1 (Test of learning outcome 7.1)
What are records?

SAQ 2 (Test of learning outcome 7.2)
i. Discuss the nature of records?

ii. What are the benefits of records management?

Notes on SAQs for Study Session 7
SAQ 1

The term 'records' includes all the documents that institutions or individuals create or receive in the course of administrative and executive transactions. The records themselves form a part of or provide evidence of such transactions.

SAQ 2

i. Many records are kept by an organisation for only a short time, to provide evidence or information for the creating agency. Other records have a longer value, as evidence of or information about the actions or functions of an agency over time. Those records

worth preserving for their enduring value is called 'archives'. Archives are normally preserved in an archival institution.

ii. Records management will result in a number of positive benefits for units, most notably:

- ❖ Reduced cost
- ❖ Increased useable space
- ❖ Legal and regulatory compliance
- ❖ Increased efficiency

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Study Session 8: Basics of Publishing

Introduction

While the printing process has changed dramatically over the past two decades, the process of buying and selling printing have not had many changes over the last century. The large conglomerate book printers print for the large conglomerate publishers. The second-tier book printers crave work from the same publishers that do business with the larger printers.

Publishing involves several activities from idea conception to the final finishing and sales, all these activities are performed by different actors who are expert in their areas. This study shall discuss publishing and the various activities involved in publishing.

Learning Outcome for Study Session 8

At the end of this study, you should be able to:

8.1   Discuss Publishing and its benefits;

8.2   Explain the term Printing

8.3   State the various processes involved in publishing; and

8.1   Publishing

Publishing is a social responsibility to record human activity for posterity, provide entertainment and to inform. It is very important in national development because of its role in information dissemination and as a repository of human culture, history and knowledge.

Publishing can be defined as the whole process of producing for distribution to the public, books, serials which include journals, newspapers, magazines, bulletins, and other resources. It is summed up as the planning, selecting, cutting, designing, producing, marketing and distribution of printed information resources, including electronic products. It has been defined elementary as the profession or business of publishing books.

Figure 8.1*: A Magazine front page*
Source*: https://medullatantrum.files.wordpress.com/2011/01/vogue-africa-white-feather-june-e1279665105829.jpg*

Amori (1991) gave a more detailed definition. According to him, "publishing is the business of supporting and developing an author's idea and preparing the idea for public use". This definition identified the author as one of the key players in the book publishing process.

Traditionally, publishing refers to the distribution of printed works such as books, journals, magazines and newspapers. However, with the advent of digital information system and the internet, the scope of publishing has expanded to include electronic resources, such as electronic version of books, periodicals as well as micropublishing, website blogs, video games publishing and others. Publishing is in stages, and this includes:

1. Manuscript development,
2. Acquisition,
3. Copyediting,
4. Graphic design,
5. Production,
6. Printing,

7. Marketing,
8. Distribution of books.

Publishing involves the activities of authors, illustrators, editors, designers, printers, binders and the booksellers.

It is the process of producing for dissemination books, films, computer programs, records, newspapers, periodicals, disc, bulletins, magazines and other literacy materials. The distribution can be for sales or free. Publishing is a social responsibility to document and record human activities for posterity, to give information and educate, as well as entertain.

Box 8.1: Note
Publishing involves an effort to produce for mass use and consumption, the ideas of man (intellectual and creative). Publishing can be in print in case of printed works or in electronic, i.e. electronic/online publishing i.e. e- resource that can be accessed electronically. E-publishing is a process which takes the format of works online on a compact disk, emailed, or provided in a file format compatible with handheld electronic readers.

Publishing is crucial to national development because of the role in information dissemination and as a repository of human culture, history and knowledge.

In-Text Question
According to this study, publishing refers to the distribution of printed works which includes the following except?
   a. Calendars,
   b. Journals,
   c. Magazines
   d. Newspapers.
In-Text Answer
   a. Calendars,
8.2 Printing
Printing entails putting ink on paper or other materials using a printing press or similar device. In desktop publishing, printing takes two forms, namely desktop publishing and commercial publishing. With desktop publishing a digital file is sent to an inkjet

or laser printer connected to a computer (or its network) and the printed page is available in a short while.

While in commercial printing, a printer service print a file using one of the varieties or methods, often involving a printing press and printing plates. The printing method to be used affects how digital files are prepared. The commercial printing method usually requires very specific file preparation or pre-press tasks.

Printing involves the process for reproducing text and illustrations, traditionally by applying ink to paper under pressure, but presently includes various other methods. Printing technology involves three levels, namely:

Letterpress

Offset printing

Digital printing
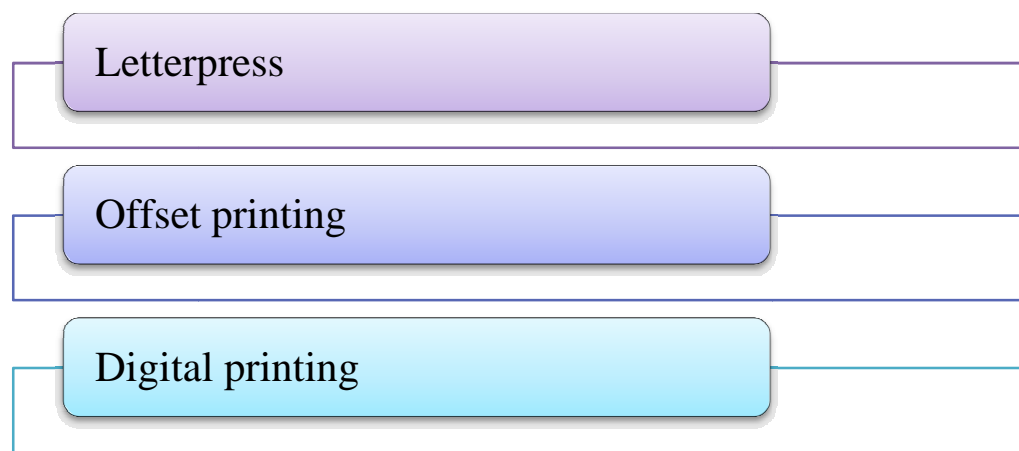
Figure 8.3: Levels of Printing Technology

1. Letterpress: Letterpress uses mechanical printing technology relying on mechanical pressure to transfer a raised inked image to the surface to be printed, and offers spot colour printing only. The print quality of letterpress is very poor compared to others and its type sets are in cast metal. The technology is gradually phasing out though some second hand machines can still be found on the market.

2. Offset printing: Offset printers can offer high quality quad, printing presses are equipped with one colour, two or four colours printing presses. One colour press will need four passes for a quad print work while two colour press will need two passes and four colour press single pass. Offset printing is usually used for large volume printing as costs for short runs on offset machines are very high.

3. Digital printing: Digital technology presently makes possible direct printing from a computer without passing through the stages of the making and plate making. The prepared output is looked into a computer which is coupled with a digital press. Digital printing allows short run printing at reasonable costs.

Equipment and tools used in the printing business include: computers, drum colour scanner, flatbed colour scanner, design, photo editing and publishing software, high

volume laser and/or inkjet printer with colour out, image setting equipment, letterpress, offset press, digital press, guillotine, film and plate making equipment, paper trimming and bedding equipment.

In-Text Question

_____presently makes possible direct printing from a computer without passing through the stages of the making and plate making.

    a. Letterpress

    b. Offset printing

    c. Digital printing

    d. None of the above

In-Text Answer
c. Digital printing

8.3 Publishing Process

Publishing essentially begins with idea conception by the author which is then followed by manuscript generation, manuscript assessment, origination and design (typesetting, formatting, illustration, and graphic design), editing, and indexing. Editing itself is multi-tasking and is carried out progressively from raw manuscript stage to galleys stages, page-proofs and camera ready copy stage.

It is when the camera ready copy (CRC) stage is attained that indexing is carried out because at that stage, no addition or subtraction that can lead to changes in pagination can take place. It is the CRC that is sent to the press for filming and plate making which is done by lithographer.

Box 8.2: Recall
Publishing can be defined as the whole process of producing for distribution to the public, books, serials which include journals, newspapers, magazines, bulletins, and other resources.

This is the foundation stage of printing and it is called pre-press. Film separation can be done manually on the computer or digitally on sophisticated separation equipment in the laboratory. Pre-press is followed by the press stage where mass printing is done on printing machine by the machine-minder or operator. After this, is the post-press which is the last stage in printing?

Post-press follows the following stages in sequence: folding, collating, sewing, binding, trimming, checking and repair, and wrapping or packaging, promotion, distribution and marketing are also essential parts of publishing processes.

8.3.1 Publishing Process Flowchart

```
┌─────────────────────┐              ┌──────────────────────────────┐
│                     │              │  1.  Solicited manuscript    │
│  Ideal Conception   │─────────────▶│  2.  Unsolicited manuscript  │
│                     │              │  3.  Manuscript assessment   │
└─────────────────────┘              └──────────────────────────────┘
           │
           ▼
┌─────────────────────┐              ┌──────────────────────────────┐
│                     │              │ Typesetting,    Formatting,  │
│     PRE -PRESS      │─────────────▶│ Illustration, Graphic design,│
│                     │              │ Layout      design,     page │
└─────────────────────┘              │ proofing, camera ready copy  │
           │                         │ (CRC).                       │
           ▼                         └──────────────────────────────┘
┌─────────────────────┐              ┌──────────────────────────────┐
│                     │              │ Filming      and      Plate  │
│       PRESS         │─────────────▶│ Making, Printing.            │
│                     │              │                              │
└─────────────────────┘              └──────────────────────────────┘
           │                         ┌──────────────────────────────┐
           ▼                         │ Folding,        Collating,   │
┌─────────────────────┐              │ Sewing,          Binding,    │
│    POST-PRESS       │              │ Trimming,      Checking      │
│                     │              │ and  Repair,  Wrapping       │
│  (Print finishing)  │              └──────────────────────────────┘
└─────────────────────┘
           │
           ▼
     ┌─────────────────┐
     │ Advertisement,  │
     │ Marketing,      │
     │ Distribution    │
     │ &Sale.          │
     └─────────────────┘
```

Summary of Study Session 8

In this study, you have learnt that:

1. Traditionally, publishing refers to the distribution of printed works such as books, journals, magazines and newspapers.

2. Printing entails putting ink on paper or other materials using a printing press or similar device. In desktop publishing, printing takes two forms, namely desktop publishing and commercial publishing.

3. Publishing essentially begins with idea conception by the author which is then followed by manuscript generation, manuscript assessment, origination and design (typesetting, formatting, illustration, and graphic design), editing, and indexing.

Self-Assessment Question for Study Session 8

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this study as a guide.

SAQ 1 (Test of learning outcome 8.1)
Explain the term Publishing

SAQ 2 (Test of learning outcome 8.2)
Discuss the three levels of printing technology, according to this study

SAQ 3 (Test of learning outcome 8.3)
Explain the publishing process with the use of diagrams

Notes on SAQs for Study Session 8
SAQ 1

Publishing can be defined as the whole process of producing for distribution to the public, books, serials which include journals, newspapers, magazines, bulletins, and other resources. It is summed up as the planning, selecting, cutting, designing, producing, marketing and distribution of printed information resources, including electronic products. It has been defined elementary as the profession or business of publishing books.

SAQ 2

1. **Letterpress**: Letterpress uses mechanical printing technology relying on mechanical pressure to transfer a raised inked image to the surface to be printed, and offers spot colour printing only. The print quality of letterpress is very poor compared to others and its type sets are in cast metal. The technology is gradually phasing out though some second hand machines can still be found on the market.

2. **Offset printing**: Offset printers can offer high quality quad printing presses are equipped with one colour, two or four colours printing presses. One colour press will need four passes for a quad print work while two colour presses will need two passes and four colour press single pass. Offset printing is usually used for large volume printing as costs for short runs on offset machines are very high.

3. **Digital printing**: Digital technology presently makes possible direct printing from a computer without passing through the stages of the making and plate making. The prepared output is looked into a computer which is coupled with a digital press. Digital printing allows short run printing at reasonable costs.

   Equipment and tools used in the printing business include: computers, drum colour scanner, flatbed colour scanner, design, photo editing and publishing software, high volume laser and/or inkjet printer with colour out, image setting equipment, letterpress, offset press, digital press, guillotine, film and plate making equipment, paper trimming and bedding equipment.

SAQ 3

Publishing essentially begins with idea conception by the author which is then followed by manuscript generation, manuscript assessment, origination and design (typesetting, formatting, illustration, and graphic design), editing, and indexing. Editing itself is multi-tasking and is carried out progressively from raw manuscript stage to galleys stages, page-proofs and camera ready copy stage.

It is when the camera ready copy (CRC) stage is attained that indexing is carried out because at that stage, no addition or subtraction that can lead to changes in pagination can take place. It is the CRC that is sent to the press for filming and plate making which is done by lithographer.
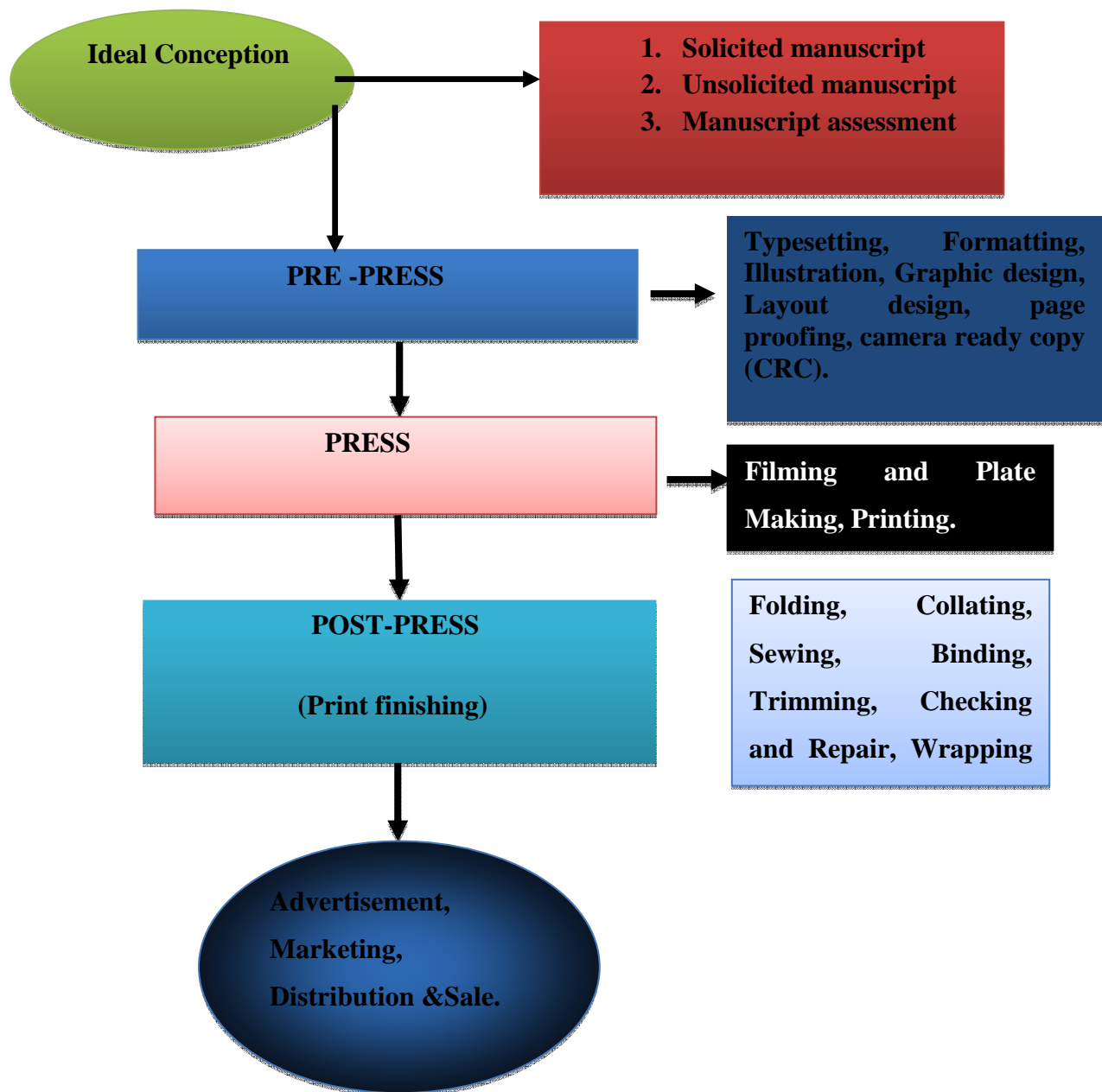
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Study Session 9: Book

Introduction
The word book is common and it is frequently mentioned daily by all and sundry particularly in the educational sector. A book is a collection of written or printed matter consisting of pages, bound in volume for ease of handling and storage. The book consists of various parts and it is very important for social, individual and national development.

In this study, we shall examine different definitions of book by various experts, characteristics of the book and the importance of the book.

Learning Outcome for Study Session 9
At the end of this study, you should be able to:

9.1   Define book;

9.2   Discuss the characteristics of the book; and

9.3   Identify different types and importance of books.

9.1 Book
A book is a collection of written or printed matter consisting of several pages, at least 49 pages, bound in volumes, having a spine and cased in paper, hard, cotton or leather cover for protection. Despite the introduction and invention of electronic information resources, book still remains an important information resource. For instance, the book is important for national and intellectual development; its production also offers opportunity for people.

Figure 9.1: A Book

Source: *http://nobacks.com/wp-content/uploads/2014/11/Book-11.png*
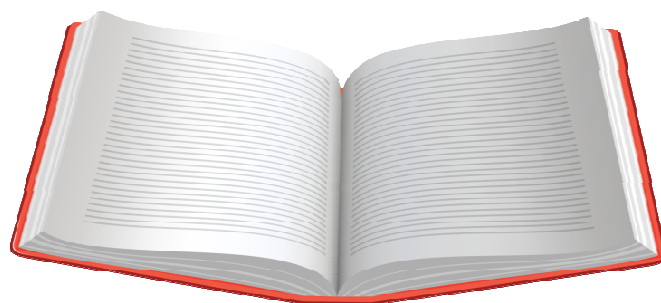
There are several definitions for the term "Book".EncyclopaediaBritannicadefined thebookas "a written or printed message of considerable length meant for public circulation and recorded on materials that are light yet durable to ensure comparatively easy portability".

Akangbe (1999:1) defined book "as a printed material which incorporates fairly lengthy information, carefully and methodically assembled for public circulation and bound together with front and back covers to ensure durability and beauty".

Relatedly, **Funk** and **Wagnall**'s StandardCollegiateDictionarydefine a book as "a bound set of printed sheets of paper, usually between the covers, forming a volume of some bulk". Meanwhile, according to EncyclopediaAmericana, book is described as "an assembly of a number of leaves held together by… and protected in front and back with a cover of more or less durable material".

There are different types of books; they include: Children's book, Reference book, Professional books, Trade book, Religious books, Creative books, School books and electronic books. Electronic books are products of electronic publishing also called e-publishing.

9.1.1 Characteristics of a Book

The following are some characteristics of a Book:

1. It is a bound set of printed sheets of paper
2. It contains information
3. It is hinged together at the spine (A book has a spine)
4. It has cover(s)
5. It is a collection of written or typed pages of paper
6. It usually has above 49 pages of written or printed paper
7. It is divided into parts, i.e. cover, early matters, intellectual content /body and end matters.

9.1.2 Importance of a Book

The Book is crucial and imperative for national and international development; it provides a means of information dissemination. Some of the importance of the book include:

 i. It is versatile and long lasting
 ii. It provides companionship for the reader
 iii. It facilitates cooperation among nations because it crosses borders
 iv. Its dissemination of information cannot be controlled because it depends on where a reader goes.

v. Books are very important for national and international development.

vi. It provides employment for people, i.e, people involved in its production.

vii. The Book does not require electricity for use, it can be used anywhere, anytime.

viii. It is important for education; it is the major instrument for teaching and learning.

ix. The Book is of great political import and it helps to shape the political fortune of nations.

Books are vital tools of social information, and social education. We can differentiate right from wrong, we are enlightened through books; books help us to know our rights and our limitations. Books are a tremendous aid to religion. You can imagine how Christianity or Islam wouldhave been without the Bible or Koran, the holy books.

Finally, the book promotes education, eradicates illiteracy, and brightens the citizenry mentally, physically, and spiritually. The Book informs, enlightens, entertains, aids good governance and paves way for a stable and peaceful society. The Book is indeed a pivot to total development.

In-Text Question
As you have learnt from this study and previous studies, a book is not always printed, TRUE/FALSE?

In-Text Answer
FALSE

9.2 Parts of a Book

A book is basically divided into four parts which are:

Cover

Early matters

Body

End matters
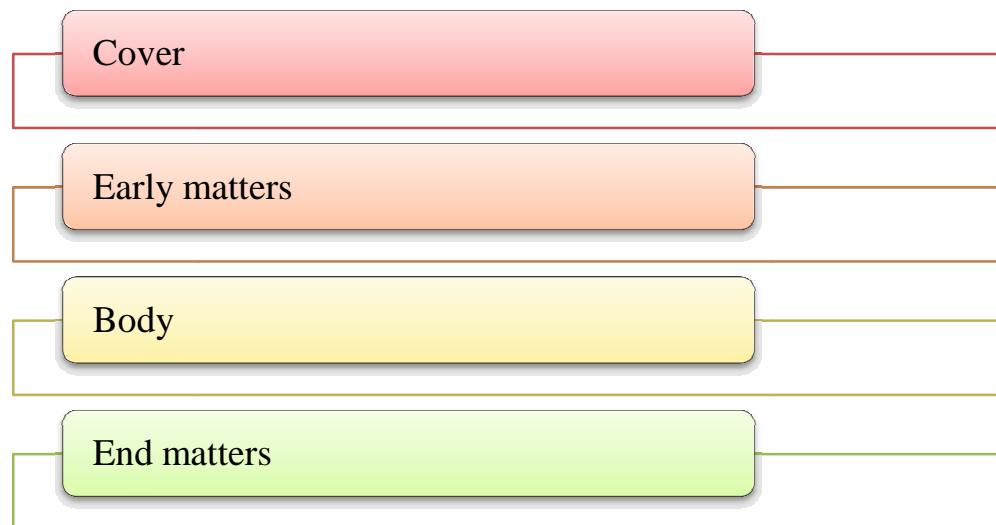
Figure 9.2: *Parts of a Book*

The cover is the outer layer of a book, it can be divided into three layers which are:

9.2.1 Front cover

The front cover takes the place of a dust jacket as a sales piece of communicative information about the book as such, it is designed with dexterity and it bears boldly the name of the author, the title of the publication, and the publisher's name. It is carefully designed with calculated attention that gives beauty and calls for attraction.

In current dispensation, most book covers are in full colour. A cover is indeed a promotional tool and as such it must be well designed. The front cover must be made attractive and endearing. The cover concept must be meaningful, arresting, and irresistible.

Spine: This is the left side of a book where the pages are bound. It is often the only part of the book that is visible in the book store where most books are shelved, rather than displayed face out. It is the only untrimmed edge of a book; the three other edges are trimmed for opening. The spine is technically designed to take into consideration the width of the book so that after production the spine will not be too tight or too loose.

Essentially, the volume, i.e. the page extent of a book and the grammage of the paper used for printing determine the spine. It is on the spine that the book hinges. The spine usually contains the book title, at least the name of the author and the publishers' identity, usually including their logo because there is not enough room for the company name or imprint.

Back cover: Further sales information about the book is found on the flip side of the book, on either the dust jacket or the back cover. Included here might be the author bio/authors profile and photograph; other information could be sales information about the book, endorsement of the book, and the author/blurb.

The blurb is the synopsis (summary) of the book. The blurb is an enlistment or a concise summary of the selling points of the book with a view to attracting or arresting the interest of the reader (s) /buyer (s). It projects the usefulness and worthiness of the book. The blurb must be written to project the book by bringing to the fore the main messages and the essence of the book.

Again, what constitutes the mark of differentiation over other rival titles in the market should be emphasized. Also, like the front cover, the back cover must also be beautifully designed. The authors profile on the other hand containsa brief account of the author's academic, literary or professional history.

The history of the author is summarized detailing his/her antecedents and achievements, the previous book(s) written, academic titles, awards and excellence, etc. are detailed for the readers to know the calibre of the writer, the back cover can show the International Standard Book Number (ISBN), the publishers name and the logo.

9.2.2 Preliminary Parts/The Early Matters

This part precedes the main text, the main intellectual content of the books. The pages here are either unnumbered but in most cases, they are numbered in roman figures rather than Arabic numerals. The preliminary pages are printed in part with each having a unique heading. The preliminary pages include:

1. Fly leaves,
2. Half title page
3. Title page
4. Copyright page,
5. Dedication,
6. Table of content,
7. Foreword,
8. The preface,
9. Acknowledgement.
10. Introduction

Fly Leaves:

Half title page:

Title Page*:* This page bears the title of the book and the name(s) of the author(s). These two contents are basic. Some publishers put their logo or name on the title page; this depends on the house style of the publisher.

Copyright Page: The copyright page confers legality on the book. On this page, we have copyright information and the imprints that are legally required by law.

The page also displays the publishing history of the book such as the edition, reprint or revised production, the date and the year of publication, name and address of the publisher, the town or city and the country where the publishing house is located, the ISBN (International Standard Book Number) and possibly the company's logo.

Copyright page also displays the telephone numbers, e-mail address, website of the publisher, etc. The CIP (Cataloguing-in-Publication) data are also displayed.

Table of Contents: This page contains all the contents of the book. It bears the heading and study sessions and their corresponding pages. For the front matters, headings like dedication, acknowledgement, preface, foreword, and introduction are listed with their page numbers. On the text proper, each part/section, each study session with the topic and possibly the sub-headings are also captured with their corresponding page numbers.

The same goes for the end matters where bibliography, index, appendix/appendices are listed on the table of content.

Dedication Page: This page contains the name of the person, group or organization(s) to which a book is dedicated. It is an honour page and the person whom the book is dedicated to is at the discretion of the author. Usually, people, organization or beneficiaries of dedication pages are few. This optional element allows the author to dedicate the book to someone or something.

AcknowledgementPage: On this page, the author(s) recognize (s) the assistance, support and contributions of notable people on this page. All those who have contributed one way or the other are captured.

These can be individuals, organizations, corporate bodies, students, teachers, author's colleagues and associates, friends, type-setter, typist, editors, graphic artists, mentors, spouse, parents, etc. In short, all those who the author consider important are duly appreciated.

Preface: It is usually a kind of introduction on the book which is written by the author(s). It gives an insight into the content of the book and it is an important aspect of the early matters. The preface x-rays the contents of the book sequentially, detailing

its structure and arrangements. It is not a general overview of the subject which the book deals with, but an insight into the book.

Specifically, preface is an introductory section that comments on the various aspects of the book and highlights the writer's intention.

Foreword: It is usually written by an expert and a respected authority in the field of study or field to which the publication belongs. Foreword is not written by the author and certainly not by someone of a lower calibre. Foreword gives an overview of the subject matter which the book deals with. It also offers useful comments on the book itself. It is an introductory note or essay on a book.

Introduction: This either falls under the preliminary pages or under the body text. It belongs to the preliminary pages if it is to give additional background information about the book. When it appears under the preliminary pages then it is numbered in Roman numeral. It can be written by the author or by someone else other than the author.

If it however appears under the body text, then it is like a study session on its own and it is definitely written by the author her/himself. The introduction may also be in an informal form "dear reader" letter getting the reader excited about the information presented, inviting the reader to partake of the information inside the book.

In-Text Question

The following are preliminary pages in a book except?

    a. Glossary

    b. Fly leaves,

    c. Half title page

    d. Title page

In-Text Answer

    a) Glossary

9.2.3 The Body

This part contain the major cause of the book, it is otherwise known as the intellectual content of the book, the pages are in Arabic numerals; this part is more than all other parts of the book, it contains illustration, charts, plates and diagrams. The body contains pages where the intent of the writer is made known to readers. The body also contains foot note and the end note.

9.2.4 The End Matters

These are the last few pages at the back of the book before the book back cover; they are not part of the main text, although they are numbered with the normal body or intellectual content page. The end matters include:

- Glossary
- Index
- Bibliography
- Appendix
- References
- Summary

A typical book is divided into parts. In this study, we also learnt that a book is divided into four broad parts which are the cover, the early matters, the body text, and the end matters. The book cover has been identified as the protector and anchor of the book and it has three parts which are the front cover, the spine and the back cover. There are preliminary pages, the body of the work, which is also the intellectual matter of the book.

Finally, there is the ending part of a book. This part includes references, indexes, appendix, bibliography etc.

Summary of Study Session 9

In this study, you have learnt that:

1. A book is a collection of written or printed matter consisting of several pages, at least 49 pages, bound in volumes, having a spine and cased in paper, hard, cotton or leather cover for protection.

2. A book is basically divided into four parts which are; front cover, Preliminary Parts/The Early Matters, the Body,the End Matters

Self-Assessment Question for Study Session 9

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this study as a guide.

SAQ 1 (Test of learning outcome 9.1)
What is a book?

SAQ 2 (Test of learning outcome 9.2)
Highlight some characteristics of books

SAQ 3 (Test of learning outcome 9.3)
State the different types and importance of books.

Notes on SAQs for Study Session 9
SAQ 1

A book is a collection of written or printed matter consisting of several pages, at least 49 pages, bound in volumes, having a spine and cased in paper, hard, cotton or leather cover for protection. Despite the introduction and invention of electronic information resources, book still remains an important information resource.

SAQ 2

The following are some characteristics of a Book:

1. It is a bound set of printed sheets of paper
2. It contains information
3. It is hinged together at the spine (A book has a spine)
4. It has cover(s)
5. It is a collection of written or typed pages of paper

SAQ 3

A book is basically divided into four parts which are:

Front cover

The front cover takes the place of a dust jacket as a sales piece of communicative information about the book as such, it is designed with dexterity and it bears boldly the name of the author, the title of the publication, and the publisher's name. It is carefully designed with calculated attention that gives beauty and calls for attraction.

In current dispensation, most book covers are in full colour. A cover is indeed a promotional tool and as such it must be well designed. The front cover must be made attractive and endearing. The cover concept must be meaningful, arresting, and irresistible.

Preliminary Parts/The Early Matters

This part precedes the main text, the main intellectual content of the books. The pages here are either unnumbered but in most cases, they are numbered in roman figures rather than Arabic numerals. The preliminary pages are printed in part with each having a unique heading. The preliminary pages include:

1.   Fly leaves,
2.   Half title page
3.   Title page
4.   Copyright page,
5.   Dedication,
6.   Table of content,
7.   Foreword,
8.   The preface,
9.   Acknowledgement.
10.   Introduction

The Body

This part contains the major cause of the book, it is otherwise known as the intellectual content of the book, the pages are in Arabic numerals; this part is more than all other parts of the book, it contains illustration, charts, plates and diagrams. The body contains pages where the intent of the writer is made known to readers. The body also contains foot note and the end note.

The End Matters

These are the last few pages at the back of the book before the book back cover; they are not part of the main text, although they are numbered with the normal body or intellectual content page.

The end matters include:

    Glossary
    Index
    Bibliography

Appendix
References
Summary

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Study Session 10: Interrelationship of Libraries and other Information Institutions and Agencies

An Archive is a place where a historical event in a particular geographical area, especially a country is preserved and stored for further reference.
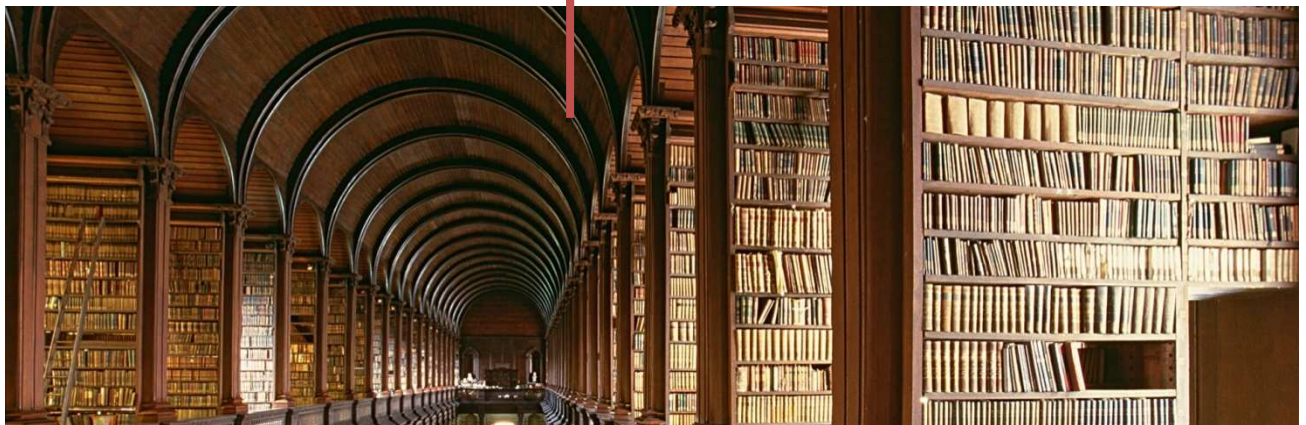
Introduction

The Library can be defined as a collection of information materials gathered, processed, stored and disseminated in both book and non-book format to satisfy users' needs. The libraries as it were share relationship with many other information agencies, these agencies are also concerned with information provision and dissemination.

These agencies provide their clientele with relevant information, organization or government departments where their needs can be satisfied. The agencies include mass media, Agric-extension agencies, Advisory bureau, Archive, MAMSER, DFRRI and other non-governmental information bodies.

Learning Outcome for Study Session 10

At the end of this study, you should be able to:

10.1   Define the Terms Library and Archives;

10.2   Discuss the interrelationship between Libraries and Mass media

10.3   Explain the roles of libraries and other information agencies;

10.1   Libraries and Archives

The Archive is a place where a historical event in a particular geographical area, especially a country is preserved and stored for further reference. A majority of governmental activities, speeches, treaties, documents, agreements, law, news, etc. are documented and kept in archives. The materials in the archives are arranged chronologically according to the dates of such events.

Therefore, users interested in the information about events in a particular country and of its government can access the archive. Such information is needed for research, social development, change, socioeconomic functions, policy making, forecasting, education, smooth running of government/organizations, trace history, etc.

Box 10.1: Excerpts from Study Session 7

Archives: Records, usually but not necessarily non-current records, of enduring value selected for permanent preservation. Archives will normally be preserved in an archival repository.

Archival institution: This is the agency responsible for selecting, acquiring, preserving, and making available archives. It is also known as an archival agency, archival facility or archives; sometimes referred to as an archival repository.

Archival repository: A building or part of a building in which archives are preserved and made available for consultation. Records can be identified as archival at the time of their creation, indeed even before their creation, but they are usually not transferred to an archival repository for permanent preservation until they have ceased to be of immediate administrative use of the creating agency.

The archive performs related functions with the library; the archives also provide information for education, research and more importantly helps preserve the historical and natural heritage of the people. The archives also entertain users as the library, although there is restriction on the level of access depending on the recommendations given to the class of user and the importance of the needed information.

In-Text Question

Archive is a place where a historical event in a particular geographical area especially a country is preserved and stored for further reference, TRUE/FALSE?

In-Text Answer

TRUE

10.2 Libraries and Mass Media

The mass media are said to be a valuable instrument in societal development, they are agents of information, transformation, enlightenment and change in any society. Nwalo(2003) says that the mass media are regarded as inevitable, persuasive instrument in the social aspect of man's struggle for survival and self-liberation.

They help to raise the information level, focus attention on certain subject, assist in determining the information level, affect attitude and shape public opinion. The mass media disseminate information through mediums like newspapers, radio, television and the internet. Mass media perform the functions of education, information, recreation, preservation and the promotion of peoples' culture.

10.2.1 Area of Interdependency of Mass Media and Libraries

The following are areas of Interdependency of Mass Media and Libraries:

Figure 10.2*: Areas if interdependency of Mass Media and Libraries*

1. **Education and Information**

The mass media reach the populace in various ways Educative programs like quiz, education for all, distance education, school program, public enlightenment programs etc., are broadcasted by the mass media to the populace. The mass media provide informal ways of educating the public.

The library as a cooperating body can help to repackage and store those educational programs disseminated by the mass media, thereby making it available for future use.

2. Recreation

The major role of the mass media is to entertain people. Hence, music, comedies, soap operas, cartoons, fashion show, amongst many other interesting programs are broadcasted as a means of recreational relaxation for viewers. Likewise, cartoon; jokes are published in the newspapers, while interesting songs and programs are aired on the radio.

Video and audio cassettes used by mass media can be purchased or duplicated in the library for users' entertainment.

3. Preservation and Promotion of Culture

Culture is a way of life. It is, a distinctive way of living of a group of people. Culture is both tangible and intangible, i.e. it has touchable and physical aspect as well as unseen and abstract part. Songs, folks, stories, myth, and belief, etc. of people are from time to time disseminated by mass media to the general public.

Culture is preserved and promoted when individuals involved in the practice of a particular culture are interviewed and this cultural information are recorded. The recorded information is duplicated in the libraries and protected for future use. Tangible part of a culture like status, clothing, tools, weapons, etc. is also kept in the library. These are called "Realia" or "artefact".

In-Text Question

From your study so far, the mass media aids _____ development?

    a. Societal
    b. Social
    c. Economic
    d. Health

In-Text Answer

    a. Societal

10.3 Libraries and Ministry of Information

Ministry of information is a government parastatal that is responsible for the dissemination of governmental information to the general public. The ministry informs the people about the activities and programs of government for them and how the people can benefit from such programs. The ministry also ensures that people are

carried along and adequately informed about the programs and plans of the government.

Box 10.2: Note

Ministry of information is replicated at every level of government, i.e. federal, state and local government. The ministry informs the public about the programs of the government that would add value to their lives. Some of these programs include: National Immunization Program, National Health Insurance Schemes, Agricultural Credit Facility Centres, recruitments and federal, states openings, federal and state family health care and support programs, information about the epidemic and its prevention (Ebola, HIV/AIDS, Cancer etc.) Ministry of information prints, posters, handbills, calendars, pamphlet, monographs etc. The ministry also publishe in-house newspapers, make advertisements and in some cases, carry out public enlightenment programs.

All these information bearing materials and records are acquired by the library or deposited as the case maybe, in the library for users. The library also assists the ministry in educating the public.

10.3.1 Library and Change Agents

These agencies, as their name implied, are agencies tailored in their activities and functions to help better the lives of citizens. Change agents undertake programs and activities directed to change the lives of people. These agents organize programs and outreaches to educate people on ways by which their status and standard of living can be transformed.

These agencies can be non-governmental or government owned they include: Health agencies, Agricultural extension agencies, agencies for rural family support, family planning centres etc.

Change agents reach out to communities and rural areas at regular and at irregular periods of time; they print posters, pamphlet and handbills to communicate their messages. These bills and posters are most times published in the English language by the agents believing that it is the Lingua Franca (accepted language for all).

The local libraries therefore, help in the translation of these posters, bills, pamphlets into the local languages of the people so that it could be easy for them to read. Also, because of the higher rate of illiteracy in these areas, the library can also stage a drama, play or demonstration about the message to the local communities, this will further their understanding about it.

Summary of Study Session 10

In this study, you have learnt that:

1. The library is the information body that ensures that people and users are provided with recent and current information to satisfy their information needs.

2. The library has it were, does not provide this information service(s) alone. There are several other information agencies that the library collaborates with, to provide information to the people.

3. The information agencies include mass-media, family support programs, Agric-extension agencies, Advisory bureau, Archive, MAMSER, DFRRI and other non-governmental information bodies.

Self-Assessment Question for Study Session 10

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 1 (Test of learning outcome 10.1)
What other agencies provide information with library?

SAQ 2 (Test of learning outcome 10.2)
Explain the roles of information agencies in the provision of information?

SAQ 3 (Test of learning outcome 10.3)
Identify the interrelationship of library and other information agencies?

Notes on SAQs for Study Session 10
SAQ 1

The mass media are said to be a valuable instrument in societal development, they are agents of information, transformation, enlightenment and change in any society. Nwalo (2003) says that the mass media are regarded as inevitable, persuasive instrument in the social aspect of man's struggle for survival and self-liberation.

They help to raise the information level, focus attention on certain subject, assist in determining the information level, affect attitude and shape public opinion. The mass media disseminate information through mediums like newspapers, radio, television and the internet.

SAQ 2
The following are the roles of information agencies in the provision of information:

1. Education and Information

The mass media reach the populace in various ways Educative programs like quiz, education for all, distance education, school program, public enlightenment programs etc., are broadcasted by the mass media to the populace. The mass media provide informal ways of educating the public.

The library as a cooperating body can help to repackage and store those educational programs disseminated by the mass media, thereby making it available for future use.

2. Recreation

The major role of the mass media is to entertain people. Hence, music, comedies, soap operas, cartoons, fashion show, amongst many other interesting programs are broadcasted as a means of recreational relaxation for viewers. Likewise, cartoon; jokes are published in the newspapers, while interesting songs and programs are aired on the radio.

Video and audio cassettes used by mass media can be purchased or duplicated in the library for users' entertainment.

3. Preservation and Promotion of Culture

Culture is a way of life. It is, a distinctive way of living of a group of people. Culture is both tangible and intangible, i.e. it has touchable and physical aspect as well as unseen and abstract part. Songs, folks, stories, myth, and belief, etc. of people are from time to time disseminated by mass media to the general public.

Culture is preserved and promoted when individuals involved in the practice of a particular culture are interviewed and this cultural information are recorded. The recorded information is duplicated in the libraries and protected for future use. Tangible part of a culture like status, clothing, tools, weapons, etc. is also kept in the library. These are called "Realia" or "artefact".

SAQ 3

Libraries and Ministry of Information

Ministry of information is a government parastatal that is responsible for the dissemination of governmental information to the general public. The ministry informs the people about the activities and programs of government for them and how the people can benefit from such programs. The ministry also ensures that people are carried along and adequately informed about the programs and plans of the government.

Ministry of information is replicated at every level of government, i.e. federal, state and local government. The ministry informs the public about the programs of the government that would add value to their lives. Some of these programs include: National Immunization Program, National Health Insurance Schemes, Agricultural Credit Facility Centres,

Recruitments and federal, states openings, federal and state family health care and support programs, information about epidemic and its prevention (Ebola, HIV/AIDS, Cancer etc.) Ministry of information prints, posters, handbills, calendars, pamphlet, monographs etc. The ministry also publishes in-house newspapers, make advertisements and in some cases, carry out public enlightenment programs.

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Study Session 11: Librarianship as a Profession

Introduction

There are many occupations and trades which are learned and taught. Though the duration of the apprenticeship or training is extensive, involving years of training, but without a formalized system of teaching and training, these trainees cannot be regarded as professionals.. There are no qualification requirements, no official publications for the occupation or a written code of conduct for such practitioners, etc. As such, practitioners of such occupation and trade cannot be called professionals. In these present days, many in a particular occupation claimed to belong to a profession, some even call themselves professionals.

This study, therefore, aims at giving a definitive scholastic description of the profession, as well as removing the confusion on what really is a profession and also highlights the various qualities of a profession. Importantly, it also intends to establish the veracity of if librarianship is a profession or vice versa.

Learning Outcomes for Study Session 11

At the end of this study, you should be able to:

11.1   Identify the various characteristics of a profession; and

11.2   Describe Librarianship as a profession.

11.1 Profession

What is a Profession?

The English dictionary says a profession is a declaration of belief, faith or of one's opinion. It went further to say that it is an occupation, trade, craft or activity which one has a profession expertise, in a particular area, a job, especially one requiring a high level of skill or training. Before a profession could be recognized and accepted, it must satisfy the following characteristics:

1. A profession is a clearly defined body of knowledge (it is learned).
2. A profession is a recognized professional training and skill that can be taught.
3. There is an existence of a professional association(s) for the development and control of a profession.
4. A profession enjoys public recognition.
5. There is a legal backing for both the professionals and the profession.

6. A profession has professional publication(s) that enlighten(s) people about the profession.

7. The practitioners of a profession enjoy a relatively high degree of autonomy in practicing the profession and making decisions in the profession.

8. A profession should be able to solve problem and contribute to development in the society.

9. A profession is guided by altruism (genuine concern for the satisfaction of clients who seek help).

10. A profession is guided by a code of conduct and requirements for membership.

In-Text Question
There is an existence of a professional association(s) for the development and control of a profession, TRUE/FALSE?
In-Text Answer
TRUE

11.2 Librarianship
What is Librarianship?

It is a dynamic and interesting career, which focuses on information and the management thereof. It includes the collection, organisation and distribution of information, according to international principles and standards, in different formats for education, general use, research, and recreation. It is also the facilitation of access to information so that people find and use information effectively for personal and professional purposes.

Box 11.1: Note

The latest information and communication technology (ICT) developments, including social media such as Facebook and Twitter, e-books and mobile technology offer wonderful new opportunities in the delivery of information services and the way libraries are managed. Librarianship forms the basis of specialization and diverse career opportunities, including document management, knowledge management, children's librarianship, research librarianship and electronic resources management.

a. Considering the above criteria, it is pertinent to ask, is Librarianship a profession? Can we say that librarianship can compete with other professionals in Nigeria? The answer is "Yes" because librarianship fulfils all the stated criteria of a profession. This is because:

b. Librarianship is a clearly defined body of knowledge: Before a person becomes a librarian, he must have undergone and fulfilled the course requirements that

make him one. The courses taken varies according to institutions awarding degrees in librarianship, so is their years of training, but in spite of this, there are courses and years of training that must be fulfilled and completed before a person can be certified as a librarian.

c. Examples of some variations in the institution, in the University of Maiduguri (UNIMAID) UME is 4 years, while Direct Entry (DE) is 3 years, but in Tafawa Balewa University (ATBU), UME is 5 years and Direct Entry (DE) is 4years. Teaching methods in these schools include; studies, discussions, project, assignment, power point presentation, online discussions, project, lab. Exercise, online test/assignments etc.

d. Librarianship has professional training schools where skills are taught: The past 30years have seen dramatic expansion and change in the numbers of library and information science schools in Nigeria. 37 accredited institutions across the nation now graduate students in librarianship (NALISE Conference, 2014). Degrees like bachelor of library and information science (BLIS).

e. Masters programs in Library Science (MLIS), Masters in Health Information Management (MHIM), Masters in Archive and Records Management (MARM) and Master in Publishing Science (MPCS) are awarded to professionals in the fields.

f. Librarianship has an association/professional body: The profession has many professional bodies responsible for the direction, monitoring and regulation of the profession, professionals and the teaching of library information Science education (LIS), among them are; Nigerian Library Association (NLA), the Librarians' Registration Council of Nigeria (LRCN),

g. The Committee of University Librarians of Nigeria Universities (CULNU), National Association of Library and Information Science Educators (NALISE) etc. All these and many more are professional bodies in librarianship that regulate the profession and actions of professionals.

h. Librarianship as a profession also enjoys public recognition: A profession should be recognised in the society. The importance and role of librarianship are now recognized in the country. This had resulted in the expansion and change in the number of library schools nationwide and the image of the professional at both national and international levels.

i. The role of libraries as an institution that provides information for personal, societal and national development cannot be overemphasized. Now, every

proficient serious organisation must have a library. The library is a cogent consideration if any higher institution would be accredited or otherwise.

j. Librarianship has legal backing: The profession and administration of its functions are legally backed up by the constitution establishing the profession this is stated in the constitution of Nigeria. The establishment of the professional bodies is contained within the law book of Nigeria; therefore, there is a legal backing for the profession and the professionals practicing it.

k. Librarianship has professional publication: These publications are written to educate, enlighten, and promote genuine professional and academic research among professionals. These publications, report recent and latest discoveries in the profession. Examples of these are journals of NLA, IFLA, LRCN, Bulletin, Proceedings of national and international conferences etc.

l. Librarianship enjoys some rights and is guided by altruism: Librarians enjoy many rights as a member of their professional bodies as it is in all other legal professions. Also, professionals in librarianship have a genuine mind of service. A mind that puts users' satisfaction first before personal interest and feelings.

m. Librarianship is useful to the society: A profession should be able to address a particular societal problem and must be felt by the society. Information is gathered, stored, processed and disseminated by librarians to users for development process, decision making, dispel of ignorance, etc. information provided by libraries are used for societal development.

In-Text Question
From study session 11 thus far, professional body should have a legal backing, True/False?
In-Text Answer
TRUE

11.2.1 Library and Information Professionals
What does a library and information professional do?

Within library and information services the following functions are major responsibilities:

i   Selection and acquisition of information sources relevant to the needs of the user community.

ii   Organisation and management of the information sources and facilities so that the collections are accessible to the users.

iii Distribution of information to the users.

iv Facilitating access to information in print and electronic formats.

v Creating and managing digital collections in institutional repositories.

vi Electronic resources management, which includes managing licensing agreements and facilitating access to electronic databases, journals and books.

11.2.2 Opportunities in Library and Information field

Where do the opportunities lie in the Library and Information field?

1. In public libraries, which aim to meet the educational, recreational and information needs of local communities.

2. School libraries and media centres which provide for learners' information needs as well as materials for the teachers.

3. In university and university of technology libraries, which meet the academic needs of students as well as the teaching and research needs of the academic staff and researchers.

4. In special libraries and information services, which provide an in-depth and personal service to specialist groups of users within research or financial institutions, industry, professional practices or cultural bodies.

5. In national libraries, which are responsible for building, preserving and making accessible a complete collection of material published in and relating to a specific country.

6. In allied fields where library training and skills are relevant, such as freelancing and lecturing.

Summary of Study Session 11

In this study you have learnt that:

1. Librarianship is a profession in Nigeria by all ramifications, this is because it fulfils and meet most of the conditions and characteristics associated with other professions.

2. The profession has a professional body like LRCN, NLA, IFLA etc., that regulate the activities of the profession and the professionals, ethics and code of professional conduct, formal training for professionals.

Self-Assessment Question for Study Session 11

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the

questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 1 (Test of learning outcome 11.1)
What are the characteristics of a profession?

SAQ 2 (Test of learning outcome 11.2)
Is librarianship a profession, discuss?

Notes on SAQs for Study Session 11

SAQ 1

Before a profession could be recognized and accepted, it must satisfy the following characteristics:

1. A profession is a clearly defined body of knowledge (it is learned).
2. A profession is a recognized professional training and skill that can be taught.
3. There is an existence of a professional association(s) for the development and control of a profession.
4. A profession enjoys public recognition.
5. There is a legal backing for both the professionals and the profession.
6. A profession has professional publication(s) that enlighten(s) people about the profession.
7. The practitioners of a profession enjoy a relatively high degree of autonomy in practicing the profession and making decisions in the profession.
8. A profession should be able to solve problem and contribute to development in the society.
9. A profession is guided by altruism (genuine concern for the satisfaction of clients who seek help).
10. A profession is guided by a code of conduct and requirements for membership.

SAQ 2

1. Librarianship is a clearly defined body of knowledge: Before a person becomes a librarian, he must have undergone and fulfilled the course requirements that make him one. The courses taken varies according to institutions awarding degrees in librarianship, so is their years of training, but in spite of this, there are courses and years of training that must be fulfilled and completed before a person can be certified as a librarian.

2. Examples of some variations in the institution, in the University of Maiduguri (UNIMAID) UME is 4 years, while Direct Entry (DE) is 3 years, but in Tafawa Balewa University (ATBU), UME is 5 years and Direct Entry (DE) is 4years. Teaching methods in these schools include; studies, discussions, project, assignment, power point presentation, online discussions, project, lab. Exercise, online test/assignments etc.

3. Librarianship has professional training schools where skills are taught: The past 30years have seen dramatic expansion and change in the numbers of library and information science schools in Nigeria. 37 accredited institutions across the nation now graduate students in librarianship (NALISE conference 2014). Degrees like bachelor of library and information science (BLIS).

4. Masters programs in Library Science (MLIS), Masters in Health Information Management (MHIM), Masters in Archive and Records Management (MARM) and Master in Publishing Science (MPCS) are awarded to professionals in the fields.

5. Librarianship has an association/professional body: The profession has many professional bodies responsible for the direction, monitoring and regulation of the profession, professionals and the teaching of library information Science education (LIS), among them are; Nigerian Library Association (NLA), the Librarians' Registration Council of Nigeria (LRCN),

6. The Committee of University Librarians of Nigeria Universities (CULNU), National Association of Library and Information Science Educators (NALISE) etc. All these and many more are professional bodies in librarianship that regulate the profession and actions of professionals.

7. Librarianship as a profession also enjoys public recognition: A profession should be recognised in the society. The importance and role of librarianship are now recognized in the country. This had resulted in the expansion and change in the number of library schools nationwide and the image of the professional at both national and international levels.

8. The role of libraries as an institution that provides information for personal, societal and national development cannot be overemphasized. Now, every proficient serious organisation must have a library. The library is a cogent consideration if any higher institution would be accredited or otherwise.

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Study Session 12: Professional Association In Librarianship (Local, National, And International)

Introduction

As part of the criteria that define a profession, is the presence of a professional body or bodies that regulate the activities of members in the profession. These bodies set requirements for membership, determine ethics and professional standards for members, etc.

It must however be said that librarianship also has professional associations at local, national and even international levels. This study determines to discuss some professional associations in librarianship.

Learning Outcomes for Study Session 11

At the end of this study, you should be able to:

12.1   Discuss the background of West Africa Library Association (WALA)

12.2   Describe the background of the Nigerian Library Association (NLA)

12.3   Discuss the background of the National Association of Library and Information Science Educators (NALISE)

12.4   Discuss the background of Librarians' Registration Council of Nigeria (LRCN)

12.5   Explain the background of International Federation of Library Association (IFLA)

12.1 West Africa Library Association (WALA)

West African Library Association established in 1954 as an offshoot of UNESCO seminar on the development of public libraries in Africa. This was held in Ibadan in 1953. The establishment of the WALA led to the formation of library associations in most of the countries in Africa before its dissolution in 1962.

Factors responsible for the dissolution of WALA according to Ojo-Igbinoba (1995) include forces of nationalism, the problem of funding, distance between member countries (Nigeria, Ghana and Sierra Leone, the last one not being very active), personality clash and jealously from Ghana over the funding from Carnegie Corporation and the sitting of the Institute of Librarianship at the then University College, Ibadan.

Aside the Nigerian Library Association (NLA) that was formed through the dissolved WALA, other library association sprang up in other countries in Africa, they include: East Africa Library Association (EALA) from which its dissolution gave rise to the Uganda Library Association (ULA) in 1972, including Library and Information Association of South Africa (LISA) in 1997. Library associations exist on all continents of the world.

12.2 Nigerian Library Association (NLA)

Nigerian Library Association (NLA) is the apex body of library and information science practitioners in Nigeria (Akanwa, 2014). It started as a division of the West Africa Library Association (WALA) which transformed to NLA in 1962. NLA is an association that has study sessions in all the states in Nigeria, with each study session possessing autonomy in electing its chairman and other executive members that will head the state study session.

There is also a national chairman for the association; the election to this position and other executive posts are organised at the national conference of the association held annually and on a rotational basis to cover the geopolitical zones in the country. NLA has become one of the leading library associations in Africa.

The association welcomes as members any persons or institutions engaged or interested in library and information services and/ or science that subscribe to its constitution. The objectives of NLA are to:

1. Unite persons interested in libraries, librarianship and information services;
2. Safeguard and promote the professional interest of the libraries;
3. Promote the establishment of libraries and assist in the promotion of such legislation as may be considered necessary for the establishment;
4. Regulate and manage libraries in Nigeria;
5. Watch legislation affecting and to assist in the promotion of such legislation as may be considered necessary for the establishment;
6. Promote and encourage bibliographic study; research and library cooperation;
7. Do all lawful things that are incidental or conducive to the attainment of the above objective.

Every professional librarian would normally, belong in the first instance to one of the 36 state and Federal Capital Territory (FCT) study sessions and one or more of the twelve interest groups. The special interest sections currently in existence in NLA include:

1. Academic Research Libraries (ARL)

2. Association of Government Libraries (AGOL)
3. Association of News Media Librarians of Nigeria (ANLON)
4. Association Of Women Librarians in Nigeria (AWLIN)
5. Cataloguing, Classification and Indexing.
6. Nigerian Association of Law Librarian (NALL)
7. Library and Information Science Teachers (LIST)
8. Public Libraries (PL)
9. Information and Technology (IT)
10. Nigerian School Library Association (NSLA)
11. Association of Libraries for Visually Handicapped (ALVH)
12. Preservation and Conservation (PC)

In-Text Question
Nigerian Library Association (NLA) is the apex body of library and information science practitioners in Nigeria, TRUEE/FALSE?

In-Text Answer
TRUE

12.3 National Association of Library and Information Science Educators (NALISE)

National Association Library and Information Science Educators (NALISE) was founded in 1984 in Bayero University Kano, Kano State at a national conference tagged "Education for librarianship in Nigeria". NALISE is an association of teachers of library information science (LIS) education. The association focuses on the development of library and information science education.

The association monitors all issues relating to teaching of library and information science education. These include minimum academic standard, curriculum, issues of specializations, practical and SIWES program, incorporating new realities into LIS education, realizing the full potential of libraries in the society, among others.

12.4 Librarians' Registration Council of Nigeria (LRCN)

Librarians' Registration Council of Nigeria (LRCN) was established by act No. 12 of 15 June, 1995 by the Federal Government of Nigeria as a statutory cooperate (parastatal) body. The LRCN came to be after so many advocacy by librarians for a body that would regulate the practice of librarianship, just like all other professions like medicine, law, accountancy, etc.

The body is charged with the responsibility of pursuing the attainment of professional excellence by determining who librarians are; the standards of knowledge and skills

required for registration and practice; guidelines for accreditation and minimum standards for librarians, and maintenance of professional discipline among librarians in Nigeria.

In-Text Question

_____ body is charged with the responsibility of pursuing the attainment of professional excellence by determining who librarians are?

    a. Librarians' Registration Council of Nigeria (LRCN)

    b. West Africa Library Association (WALA)

    c. Nigerian Library Association (NLA)

    d. National Association of Library and Information Science Educators (NALISE)

In-Text Answers

    a. Librarians' Registration Council of Nigeria (LRCN)

The council is also required to secure the establishment and maintenance of register of persons entitled to practice the profession and the publication from time to time of such persons. As stated in Ekoja (2012), the council is charged with the following functions:

- Determining who librarians are for the purpose of this decree;
- Determining what standards of knowledge and skills are to be attained by persons seeking to become registered as librarians, and reviewing those standards from time to time;
- Securing in accordance with the provision of this decree, the establishment and maintenance of a register of persons entitled to practice the profession and the publication, from time to time the list of such persons;
- Maintaining discipline within the profession in accordance with the decree; and
- Performing such other functions as may be conferred upon the council.

12.5 International Federation of Library Association (IFLA)

IFLA is the leading international body representing the interest of library and information service and their users. It is a global voice of the library and information profession. IFLA was founded in Edinburgh, Scotland, in 1927 at an international conference. IFLA now has 1500 members in approximately 150 countries around the world. IFLA is an independent, non governmental, non-profit making and international organization.

Its aims included: promoting a high standard of provision and delivery of library and information services, encouraging wide spread of understanding of values of a good

library and information services, and representing the interest of members throughout the world. The core values of IFLA are:

- The endorsement of the principles of freedom of expression embodied in the article 19 of the universal declaration of human rights, the belief that people, communities and organizations need universal and equitable access to the information, ideas and works of imaginations for their socio-cultural, democratic and economic well being.

- The conviction that delivery of high quality library and information services helps guarantee that access and the commitment to enable all members of the federation to engage in, and benefit from, its activities, without regards to citizenship, disabilities, ethnic origin, gender, geographical location, language, political philosophy, race or religion.

- The library association exists in almost all the countries of the world and performs similar roles in the Nigerian Library Association. This explains the importance of a professional body to the monitoring and promotion of librarianship.

Summary of Study Session 12

In this study, you have learnt that:

1. A professional association may be a group of people in learning occupation who is entrusted to organize or supervise the legitimate practice of the occupation.

2. They may also be institutions that regulate the activities of different professions in the teaching, research and learning community.

3. There is no doubt that librarianship has professional bodies. Examples include: NLA, WALA, LRCN, IFLA etc.

Self-Assessment Question for Study Session 12

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 1 (Test of learning outcome 12.1)

Discuss the background of West Africa Library Association (WALA)

SAQ 2 (Test of learning outcome 12.2)
Describe the background of the Nigerian Library Association (NLA)

SAQ 3 (Test of learning outcome 12.3)
Discuss the background of the National Association of Library and Information Science Educators (NALISE)

SAQ 4 (Test of learning outcome 12.4)
Discuss the background of Librarians' Registration Council of Nigeria (LRCN)

SAQ 5 (Test of learning outcome 12.5)
Explain the background of International Federation of Library Association (IFLA)

Notes on SAQs for Study Session 12
SAQ 1
West African Library Association established in 1954 as an offshoot of UNESCO seminar on the development of public libraries in Africa. This was held in Ibadan in 1953. The establishment of the WALA led to the formation of library associations in most of the countries in Africa before its dissolution in 1962.

Factors responsible for the dissolution of WALA according to Ojo-Igbinoba (1995) include forces of nationalism, the problem of funding, distance between member countries (Nigeria, Ghana and Sierra Leone, the last one not being very active), personality clash and jealously from Ghana over the funding from Carnegie Corporation and the sitting of the Institute of Librarianship at the then University College, Ibadan.

SAQ 2
Nigerian Library Association (NLA) is the apex body of library and information science practitioners in Nigeria (Akanwa, 2014). It started as a division of the West Africa Library Association (WALA) which transformed to NLA in 1962. NLA is an association that has study sessions in all the states in Nigeria, with each study session possessing autonomy in electing its chairman and other executive members that will head the state study session.

There is also a national chairman for the association; the election to this position and other executive posts are organised at the national conference of the association held annually and on a rotational basis to cover the geopolitical zones in the country. NLA has become one of the leading library associations in Africa.

SAQ 3

National Association Library and Information Science Educators (NALISE) was founded in 1984 in Bayero University Kano, Kano State at a national conference tagged "Education for librarianship in Nigeria". NALISE is an association of teachers of library information science (LIS) education. The association focuses on the development of library and information science education.

The association monitors all issues relating to teaching of library and information science education. These include minimum academic standard, curriculum, issues of specializations, practical and SIWES program, incorporating new realities into LIS education, realizing the full potential of libraries in the society, among others.

SAQ 4

Librarians' Registration Council of Nigeria (LRCN) was established by act No. 12 of 15 June, 1995 by the Federal Government of Nigeria as a statutory cooperate (parastatal) body. The LRCN came to be after so many advocacy by librarians for a body that would regulate the practice of librarianship, just like all other professions like medicine, law, accountancy, etc.

The body is charged with the responsibility of pursuing the attainment of professional excellence by determining who librarians are; the standards of knowledge and skills required for registration and practice; guidelines for accreditation and minimum standards for librarians, and maintenance of professional discipline among librarians in Nigeria.

SAQ 5

IFLA is the leading international body representing the interest of library and information service and their users. It is a global voice of the library and information profession. IFLA was founded in Edinburgh, Scotland, in 1927 at an international conference. IFLA now has 1500 members in approximately 150 countries around the world. IFLA is an independent, non governmental, non-profit making and international organization.

Its aims included: promoting a high standard of provision and delivery of library and information services, encouraging wide spread of understanding of values of a good library and information services, and representing the interest of members throughout the world. The core values of IFLA are:

The endorsement of the principles of freedom of expression embodied in the article 19 of the universal declaration of human rights, the belief that people, communities and

organizations need universal and equitable access to the information, ideas and works of imaginations for their socio-cultural, democratic and economic well being.

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Study Session 13: Current Trends in Library and Information Science

Introduction

The advent of Information Communication Technology (ICT) in libraries and information science world (whether as a profession or as a service provision centre) has warranted and stirred up some issues which are new to the profession.

This had led to a change in the role of librarians; the needs of information users have also changed, a change has also been experienced in the forms and formats to which information is presented and preferred by the users of information.

The manner of practicing the profession is equally changing, both locally and globally. Importantly, this change is experienced in the manner information is collected, organized, stored, retrieved and disseminated.

Learning Outcomes for Study Session 13

At the end of the study, you should be able to

13.1   Identify new areas of concern to the profession;

13.2   Discuss some of these areas; and

13.3   Ascertain the importance of these trends to the profession.

13.1 ICT and Innovation of the 21st century

ICT and the innovations of the 21st century have changed the traditional method of information provision and information service delivery in the advanced countries of the world, not leaving out the developing nations of the world. As a result the roles and expectations of libraries and librarians have changed.

Hence, there is a great need to improve the quality of services provided by any libraries and also, the need to increase the quality of library staff. This study shall mention some current trends and contemporary issues in the library and information science profession:

1. Information Communication Technology (ICT) Adoption
2. Entrepreneurial Education
3. Consortium Building and Resources sharing
4. Information Literacy

5. Quality Assurance Issues
6. Cloud computing
7. Emerging Technologies
8. Electronic Reservation Service
9. Laptop Loan Service
10. The 24-hours Library Service

13.1   Information Communication Technology (ICT) Adoption

One of the most visible trends in the practice of library and information science is the introduction and indeed the application of information and communication technologies and the internet in all facets of the provision of the library and information services to clients.

Figure 13.1*: An ICT Library*
Source*: http://schools.natlib.govt.nz/sites/schools.natlib.govt.nz/files/john-mcglashan-college-library-dunedin-4.jpg*

ICT has revolutionized all processes and activities in the library, what was manually carried into the library are now carried out using computer device and tools. This however has reduced repetition and cost of carrying out actions in the library. It has also helped to save time in carrying out an action and has aided cooperation among libraries.

The new era librarian is the one that is capable of working in a hybrid world of the print and electronic-based information media and providing the best mix of information resources in the most appreciated appropriate formats for the environment.

13.2 Entrepreneurial Education

The term entrepreneurship refers to an individual's ability to turn ideas into actions. It includes creativity, sense of initiations, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives (Igwe et al., 2015). **Baumol** (1993), Glaser (2001) and **Hisrich** and Peters (2002) all posit that an entrepreneur is anyone who takes on and applies entrepreneurial features to make money and daily living.

Many areas of entrepreneurial opportunities in library and information science have been identified. **Afolabi** (2009) and Ochogwo (1995) made a list of self employment opportunities for LIS graduates.

Instances are: book related business such as information broker, courier services and compilation of guides; engagement with information and communication technology (ICT) such as running of cyber café, engaging in business such as cinema business, projector hiring, DVD, CD-ROM sales, rent, dub, and other similar ventures, and event coverage such as photo, CD and video coverage at occasions, documentations of indigenous knowledge.

Figure 13.2: A projector
Source: https://www.dcu.ie/sites/default/files/iss/images/projector.bmp
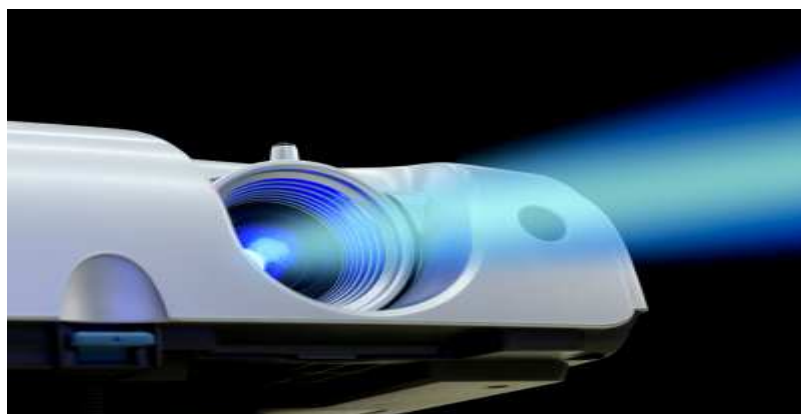
Sum, Issa, Uzuegbu and Nwosu (2015) categorized entrepreneurial opportunities otherwise known as library information science based businesses into: libraries and information centres equipment business; publishing and printing business, information brokerage business, courier service business, and LIS consultancy business. Others are

rural information provision business; stationary business, art gallery business, as well as ICT based business.

13.3 Issues of Institutional Repository (IR)

Universities and other academic institutions all over the world are embracing institutional repository (IR) as a means of bridging the gap between the authors, scholars, researchers and the various users of information as well as preserving their wealth of knowledge.

Crow (2002) says IRs plays an important role in the preservation and dissemination of institutional research output, which in turn becomes a constituent of scholarly and research material, published and pre-reviewed journal articles was in most cases immediate, free and unrestricted outline.

All these created new expectations in the academic community for the production, distributions and interchange of scholarly communications also to force a rethink of the relative roles of authors, librarians and publishers (Okoroma 2014). Therefore the need for institutions to create a repository for scholarly publications emanating from the institutions and made available for public use.

In-Text Question

The term entrepreneurship refers to an individual's ability to turn ideas into actions, TRUE/FALSE?

In-Text Answer

TRUE

13.4   Consortium Building and Resources sharing

The library and information centres are increasingly being called upon to provide more relevant, up-to-date and timely information to a wider range of users to satisfy their varied needs.

The library therefore regains the availability and accessibility to a variety of information resources that are in various format (such as digital full text, sound, graphics, images, multimedia and hypertext as well as printed documents) (Kumber, 2008).

The advent of ICT and the exponential growth of published materials, both in chosen field and other fields, coupled with the growth of published information scattered and presented in various electronic format have made it impossible for a single library most especially academic libraries, to keep up with their quest to satisfy their users' information needs (Asare-kyire and Aamoah- Hassan, 2002).

Thus, a need for cooperation and collaboration of the academic libraries to facilitate resources sharing among them.

13.5 Information Literacy

There is now a shift from access to library based information resources to internet enhances access to information.

Information literacy was set to make user's life- long learners who possess the skills and the ability to know when information is required, where to locate the information, knowing how to retrieve and synthesize the information to their need, evaluating the outcome of the information with full knowledge of the social, ethical and legal issues about the information retrieved. The library is faced with the need to educate users to be information literate.

13.6 Quality Assurance Issues

Quality assurance has occupied a paramount position in the literature of strategic management as well as in service delivery institutions, including the libraries. Wikipedia defined quality assurance as a planned and systematic activity implemented in a quality system so that quality requirement for a product or service is fulfilled.

It is a total error prevention within a systematic monitoring process in a product and/or service delivery. Two principles of quality assurance has been identified, i.e. '' fit for purpose and right for time''. Fit for service explains that the service or product is good for destination (and users), while right from time ensures that errors are eliminated in the product or service.

Measures are taken to ensure quality assurance in the profession (service delivery) and the training of professionals, these includes quality staffing, provision of modern library and computer based laboratory, stringent admission process, periodic review of the curriculum and integrity examinations.

13.7 Cloud computing

Libraries in this information age and technology advanced era are confronted with several issues, part of which is the issue of information access, that is, the provision of information in a format acceptable to users anytime and anywhere. Another issue is the issues of security; information access devices like laptops, CD-ROM, flash etc, are lost each year. Therefore, there is a need to provide backups to prevent loss.

Other issues are disaster recovery, library collaboration, flexibility; performance and support among others, have made cloud computing a necessary area of focus and attention for libraries. Cloud computing is one of the latest developments in

information management and technology. It combines hardware and software to deliver an extraordinary range of computing services over the Internet.

> **Box 13.1: Note**
> The entire concept of cloud computing revolves around trusting a remote, single service provider to deliver sustained web, data, software and other computing services: it is essentially the outsourcing of an organization's or individual's IT services. Cloud computing is the latest effort in delivering computing resources as a service. It represents a shift away from computing as a product that is purchased, to computing as a service that is delivered to consumers over the Internet from the large-scale data Center.

Professional and Personnel Competencies: Professional competencies of librarians borders on his competencies of information access, technology, management and research, and the ability to use these areas of knowledge as a basis for providing library and information service.

A professional librarian is not only expected to be an ICT expert, a good public relations officer, but also be a skilled information and organizational manager, besides possessing personal competencies and individual qualities and skills necessary for excellent and judicious performance.

Additionally, a 21st century librarian should possess good communication skills, undaunted in the face challenges, possess high interpersonal skill, leadership skill, high ability to adapt, high networking skill, committed to life- long learning, higher critical thinking skills, as well as possess entrepreneurial skill.

In-Text Question

The entire concept of cloud computing revolves around trusting a remote, single service provider to deliver sustained web, data, software and no other computing services, TRUE/FALSE?

In-Text Answer

FALSE

13.8 Emerging Technologies

The rate of technology obsolescence in this age is very fast, leading to new emerging technologies. Consequently, the profession is therefore faced with the need and problems of keeping up with the procurement, operation, handling and maintenance of the emerging technologies. Another issue of emerging technology is the training and retainment of professionals on the uses and techniques of their usage.

13.9 Electronic Reservation Service

This service is different from the traditional book reservation, called reserved book room service in some academic libraries. Many students, faculties, and staffs' time are now spent in digital space. In order to adequately meet the changing needs of our users, the management of libraries is implementing changes in the provision of library services so as to facilitate teaching, learning and research.

Libraries have expanded the reserve collection to include: books for the library collection; books for personal or departmental collections; recommended texts for studies; online journal articles from the library's electronic journal collection; study note including any material for which the studies has copyright, whether electronic or paper; media including videos; DVDs, CD-ROMs and past examination paper.

For effectiveness, faculty members now submit electronically, their recommended text, course title, course code, number of students per course and other course materials to the "Reserved Book Librarian" one or two months before the commencement of every session. These materials have shorter loan periods to allow greater and equal access for all students in the course. This request form for e-reservation is available on the library website.

Box 13.2: Note

Incorporating Web tool 2.0 in the library: Web 2.0 is an interactive web. It has brought a better concept of sharing and two-way interaction over the internet. By adopting this concept, users' perspective is judiciously taken care of: Blogs, wikis, social networking and others. The idea of using Web 2.0 tools in libraries is an innovation that libraries, especially academic libraries have introduced.

For example, users could join the university of a Lagos library page from the institution's facebook account (www.facebook/unilag.com) and the Kenneth Dike library from www.facebook/kennethdike and the E.Olatunde. Odeku Medical Library, a branch of the Kenneth Dike Library, from www.comui.edu.ng/odeku where access to full texts of some medical literature on the databases availableareprovided.

Some librarians in these institutions have adventured and created blogs where librarians can interact with their users and also get feedback from them. In the blogs, general information about the library is posted. The librarians interact with users, entertain what users are saying about the library and this creates room for improvement.

In-Text Question

One of the following statements is TRUE?

    a. Web 2.0 is an interactive web

    b. Web 2.0 is an interactive webcam

    c. Web 2.0 is an interactive mobile

    d. Web 2.0 is no interactive web

In-Text Answer

    a. Web 2.0 is an interactive web

13.10 Laptop Loan Service

This is a service designed to ease the challenge of personal ownership of laptops by library users. This service was introduced at the University of Lagos Library in October, 2011. At the circulation desk, library users can loan laptops for use within the library.

This service which has afforded users the opportunity to do work requiring word processing with an attraction of a token fee. In Kenneth Dike Library, users are allowed to bring their own laptops and the spaces created for them are made available, especially in the postgraduate section, the multimedia laboratory and the stairwell landing space on each floor of the library.

13.11 The 24-hours Library Service

This service was launched at the University of Lagos Library in 2009 and at the Kenneth Dike Library, University of Ibadan in 2011. This service has since provided library services to users twenty four hours a day, seven days a week (24/7), except on public holidays.

This service allows library users to make use of the library space for reading and research. Some of the normal functions are offered during normal work hours, but reference and circulation service are not offered during the night shift duty. The process of change to this system has not been an easy one, but with determination to be creative and innovative, a lot is being achieved and library users are grateful for the innovation.

Other trends in library and information science profession include: Automation (application of ICT and the internet in all facets of library and information service provision), Network and networking; Portal and database development; Database management; Metadata, Copyright issues, Subscription vs. physical possession of

information, Web design, Legal issues about information, Issues on technology-assisted learning, etc.

Summary of Study Session 13

In this study, you have learnt that:

1. There are a noticeable trend in the library and information profession. The study has discussed the emerging trends in both the profession and in the expectations and the practice of modern day library and information science.

2. The most visible trend has been the one caused by the introduction of information communication technology (ICT) in the profession and the service provider in the profession. Many other trends are also prominent in the profession and some were discussed in this study.

Self-Assessment Question for Study Session 13

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 1 (Test of learning outcome 13.1)

Mention some trends in the profession?

Notes on SAQs for Study Session 13
SAQ 1
Consortium Building and Resources sharing

The library and information centres are increasingly being called upon to provide more relevant, up-to-date and timely information to a wider range of users to satisfy their varied needs.

The library therefore regains the availability and accessibility to a variety of information resources that are in various format (such as digital full text, sound, graphics, images, multimedia and hypertext as well as printed documents) (Kumber, 2008).

The advent of ICT and the exponential growth of published materials, both in chosen field and other fields, coupled with the growth of published information scattered and presented in various electronic format have made it impossible for a single library

most especially academic libraries, to keep up with their quest to satisfy their users' information needs (Asare-kyire and Aamoah- Hassan, 2002).

Thus, a need for cooperation and collaboration of the academic libraries to facilitate resources sharing among them.

Information Literacy

There is now a shift from access to library based information resources to internet enhances access to information.

Information literacy was set to make user's life- long learners who possess the skills and the ability to know when information is required, where to locate the information, knowing how to retrieve and synthesize the information to their need, evaluating the outcome of the information with full knowledge of the social, ethical and legal issues about the information retrieved. The library is faced with the need to educate users to be information literate.

Quality Assurance Issues

Quality assurance has occupied a paramount position in the literature of strategic management as well as in service delivery institutions, including the libraries. Wikipedia defined quality assurance as a planned and systematic activity implemented in a quality system so that quality requirement for a product or service is fulfilled.

It is a total error prevention within a systematic monitoring process in a product and/or service delivery. Two principles of quality assurance has been identified, i.e. '' fit for purpose and right for time''. Fit for service explains that the service or product is good for destination (and users), while right from time ensures that errors are eliminated in the product or service.

Measures are taken to ensure quality assurance in the profession (service delivery) and the training of professionals, these includes quality staffing, provision of modern library and computer based laboratory, stringent admission process, periodic review of the curriculum and integrity examinations.

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Study Session 14: Challenges of Library Information Science Education (LIS), Librarianship and Libraries in Nigeria

Introduction

There are several challenges that face libraries and the library information science education, the profession itself and libraries in Nigeria. This study would examine the challenges based on specific areas. The study shall therefore be discussed under three (3) basic sub-headings: Challenges of LIS education in Nigeria; Challenges facing librarianship as a profession in Nigeria, and Challenges facing libraries in Nigeria.

Learning Outcomes for Study Session 14

At the end of this study, you should be able to:

14.1   Highlight and discuss the challenges facing LIS education; and

14.2   Challenges of Librarianship (As a Profession) in Nigeria.

14.1 Challenges of Library and Information Science (LIS) Education in Nigeria

Library information science education is defined as the totality of instructions, training, knowledge and skills given to, or acquired by library science trainees in an accredited library school to qualify them as professionals. The training includes field-based or practical training or instructions received during the internship as well as on job training, etc. which prepares them for global competitiveness.

14.1.1 Challenges of LIS education

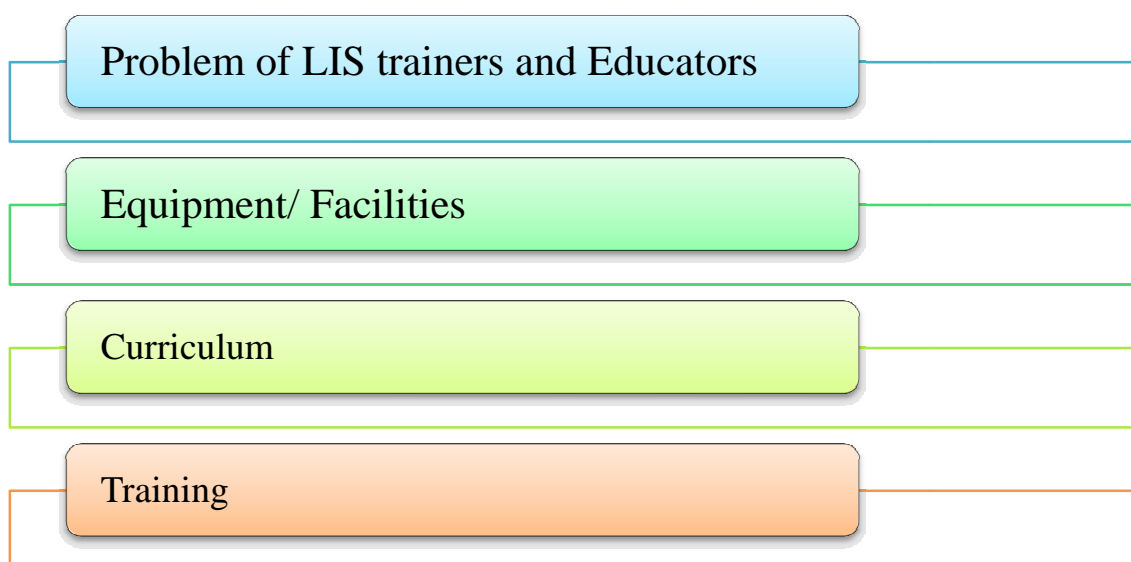Challenges of LIS education will be discussed under four (4) categories:

Problem of LIS trainers and Educators

Equipment/ Facilities

Curriculum

Training

Figure 14.1: Challenges of LIS education

1.   Problem of LIS trainers and Educators

This side of challenge focuses on the givers/providers of LIS education; they are researchers, instructors and technologist (both at school and on the field). Many of the educators lack needed ICT skills, there is also a problem of teaching methods, another problem is the lack of self-development and training, lack of technology adaptation and emerging technologies, little or no update of their instructional materials included.

2.   Equipment/ Facilities

Many of the schools and institutions responsible for training of LIS professionals lacks the major technology enhanced teaching equipment.   The majority of these institutions lacks electronic information resources, i.e. CD-ROM, electronic books, etc. and the provision of internet to access information scattered in the online open access and online database, coupled with the absence of IT rooms for students' practices.

In some cases where these are provided, students struggle and continued to use them because of the high population of students.

3.   Curriculum

The curriculum used in training librarians in the 20th century was what most institutions are still using in this 21st century. But, in this 21st century, any librarian who is not vast in computer and ICT applications to library and information handling is no longer relevant to the library profession (Nwosu, 2007).

Kargbo (1999) says curriculum should be designed in such a way that will prepare students to anticipate developments, solve problem and adapt to change. Curriculums used in LIS schools are designed by professionals, but in most cases the curriculum needs modifications. Another problem here is that of implementation.

A Curriculum that is well designed will still yield nothing if not properly implemented. It has however been noted that evaluation remains a nagging challenge as monitoring and evaluation pose challenges. Finally, another issue is that of accreditation. There is still no well specified role to a particular librarianship professional body as to issues regarding accreditation of library schools.

Professional bodies like NLA, LRCN, have trained professionals who go about to approve courses, methods of teaching and conditions of LIS schools. But, currently, the NLA is yet to be fully involved in the accreditation process of library schools.

4.   Training

Continuous education of officers and professionals is a major challenge in Nigeria. This is partly due to the financial situation of LIS schools (this maybe because they are mainly owned by the federal or state governments). Another challenge is the issue of misappropriation of funds, high financial implications of such process and favouritism that come to play during the selection process of those and those who do not merit the training.

In-Text Question
_____is defined as the totality of instructions, training, knowledge and skills given to, or acquired by library science trainees in an accredited library school to qualify them as professionals.

   a. Library
   b. Library Information
   c. Library Information Science
   d. Library Information Science Education

In-Text Answer
d. Library Information Science Education

14.2 Challenges of Librarianship (As a Profession) in Nigeria
The following are the challenges of Librarianship (As a Profession) in Nigeria:

   1. Challenges of prerequisite training for professionals
   2. Challenges of prerequisite training for professionals
   3. Unclear roles and lack of functional separation among LIS professional bodies
   4. Issues of training for paraprofessional

5. The issues of upgrading and disparity between "BACHELOR AND MASTER" degree in librarianship
6. Issues of creativity and innovation

14.2.1 Challenges of prerequisite training for professionals

The profession faces a challenge on what should be a pre-requisite training and standards for those accepted into the profession. The profession is such that allows different specialists to join, unlike other discipline like Law, Medicine, etc., which stipulate that members should have the knowledge of the profession right from the outset, (i.e. From diploma and undergraduate level) before considering themselves as professionals in the profession.

Librarianship is opened to all because of its emphasis on specialization (demand that librarians should have a subject background), division of labour, provision of hybrid services and the different challenges of users the library would serve. Issues of training students at the masters level, especially those taking the course for the first time, before, being affirmed professionals is a strong one.

There had also been the challenge of setting a clear standard that will state the requirements for admitting other professionals in the profession of library information science. It is unrealistic to expect that one calendar year will be adequate to enable a BA/ B.Sc holder in a particular discipline to master the fundamentals of the profession and achieve competence in such Specialty.

14.2.2 Issues of accidental professionals

Accidental professionals are mentioned because many students of library and information science (LIS) never had the desire to study librarianship, but because of the issues of university admission and issues of "no option" "alternative" they found themselves accidentally in the profession. The zeal and interest of the profession had never been in them.

These students are bad influence of the profession, they find it difficult to promote the profession, nor are committed to protecting and projecting the image and the cause of the profession.

14.2.3 Unclear roles and lack of functional separation among LIS professional bodies

The Nigeria Library Association (NLA) and the Librarians' Registration Council of Nigeria (LRCN) have still not fashioned a way and concluded on the level of

involvement of bodies that should see to the accreditation and evaluation of programs and curriculum of Nigeria library schools. Unlike other prominent professional bodies. There has never been a professional body for accreditation of LIS schools on the platform of the Nigeria Library Association. How much the LRCN is involved in setting standards and benchmarks for curriculum review is yet to be explained. Some opine, the majority of librarians inclusive, that a committee should be set up by LRCN and NUC that will review all curriculum of library schools in Nigeria.

Problem of harmonization in LIS program, curriculum and certificate: This is inability to unify the curricula of Library Schools. The disparity has been found in the curriculum operated on by different library schools in the nation. Many professions recognize that there is a gap between program and the requirements of practice (Morris & Marsick, 1992).

Any type of program and churn out graduate, therefore, there is a great difference in the nomenclature of the programs, the certificate, curriculum and courses offered.

14.2.4 Issues of training for paraprofessional

Most librarians on the officer cadre could not embark on further study or post graduate courses as there is hardly any graduate library school in Nigeria that currently cater for the training of paraprofessionals at advance level, thereby forcing some of them to wish to further cross to other fields or pick up another first degree since their progress was barred.

This poses a greater challenge for the professionals because of the nature of their works and the role that they play in the library. Most of them constitute part of the operational staff in the library that is directly in charge of delivering library services to the users.

14.2.5 The issues of upgrading and disparity between "BACHELOR AND MASTER" degree in librarianship

The disparity between the holders of bachelor degree in librarianship been employed as a library assistant and a master degree holder as a library professional, even if such is coming totally from another field or discipline has posed a serious concern and challenge for the profession.

There is also, no form of upgrade in the library for those already being employed with a bachelor degree, but now have bagged their masters degree in librarianship. People in this category are either forced to look for employment in other libraries or to reapply again in its workplace for an opening of higher positions, aside this, he/she is penned at a position even with his master degree.

The need to remain relevant and the changing role of librarians: The new era librarians is one that is capable of working in a hybrid world of prints and electronic based information media and providing the best mix of information resource that is the most appropriate format, at a minimum period of time to users. A librarian of this age is one that is skilful in the use of information communication technology (ICT).

A librarian is expected to be a researcher, who publishes papers or textbooks so as to keep up with the status quo and remain relevant in the profession. He is considered to be knowledgeable in the areas of information resources, information access, technology, management and research, and the ability to use these areas of knowledge as a basis for providing library and information services.

In-Text Question

The following are some of the challenges of Librarianship (As a Profession) in Nigeria EXCEPT?

    a. Challenges of prerequisite training for professionals
    b. Challenges of prerequisite training for professionals
    c. Unlear roles and lack of functional separation among LIS professional bodies
    d. Issues of training for users of Library

In-Text Answer

d. Issues of training for users of Library

14.2.6 Issues of creativity and innovation

The need to be creative, innovative and for librarians to develop marketing competencies is another issue in librarianship. Library work and services have to be made attractive and marketable enough to lure users into the library.

Box 14.1: Note
Librarians now have to prepare for self employment opportunities in the library, these include: fee based information service as information brokerage, courier service, compilation of guides, films and cinema business, projector hiring, DVD and CD-ROM sales, organizing training for paraprofessionals, internet/cyber café business, book shop and book selling, documentation of occasion (indigenous program/ event/ ceremonies), library software installation, binding and abstracting, library consultation, selective dissemination of information (SDI), rural information provision, freelance information business, vendor business, reprographic and allied business, etc.

14.3 Challenges of Libraries in Nigeria

Libraries are still faced with serious challenges despite the efforts of librarians, the profession and government at different levels. Most of these challenges, however, are associated with underdevelopment and the government policies in Nigeria, they are as follows:

1   Scarcity of adequate books for libraries locally
2   Inadequate funding of libraries
3   Training of staff
4   Shortage of foreign exchange
5   Deviant behaviours among users of library materials
6   Poor integration of library services in planning
7   Delay in legal recognition of librarianship

1 Scarcity of adequate books for libraries locally

Most library materials are imported. There are many writers in many fields of life in Nigeria. Unfortunately, due to the poor state of development of publishing and book trade, many manuscripts remain unpublished locally. Manuscript owners are often expected to finance the publication of their manuscript, a development that has seriously reduced the number of educational and research materials published locally.

However, popular Nigerian writers prefer to publish in international journals and book publishing houses overseas. Such important publications cannot be made available unless imported and paid for in hard currency.

2 Inadequate funding of libraries

The majority of the libraries in Nigeria is not properly funded. This is the case of public libraries in particular. Public libraries suffer more because they are funded basically by the State Government, which most times does not know the value of library and faced with issues of corruption and frequent change in policies and power.

In some states, the public library system is under the ministry of education, therefore, the state government tends to concentrate on funding either the media or the school, colleges and universities of higher learning while libraries literally speaking picks up the crumbs. The issue of funding also affects the provision necessary for information materials by the library to meet the users need.

Libraries are in most cases unable to acquire new furniture to replace very old ones and in a good number of cases cannot repair leaking roofs.

3 Training of staff

Staffing in many Nigerian libraries is very poor and grossly inadequate. The existing staff cannot enjoy useful staff development programs like study leave, sponsorship of workshops, seminars, conferences and short courses. The situation is such that librarians and library officers, after many years of service in libraries are very ignorant of latest technique of library practice; this situation adversely affects library performance.

4 Shortage of foreign exchange

Because of the depressed state of the nation's economy, foreign exchange is very scarce, libraries find it difficult to obtain foreign exchange to pay for their journal subscription, renew expired subscription and for importing books.

General trade regulations relating to imports affect libraries adversely. Shortage of foreign exchange further compounds the problem of poor finances for Nigerian libraries, thereby highly limiting the ability of libraries to effectively provide the educational information and recreational needs for users.

5 Deviant behaviours among users of library materials

Several studies and report reveal that anti-social act of users like mutilation, stealing, hoarding and defacing of library books are carried out in Nigerian libraries. Though library misuse is an international problem, it is assumed an alarming dimension in Nigeria.

The negative activities of some library users resulted in the already impoverished libraries much problem and cost as they need to replace the stolen or mutilated items. Unfortunately, the money, time and the cost of processing for such replacement is very scarce and unavailable.

6 Poor integration of library services in planning

Educational planning in Nigeria fails to properly integrate public and school library service in the general plan. The same negative trend is applicable to other important sector of the economy- agriculture, industry, commerce, politics, civil service, etc.

Consequently, the library as a necessary part of any development sector is either totally ignored or given very low consideration in the scheme of things, though the society stands to lose by the culpable neglect. The image of librarianship profession, and indeed librarians is badly battered in Nigeria. The Nigerian society glories in materialism. Virtually everybody in the public and private sector is struggling for immediate financial or material gains.

Nobody seems to be prepared to invest in libraries that bring only visible returns often realized in the long run.

7 Delay in legal recognition of librarianship

Librarianship has only recently been recognized in the Nigerian legal status as a profession in Nigeria. Despite the fact that librarianship has been practiced in the society over the years, it took the Nigerian Library Association (NLA) a very long time to convince the government to enact a law to back up librarianship as a profession in the country.

Lack of legal backing for the profession for so long made it difficult for the NLA to control professional practice and the practitioners in the country. Many library schools have been springing up in the country, without reference to NLA. Such ill-equipped school can end up producing mediocre who will badly batter the image of the profession in the country. Furthermore, many organizations employ non librarians to perform librarianship duties.

This apart from creating a wrong notion of the professional skill a librarian or a library officer should have, also robs the qualified library personnel of gainful employment opportunities. These practices could not have been permitted if the profession was given legal backing in Nigeria since the demand to do so was made to the government. However, it is better that the law has been made than never.

Summary of Study Session 14

In this study, you have learnt that:

1. Library education and the profession librarianship are faced with several problems. They include problem of library information science educators, the issue of training, a curriculum problem, issues of ICT skills for LIS educators.

2. Challenges of the profession included the problem of accidental professionals, the issue of training for professionals, issues of creativity and innovation, etc.

Self-Assessment Question for Study Session 14

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 1 (Test of learning outcome 14.1)
Discuss some problems facing library information education in Nigeria?

SAQ 2 (Test of learning outcome 14.2)
List some problems facing librarianship as a profession in Nigeria?

Notes on SAQs for Study Session 14
SAQ 1
1.   Problem of LIS trainers and Educators

This side of challenge focuses on the givers/providers of LIS education; they are researchers, instructors and technologist (both at school and on the field). Many of the educators lack needed ICT skills, there is also a problem of teaching methods, another problem is the lack of self-development and training, lack of technology adaptation and emerging technologies, little or no update of their instructional materials included.

2. Equipment/ Facilities

Many of the schools and institutions responsible for training of LIS professionals lacks the major technology enhanced teaching equipment. The majority of these institutions lacks electronic information resources, i.e. CD-ROM, electronic books, etc. and the provision of internet to access information scattered in the online open access and online database, coupled with the absence of IT rooms for students' practices.

In some cases where these are provided, students struggle and continued to use them because of the high population of students.

3. Curriculum

The curriculum used in training librarians in the 20th century was what most institutions are still using in this 21st century. But, in this 21st century, any librarian who is not vast in computer and ICT applications to library and information handling is no longer relevant to the library profession (Nwosu, 2007).

Kargbo (1999) says curriculum should be designed in such a way that will prepare students to anticipate developments, solve problem and adapt to change. Curriculums used in LIS schools are designed by professionals, but in most cases the curriculum needs modifications. Another problem here is that of implementation.

4. Training

Continuous education of officers and professionals is a major challenge in Nigeria. This is partly due to the financial situation of LIS schools (this maybe because they are mainly owned by the federal or state governments). Another challenge is the issue of misappropriation of funds, high financial implications of such process and favouritism that come to play during the selection process of those and those who do not merit the training.

SAQ 2

1. Challenges of prerequisite training for professionals
2. Challenges of prerequisite training for professionals

3. Unclear roles and lack of functional separation among LIS professional bodies
4. Issues of training for paraprofessional
5. The issues of upgrading and disparity between "BACHELOR AND MASTER" degree in librarianship
6. Issues of creativity and innovation