

# USE OF LIBRARY AND INFORMATION RESOURCES

LIBRARY USE EDUCATION

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## **CHAPTER ONE WHY STUDY THE USE OF LIBRARY? By Madukoma Ezinwanyi**

The question, why study the use of library is like asking, why does the library exist? The same way library exists to support the parent organization (the university) in achieving its objectives, is the same way the study of the use of library will help students, researchers and other library users to overcome the barrier and discouragement to information access and use to achieve their academic pursuit. Hence, the quality of education depends on the use made of the library and its resources. Students are faced with challenges of information need in diverse ways for couple of reasons. First, mass production of information also known as information explosion; second, students are faced with challenges of information need(s) in diverse ways: assignments, research, recreation, projects, and term papers, among others. Third, the library is the largest and complicated piece of educational equipment that students and non-students encounter and many are discouraged in its complexity and in most cases they are frustrated. Therefore, it is pertinent to know the routines and practices involved in library services to avoid frustration and discouragement. Without the study on how to use the library, the five laws of library science formulated by Ranganathan (1931) will be of no use, (i) Books are for use (ii) Every reader his (or her) book (iii) Every book its reader (iv) Save the time of the reader (v) the library is a growing organism. Therefore, if students are not taught how to make use of the library resources, the acquisition and organization of these resources become of no value.

Thus, this course is taught to expose students to the various library information resources and how to access and use them at any point in time with the information retrieval tools (e.g., the card catalogue, Online Public Access Catalogue (OPAC), Indexes, bibliographies, etc.). The library information sources are available and not hidden because they are in the open shelves and among other information sources that may or may not be relevant to you. To overcome the problem of frustration or of finding sources that relate to your information need(s); it is necessary to acquire the relevant skills needed to explore and exploit the library and its information sources. You need to learn how to use the library's retrieval tools - the catalogue, indexes, reference works, and other skills/techniques required to use the library. Without learning the necessary library use skills and techniques, library users will always meet frustration and dissatisfaction in information search. The user may be fully aware that the library houses such information materials or sources, but may be unable to lay hands or have access to the needed information material which is in the library because of ignorance. It behooves the searcher to explore and exploit the library and its information sources for lack of knowledge on the use of library leads to frustration.

Furthermore, without libraries, students will pass through institution without the institution passing through them. Thus, this course will avail the students the opportunity of being information literate. That is to say, being able to identify your information needs, where to get the information, how to access it, retrieve it and apply the information to solve their need. Any student that knows how to make effective and efficient use of the library and its resources has solved half of his/her academic problem.

### **Who should study the use of library?**

There is no limit to learning, in as much as one is breathing, learning continues. This implies that anybody is entitled to study the use of library. There is no age barrier or limit. It is a requirement for all new intakes starting from 100 level to direct entry students to postgraduate students' new intake.

### **Benefits to the study of Use of Library and Study Skills**

**The study of use of library will avail the students the opportunity to know, among others:**

1. various information resources for research, term paper, assignment, project, etc.,
2. how to use library information resources in any type of library,
3. various sections of the library,
4. how to locate information materials/resources without the help of a librarian or a library staff,
5. be familiar with various information retrieval tools,
6. have the technique/skills to information retrieval,
7. how to apply variety of search techniques,
8. know the rules and regulations governing the library,
9. organization/arrangement of information sources for easy access and retrieval,
10. parts of a book and their importance to academic achievement,
11. stand the opportunity to do work study in the library' etc.

### **Revision Questions**

1. Give 5 main reasons why study The Use of Library.
2. Enumerate 5 benefits to the study of Use of Library.
3. Mention two entities that must study The Use of Library.

## **CHAPTER TWO What is Library? Rachael Folashade Aina, PhD, CLN**

### **Introduction**

Libraries have been in existence over a long period of time. It started at the inception of writing since the ancient ages when information were documented in different recorded media such as tortoise shell, stone, back of the trees, clay tablets, papyrus and parchment. Over the years, libraries have undergone series of stages. Library has moved from traditional era to digital in order to meet the current information needs of people. The purpose of library is to collect information materials, organize, store, preserve and disseminate information to users at the right time and in the right measure. The Library is an agent of development. In this chapter, we are going to look at the definitions of library, library user education, historical development of libraries in ancient times, middle ages and modern times. This chapter also discusses the development of libraries in Nigeria.

### **Objectives**

At the end of this chapter, it is expected that students should be able to:

1. identify the various definitions of library,
2. understand the meaning of library user education,
3. discuss the historical development of libraries from ancient ages through middle ages and modern ages, and
4. describe the development of libraries in Nigeria.

### **What is Library?**

A library can be described as a place where information materials of different formats are systematically acquired, organized, stored, preserved and disseminated to users at the appropriate time to meet their information needs. Library houses different materials ranging from hard copies such as books, periodicals, journals, encyclopedias, dictionaries, government publications to mention but a few. Library also acquire information resources in soft copy such as CD-ROM, databases, internet resources, audio materials, video materials, microforms, among others. Library provides physical or digital access to materials. A library could be a physical building or room, or a virtual space, or both. A library is also seen as the assemblage of knowledge in all its ramifications. When the needs of people in the society are studied, appropriate information materials are acquired by various means like purchase, gifts or donations and legal depository to address that need. When acquisition is made the materials are properly processed for easy retrieval. The library provides vital information to individuals, researchers, students, pupils, organizations and institutions.

The term Library came from the Latin word *liber*, meaning "book" (in Greek) and in the Romance languages the corresponding term *bibliotheca*). According to Dictionary of Library and Information Science (2004), library is a collection of group of books and/or other materials organized and maintained for use (reading, consultation, study, research

etc). Library is a place set apart to contain books, periodicals, and other materials for reading, viewing, listening, study, or reference, as a room, set of rooms, or building where books may be read or borrowed (Dictionary.com). British Dictionary defines library as a room or set of rooms where books and other literary materials are kept. It is a collection of literary materials, films, CDs, children's toys, etc, kept for borrowing or reference

A library can also be described as a systematic acquisition of information materials in different forms, originating, storing, preserving and made available and accessible for use. Library materials can be print or non-print. A library collection may include books on different subjects, periodicals (magazines, journals, newspapers), manuscripts, reference materials (encyclopedias, dictionaries, maps, gazetteers, indices and abstracts ), audio books, microform, CD-ROMs, videotapes, eBooks, databases (AGORA, AJOL, EBSCOHOST, HINARI, and so on). Libraries are maintained by private individuals, institutions, cooperate organizations, government bodies, etc. Information materials in the library are meant to be used for personal development, career development, awareness, research, studying and for fulfilling one goal or the other.

Aguolu (1989) in Hammed (2010) defined library as a "Collection of records of human culture in diverse formats and languages preserved, organized and interpreted to meet broad and varying needs of individual for information, knowledge, recreation and aesthetic enjoyment". Encyclopedia Americana defined a library as a place or a building where book and non-book materials are kept for the purpose of reading and research endeavour. According to Encyclopedia Britannica, It is a building where print and nonprint materials are kept for the advancement of learning and study. The library can also be described as a social institution for the exploitation of knowledge contained in published matter. According to Ode and Omokaro (2010), library is a designated building where information in prints and in other formats are collected, organized, carefully prepared according to some specific or definite plan, and made accessible for reading and consultation by all ages and interests.

### **Library User Education**

The focus of any library is to meet the information needs of its users. When the library acquired information materials and processed them for use, library users may not have easy access to its collection if the users are not familiar with the way the information materials are organized. Therefore, it is very important for library personnel to train the users on how to make effective use of library resources. When this is done, users would be acquainted with how library resources are organized. Thus library users would be encouraged to make maximum use of the available materials. Fleming (1990), in Suleiman (2012) defined user education "as various programs of instruction, education and exploration provided by libraries to users to enable them to make more effective, efficient and independent use of information sources and services to which these libraries provide access". Murugan (2012) described library user education as instruction which equips library users with the skills to enable them to be independent and sophisticated users of libraries and their resources. He added that it included all the activities involved in teaching users how to make the best possible use of library resources, services and

facilities, including formal and informal instruction delivered by a librarian or other staff member one-on-one or in a group facilities, including formal and informal instruction delivered by a librarian or other staff member one-on-one or in a group.

There is a need to train the library users on how to use the library materials due to the incredible increment of information resources in variety of formats. In institutions of higher learning, it is assumed that students who are coming in newly have not taken the use of library in their secondary schools. This is one of the reasons why the Use of Library course is to be taken by students in year one and it is compulsory for students to pass it before they graduate.

In this era of digital library, electronic resources are acquired and subscribed to. These resources may require password and user identity. For these information resources to be used, the library personnel need to equip the users with technique and skill required. They needed to be able to retrieve materials by themselves or with the aid of library catalogue of Online Public Access Catalogue nature. Suleiman (2012) revealed, in his study on library user education, that all the respondents agreed that user education program helped them better to use the OPAC to retrieve library materials in the library. Aina, L. O. (2004) noted that user education is a means of equipping users with enough knowledge on the use of the library. Furthermore, he said that through user education, the user is able to get any information he/she desires as well as developing the skills to use the resources of the library independently.

Opaleke (2002) posited in Aina and Omeluzor (2011) that the essence of education, formal or informal, is the ability of the learner to put what he has learnt into practical use. Hence, the knowledge acquired must be reflected in the life of the learner. User education programmes are planned in tertiary institutions to ease the work of librarians and quicken the efforts of clientele in getting and utilizing the library materials. Users had perceived libraries as a dead institution that cannot meet their need, it then poses the question, how have libraries and librarians responded to the prediction of the death of libraries? Oyesola (1984) in Suliman (2012) revealed that library user education increases students' ability to locate materials they need, extend their knowledge of useful library tools, encourage learners to make extensive use of the library and gives them rudimentary knowledge of correct study methods. One of the objectives of user education program is to enable students to patronize libraries for their academic activities independently. Kumar and Phil (2009) emphasized major reasons for the need of library user education. According to them, tremendous increase in the volume of publication as well as the resulting complexity of libraries and the methods by which literature is organized and disseminated necessitate the user education.

Due to the rapid changes in teaching methods and the resulting trend towards a wider use of multi-media learning resources ranging from the press cutting to slide tapes package and multiple kit, there is need for library user education.

### **Historical development of libraries from Ancient through Middle to Modern ages**

The history and development of libraries can be described in three eras which include Ancient, Middle and Modern eras. The story of libraries begins with the history of the

written record. The oral tradition, which relied on the memorization of history, legends, and folklore, was the earliest form of preserving and transmitting data among people. As humans developed methods of recording data on cave walls, stones, tree bark, and in other forms, the era of written communication began. Whether using pictures, symbols, letters, or languages to express themselves, humans made the transition from using human memory as the predominant storage device to using the written record some 5,000 years ago. As we transit into the twenty-first century, data are increasingly recorded in electronic formats. In addition to storing data, the computer also gives us amazing means for composing, transmitting, and publishing information. With the accumulation of written records — whether clay tablets, papyrus rolls, parchment leaves, paper, and now digital format — arose the need to store, access, and preserve them (Fourie and Dowell 2002).

### **The Ancient Era**

In the ancient era, the development of libraries had been traced to the early civilizations in which Egypt, Greece, Rome and few other empires featured prominently. The contributions of these civilizations formed the bedrock from which modern library system evolved. During this period, the Sumerians developed the system of writing called Cuneiform. This was the oldest system of writing for documentation of information. . The materials used were soft clay and a wedge shaped stylus of metal, iron or wood. After writing, the scribe baked the clay tablets (books) for preservation; these were well arranged for use as references which formed the first library. By 2700 B.C. the Sumerians had established private, religious as well as government libraries. The one in Telloh had over 30,000 tablets (Odiase, Unegbu and Haliso, 2001 in Aina, 2011). The culture of cuneiform writing was integrated into the Babylonian civilization. The Assyrians succeeded the Babylonians.

During the ancient world the earliest known libraries were established 3200 B.C. They were connected to palaces and temples. The existing libraries then were called “House of Writing” or “Place of the Records of the king”. During this period the available records were mostly official documents. Papyrus sheets made from the papyrus plant were used as a medium of recorded information. In ancient Egypt, Hieroglyphics writing language was developed. The first “librarians” were called Scribes. During this age the literacy level was so low that even Pharaohs were not able to read. The ability to read and write was considered mystical and spiritual. The Scribes needed to be trained in temples to read and write as apprentices for many years (8-20) before becoming full scribes. They had to learn as many as 2000 Hieroglyphic characters. In Egypt around 2000 B.C. literacy level began to grow and wealthy people started to develop private libraries. Temples become places of formal education with communities developing around them. The temple collections were made up of Religious writings, technical writings, histories, literature, practical knowledge specific to fields of study and work. Around 332 B.C., the Greece sought to replace Egyptian culture, writing, and history with Greek culture.

There was evidence of libraries in Greece as a result of widespread of literacy. In ancient Greece an alphabet was developed. In 6th Century (500's) B.C. there was a record of libraries in Athens and Samos. Libraries in Athens were developed around philosophical schools (Aristotle, Plato, and others). The notable library that was in existence during the ancient times was Alexandrian library - 331 B.C. which was built and developed by Ptolemy II using Aristotle's private library. This library was the World's first great library. It was centre of scholarship in Greco-Roman world. Alexandrian library was considered as a university due to the fact that the collection was enormous. The library had about 42,800 rolls by 250 B.C. The first librarian of Alexandrian library was Demetrius of Phaleron. By 260 B.C. the library had a library catalog which was divided into ten main subject areas: natural science, mathematical science, medicine, philosophy, history, oratory, poetry, the drama, laws and miscellanea.

Alexandrian library was destroyed in 47 B.C. by Julius Caesar (Roman). He burnt the Egyptian fleet to make way for Roman reinforcements. Approximately 40,000 rolls sitting on the docks were burned with part of the Royal Library. Rome conquered Egypt and Alexandria lost its importance in the scholarly world. It was also recorded that Pergamum was established in Asia Minor by King Attalus. However, many more libraries were established in monasteries, cathedrals and schools.

According to Founrie and Dowell (2002), by reflecting on some of the major inventions, institutions, and technologies of ancient civilizations, we can take a glimpse of the issues surrounding the development of early libraries. In addition, it is insightful to think about certain common information needs that historians have identified that helped drive the collecting of written materials, then and now. These information needs fall into the following broad categories: government records, religious records, business records, and household records. Tax receipts, property ownership, laws of the land, military intelligence and campaigns, and population censuses are typical examples of government data. Sacred laws, songs and rituals, creation stories, and legends of gods and goddesses illustrate vital religious records. Successful commerce depends on sales records, accounts, inventories of goods, employee records and salaries, trade routes and explorations, inventions, formulas, and trade secrets. Individual families collect and pass on their genealogical and marriage information, land and property records, personal correspondence, culinary information and recipes, family legends, history, and literature.

## **Middle Era**

During this era, Christianity played a major role in the widespread of religious documents. Monasteries began to collect books on secular and Christian works. Monks were generally those seeking education not available elsewhere. The parchment codex was the principal medium of recorded information as it replaced papyrus. There was a record of hand copying of books by Scribes. Monks worked in a room called scriptorium where religious works were copied. It was recorded that at the beginning, universities began by students gathering around good teachers and attending their lectures. There was no curriculum and no degrees. Later on students and teachers began to form guilds. Teachers formed faculties and obtained university charters from the king or the Pope. The word 'university' comes from the Latin word 'universitas' which meant organized guild or corporation. Universities did not initially have libraries. Teachers would have their own book collection that some students could borrow and/or copy.

Paper was invented as a medium of recorded knowledge between 100 BC and 105 AD. This development was accredited to Ts'ai Lun of China (105 AD). This has contributed greatly to the development of libraries as the use of papyrus and other writing materials were discontinued and replaced with paper. Before paper, books in China were made from bamboo (heavy) or silk (expensive). The first paper mill was built in Spain in 1150. By 1411 paper making had spread through Italy, France and Germany. Germans become finest papermakers in Europe. Book production in Europe was primarily done in monasteries by hand. Thus, during this era, both Mosques and churches were serving as prayer houses, schools, community centres as well as libraries.

### **Modern Era**

The desire to have knowledge, and the increase in educational activities coupled with the invention of movable types by Johannes Gutenberg, accelerated the growth of libraries in Europe (Aina, 2004). During this era, 42-line Bible was printed in 1454. There was a record of first mass-produced book in Europe. Approximately 180 copies of books were made. In 1475 the printing has spread to most of Europe and large cities such as Paris and London. They became the centres of printing as there were more customers. In 16th Century, the public reference libraries began to appear. Most of them were religious or private libraries that were taken over by the government and turned public. In France, over 8 million books were confiscated after the revolution in 1792. Also there was a record of first rental library in U.K., Edinburgh. These libraries charged a fee to borrow books. They were usually run by booksellers. Subscription libraries began in late 1700's and this was born out of Book Clubs. The wealthy men would form Lyceums (Reading Society). The Lyceum would rent a room or hall to house books and the members paid monthly fees. It was also recorded that there were a number of subscription libraries in Europe such as Liverpool Lyceum (1758), Society Library of Dumfries (1745), the London Library (1841) available on <http://www.londonlibrary.co.uk/>. Modern public libraries began in England between 1847 and 1849 and committee on Public libraries was setup.

There was Public Libraries Act in 1850; by 1919 Country Libraries Act was established. In 1920 it was recorded that 1,679 libraries had been built in the U.S. for example the Carnegie Libraries of California. Libraries developed at an exponential rate in the United States of America during this era. Many private collections were developed which later metamorphosed to university libraries. For instance, John Harvard's personal collection was the initial collection of Harvard University library.

One notable library that developed from a private collection was the Library of Congress. After the library was destroyed by the British soldiers who burnt down the capitol building in 1800, the library bought the private collection of Thomas Jefferson, a former American president. The private collection of 6,700 volumes covered a wide range of subjects in law, farming, science etc. Public libraries were also established throughout the United States of America. The Growth of libraries accelerated in the United States of America. During this period various types of libraries emerged.

### **Development of Libraries in Nigeria**

According to Olanlokun and Salisu (1993), the development of library services in Nigeria is traceable to late 1920's when the Lagos Book Club was established. The membership of this club circulated books among themselves. This club was formed by a group of expatriate civil servants and a few Nigerians. The Book club was given a grant of \$6,500

from the Carnegie Corporation of New York in 1932. Books collected by this club formed the bedrock for the Lagos library. The Lagos library was a subscription library.

Prominent educated Nigerians developed interest in books and libraries. Many of them acquired books on various subjects for their private libraries. For instance, Henry Carr in his own contribution made his personal collection of about 18,000 volumes available to the Nigerian Government with a fee. Henry Carr's collection formed the nucleus of the University College, Ibadan which was established in 1948 being the first University Library in Nigeria. The Yaba College of Technology Library was established in 1947 as the first academic library in the country.

Another notable Nigerian who contributed to the development of libraries in Nigeria was Herbert Macaulay, a nationalist politician. He had a library which contained documents, pamphlets, books and ephemeral materials which were very important for the history, politics and culture of the people. It was also recorded that a notable Nigerian Tom Jones directed in his will that a library should be provided from his estate for the people of Lagos. A building known as Tom Jones Library came into being. The British Council Library was opened in 1943. It was to serve as an information centre during the war period as well as provide facilities for people who are interested in reading. The British Council later established libraries in Kaduna, Enugu, Ibadan and Benin-City.

The National Library Act was passed in 1964. This Act made provision for the established of the National Library of Nigeria. The Nigerian National Library was in Lagos when Lagos was the capital of Nigeria but is now situated in Abuja the Federal Capital Territory (FCT). It is expected that each state in the country should establish and maintain state libraries for public use. Increase in educational activities has contributed immensely to the development of libraries in Nigeria. For instance, in Nigeria there are forty (40) Federal universities, thirty nine (39) State universities and fifty (50) Private universities as at January 2015. Each of these universities has its library and some branched of libraries within. With the advent of Information Communication Technologies (ICTs), it has brought changes to libraries' collections. Majority of academic libraries are now automated and provide access to both print and electronic resources for users.

### **Factors that contributed to the development of libraries in Nigeria**

The following are the factors that contributed to the development of libraries in Nigeria.

1. The educational activities in the country.
2. The creation of states in Nigeria. Presently, there are thirty six states in Nigeria and each of them has its state library.
3. The UNESCO Seminar, Ibadan held in 1953.
4. The Advent of Information Communication Technologies.
5. The dynamic leadership of library associations such as West Africa Library Association as well as Nigeria Library Association

### **Practice Questions**

1. In your own words, how would you define library?
2. What is user education and why is it important in Institutions of higher learning?
3. In the history and development of library, the Sumerians developed the system of

writing called \_\_\_\_\_

4. In ancient time, mention three materials used for information documentation.

5. In the middle ages, the religious works were handcopied in a room called \_\_\_\_\_

Mention five contributors to the development of libraries in Nigeria.

6. \_\_\_\_\_ was the first academic library established in Nigeria.

7. Highlight five major factors that contributed to the development of libraries in Nigeria

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## **CHAPTER THREE WRITING MATERIALS AND PARTS OF A BOOK By Vincent E.**

### **Unegbu**

Two important inventions in the history of education are the alphabets and the writing materials especially the paper which gave birth to book. It would have been very difficult to record events without writing materials. Subsequently, there could be no books if there are no writing materials and consequently there would be no physical libraries if there are no books. Communication of ideas could have been done in a snail speed because only personal contacts could have been used. Knowledge could have been stagnated in small communities. Language could have been localized if there were no alphabets and writing materials to disseminate it.

### **Early Writing and Writing Materials**

Writing would not be mentioned without writing materials – the instrument and medium through which writing is conveyed. Spoken words came before writing. Writing is the use of symbols to represent spoken words. The earliest type of writing was crude pictures drawn on crude canvas. There is no better way to capture how it was than to quote Gates (1983:3):

The first writings were crude pictures carved on rocks, stone, bark, metal, and clay, or whatever materials were at hand. They were of three kinds: (1) pictographic, representing an object; (2) ideographic, representing the idea suggested by the object; and (3) phonographic, representing the sound of the object or idea. Some of these ancient inscriptions can be interpreted. Crude picture writing was done on other materials which were at hand: vegetable fiber, cloth, wood, bark, animal skin, clay, and metal. However, only the writings on clay, metal, and stone have survived.

The writing materials quoted are those that receive inscription. Other materials used in those days include bamboo trees, tortoise shell, bone, silk, and linen. Some writing instruments used to inscribe the notations were feather of birds, “the broad-pointed pen made from a reed or a quill” (Gates, 1983:8), these are dipped in ink (made from weeds). These were used to write on smooth surfaces. Carved metals with pointed ends were used to inscribe letters on metals and stones. The materials to receive the inscription, named according to the materials used in preparing them were papyrus, vellum, clay tablets, wood, metal, stone, bark, shell, etc.

Depending on where the inscription was made, it could be rolled like a scroll or fastened like a modern book. The clay tablets could be fastened to form a diptych, and the vellum, papyrus, linen, or silk could be rolled. These happened before the 15<sup>th</sup> century.

## **Book Invention and the Printing Press**

Invention of paper as a writing material brought a new era in the knowledge industry. Writing materials and writing instruments took a new turn. Paper, which is used in book manufacturing, has passed a lot of scrutiny and survival tests. Many thought that book could easily be replaced by other platforms that receive inscription but instead of replacement they have coexisted.

One cannot talk about information accessibility and retrieval without alluding to books. A book is a result of activities of authors, editors, graphic designers, binders and eventually, publishers. For books to be in the hands of readers, it must have been printed on papers. A book is made up of sheets of printed papers. How is book manufactured?

Book manufacture is “a series of professional and highly skilled operations that transform a manuscript and its related elements into a finished book” (Hendricks & Destree, 2002:214). During the 15<sup>th</sup> century in Europe, the production of books moved from the artistry of hand copying to the first level of mechanization – the invention of printing. Mechanization means that books could be produced in mass. “According to Chinese tradition, the process of making paper from native vegetable fibers was invented in about A. D. 105 by Ts’ai Lun, an official employed by one of the workshops of the Emperor Ho-ti” (Reitz, p.519). Paper mills flourished in Europe at least 250 years before the invention of printing with movable type in Mainz, Germany in about 1456 by Johann Gutenberg. His first publication with this movable type was a Bible, a 42-line Bible known as the Gutenberg Bible. The invention spread to other parts of Europe and eventually to other parts of the world. This was the beginning of proliferation of books.

Manuscripts in authors’ handwriting or in printed format are sent to printers for printing. If the printers are also publishers they publish the book after series of proofreading and corrections by the appropriate bodies. After due corrections, the final manuscript could be sent in one of the numbers of file storage formats like compact disk-read-only memory (CD-ROM), floppy disks (this is no more in use), hard disk, digital tape drive, flash drive, or even by e-mail. After an agreement is reached between the author and the publisher, the book is produced and distributed for sale.

A book is defined as “a collection of leaves of paper, parchment, vellum, cloth, or other material (written, printed, or blank) fastened together along one edge, with or without a protective case or cover” (Reitz, 2004:85). In this 21<sup>st</sup> century, nobody prints a book with other materials listed above except paper. Blank sheets fastened together could not also qualify for a book. Normally such is called an exercise book because a book must have inscriptions on it. There are materials that are fastened together, have inscriptions written on them but do not qualify for a book because of the new working definition given to

book. There are journals which have the qualities of book but are not regarded as books. UNESCO comes up with the modern definition of book as a non-periodical literary publication consisting of 49 or more pages, covers excluded. A journal may be more than 49 pages and yet not regarded as a book.

### **The Parts of a Book**

A book has many parts, each contributing to its usefulness and has a special role to play. Many books do not have all the parts of a book when it comes to its specific divisions. Generally, a book has five parts. Many authors do not deem it necessary to include one of the parts and so they stop at four. Here are the five parts of a book:

1. Cover Jacket
2. The Binding
3. The Preliminary Pages
4. The Text
5. The Auxiliary or Reference Pages.

### **The Cover Jacket**

The cover jacket is the part of a book that is left out among early writers on parts of a book. The sole reason is that it is not sewn or glued to the body of the book. It is removed by many people after purchasing the book including some librarians who bought such books with book jackets. The reason could be that they do not know its importance. In some libraries, especially overseas' libraries, the cover jackets are further protected with the use of polythene cover to cello tape to fasten it to the book. The cover jacket has its functions.

The cover jacket is usually an attractive polythene material used to cover the binding cover of the book. It could also be made of paper materials but of stronger texture to withstand pressure of handling. The main function is not to cover the book but to act as an advertisement. When it is removed the book looks "ordinary". The quality of the material, either paper or polythene protects the book from damage caused by handling with dirty hands or by dust, rain and sunshine. It is a protective cover. It contains such information as the title of the book, the author(s) of the book, the edition of the book, the publisher of the book, the International Standard Book Number (ISBN) of the book, some of them have barcode to the book, an annotation of the book, and a little biography of the author. With all these, why should the cover jacket be disregarded?

The binding is the part of the book that holds the leaves together. The binding protects the book from damage and makes for easy handling. It covers the book front and back. It is sewn or stitched or glued together at the edge called spine. The cover could be paper,

leather, cloth or any other materials that is stronger than the leaves or paper. There are paper binding and hardcover binding. Libraries are advised to buy hardcover books because they last longer and of course cost more. The front cover of the binding has the title of the book and the author. The back of the binding has the title also, the author's brief biography, an insight about the book, and the ISBN. The spine of the book has the title, the surname of the author(s), and the logo of the publisher. For library books, the spine is where the call number of the book is written if it is wide enough to accommodate it otherwise it is written on the front page of the book one inch above the bottom edge.

### **The Preliminary Pages**

The preliminary pages of a book are the pages that precede the main text of the book. They include the following: Flyleaves, half-title page, frontispiece, title page, copyright page, dedication page, preface, table of content, list of illustrations page, introduction page. Usually, the preliminary pages are numbered in Roman figures.

The flyleaves are blank pages next to the endpapers. They are the first and the last leaves of the book.

The frontispiece is an illustration, in picture or graph or even in letters, relating to the subject matter of the book. It precedes the title page. It is most commonly found in biographical works in which it is usually the picture of the biographee. In art work, it may be the reproduction of a painting or photograph of an artist.

The half-title page is the page before the title page. It contains the title of the book but not in full. For example, if the title of the book is "The Man of the People: Illustrated Work of an Unknown Soldier". The half-title page will usually stop at the first part i.e. "The Man of the People" written in bold and omit the last part. It may include the author and publisher.

The title page is the first important printed page of the book. It includes the following if they appear in the book.

1. Title – the full name of the book as opposed to the one on the half-title page.
2. Subtitle – a descriptive phrase which clarifies or explains the main title. It is part of the title of the work.
3. Authors' names – usually written first name first.
4. Editors' names – if the work is an edited one.
5. Illustrators – those who did the fancy works to make the book attractive to look at and interesting to read.
6. Name of the person who wrote the introduction if separate from the author. This name could also be written at the end of the introduction.

7. The edition of the book other than the first edition.
8. Imprint – made up of the place of publication, the publisher, and an optional date of publication. The date of publication is mostly written at the verso of the book.
9. The logo of the publisher and the publisher's name are also at this title page.

The title page is the authoritative source of information for a cataloguer. The information listed on the title page are used to classify the book properly.

A book has two sides, the recto and the verso. The recto is the right side page of a book while the verso is the left side. The verso is normally at the back of the title page where the copyright ownership of the work is lodged. The verso therefore contains the name of the owner of the work after a copyright logo represented by this sign (©). Information on restriction of use is also found on this page.

The dedication page follows the title page. It bears the name(s) of the person(s) to whom the author dedicates the book. It could be a person, a body, an organization or an institution. It is like saying, "I honor you with this work".

Some books may have acknowledgement page. Here is where the author shows appreciation to all those who played one role or the other towards the accomplishment of the work. It is a Thank You page. Authors whose works were greatly quoted are acknowledged on this page.

The preface introduces the author to the reader and gives his or her reasons for writing the book. It indicates those whom the book is intended, acknowledges indebtedness for services and assistance and explains the arrangement, symbols, abbreviations used and any other special features.

The table of content is a list of the chapters of the book with page numbers. It serves as outline of the book.

### **The Text**

The text of a book is made up of the main body of the book. It is an expansion of the table of contents. Definition, explanation, teaching, and expression of ideas are done in the text.

## **The Auxiliary Pages**

The auxiliary pages (reference material) of a book follow the text of the book and may include the following:

1. Appendix
2. Bibliography
3. Glossary
4. Index

An appendix may be material referred to but not explained in the body of the book. A bibliography is a list of the books or articles the author has used in writing the book. It may be a list of materials recommended for further reading.

The glossary is, as it were, a dictionary to the work. It lists and explains or defines some technical terms not explained in the body of the book.

An index is a list of topics discussed in the text, arranged alphabetically with page references for quick reference by the user of the book.

## **Summary**

From the foregoing, some of the parts of the book are useful from the standpoint of the book, such as the binding which holds it together. From the user's point of view, the binding is useful also because it usually gives brief information about the book which makes it easy to locate on the shelf.

By reading the preface and introduction the researcher may be able to tell whether the book will be useful for a particular purpose. The table of contents will give the scope of the book and items covered. From here, the reader can see whether or not the topic he intends to study is included. The index also helps on this point.

It is from the title page and title page only that the user will find the correct bibliographical information about the book. This also is an important page for cataloguers.

Other parts of the book provide additional source for study, or explain, clarify or expand upon items in the text. The habit of looking at these parts before beginning a serious reading of a book can both be useful and time saving.

### **Revision Question**

1. Name the four major parts of a book.
2. What is the fifth part that most authors ignore? What are its uses?
3. Define the following:
  1. Title page
  2. Verso
  3. Preface
  4. Table of contents
  5. Appendix
  6. Glossary
  7. Index

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## **CHAPTER FOUR TYPES OF LIBRARIES By Susan Ogbuiyi**

Libraries are similar in function but have different objectives based on the mission of their parent institution. The establishment of a particular type of library depends on the nature of collection and the users' community it intends to serve. Libraries are majorly grouped into the following types:

- 1) Academic libraries
- 2) School libraries
- 3) National libraries
- 4) Public libraries
- 5) Special libraries
- 6) Private libraries
- 7) Virtual libraries

### **ACADEMIC LIBRARIES**

Academic libraries are libraries established in the institutions of higher learning such as universities, polytechnics, colleges of education, and other tertiary institutions. This type of library performs and supports academic objectives of the parent institution which is anchored on teaching, learning and research. Therefore, the primary goals of academic libraries are to meet the information needs of the staff, students, host community and the global community at large. For example, if a tertiary institution is offering degree, diploma and certificate courses, it is expected that its library should provide adequate information resources relevant to the subject that suits each level of the institutions academic programmes which is a fulfillment of their curricula needs.

### **FUNCTIONS OF ACADEMIC LIBRARIES**

The following are the general functions of academic libraries.

1. To provide information materials (print and non-print) required for the academic programmes of the parent institution (university, etc).
2. Provision of information materials in support of learning process of students' course work, term papers and projects.
3. Provision of information resources that supports the information needs of faculty, and postgraduate students who are carrying out research work.
4. Provision of information materials that assists the library users for recreation and self development.
5. Cooperation with other academic libraries in order to develop a network of resources for improved information services.

6. Provision of conducive accommodation for study and research. Herein the university library will be used as a guide to discuss a type of academic library.

### **UNIVERSITY LIBRARY**

A university library is a kind of academic library that serves the information needs of the university community through provision of information resources that supports learning, teaching and research. The university library is usually centrally located where students can access the library with ease. The primary aim of a university library is to promote and support the objectives of the university which is based on learning, teaching, research and services. The library is highly regarded as the heart and brain box of the intellectual activities of the university. Aina (2004) asserts that the quality of a university is measured by the services provided by the library because of its unique position in the over-all university system.

The users of a university library are students, researchers, teaching and non-teaching staff and the host community where the university is located. The university library endeavours to meet the information needs of all these users.

The university libraries have a hierarchical structure where the university librarian manages the administration of the library with the aid of other professional librarians, para-professionals and support staff. For effective and efficient running of the university library, librarians are categorized into professional librarians, subject librarians and systems librarians. Most modern university libraries are usually divided into five major departments such as Administrative department, Technical department, Readers services department, ICT department (Electronic library) and Serials department.

University libraries acquire its collections based on the schools and disciplines available in the university. These materials are processed using basic classification schemes. University libraries in Nigeria use Library of Congress (LC) classification scheme to classify its materials for easy retrieval except for law materials that are classified with the use of Moy's classification scheme.

University libraries majorly acquire its information resources through purchase, resource sharing, donation, gifts and bequests. The paramount role of university libraries is to contribute immensely to the achievement of the missions and objectives of the parent institution. Yesufu (1973) point out that the objectives of the university are to encourage the advancement of learning, to provide course of instruction and other facilities for the pursuit of such learning, to encourage, to promote and conduct research in all fields of learning and human endeavour and to undertake any other activities appropriate for a university of the highest standard.

Some other the objectives of the university libraries are:

- a. To provide and make available adequate information resources to members of the academic community;
- b. To provide instruction to students (both new and old) in certain areas of knowledge;
- c. To conduct research and extend the frontiers of knowledge;
- d. To collect, organize, preserve and disseminate the research findings of academics to the global world.

### **SCHOOL LIBRARIES (MEDIA RESOURCE CENTRE)**

School libraries are libraries established in nursery, primary and secondary schools to aid and support learning and teaching. The main purpose of establishing school libraries is to meet the information needs of the pupils, students and staff of the schools. A school library is managed by a school librarian or media specialist.

A school library collection contains books, periodicals, toys and educational media suitable for any pupil's grade level. Most school libraries in Nigeria lack basic reading materials and qualified librarians to manage the library due to lack of funds and attention.

The main objectives of school libraries are to promote and encourage reading habits of the pupils, develop and improve pupils' and students' ability to learn to become independent learners and also imbibe in them the zeal for self development.

### **NATIONAL LIBRARIES**

The national libraries are libraries established by a sovereign nation as the apex library that collects, acquires, stores, preserves and disseminates information resources published within the country, about the country and by any citizen of the country anywhere in the world. The national library serves as the giant memory and also the databank of knowledge of the nation.

The National library of Nigeria was established by the National Library Act of 1964. This Act made provision for the establishment of the National Library of Nigeria but its activities were limited to the Federal Government. It is pertinent to note that every country has its own national library that promotes and preserves the knowledge of its citizenry and also saddled with the responsibilities of collecting all copyright publications within the country. There are some notable national libraries in the world. They are:

- a. The Library of Congress which serves as the National library of United States of America which is also the biggest library in the world.
- b. The British Library which serves as the National library of the United Kingdom.
- c. Bibliotheque Nationale which serves as the National library of France, but France has built a new national library named after former President Francois Mitterand.

The National Library of Nigeria is centrally situated in Abuja, which is the headquarters, from where it maintains other branches in the capital cities of the states of the federation. The national library serves as depository centre. Therein the legal depository law of Nigeria states that the number of copies to be deposited with the national library are twenty five copies of each publications published by the federal government, ten copies of each publications of the state government and three copies of all individual publishers must be deposited with the National library.

### **Functions of National Library of Nigeria**

Apart from the general functions of libraries, the National library was established to perform some unique functions. Here are some of the functions:

- a) It collects and provides comprehensive collections that reflect the national heritage of the nation.
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- b) The National library serves as a depository centre for all publications (print and non-print materials) published within and outside the country.
  - c) It is responsible for issuance of the International Standard Book Number (ISBN) and the International Standard Serial Number (ISSN) to publishers and authors in a country. Any publication or information resource without these international identifiers is sub-standard and illegal.
  - d) It compiles and publishes the National Bibliography of Nigeria.
  - e) The National library represents the country in all library and information technology matters in the international conference.
  - f) It is responsible for the publication of the Union catalogues and directories of libraries in the country.
  - g) It provides leadership role through facilitating the development of library activities

### **PUBLIC LIBRARIES**

Public libraries are libraries established and owned by state or local government to meet the information needs of the general public. This type of library is regarded as the layman's university. It is open to the general public regardless of their status, race, nationality, age, sex, religion, language, and education attainment.

It is pertinent to note that public libraries are established and maintained with tax payers money. However, this type of library provides information services to the door step of its potential users who are unable to reach the library, such as prisoners, hospital patients

and the physically challenged people. They perform this function through the help of mobile library vans. In most public libraries they provide space for the physically challenged people within the library and equally provide Braille for the blind and suitable chairs for the lame. Other facilities needed by the physically challenged are also provided.

In Nigeria, the first public library law was the Eastern Region library ordinance of 1955 which established public library in the Region. By 1956, library services to the people had begun. Today in Nigeria, all the states have public libraries charged with the responsibility of providing library services to the people.

### **Functions of Public Libraries**

Public libraries perform the following functions:

- 1. Education:** The public library acquires, processes, and organizes and disseminates information materials that promote and develop the educational standard of the people in the community. To a large extent, information resources of all subjects are made available for primary and secondary schools, adult literacy programmes and generally for personal development.
- 2. Promotion and preservation of culture:** Public library plays active role in cultural promotion and preservation through the acquisition of variety of information materials on the local culture and tradition of the people. Public libraries gather information materials on people's history, religion, local craft, etc. and also record the cultural activities of the people which are stored and preserved for posterity.
- 3. Provision of information:** The paramount function of a public library is the provision of information through the information resources acquired in all spheres of human endeavour such as health, politics, agriculture, tourism, commerce, etc.
- 4. Creation of relaxation and recreational centres:** Public libraries provide convenient and conducive environment for people's relaxation through the provision of novels, newspapers, magazines, pictures, cartoons, films, and videos in order to ease the numerous worries of daily life activities.

It is regrettably sad that most public libraries in Nigeria are poorly funded and maintained and most of them have been turned to reading halls for students preparing for examinations and after then the library is isolated for its outdated materials.

### **SPECIAL LIBRARIES**

Special libraries are those libraries established to meet the information needs of a particular organization through the provision of specialized information resources and services to

the staff based on the objectives of the parent organization. They are usually established by research institutes, professional bodies, government agencies, industries, financial institutions, etc. However, special libraries are maintained and financed by its parent body with the sole objective of providing information resources that are within the subject areas of interest. It is worthy to note that most special libraries have unique collections because of their specialized subject area and smaller size of users. A library can be said to be special if it only provides and serves a particular group of users such as doctors, engineers, lawyers, librarians, etc.

The information needs of users are highly specific, so the librarian in charge is required to know the research interest of users so as to provide their information needs effectively. It should be noted that the nature of special library service is personalized therefore, the librarian needs to know its users' profile in order to provide their information needs accordingly. The use of special library is highly restricted to staff of their parent organization although interested persons can be allowed to use the library with proper identification.

Examples of special libraries in Nigeria are central Bank of Nigeria library, international institute of tropical agriculture (IITA) Ibadan, institute for international Affairs (NIIA) library Lagos, Mobil library chevron library etc.

### **PRIVATE LIBRARIES**

private libraries are libraries established, owned and funded by individuals or families. The collections could be single or multi-discipline. Therefore the size of the collection is mostly small based on the owner's research and reading interest. For instance, a private library owned by a lawyer is highly dominated by law materials (books) and serials.

The use of a private library is regulated and controlled by the owners, examples of prominent and notable individuals that owned private libraries include:

President Thomas Jefferson of United States of America who owned a private library numbering over 6000 volumes and sold it to the Library of Congress in 1814. Dr. Namdi Azikiwe, donated his private library to the University of Nigeria, Nsukka, after the burning down of the library during the Nigeria-Biafra War. Chief Obafemi Awolowo, donated his private library to former Ogun State University now Olabisi Onabanjo University. In Nigeria today, there are many private libraries owned by individuals based on their different areas of interest. The major function of a private library is to provide specialized information services to the owner.

## **VIRTUAL LIBRARY**

This is a library in which the information collections are in an electronic accessible format. It is a library that exists without any form of physical space or location. It is a technological way to bring together the information resources of different libraries in the Web so that users can access their information needs at their own comfort and convenience. Reitz (2004) asserts that virtual library is a “library without walls” in which the collections do not exist on paper, microform, or other tangible form at a physical location but are electronically accessible in digital format via computer networks.

The term virtual library came about as a result of the exponential growth of information resources on the Web. However, as information resources increased on a daily basis, users are faced with the problems of how to find information on the Internet; and how to be sure that the information accessed are of good quality (e.g. authoritative source). It is pertinent to note that virtual libraries exist in cyberspace only, they have no buildings, the information resources are in digital format and are accessible via the Internet.

### **Advantages of Virtual Libraries**

Riccio (2001) outlined the advantages and disadvantages of virtual libraries. The following are the advantages of virtual libraries.

- a) It saves and/or reduces the physical space taken up by library materials.
- b) It often adds enhanced searching capabilities in a digital format.
- c) The library materials are available at the user's desktop, regardless of where the user is physically located.
- d) It allows for the inclusion of materials only available on the Internet or in digital format.
- e) It provides the user with the capability to download and manipulate text.
- f) It often allows for multiple, concurrent users.
- g) It eliminates the problem of a book being missing or off the shelf.
- h) It is less labour intensive.

### **Disadvantages of virtual libraries**

- a) Every product has its own distinct user interface.
- b) Users need to remember different passwords for different products.
- c) The scope of coverage and available archives is often limited.
- d) There are often difficulties with downloading or printing.
- e) Often there is no cost savings, especially when both the virtual and print products are maintained.

- f) Everything is not available in digital format.
- g) There are restrictions, which vary from vendor to vendor, on how the product can be used.
- h) The virtual library relies on power and computer networks in order to be available for use.
- i) Users can't spread everything out in front of them and use it all at once.
- j) Some users are most comfortable using books.

### **REVISION QUESTIONS**

1. What is an academic library?
2. What are the basic functions of an academic library?
3. List and describe the various types of libraries
4. What are the duties of a National library?
5. What are the advantages and disadvantages of a virtual library

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## **CHAPTER FIVE SECTIONS IN A LIBRARY By Deborah O. Soyemi**

### **Introduction**

Libraries are set up with the responsibility of acquiring, organizing, disseminating and providing information to satisfy users' information need. In order to meet up with these responsibilities, librarians offer various services which form the basis for organizing the library into different units. Libraries are organized into sections or departments, although a library's size and philosophy usually affect its organization. Some of the departments are in direct contact with the users or patrons while others perform strictly in-house services. The various sections where specific services take place in the library are:

**ADMINISTRATIVE** - this section is charged with the responsibility of managing, leading, controlling, supervising and coordinating all library affairs including employees and other resources. They carry out decisions of the Library Board. In university libraries, this section is headed by the University Librarian in conjunction with the Library Committee to formulate the library's policies. The policies include regulations which govern the operations of the library such as provision of resource materials, opening hours, number of books to be borrowed and the loan period. They also define the type of work to be carried out in the library. Library administration involves planning, organizing, controlling, leading and motivating staff and other library resources towards achieving set goals.

### **TECHNICAL SERVICES**

Different activities are performed at the technical section of the library. Here are the units that make up the technical services and their activities.

**Acquisition section** Library materials (book and non-book) are selected and acquired by the acquisition section. This section oversees all processes involved in obtaining library resources such as selection, ordering and receiving. Sometimes patrons are involved in the selection of library materials as they can submit their request to the library. Library materials may be acquired through purchase, donations, gifts, exchange and legal deposit. Legal deposit here means that by the National Library Decree, publishers are required to deposit a number of copies of their published books in the country to the National Library of Nigeria. Also, they conduct a bibliographic data check before and after placing order for library materials to avoid duplication of order, and receipt of ordered materials respectively. The functions of the acquisition section of the library are highlighted below.

- Selection of materials
- Ordering

- Receiving and processing of materials - every material that comes into the library is given the stamp of ownership and accession. Accessioning means assigning a number to each book. Accession number is also referred to as 'Control number'.
- Statistics - they keep record of library materials ordered and received. After these activities, the book is sent to the cataloguing section.

**Cataloguing section** This section is responsible for bibliographic control of library collection. It is responsible for cataloging and classification of acquired materials which is one of the most important library operations. Activities in this unit of the library are not visible to library users. Cataloguing is a generic name for cataloguing and classification; both are systematic ways of organizing library resources received from the acquisition section. Cataloguing entails the physical description of a book by author, title, imprint (publisher, date of publication, place of publication), collation (pagination, illustration etc.) while classification means grouping library materials with similar characteristics such as subject and call number together. Staff of this section i.e. cataloguers, prepare card catalogue and assign call number to information materials. This section is also responsible for maintaining the library catalogue which could be in form of card catalogue, or Online Public Access Catalogue (OPAC) and filing catalogue cards inside the catalogue box or cabinet.

**Serials section** This section is responsible for the management of periodicals/serials such as journals, magazines, newspapers, etc. This unit is managed by a serials librarian who selects, orders, receives and processes serial publications. Serials are publications issued in successive parts, bearing numbers or chronological designations and intended to be continued indefinitely. Personnel in this unit verify missing or long overdue publications, replace back issues, bind and manage growth of electronic serials. Other functions include: subscription of serials; processing - stamping, cataloguing and classifying; recording in the Kardex or the Kalamazoo; taking statistics; and shelving.

**Circulation (Readers' services) section** The circulation section is charged with the responsibility of executing one of the primary functions of a library, that is, making information materials available to users within minimum time period. After classifying and cataloguing books, they are shifted to the circulation section for shelving. This unit manages the flow of library materials in and out of the library in accordance with the library's rules and regulations. It is this section that holds, renews, recalls library materials, and maintains fine administration. Materials that are not reference materials are loaned out to registered members for a given period of time and when users default; they are required to pay fine. Reserved materials are kept at the circulation desk and could be

used for two hours, borrowed overnight or for a weekend according to the library's rule or according to lecturer's instruction.

### **Reasons for keeping Reserve books**

- i. If a book is rare or very costly and have no other copies.
- ii. If there is high demand for a book within the same period.
- iii. When a lecturer/ instructor requests for a book to be placed on reserve and referred all his students to use the book.
- iv. When a few copies of the book are available and are prescribed for use in various courses by lecturers simultaneously.

### **Functions of the Circulation section**

1. Registration of library users: libraries provide membership or user application form to be completed by potential users. Qualified users are registered and given registration card which entitles him/her to use the library.
2. Lending out books: every library formulates rules to guide book loan. This unit ensures that users are aware of these rules and implements the rule.
3. Shelving of books.
4. Shelf-reading.
5. Renewal of books for longer use by borrowers. 38
6. Request and reservation services: notify and handle users' request to place a book or other information item on reserve.
7. Keeping the statistics of used or borrowed materials.
8. Inventory or stock-taking. This exercise is done yearly to ensure that materials are complete/intact and without damage. It also helps to determine the yearly addition of materials to the existing collection and the record of lost items.
9. Writing of overdue notes and collecting overdue fines from patrons who failed to return library books as at when due.
10. Assisting library users in locating the documents and information they might not be able to locate without assistance

**Interlibrary loan** Interlibrary loan is simply a system whereby users of a library request their library to borrow from a cooperating library information materials not held in their own library. This section has the responsibility of processing loan for materials from other libraries. It helps users secure or loan library books not available in their library but found in other cooperating libraries.

**Reference section** The reference section is very important in carrying out any library's mandate. It is in this section that library staffs answer reference questions and provide bibliographic services to library users. It is headed by a Reference librarian who manages all reference resources. Some of the reference sources found in this section include encyclopedias, dictionaries, handbooks, manuals, yearbooks,

irectories, biographies, bibliographies, atlases and gazetteers, etc. The materials in the reference section are usually marked “R” or “Ref” above the call number to distinguish them from other books. Like reserved materials, users cannot borrow reference materials out of the library. This unit offers services such as database search, help users find and/or use reference materials, develop research strategies and handles everything relating to information seeking. Reference service, according to Edoka (2000), is the personal assistance given to patrons in search of information, and library activities designed to facilitate easy availability of information given by a librarian. Reference librarians are expected to provide answers to questions asked by library users. They also give users advice as regards satisfying their information need. There are different types of reference services using various yard sticks such as character of demand. These services include retrospective searching, information retrieval services, Current awareness service (CAS), and Selective Dissemination of Information (SDI).

Depending on the size and service philosophy of the library, reference section can be subdivided in larger libraries using subject, age, and user characteristics. Thereby each section can have its own reference librarian.

- a. Audio-visual section: this section house, organize , preserve and disseminate audio – visual also known as non-print materials such as tapes/cassette, microforms, film strips, slides, video tapes, transparencies, audio tapes, etc. This section also houses electronic devices used in accessing the content of these materials. Audio-visual materials convey meaning through three senses namely: sight, hearing and feeling.

Non-print materials can be classified into two main types - microforms and audio-visual resources. Microforms this refers to any storage or communication media that is made up of images too small to be read by the naked eyes and require a special reader. There are four types of microforms- the red microform, microfiche, microcard and microprint. Microforms are used primarily as information storage media. Audio-visual materials - audio-visual materials appeal to human’s sense of sight and hearing.

Audio resources - these are instructional devices that can be heard but not seen. They apply to the sense of hearing. Examples include: tape recorders, audio tapes, audio cassettes, audio CDs, phone records, etc.

Visual resources - these are instructional devices that can be seen but not heard. These apply only to the sense of sight. They could be projected such as filmstrips, slides, or non-projected such as pictures, drawings, paintings, models etc. they include hardware such as record players, tape recorders and radio or software such as tapes, cassettes, records, phonographs, drawings, etc. The blind can feel them by touch.

Audio-visual resources - these are instructional devices that can be heard and seen at the same time. They apply both to the sense of sight and hearing. Audio-visuals come in different formats which include video recordings, motion pictures, films, VCDs, videotapes, etc.

It is important to note that Audio-visual resources serve as teaching and learning aids that can be used by teachers and students respectively.

Reprographic section- the reprographic section reproduces materials through photocopying, microfilming, duplicating etc. this section is made up of

Binding section - carries out in-house binding of library materials and ensures proper maintenance of library's collection. This binding section rebinds books with broken spine, replaces those with soft paperback with hardcover binding, and binds back issues of newspapers, magazines and journals. Users can also send their personal books and projects for binding at the binding section.

Photocopy section - handles all photocopy work in the library. Photocopy of library materials are done here for the library users. It ensures proper handling of library materials during photocopy and maintain photocopy restrictions stated in the book.

### Revision Questions

- i. State the various sections found in a typical library
- ii. Library materials are organized in \_\_\_\_\_ section of the library
- iii. What section in the library provides answers to satisfy users' information need?
- iv. The major functions of the circulation section are \_\_\_\_\_
- v. Give four reasons for preserving books in a library

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_and  
\_\_\_\_\_

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## **CHAPTER SIX CIRCULATION/LOAN DESK ACTIVITIES By Maria Ehioghae, MIRM**

This chapter focuses on activities performed at the Circulation Desk also called Loan Desk. The word Circulation desk is also referred to as Reader's services because they perform some functions of Readers Services librarians. Circulation desk is where borrowing transactions take place in the library. This is the place where library patrons always come to inquire about the use of the library. As a matter of fact, the circulation desk is the image maker of the library. One can know and also foresee the image of the library by the reception given him at the Circulation desk. This is why the workers in this unit of the library are the image makers of the library. They are the first contact between the library and the library users and the impression they make to the library users is always remarkable.

### **Outline of this Chapter**

- Attitude of circulation workers
- Duties
- Filing of Cards
- Reserve Materials
- Shelving
- Shelf-reading

### **Attitude of Circulation Workers**

The attitude circulation workers exhibit, either positive or negative, represents the library in general. When you are an image of something you must possess good qualities or have the character of what you are representing. The workers at the circulation desk or readers' service must show good behaviour towards their users. The circulation section is, therefore, the most important part of the library when it comes to public relations.

Circulation workers must be user-friendly. They should be always ready to go the extra mile in assisting users in the library. Furthermore, they must be polite, cheerful and peaceful; in other words, they must be approachable. The behaviour of workers at the circulation desk should not send users away from the library. Good attitude is very vital at the workplace; so we must reckon with that, be nice to people.

## Duties of Circulation Workers



The word circulation desk is also known as readers' services and it is one of the key sections of the library. The duties of the circulation desk librarian include registration of users. This enables them to borrow materials from the library. It is the duty of the library circulation workers to give library users library tickets which enable them to borrow books and other materials from the library. Every worker at the circulation desk must make sure that any material leaving the library has (i) The library stamp (ii) Accession number (iii) Book card pocket (iv) Date due card. It is also the responsibility of the circulation desk workers to give two borrower's tickets to registered library patrons,

whether they are students or community users. This ticket will enable such users to have access to library materials whenever they want to borrow materials from the library. Students are allowed to borrow two books at a time for a period of two weeks. At the end of this two week period, the loan can be renewed for another period of two weeks provided no other students is waiting for the books.

It is the duty of circulation desk workers to ensure that users have access to library materials. The attitude of users determines if they will continue to use the library or not.

### **Enquiries**

So many questions are posed by library users to circulation desk workers about how to find materials in the library and also library procedures. These workers must be welltrained in order to disseminate right information to users at the right time. In academic library, circulation desk is the link between the outside users and the immediate library users, the students and the university community.

### **Loaning Books**

Every book borrowed for use outside the library must be registered at the circulation desk. The books are usually stamped with the due date for return. The patron signing the book is thereafter responsible for its custody and return. All transactions must be made in person. As a matter of fact, before the users can be bona fide library users, they must be registered. Books in the reference sections marked “Reserved” or “NOT FOR LOAN” may not be removed from the library. All students are normally restricted to two volumes on loan at any given time. Academic staff have the privilege of borrowing a maximum of four volumes at a time. Penalties are usually imposed for overdue, lost or damage of books. For example, an overdue book may attract a fine of N100.00 per day. Books lost will be paid for at the prevailing cost of replacement or estimated value of the book to which a service charge will be added.

Patrons must report cases of missing books promptly to stop the calculation of the daily fines. All loan privileges will be suspended until fines or charges are paid. Estimated cost of repair will be charged for any books damaged.

The officer in charge of the exit is authorized to check books being taken out of the library and patrons must present such items for inspection.

Examples of borrower’s tickets are shown in Diagrams 1 and 2.

### **Diagram 2 Back view of Borrower’s Ticket**

Library patrons are responsible for any book which has been issued in their name and this responsibility ends only when the book has been returned to the library and the issuance record cancelled. There may be no lending transactions after 8:30 pm from Sunday to Friday 12:30pm when the university is in session. This is the rule at Babcock University; other universities may have a different regulation.

Instructively, all library users must fill in a registration form before borrowing books. Four green borrower's tickets are given to academic staff and two to students. This form lasts for the full period of a student's study at the university.

Period of Loan: At Babcock the normal period of loan is two weeks (14 days) for students, this may be renewed provided that no other patron requires the book. A loan may be renewed for a further period of 14 days after which the book must be returned to the shelf. But academic staff are given the privilege to loan library resources for a month. Books at the reserved place are available for two-hour periods. Borrowed books or other materials should not be marked, defaced or damaged in any way; readers are held responsible for any damage to books in their charge.

### **Date Due Stamp**

The charging system used in Babcock University library, for example, is the ticket. After selecting the book you wish to borrow, take it to the circulation desk and hand in one of your borrowing tickets to the library staff on duty. The date on which you are required to return or renew the book is stamped on the date-due slip and on the book card. When library patrons return books that were borrowed they are to ensure that they give them back to the library staff at the circulation desk and take back their borrower's tickets. Library users are fined for retaining books after the end of the loan period.

Book Card

CALL MARK	ACCESSION NUMBER	C1
QM 531 .L33	BABCOCK UNIVERSITY LIBRARY ILISHAN REMO-OGUN STATE	
AUTHOR		
TITLE		
DATE-DUE	BORROWER'S NAME	

### **Diagram 3: Example of Book Card**

#### **Reminder Notice**

Nwalo (2003) described reminder notice as a letter sent to patrons who failed to return, on schedule, library books borrowed to them. It is the duty of the circulation desk staff to send overdue notices rightly to the patron. Some days of grace should be extended after the expiration of borrowed books or materials before overdue notice is sent. This overdue notice reminds the defaulting patron that the library book with him/her is due to be returned. The patrons are asked to return the book as soon as possible. In case the user refuses to return the book, the library has the right to suspend such patrons who is in the habit of keeping borrowed book beyond the due date.

Any patron who fails to return books or materials borrowed from the library is issued reminders that may take the following form: "May we remind you to return the following overdue items". The reminder notice (which is represented below) is issued.

#### **Return of Books**

All books on loan to undergraduate and postgraduate students must be returned on or before the last Monday of the last week of the semester of a normal academic calendar. Importantly, all books on loan must be returned before the long vacation for annual stock check.

#### **Labeling of Shelf**

Shelves in the library are labeled according to their holdings and according to the classification scheme used in the library. For example, if a shelf in the library using LC scheme holds books on Biochemistry, Molecular Biology and Fundamentals of Human Anatomy, the Shelf guide will bear:

QD – Biochemistry

QH - Molecular Biology

QM - Fundamentals of Human Anatomy

Basically, labeling of shelf is a way of leading and guiding library users. This can be done in several ways some of which are:

1. Writing letter signs on the stack.
2. Using metal with lettering for easy identification of materials.
3. Plastic lettering that look beautiful and that can be read from a far place may also be used (Nwalo, 2003).

As a matter of fact, patrons should be well directed in order to have easy access to the materials they need as fast as possible.

Patrons are advised not to return books that are removed from the shelves back to the shelf; rather they are to leave them on the reading table. Library workers are to assemble materials which are scattered all over in the library. The used books are to be separated according to the subjects and then statistics is taken of the books used, subject by subject. Actually, taking statistics is one of the essential duties of the workers in the circulation desk. It is saddening that some librarians do not see the importance of library statistics. Statistics show the number of books the patrons consulted daily, weekly, monthly, and quarterly, and the number of books loaned from the library, as the case may be.

### **Penalties For Various Library Offences**

- i. Library users who fail to return any book in accordance with regulation will be liable to pay a certain fine on a daily basis in respect of each open access material not returned. In the case of books with restricted usage, the overdue fine will be calculated, hourly.
- ii. Delinquent student borrowers who fail to pay their accumulated fines will be banned from sitting for their examinations. If they sit for their examinations, their result and certificates will be withheld until the fines are paid.
- iii. Staff members who refuse to pay their accumulated fines will have the amount involved deducted from their salaries by the Bursar.
- iv. Library users who mark, deface, damage or mutilate library books will pay for such books. The amount involved will be five times the unit cost of each book.

### **Filing of Cards**

Basically, filing is the arrangement of any document in an orderly manner for easy accessibility and retrieval. Borrowers' cards, book cards, date due slips, etc. are filed in an alphabetical order for easy retrieval at the circulation desk. They could be filed word by word or letter by letter, as the case may be.

Every registered library patron has 2 or 4 borrowers' cards that will enable such user to borrow books from the library. At each transaction, there is a tray or cabinet at the circulation desk whereby users' names are filed in an alphabetical order A-Z for easy retrieval. Whenever a patron returns borrowed books the cards must be given back to such users in case of next time of borrowing.

### **Reservation of Materials at the Circulation Desk.**

Some books are placed on reserve for students' use. Such books are used on two-hourly basis by the students or according to the instructor's request. When heavy demand for these books drop, they are returned to the open access shelving. The aim is to ensure that all concerned have an equal chance to read them. They are, however, to be returned at the circulation desk after use.

### **Shelves and Shelving**

According to Odiase, Unegbu and Haliso (2001) book shelving is done in a classified way. The book must be shelved accurately and systematically so that these books could be easily located when users are in need of them. Shelving is a systematic arrangement of books on the shelf according to their call or book number.

There are different types of shelves used in the library. These shelves are facilities for storing library resources. They help to preserve and conserve the life span of the resources. Using the shelves helps to create easy accessibility and retrieval of materials. Books are arranged according to their subjects with their class marks for easy identification. Proper shelf management helps conserve the users' time when searching for materials on the shelves. The shelf could be low or high, as the case may be. High shelves are used in the open stack and at the reference section, while the low shelves are used for storing journals publications and audio-visual resources such as CD-ROM, DVD Cassettes, Slides, Videotapes and others.

When materials are on the shelves, it makes the environment conducive for learning and looks attractive to users. The book must be properly shelved according to their call numbers. Shelving correctly enhances easy access to the books and user's time is not wasted. In shelving, books are arranged sequentially according to the subject area.

When shelving, books must not be too tightly shelved. Allowance should be created to accommodate new books and for free removal of books from the shelves. When books are tightly shelved, the tendency to tear the spine while trying to remove the book from the shelf is very high.



### **Wrongly shelved materials**

Wrongly shelved library materials could be done by library users as a result of returning the used books back to the shelves and in the process are not able to locate the particular place. Library users may also intentionally hide some books on the shelf in the library so that other users may not have access to the materials. If they are given assignment from the book and they copied certain things from it, they may hide it so that the teacher would not discover the act. Wrongly shelved materials could be done by untrained library workers. This may not be intentional, but because they are untrained they make mistakes. Since there are library assistants who are not trained librarians, the possibility of wrongly shelved books cannot be avoided, but it may be minimized.

### **Shelf Reading**

The concept of shelf reading may be defined as browsing through the shelves, checking the arrangement of the books in order to ensure that they are in the rightful position. It is the duty of the librarians and the library officers that are in charge of shelf reading to cross check the shelves to see if shelved materials are still where they should be. This activity is usually done after shelving or during shelving every morning. Shelf reading is not done once and for all; it is an ongoing process as long as library services continue. It is very important because it is only through shelf reading that books or library materials wrongly shelved by library patrons are identified and

are taken back to their rightful positions. Deteriorating materials are also discovered and taken to the bindery for repairs.

### **Revision Questions**

1. Write short notes on the following:
  - a. Reserve materials
  - b. Loaning materials
  - c. Shelving
  - d. Shelf-reading
2. Mention three activities that take place at the Circulation desk.
3. Write short note on the Circulation desk.

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# CHAPTER SEVEN

## INFORMATION SOURCES/MATERIALS: BOOK FORMAT

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### Chapter Outline

- General Information Sources
- Religious Information Sources
- Information Sources in Law, Social Sciences
- Monographs (Textbooks in different fields of study)
- Periodical/ Journal/ Newspaper
- Projects/Theses (why keep them?)
- Revision Questions.

## **Introduction**

The manner in which information is generated and packaged is considered an absolutely necessary aspect of a strategy which has strong correlation to the degree of awareness or literacy of the information personnel. Since the relevance of information in the scheme of events is undoubtedly prominent in this dispensation, one can infer that the verity and veritable nature of information even as a resource, is such that confers 'enormous power' as well as influence on those who understand its value and have the ability to acquire and utilize it (Nnadozie, 2014).

Regardless of the source, origin or type; managing, storing, disseminating and utilizing information is better done when it is recorded. Despite this, there is more information available now than in the entire history of man's existence and the amount is still growing in varied formats (information explosion). This poses the challenge of finding the right information to meet tailored needs, be it organizational or personal. The question then is, which source do you access to meet such information needs?

## **Definition of Information Source**

It has been proven beyond reasonable doubt that information is power and has been considered as an essential ingredient in decision making, planning and forecasting. To obtain quality information that accomplishes the aforementioned, understanding the nature of information sources available is of utmost importance. No doubt, information is packaged and stored in different formats or media, these formats represent information source. We can therefore define information sources as platforms or media on which information is documented with the intention to store or preserve, manage, disseminate or retrieve, and utilize. In a sense, it represents the place or person of origin, that is, the agency or conveyor of a piece of information either tangible or intangible. In other word, an information source is where you got your information from. A means by which an individual is informed about a thing or knowledge is gained or given to a person, group of people or an organization is known as information source. This implies that one can get information from observations, documents, human sources such as speeches, and organizations. Hertzum, Andersen, Andersen and Hansen (2002) concluded in their study of 'trust in information sources' that information source could be oral or written, human or virtual, in-house or external, lay or authoritative, easily accessible or hard to get. They attempted to expand user's view of a source from which information is received as to foster idea generation and complex task accomplishment. No wonder Adomi (2012) reiterated that information sources are resources or materials from which people receive ideas, meaningful messages, enlightenment and direction that will enable them to

accomplish tasks, take decisions and solve problems. This definition sums up the fact that information source is the vehicle through which ideas, news, facts, symbols and sound are stored and transported across time and space appearing in various documents or record form that aid the dissemination of information and knowledge (Nnadozie, 2014). The author also noted that information sources do not only serve as 'purveyors of both old and new knowledge' but provides a platform from which writers, teachers, students and researchers extract ideas and information for their various degrees of engagement. Prominent among the categories of these sources are documentary and non-documentary.

### **Categories of Information Sources**

Many scholars have agreed that information sources can generally or broadly be categorized into two: the documentary and non-documentary sources (Rao, 2000; Kawatra, 2011). However, Nnadozie (2014) further identified automated sources as another source that requires treatment. For clearer understanding, the following consist loosely of the general categorization of information documentary/print sources sources: - primary, secondary and tertiary sources; non-book/non-documentary sources; and the world wide web/automated sources. The non-book and World Wide Web related sources will be treated in the next chapter.

### **Documentary Sources**

The advent of printing press through the invention of printing machine by Johannes Gutenberg in 1452 has long remained a significant innovation that enhanced documentation. Documentary sources include information that has been recorded in printed form, that is, contained in documents. According to Rao (2000), documented sources enable the transfer of information from one generation to another or from one place to another - which positively contributes to the social, economic, political, scientific, technological, religious, and cultural activities of human beings. Of course, a major disadvantage of further advancements in the printing technology is information explosion. Documentary sources, also referred to as printed documents are often published and categorized as primary, secondary and tertiary documents.

#### **I. The Primary Documents/Sources**

In a simple sense, primary sources are original information materials from which other information sources are derived. They contain new and original idea or new interpretations of already known facts. Meaning that, new knowledge is first presented in a primary document. It includes the findings of original research work and representation of original thoughts on a given subject or theme. Kumar (2010) defines a primary source of information as the first published record of original research and development or

description of new application or new interpretation of an old theme or idea. This implies that primary sources share new information and are the first to present the finding of a research or experiment. This type of information source could also appear in electronic form. Adomi (2012) and Nnadozie (2014) in attesting to the position of many scholars identified them as first-hand information providers such as autobiographies, periodicals, theses, memoirs, interviews, speeches, lecture notes, personal letters, diaries among others.

Journals for instance are a publication issued periodically, in successive parts bearing numerical or chronological designation and intended to be continued indefinitely. They consist of the following types: scholarly journals (learned society journals), house journals, learned journals commercial and trade journals. Scholarly journals (sometimes called learned society journals) contain articles which reports original research and in-depth analysis of issues in specific fields of scholarship. They are usually written by scholars and researchers in the discipline; the audience comprises of scholars, students and researchers within the discipline. This type of journal uses scholarly language and jargon of the discipline, it is usually peer-reviewed, and includes full documentation of sources used. Some examples include Babcock Journal of Management and Social Sciences, International Research Journal in Information Resources and Knowledge Management, Journal of the American Medical Association, etc.

House journals carry articles produced by firms and targeted at customers and staff. They contain current information about the company but of limited value, and are usually free.

Learned journals-commercial these are journals produced for profit. They contain serious articles written by practitioners and experts, produced by commercial publishers which are often very expensive.

Trade journals sometimes appear both as journals and magazines which informs the grouping as 'trade journals and magazines'. They deal with company profits, production figures, imports and exports for a particular trade. They are distinguished with the following features, although there are similarities: articles about current trends, events, and news in a particular field; they are written by experts and practitioners in the field; the target audience (readers) are mostly practitioners in the field; language of journal include jargon of the field; sources consulted are often cited but does not provide full documentation. Examples of this type of journal/magazine include InfoWorld, Chronicle of Higher Education and Health Facilities Management, Restaurant Report, among others.

Magazines are made up of articles about current events, news, lifestyle and culture. They are also known as popular magazines, whose audience is the general public; the content is written by reporters, writers, journalists, and interested contributors. Examples are Time, Tell, Ebony, Newsweek etc

Newspapers are also a type of periodical that appear daily. They are published daily. Newspaper reports or articles are written by journalists. It serves as a good source of news and current events. They contain editorials, entertainment information, classified advertisements, sports, announcements and other information. Newspapers are read by the general public and the sources are rarely documented. Examples include the Punch, Guardian, This Day, Tribune, The Sun, New York Times, Daily Graphic, Houston Chronicle, the Eagle and the Parrot.

### **Technical Bulletins**

They are information materials that contain research findings on specific subjects. They are usually issued by a research organization without following a particular order or frequency but only when the need arises, although some research organizations may release more frequently than others but the issuance of technical bulletins is not known to follow a scheduled routine.

### **Research/Technical Reports**

A report gives an account or description of an event or process. In this sense, the report is of a scientific process in form of experiment or inquiry. Is a research report an information source issued in the course of an ongoing research process? The answer is yes, they serve as 'primitive forms' of literature intended to provide progress report of that particular on-going investigation. They are technical in nature too, because they generally give the results of research and developments or projects usually in unpublished or semi-published literature since they are not available through the conventional book platforms. Again, information contained in this type of information source is often rare and as such may be difficult to come by in other sources, they are 'first creation' in terms of data processed into information thereby serving as a primary source of information.

### **Theses/ Dissertations and Projects**

Theses and dissertations are information sources born as a result of researches conducted by a candidate in fulfillment of the requirement that qualifies him/her for the award of a higher academic degree by universities. A thesis can be seen as a dissertation advancing an original viewpoint as a result of research, particularly, in support of candidature for an academic degree, or professional qualification that presents author's research and findings. Some academic institutions attempt to distinguish thesis from dissertation by

using a dissertation to describe a master's degree research work and thesis for a doctorate degree, but it has become conventional in this dispensation that the term theses is used to collectively represent a university degree research work be it an undergraduate final year project, dissertation, or thesis. The class of degree in question may be used as a prefix to qualify thesis e.g. a doctoral thesis. They constitute a good source of primary information because they are expected to be result of purely academic work or original research, conducted in a new or uncharted environment as to discover new knowledge or expand the frontiers of existing knowledge in a particular specialty. From such findings, journal articles and textbooks may be published to further bring to the fore the result of such original work. This is why such journal articles and textbooks are sometimes classed among primary sources because the information/content in them has not been published elsewhere.

Proceedings are collection of academic papers that are published usually in the context of an academic conference. Proceedings could be of conferences, congresses, workshops, or seminars. Conference proceedings are equally important primary source of information since they serve as the media through which results of scientific research are disseminated. They are collection of academic papers presented at a conference. They usually appear in volumes or electronic form, which may sometimes include transcripts of the discussion after each paper. This information source also carry papers that are intended to create further discussion and create new areas of future research.

Grey literature is a primary source of information. It is a literature type that is academic in nature and not formally published. It is not available through the conventional systems of publication and distributions such as periodicals or textbooks. In information sciences and librarianship, grey literature is gradually becoming an expanding field that deals with the demand and supply aspect of publications that are not under the control of commercial publishers. Examples of grey literature include conference proceedings, oral presentations, market research reports, environmental impact statements, and other working papers.

According to Nnadozie (2014), it is a type of information source created by manufacturers, producers and service providers, with the aim to make public goods and services, attract more patronage and increase the firm's revenue. It has been identified as a primary source of information and sometimes, the only source that carries the kind of information contained therein. It is available in various forms such as technical bulletin, price lists, company profile, data sheets, customer technical communications, and catalogues. Most times these items of information are distributed free of charge.

A patent is a government publication that carries the seal of government which makes it official document, authoritative and a license that confers an exclusive right, title, or privilege for a particular period of time to an author or creator to enable him or her enjoy the proceeds of the invention. The privilege conferred on the inventor also includes the sole right to exclude others from making, using, or selling the invention or piece of work. Patent are descriptions of inventions with protection granted for a period of time, it is a record of the outcome of original research and development work. It is part of a primary information source since only new inventions are patented, which means that they are original. Patents are also a form of intellectual property whose procedure for granting patents requirement placed on the patentee, and the extent of the exclusive rights widely vary from country to country in consonance with national laws.

Standards are important primary source of information. They are publications (mostly pamphlet-like in nature) issued by certain authorities or the government to disseminate key information about a product such as definitions, methods and properties as to prescribe the standardization of such products to maintain quality. They are useful to ascertain the reliability of an item and by general agreement could serve as a basis for comparison. The content often appears in tables or diagrammatical representations. They are very helpful for the manufacturing departments, sector and for design engineers. They are helpful information sources especially for regulated products, because they provide authoritative information that assists in knowing the degree of compliance by producers to stipulated standards during the production, provision and distribution of a product. International Standards Organization (ISO) is the international body that regulates standards the world over. Other nations' standards organizations such Standard Organization of Nigeria (SON), British Standards Institution (BSI), Indian Standards Institution (ISI) etc. are affiliated to ISO.

Apart from the sources mentioned above, there exist other forms of primary information sources. Those that fall under this class - 'unpublished sources' are the information sources not packaged and made available in the conventional published formats. They are considered here due to their usefulness, authenticity, archival, and historical relevance. These sources carry and convey vital information. They provide original information that is found relevant for further processing of other information sources and their application in different contexts. According to Nnadozie (2014:36-7), some of the unpublished primary information sources are:

- a. Artifacts such as fossils, plant specimen, coins/bank note etc.
- b. Audio and visual recordings such as television and radio programs, movies, MP3

- c. Company files
- d. Court reports
- e. Diaries of government agencies such as treaty and annual reports
- f. Internet communications such as e-mail, world wide web and social media platforms
- g. Inscriptions on tombstones
- h. Interview - telephone, online, oral
- i. Letters
- j. Memoranda
- k. Minutes of meetings
- l. Original documents such as birth certificate, marriage license, will, trial transcripts
- m. Photographs
- n. Portraits
- o. Sets of data such as census statistics
- p. Speeches
- q. Works of art, architectures, literature and music such as paintings, sculptures, pottery, musical scores, building design etc
- r. Web sites

## **2. Secondary Sources/Documents**

These are sources of information derived from an already existing primary source. Most times, they come from a further interpretation of an original source of information or a first-hand information source or document. Secondary documents analyze, comment on, describe, discuss, evaluate, and interpret the evidence provided by primary sources or documents. Secondary sources cite primary sources of information as well as enable the user locate a primary source of information. They are sources that provide commentary about evidence (primary sources). By providing commentaries and further discuss on the primary source, some authors have defined the secondary as a tertiary source. The following examples will help us understand why for instance, if a newspaper article reports an event, it is considered a primary source but if it analyses or comments further on the same event that was earlier reported, it then qualified as a secondary source. Another instance to portray vividly the secondary nature of information is seen where if you put to use a secondary source of information that was published about 10 years ago, it becomes important to note what subsequent scholars have written on the same topic or issue, as well as any other discuss they have brought up on the topic (Montereau, n.d.; in Nnadozie, 2014). Although it has become a common knowledge that defining a secondary source of

information is characterized with difficulties due to overlapping aspects shared between both primary and secondary sources. The variation in definition has a lot to do with discipline, context, and how a source is used. Bibliographies, treatises, monographs, indexes, textbooks and some reference materials are examples of secondary information sources.

### **Bibliographies**

The term emanated from the Greek word bibliographia which means “book writing” or writing about books. It can be defined as the organized listing of books as well as the systemic description of books as physical objects. It is a complete or selective list of works compiled through a common set of principles such as authorship, subject, place of publication and publisher. A bibliography is a list of source materials used in the process of preparing a piece of work, or that are referred to in the text. It is sometimes considered a tertiary information source. The entries are arranged either alphabetically or chronologically. It is useful for locating information materials during the search for information materials.

### **Monographs**

A monograph is a secondary information source that shares very close features of treatise, only that, it is considered a short treatise on a specific subject. The term ‘monograph’ comes from a combination of the Greek words ‘mono’ and ‘grapho’ = ‘monographia’ which translates into single and to write, meaning, to write on a single subject. A monograph can then be defined as a specialist act of writing on a single subject or an aspect of a subject. It is a detailed and well documented study or paper written about a limited area of a subject or field of inquiry, for example, scholarly monographs on medieval pigments. This is done most often by a single author.

The main purpose of this type of information material is to showcase primary research, and scholastic or original works, distinguished from an article (Prytherch, 2005). Again, it is considered useful for career progression especially in different academic fields; and used by other researchers. They are usually published in a short print run of individual volumes and are acquired by libraries. It is usually generally referred to as textbooks.

### **Treatise**

A treatise is a formal and systematic exposition in writing about the principles of a subject which is usually longer and more detailed than an essay. It is a detailed summary of information about a particular field, subject or area of interest. Treatise are written discourse on certain subject, which are generally longer, greater depth treatment of the subject matter, and more concerned with exploring, investigating, and exposing the principles of the

subject under discussion (Berggren and Jones, 2001). They are usually limited to an aspect of a broad subject and are fast to become obsolete. Most times, both treatise and monographs are treated similarly and used interchangeably. It is noteworthy that treatise can best be presented subject wise such as treatises on architecture, treatises on art, on music, economics etc.

### Textbook

A textbook is a book used as a standard source of information on a particular subject. It is a book used in the study of a subject as one containing a presentation of the principles of a subject; or a literary work relevant to the study of a subject. It is a manual of instruction in any branch of study, a publication produced to aid instruction usually in a formal school setting (Clemmitt, 2008). According to Nnadozie (2014), the content of a textbook is usually narrowed to a specific subject and intended to serve a particular level of scholarship, these level span from pre-school - the nursery and kindergarten, primary, secondary and tertiary level of scholarship. Furthermore, textbooks carry information that is synthesized and reinvented from the primary source(s) that have been tailored to a given area of scholarship or academic discipline. Despite its source of data, some authors still categorize textbooks as tertiary sources, perhaps, further studies can bring in a broader perspective to this position. Textbooks typically provide an in-depth coverage of a topic; puts topics on context with related topics; they are written by experts in their area of competency; and sometimes, they contain historical information about a topic. A good example of a textbook is the copy of information material you are currently reading this information from; others include textbooks in your various fields of study.

### Indexes

An index is a secondary information source or material that contains a list of citations to periodical articles, books, proceedings etc and tells where they can be found. It is a list of words or phrases that carries associated pointer or locator as to direct user to where useful materials relating to that phrase or heading can be found in a given document. The pointers in this case can be the page numbers, paragraph numbers or section numbers; while the words can be authors' name, titles, places, events or other items considered relevant and of interest to a possible reader of the book (Glenda and John, 2007; Sherry and Kari, 2005). It does not present new findings or knowledge but serves as a guide to identifying and using the original source. Some of the formats they often appear in include back of the book indexes - behind textbooks, book indexes – published independently as textbooks, and periodical index or index-to-periodicals - guide to periodical publications. In addition there are indexing periodicals which lists titles of articles that regularly appear in current primary journals.

## **Reference Materials**

This includes a broad category of information sources classed under secondary sources. They are classed here because they contain data and information gathered and processed from other existing sources, mainly, the primary sources. A good reference material possesses the quality of ease-of-use or user friendly nature in its presentation and treatment of entries. Just as the name implies, it is to refer users correctly to the right source or material that contain the actual information on the subject or theme being sought for. The reference materials are not designed to be read from cover to cover like the textbook but mainly for consultations and reference information services. Although some of the sources considered at this point may be seen as tertiary sources however, Gates (1983); Tamberwade (1997); Odiase, Unegbu & Haliso (2001); and Nnadozie (2014) have identified the following reference sources:

Dictionaries - books that provide information about words. Such information includes meaning of words, their derivation, spelling, pronunciation, syllabication and usage. A dictionary could also be considered as that information source which contains the words of a language, their meaning, and the terms of a subject, arranged alphabetically with explanation on the usage of each word.

Purpose/Uses of a Dictionary: A dictionary is a very useful information material in that it guides the user by providing the following services or help: it provides definition meanings of words, phrases, expressions etc; pronunciation - through clearly explained and usage of diacritical marks; proper usage of words; synonyms, antonyms and homonyms; abbreviations, signs and symbols; slangs and their meanings; new words and new meanings for old words; dialect - identification and clarification of different regions/national idioms through dialect dictionaries; and spelling, taken care of even for foreign terms. In all of these, the primary purpose of a dictionary centres on finding the meaning of words, phrases, and expressions; to check for spelling, syllabication and hyphenation of a word; and to check for the right pronunciation of a word. Others include providing the history/origin of a word; to determine how to use a word with due consideration to their status as in archaic, currency, rare, or slang; indicate major personalities/names from history, mythology, and the bible; and to determine acronym.

Types of Dictionaries: dictionaries appear either in abridged or unabridged forms. Some modern large dictionaries are unabridged, as they attempt to provide general information about a particular word, thereby combining the features of both a dictionary and an encyclopedia. This type of dictionary is known as encyclopedic dictionary. However, there are major types of dictionaries that are worthy of note. They are:

- General dictionary. General dictionaries are known to provide general or overall information such as pronunciation, meaning, derivations, spellings, among others for each word in a given language. They do not treat special subject.
- Subject dictionary - this type deals with specific subject areas.
- Supplementary/Specific purpose dictionary - this type of dictionary deals with words or aspects of words. It considers aspects of a language such as etymology, synonyms, homonyms, antonyms, dialect, rhyme, abbreviations, grammar, slang, usage, etc.

Examples of dictionaries are best given based on the type, or category. For instance, under specialized dictionaries, we have Webster's New Dictionary of Synonyms, Springfield, Massachusetts: G and C, Meriam, 1968, and Roget's International Thesaurus 4th ed, New York: Crowell, 1977 as examples. For English language dictionary, examples are Webster, N. ed. Webster's New Universal Unabridged Dictionary 2nd ed. Dorset and Baber, 1983; The Compact edition of the Oxford English Dictionary, New York: O.U.P, 1971, 2 vols.; and for subject dictionaries, Sharp ED. W. P. Miall's Dictionary of Chemistry, 5th ed. U. K.: Longman, 1981; Nayler, G. H. N., Dictionary of Mathematical Engineering, 3rd ed. U. K.: George Newness, 1988. Etc).

Encyclopedias: Encyclopedias are systematic summary of the knowledge that is of utmost importance to mankind. They provide overview on a topic, definition, description, background and bibliographical references. An encyclopedia seeks to deal with the whole existing knowledge as in general encyclopedias or section/aspect of knowledge as evident in subject encyclopedias, through the compilation of series of articles. An encyclopedia is more detailed or broader than a dictionary in the treatment of a word, term, or phrase.

### **Types of encyclopedia**

An encyclopedia can be general or subject specific. General encyclopedia This type is comprehensive in nature, where knowledge is presented in accordance to their importance in the entire history of mankind. Encyclopedia Americana, Encyclopedia Britannica, and Colliers Encyclopedia are three major examples in this regard. General encyclopedias are works with scholarly articles on specific topics and on broad topics. They contain bibliographies in some articles, alphabetical references, cross-references within articles, illustrations, and glossaries of technical terms. Encyclopedia Britannica is quite popular and well respected in today's reference world. It has been in existence since 1768. The new Encyclopedia Britannica came forth in 1990 as the 15th edition with 30 volumes. It is arranged in three parts: 1 The Propaedia - 1 volume, it outlines human knowledge, provides a guide to the Macropaedia using topics, as well as overview of the various disciplines; 2 the

Macropaedia = has over 4,000 comprehensive articles on various subjects, treated in 19 volumes; and 3 the Micropaedia - best described as independent reading reference source(s) with 10 volumes. The micropaedia provides references to the articles in the macropaedia having volume 1 as descriptive and volume 2 as indexes.

General encyclopedia This type is comprehensive in nature, where knowledge is presented in accordance to their importance in the entire history of mankind. Encyclopedia Americana, Encyclopedia Britannica, and Colliers Encyclopedia are three major examples in this regard. General encyclopedias are works with scholarly articles on specific topics and on broad topics. They contain bibliographies in some articles, alphabetical references, cross-references within articles, illustrations, and glossaries of technical terms. Encyclopedia Britannica is quite popular and well respected in today's reference world. It has been in existence since 1768. The new Encyclopedia Britannica came forth in 1990 as the 15th edition with 30 volumes. It is arranged in three parts: 1 The Propaedia - 1 volume, it outlines human knowledge, provides a guide to the Macropaedia using topics, as well as overview of the various disciplines; 2 the Macropaedia = has over 4,000 comprehensive articles on various subjects, treated in 19 volumes; and 3 the Micropaedia - best described as independent reading reference source(s) with 10 volumes. The micropaedia provides references to the articles in the macropaedia having volume 1 as descriptive and volume 2 as indexes.

### **Purpose/Use of Encyclopedia**

Encyclopedia provides facts and ideas of a particular period of time, provides different view points on a particular topic, gives illustrations where needed, provides valuable bibliographies alongside the main articles. Encyclopedias are considered useful tool in providing background information and the starting points for literature searches.

### **Evaluating Encyclopedia and Other Major Reference Sources**

Just as other reference sources are evaluated to determine their potential usefulness, so it is for encyclopedia. These materials are evaluated by library and information professionals to ascertain their credibility, reliability, validity and trustworthiness in meeting the reference service needs of its users. They are evaluated against authority authorship, author's qualification, experience, education, genealogy, reputation as testified by previous works; scope - is the purpose realized, coverage, recency/updatedness, and the extent to which bibliographies reflect scholarship; treatment accuracy, objectivity, style of writing etc; arrangement - considers the sequence, indexing and cross-referencing; format - deals with physical makeup, illustrations etc, other special relevant features like what other features distinguish this reference source from others.

**Directories:** This is a list of persons or organizations arranged in a systematic order, alphabetically or classified, that gives addresses, affiliations, purpose, and officers of the organization. It is a publication that bears the names and addresses of organizations, persons, schools, churches, etc. Directories can be arranged as national or international directory which may include professionals, learned societies, trade associations, institutions of learning, commerce and industry, clubs/fraternities, social organizations and political groups. Examples are telephone directory; World Directory of Research Workers in Vertebrate Reproduction, Cassey, England: R.R.I.S. limited 1967; World of Learning, Europa Press, 1947; the directory of Opportunities for Graduate, Lamacraft, A. (ed) London: Cornmarket Press limited, 1972; Thomas' Register of American Manufacturers, New York: Thomas Publishing Company, 1905.

**Yearbooks:** This is also called an annual. It presents the events or notable activities of the past year in a brief and concise form. It is a publication issued annually to give current information on subjects, bearing records of progress as well as reviewing current developments in different fields of human activity within the year. Most times information is presented in a descriptive or statistical manner. Examples are Britanical book of the year, Nigerian Yearbook, McGraw-Hill Yearbook of Science and Technology, The Annual Register of World Events etc.

**Almanac:** Previously, an almanac carries a projection of the coming days, months, years, holidays and weather forecasts. Today, the name describes a publication bearing a collection of miscellaneous facts and statistical information. It is a record of astronomical information relating to current events and development which may cover a particular field or general fields. Examples include Information Please Almanac, Atlas and Yearbook, the World Almanac and Book of Facts.

**Handbooks & Manuals:** A handbook is a manual, portable enough to be handy, that provides miscellaneous items of information. It is sometimes called a miscellany, a manual, or a companion. Handbooks are also seen as reference materials that provide answers to questions that are specific in nature. The main purpose is to serve as a ready reference source to a given field of knowledge. Some examples are Famous First Facts, The Oxford Companion to Ships and the Sea, Webster's Dictionary of Proper Names, Flags and Arms Across the World, etc.

**Biographical sources:** A biographical source is a collection of sketches of varying degrees about the lives and times of individuals, arranged alphabetically by surname. They are publications that contain data about people and they form a large part of literature of reference simply because people are interested in people. Biographical source of information can be grouped as follows:

1. Living and dead persons- about statesmen, soldiers, scientists, inventors, artists, athletes, philosophers, religious leaders etc. who are living or are dead.
2. Specialists/professionals - personalities that have distinguished themselves in the sciences, social science, and humanities, or in other fields of life.
3. Socialites - royalty, nobility, celebrity, etc.

Abstracts: They are reference sources that contain summaries of publications or of an article, accompanied with bibliographical references to the original text. They are of various types. Prominent among them are the indicative, informative, and evaluative abstracts. The indicative abstract indicates where vital and specific information can be located. It can only alert users but cannot give detailed information like the main abstract.

The informative abstract deals with specific data both qualitative and quantitative. They are good in document reporting. Experimental investigations, formulae and statistical tables are used to present information. It is the delight of users because they deal with significant facts, covering the scope of the study, methodology, results and conclusion. Lastly, evaluative abstract critically analyzes the main abstract and provides value judgment, make recommendations on the content, originality and relevance of abstract. Advantages of some of the abstracts discussed are that time is saved, language barrier is overcome, professionals in other fields will find them useful.

These are information sources born as a result of the distillation and collection of both primary and secondary sources. They are born as a result of the growing diversity and size of primary and secondary information materials. Tertiary sources compile, index and arrange citations to serve as aid or direct users to other sources. This type of source comes last among the three because its existence, functionality and relevance are drawn from the existence of the primary and secondary sources. Tertiary sources are not usually credited to a particular author, and are not considered very acceptable to base academic research. At times, the nature of reference materials identified under secondary sources overlap with the tertiary sources so that similar examples of sources are used to describe both tertiary and secondary which makes their distinction difficult. Some examples include encyclopedias, dictionaries, almanacs, manuals, chronologies, guidebooks, fact books, bibliographies.

## **SUBJECT BASED INFORMATION SOURCES**

### **Religious Information Sources**

There are different religions and religious practices which makes it difficult to have a generally acceptable definition for religion. In spite of this, there are some common features that hold sway, such as forms of worship, practices, and sets of beliefs,

rules/laws, guiding principles, and sacred writings. Against this backdrop, one can infer that religious literature is perhaps a very large subject class when one considers the extent of coverage and the variety. This work is not intended to delve into the details of religions and related fields; it is rather concerned with identifying reference works or information sources for or in religion.

Just like any other information or reference sources, religious sources are compilations of factual information that are designed or planned to answer specific questions that border on religion as well as the literature of different religions, and to assist in the further study of a specific area. The reference sources include bibliographies, guides, indexes, concordances, dictionaries, encyclopedias, books of quotations, collection of hymns, digests of religious literature, historical and bible atlases, yearbooks, and professional journals. Each of the sources mentioned here contains religious information items that are tailored towards meeting varying degrees of religious information user's need. It is worthy of note that each example of information sources discussed below will present or treat religious topics, issues or themes in accordance with what such source of information would have contained on the general note as encapsulated in Gates (1983:194-201).

**CHAPTER EIGHT**  
**INFORMATION SOURCES/MATERIALS: AUDIOVISUAL/NONBOOK By**  
**VINCENT E. UNEGBU**

Introduction

The previous chapter dealt with book information resources. This chapter will concentrate on NONBOOK materials otherwise called AUDIOVISUAL materials. In the course of this lesson we will understand the differences between non-book materials and audiovisual materials. Sometimes both terms are used interchangeably. This chapter will dissect audiovisual materials into its component parts for easy understanding. Non-book materials will also be explained in a way that the novices in the profession of Library and Information Science will understand.

**Audiovisual Materials:** Audiovisual materials are documented information that combined sound with visual images. Audiovisual could be written as one word or as a hyphenated word i.e. audiovisual or audio-visual. Its abbreviation is A/V. Audiovisual materials are made up of three components viz. AUDIO, VISUAL, and AUDIOVISUAL. AUDIO materials are the information materials that are presented through sound only. The recipients only hear the content and not see any visuals. They are good information materials for the blind. There are many information materials that come in this format. Examples are audiobooks – these are books read aloud and recorded on audiotapes by the author or by a professional reader. Originally audiotapes were meant to be used by the blind but these days when everybody seem to be busy, people who are not blind could listen to audiotapes while driving or when relaxing in their homes. Audiobooks could also be called book-on-tape, recorded book, or talking book. They could come in cassette formats or audiotape format i.e. Audio Compact Disc (Audio CD). It could also come in flash drives and other modern media information recordings. Audiocassette – as Reitz (2004:51) puts it, an audiocassette is “An audiotape permanently enclosed in a hard plastic case containing two take-up reels to which the ends of the tape are attached for playback and rewinding”. Audiobooks could be presented in audiocassette format. Audiocassettes could be flown forward or be rewound as the case may be. Audiodisc is another format in which audio materials are presented. Audiodiscs are popularly called phonographs or phonograph records or simply, records. A phonograph record is a thin, flat disc usually made of “vinyl impressed on one or both sides with a continuous spiral groove in which audible sounds are recorded” (Reitz, 2004:538). A record player is the machine used in playing the phonograph. As the disk revolves on the record player, the groove causes a stylus to vibrate producing electrical impulses in the cartridge that can be amplified as sound. There are mainly two types of this circular object distinguished by their size and by their rotation. Those with playing speed of 33 $\frac{1}{3}$  rpm are called longplaying records

while those with 45rpm are single playing records or simply called singles. RPM means rotations per minute, that is, the speed with which the record spins to make one revolution.

**VISUAL MATERIALS:** These are the materials that are seen. It is the opposite of audio. Audio materials are heard but not seen while visuals are seen but not heard. Visual materials are called visual aids when they are part of teaching aid. Visual materials include motion pictures, videocassette, slide, map, model, chart, photograph, art work, reallia (real objects like coins, shells, equipments).

**AUDIO-VISUAL MATERIALS:** Audio-visual materials are a combination of audio and visual. It is information material represented in a medium that combines sound and visual images. In other words, the audience will hear and see what is being presented. Both sight and sound are put into use. Examples of audio-visual materials are videocassette, video CD, motion picture with a sound track to accompany it, videorecording with a sound track, a slide presentation synchronized with audiotape, etc. Only audio could be combined with only video in a synchronized system to become an audio-visual. When this happens, the conglomeration is called kit. Kit is a set of related materials in more than one medium prepared to be used as a unit. In this mix no single element predominates, all are used to achieve a unitary purpose. A kit may be more than two elements synchronized in one medium designed to fulfill a purpose, a set goal. There may be in a kit, an audio material, a video material, a book, and a film. A kit is a set of instructional materials that work together in harmony. In audio-visual teaching environment almost all the sense organs are put to use and learners understand better the lesson of the hour.

Some audiovisual materials are projectorals i.e. projectors are used to show their content. Equipments are used to operate audiovisual and audio materials. Some of such equipments include cassette recorder, gramophone, CD player, radio, television, computer, and many other modern devices like handheld telephones or mobile telephones that have chips for recording and for taking pictures.

**NONBOOK MATERIALS:** Remember in the beginning of this chapter it was said that audiovisual materials can be used interchangeably with nonbook materials. As professionals we need to bring out a little difference between the two terms. Audiovisual materials are materials that could be seen only (visual) or heard only (audio) or the two actions combined, audio-visual (be heard and be seen). In this instance, books could be seen and not heard. So books belong to visual. But there are other materials that look like books which are not really books. Though they have book format by appearance but they are not regarded as books. They are therefore non-books. It would be nice if book is

defined to get a better understanding of the meaning. A book is a collection of leaves of paper bound together at one edge whether printed or blank. Most of the times a book has a protective cover to prevent damage and to protect inscriptions or dirt from damaging it. This is a loose definition of what book is. UNESCO defines book as a non-periodical literary publication consisting of 49 or more pages excluding the covers. American National Standards Institute (ANSI), a nonprofit clearinghouse founded to facilitate standardization by voluntary consensus in the United States and to coordinate and administer standards in all types of products serving both public and private organizations, defined book to include a publication of less than 49 pages but have hard covers. UNESCO's definition incorporates the idea of nonbook materials by excluding periodicals.

Periodicals are publications that come at intervals. They are bound like books and may have even more than 49 pages yet they are not books. Periodicals are publications that come at given periods or intervals. Examples are journals, magazines, pamphlets, serials, memoirs, manuscripts, etc. All these materials look like books but they are not, hence nonbook. Periodicals also include audiovisual materials that are released at regular intervals and consistently too.

There are many printed materials that do not qualify as book. Newspapers are print materials but they are not bound, they are loose leaves. Newspapers are disqualified as books because they are not bound. Some of them have more than 49 pages. Magazines are glorified newspapers because they contain the same information with newspapers, the difference is that magazines have more details and deeper reporting. Pamphlets are publications that discuss people's opinions concerning an issue, especially controversial issues, where consensus has not been reached. They are not regarded as books because facts have not been concluded. Photo albums have the appearance of book but are not. All these appearances of books that are not really books make the title nonbook relevant.

Except atlas that is regarded as a book, all the cartographic materials are nonbook materials even though majority of them are in paper canvas. Wall maps, city maps, aerial maps, historical maps, vegetation maps, maps showing rivers, mountains, valleys and lakes, are all cartographic materials in paper format. Models, globes, and earth designs are examples of cartographic materials. But an atlas is a book because it is composed of many maps.

**CLIPPING:** Clipping is a page or pages of interested articles or topics cut out from its original print and saved for a purpose. Reitz (2004: 148) has an elaborate definition for clipping thus: "A page, piece of a page, or pages cut or torn from a printed publication, usually from a newspaper or magazine, by a person who wishes to save an article,

editorial, letter to the editor, photograph, cartoon, etc". Clippings are saved for a future use or in anticipation of use by researchers. An individual may have interest in a particular subject and decides to collate materials available in that subject and save them in a file like a photo album. An organization may also be interested in a topic and instruct the librarian or any one in charge of information to do a clipping on that subject of interest for the organization or company.

Clipping is a nonbook material. Though the content may be so voluminous that it could be bound or stitched together like a book yet it is not a book. Clippings are saved in a file called clipping file and arranged by subject using any classification scheme. Another name for clipping is cutting, probably named because the materials are cut from its original source.

To do clippings, the individual or organization has to buy more than one copy of the source, either newspaper or magazine. Where the person has not enough money to buy more than one copy, photocopy of the copy to cut is preferable. Clipping service is one of the services rendered in an organization. It is also done in libraries where the organization requests for what it wants. In this case one of the librarians may be shouldered with that responsibility.

**THE WORLD WIDE WEB:** A lot has been said about the World Wide Web (WWW) even in this book. The WWW is another vibrant source of information to information seekers and researchers. Myriads of information are retrieved from the internet daily and the source is never depleted. The WWW is a nonbook source of information.

#### Revision Questions

1. Professionally, differentiate between nonbook materials and audiovisual materials.
2. Dissect audiovisual materials and group them according to the three parts presented in this chapter.
3. Define cartographic materials. Give five examples of cartographic materials.
4. Define book. Why is journal not regarded as book?
5. Is pamphlet book? Explain.
6. What is a kit? What do you understand by programmed instructional material?
7. What is the importance of clippings?

#### Reference

Reitz, J. M. (2004). Dictionary for Library and Information Science. Westport, Connecticut: Libraries Unlimited.

## CHAPTER NINE CLASSIFICATION SYSTEMS AND SCHEMES BY ULOMA DORIS ONUOHA

### **CLASSIFICATION**

The art of grouping based on shared similarities is known as classification. The concept of classification is universal as we can classify almost anything in life. Human beings are sometimes classified according to race which categorises humans into distinct groups by ethnic, geographical, anatomical or even linguistic affiliation. While a broad classification of the human race would produce three main races (Caucasian, Mongolian and Negroid), further re-classification of the races would show subdivisions within races. For instance, subdividing the Negroid race would result into other minor grouping such as: African - Nigerian – Hausa. The clothes in our wardrobes can also be classified according to type and as such we could have gowns, skirts, blazers, and so on. If we decide to create subgroups from the subdivisions of gowns and skirts, we could also end up with classification based on usage and in that case classify using headings such as office wears, party wears, and so on. Classification can, therefore, be described as the action of recognizing and establishing groups of classes of objects, the subclasses and members of which all manifest (even though in different ways) a particular characteristic or set of characteristics.

Classification in libraries is also built upon the principle of shared characteristics. Library materials can, therefore, be classified based on the similarities between them. While a Librarian in a small library may decide to classify the library's resources according to the size of documents or title, this would not work for the librarian in a large library, where resources run into millions. In such cases, the Librarian must develop or adopt a standard classification scheme which would display the subject content of information materials. Library classification, therefore, is the systematic way of grouping subjects and related subjects in such a way that the knowledge they contain can be displayed one relating to the other. Library classification of a piece of work consists of two steps. Firstly, the "aboutness" of the material is ascertained and a call number (a book's address) based on the classification system used at the particular library is assigned to the work using the notation.

#### **The reasons for classification in libraries are to:**

- 1 aid information retrieval through systematic arrangement,
- 2 provide subject analysis of a document,
- 3 highlight relationship between classes and subclasses e.g education and adult education,
- 4 bring related subjects into close proximity, and
- 5 bring users in contact with specific books.

## Classification systems and schemes

A system, according to Merriam Webster.com (2014), is a set of interacting or interdependent components forming an integrated whole. It is an organised set of ideas intended to explain the arrangement of a systematic whole. Odiase, Unegbu & Haliso (2001) describe a scheme as a design, plan, or program of action to be followed. Classification schemes are, therefore, systematic plans used for the arrangement of library materials. Most library classification systems provide a scheme for the classification of information materials. Classification schemes map out fields of knowledge in ways that are suitable for library use by grouping related items into classes, and arranging such groups in a hierarchy so that users can trace topics in their context and scan subject field from general to specific. The use of classification schemes in libraries demands that classifiers (those responsible for identifying the subject content of information materials) and cataloguers (those who prepare bibliographic records for library holdings) ascertain the 'aboutness', that is, what an information material is really about and thereafter assign a notation (a symbol representing the subject) in the classification scheme. The use of classification schemes enables libraries to organise library materials by bringing together in one place all works dealing with the same subject. This system of arrangement ensures that information materials dealing with the same subject are not scattered around the library.

### **Types of classification schemes**

There are several types of classification systems used in libraries all over the world. The choice of classification scheme in libraries is, however, highly dependent on the ability of a classification scheme to accommodate the disciplines offered by the users of a specific library.

### **Special classification schemes**

Special classification schemes are meant for organising specific collections. In some cases, libraries dealing with specialised collections such as medical information sources may want a classification scheme that best accommodates or classifies medical information and as such may prefer to use the National library of Medicine (NLM) classification scheme which is developed specifically to accommodate medical collections. The Oxford Decimal Classification (ODC) used mainly in forestry research institutes is another example of a special classification scheme.

## **National classification schemes**

Some library classification schemes are developed for use only within a particular country. An example is the Swedish Library Classification used in national and research libraries in Sweden.

## **General classification schemes**

A classification scheme is said to be general when it covers all body of knowledge. These are classification schemes that can be used in the classification of any subject. The Dewey Decimal Classification and Library of Congress Classification are the most popular types of general classification schemes used all over the world.

In terms of functionality, classification schemes are often described as enumerative or faceted. Enumerative classification schemes are so called because they attempt to list all the single and composite subject concepts. Terms for aspects such as place, period, and form appear repeatedly throughout the schedules making the scheme bulky e.g., Library of Congress Classification Scheme. Faceted classification schemes on the other hand, list numbers for only single concepts, thereby, allowing the cataloguer or user of the scheme to construct (add) numbers to make up composite subject concepts thereby making the scheme less bulky e.g. Colon Classification.

## **Attributes of a good classification scheme**

1 Unambiguous Classes in the scheme must be well defined to avoid room for doubt for confusion.

2 Orderly arrangement of classes The scheme must contain classes and their sub divisions in a logical manner.

3 Flexibility

A good classification should be flexible enough to accommodate the inclusion of new knowledge. Changes are constant in life, and as such a good classification scheme should be such that can adjust to these changes.

4 Provision of a general class

A good classification scheme should have provision to accommodate materials that are too general in nature for inclusion in any restrictive or single class. Examples of general materials are dictionaries and encyclopaedias.

## 5 Completeness

A good classification scheme should be comprehensive enough to cover the body of knowledge. This means that all known subjects should be included especially if it is a general classification scheme. 91

6 Notation A good classification scheme should have a system of notation. This is the symbol representing classes and their subdivisions in the scheme.

## 7 Index

A good classification scheme should have an index to accompany it. This makes it easier to use.