



**COURSE
GUIDE**

**LIB 108
HISTORY OF WRITING, PUBLISHING AND BOOK TRADE**

Course Team Dr Abashe Atiku Maidabino (Course Developer/Writer)
 Bayero University, Kano
 Dr. Okpala, Angela Ebele (Course Editor) - NOUN



NATIONAL OPEN UNIVERSITY OF NIGERIA

National Open University of Nigeria

Headquarters

University Village

Plot 91, Cadastral Zone,

Nnamdi Azikiwe Expressway

Jabi, Abuja

Lagos Office

14/16 Ahmadu Bello Way

Victoria Island, Lagos

e-mail: centralinfo@noun.edu.ng

URL: www.nouedu.net

Published by

National Open University of Nigeria

Printed 2020

ISBN: 978-978-970-133-9

All Rights Reserved

CONTENTS

PAGE

Introduction.....	iv
Course Aims.....	iv
Course Objectives.....	iv
Working through this Course.....	iv
Course Materials.....	v
Study Unit.....	v
Course Marking.....	v
Facilitators/Tutors/Tutorials.....	vi
Summary.....	vi

INTRODUCTION

1.1 INTRODUCTION

Writing, publishing and book trade are processes and activities that assist in preserving and transmitting human knowledge, information, experience, tradition and technology across generations and cultures. As a future information worker you need to understand and appreciate these activities and processes in order to fully grasp the information ecology which is vital to an effective information work. At the end of this course you are expected to be able to trace the development of writing, publishing and book trade. You are also expected to explain the effect of technology on the processes of publishing and book trade. This course is composed of four modules and 10 units.

The aim of this course is to expose students to the concept of writing, publishing, book trade, as well as the process and techniques of printing.

AIM OF THE COURSE

The overall aim of this course is to equip you with the knowledge and expertise needed in writing, publishing, and produce good books.

LEARNING OUTCOMES

Each unit in this course contains some specific objectives which should guide you. At the end of this course, you should be able to:

- Trace the development of writing, publishing and book trade.
- Identify the types of writing
- Explain the essence of writing
- Identify writing, publishing and book trade events in ancient times
- Identify writing, publishing and book trade events in modern times
- Identify the major stages involve in book trade.
- Identify the major players and their roles in the book value chain
- Explain the effect of technology on the processes of publishing and book trade.

WORKING THROUGH THE COURSE

The course contains four modules of 10 units which expose you to the principles and practice of writing, publishing and book trade. You are advised to carefully go through all the units bearing in mind that books are essentials for information access. We live in an information intensive society and millions of documents are produced regularly and very little of these are accessible.

You should attempt the Self-Assessment Exercises. I also want to implore you to practice the skills on your own and consult as many of the references/suggestions given to you as further reading.

COURSE MATERIALS

Your course material includes the study units in the course, the recommended textbooks and the exercises and assignments provided in each unit.

STUDY UNITS

There are 10 units in this course, study them thoroughly, working through the unit's exercises/assignments and also consulting recommended texts.

Module 1 Definition and Concept of Writing, Publishing and Book Trade

Unit 1 Definition of Writing, Publishing and Book Trade

Unit 2 The History of Writing, Publishing and Book Trade

Module 2 Types of Writing

Unit 1 Oral Tradition and Culture

Unit 2 Types and Essence of Writing

Module 3 Writing, Publishing and Book Trade Events and Issues in Ancient Times/Transiting to Modern Times

Unit 1 Printing Rights or Privileges

Unit 2 Monopolies and the Suppression of Literature

Module 4 Book Chain, Book Trade and Information and Knowledge Acquisition

Unit 1 Major Players in Book Chain

Unit 2 Major Sub-Sectors in Book Publishing

Unit 3 Information Dissemination and Transfer

Unit 4 Effect of Technology Applications on Writing, Publishing and Book Trade

References/List for Further Reading

- Al-azzawi, S. (2018). The Abbasids' House of Wisdom in Baghdad. Retrieved June 13, 2019, from Muslim Heritage: <http://muslimheritage.com/article/>
- Bagley, R. W. (2004). Anyang writing and the Origin of the Chinese writing system. In S.D.
- Baines, J. (2007). Visual and Written culture in Ancient Egypt. Oxford: Oxford University Press, Cambridge: Cambridge University Press.
- Berger, E., Israel, G. L., Miller, C., Parkinson, B., Reeves, A., & Williams, N. (n.d.). *World History: Cultures, States, and Societies to 1500*. University of North Georgia Press.
- Berger, E., Parkinson, B., Isreal, G., Reeves, A., Miller, C., & Williams, N. (n.d.). *World History: Cultures, States, and Societies to 1500*. Dhalonega: University of North Georgia Press.
- Berger, M. S. (2014). *A Brief History of Islam in Europe Thirteen Centuries of Creed, Conflict and Coexistence*. Leiden: Leiden University Press.
- Black, J. (2008) The Obsolescence and Demise of the Cuneiform Writing in Elam. In J. Baines, J. Bennet
- Bonfante, G. & Bonfante, L. (2002) *The Etruscan Language* (revised edition). Manchester: Manchester University Press.
- Brand, A. (2018). Embracing change: The MIT Press and the future of university-based publishing. *Learned Publishing*, 31, 306–310.
- Brown H. F. (1891) *The Venetian Printing Press 1469-1800*, 53
- Coe, M. D. & van Stone, M. (2005) *Reading the Maya Glyphs*, Thames and Hudson, London.
- Corral, M. D. (1997). The role of UNESCO in defining the book chain and its regulatory framework. *Legislation for the book world* (p. 25). Strasbourg: Council of Europe.
- Definition of Publishing. www.merriam-webster.com. (Retrieved 2 August, 2019).
- Delmas, A., & Penn, N. (2013). *Written Culture in a Colonial Context: Africa and the Americas 1500-1900*. Claremont: UCT Press.
- E.P (2009) Role of the School Library in Promoting Reading Culture in Nigeria *International Journal of Research in Education*, 6 (1& 2): 259-269.
- Essays, U. (2018, November 1). Effect of Technology on the Publishing Industry Media Essay. Retrieved from <https://www.ukessays.com/essays/media/effect-of-technology-on-the-publishing-industry-media-essay.php?vref=1>
- Ferwerda, E., Pinter, F., & Stern, N. (2017). *A Landscape Study on Open Access and Monographs: Policies, funding and publishing in eight European countries*. Retrieved from Knowledge Exchange website: <https://doi.org/10.5281/zenodo.815932>

- Finkestein, D., & Alistair, M. (2005). *An Introduction to Book History*. New York: Routledge.
- Finlestein, D., & McCleery, A. (2005). *An Introduction to Book History*. New York: Routledge.
- Fredriksson, E. H. (2000). *A Century of Science Publishing: A Collection of Essays*. Amsterdam: IOS Press.
- Garner, D. (2008). "Making Reading Easier – Paper Cuts Blog". NYTimes.com.
- Goody, J., & Watt, I. (1963). The Consequences of Literacy. *Comparative Studies in Society and History*, 5(3), 304–345.
- Harper, T. D. (2004) "On Publishers and Getting Published". Retrieved 28 May 2010.
- Hobbs, A. (2018). *A Fleet Street in Every Town: The Provincial Press in England, 1855-1900*. Cambridge: Open Book Publishers.
- Horvat, A. (2005). Libraries as protectors of copyright and providers of free access to information. In S. Dragojević et al. (Eds.), *Round Table Meeting eCulture: the European perspective cultural policy, creative industries, information lag* (pp. 123-129). Zagreb: Institute for International Relations.
- Houston (Ed.). *The First Writing* (pp. 190-249). Cambridge: Cambridge University Press.
- Ihebuzor, L. A., & Odu, A. S. (2016). The Place Of Information, Communication and Technology (ICT) in Book Publishing Operations in Nigeria. *Singaporean Journal of Business Economics, and Management Studies*, 1-10.
- Ikegune, D. O., Okwilagwe, O. A., & Otoayele, A. (2017). Information and Communication Technology Use in Book marketing by Emerging Indigenous Publishing Firms and Booksellers in Ibadan Metropolis. *Library Philosophy and Practice* (ejournal). International Publishers Association. Retrieved on January 15, 2008 from <http://www.internationalpublishers.org>
- John , H. (2010) [1836]. *Bibliopegia: Or the Art of Bookbinding, in All Its Branches*. Cambridge Library Collection: Printing and Publishing History (2 ed.). Cambridge University Press. p. 3. ISBN 978-1-108-02144-9. Retrieved 19 February 2013.
- Keh, H. t. (1998). Evolution of the book publishing industry: Structural changes and strategic implications. *Journal of Managemnt History* , 4 (2), 104-123.
- Kwakkel, E. (2012). Biting, kissing and the treatment of feet: The transitional script of the long twelfth century. In E. Kwakkel, R. McKitterick, & R. Thomson (Eds.), *Turning Over a New Leaf: Change and Development in the Medieval Book* (pp. 79–126). Leiden: Leiden University Press.

Lee, K. R. (2017). *Impacts of Information Technology on Society in the new Century*. Route de Chavannes, 1-6.

Luescher, T. M., & Schalkwyk, F. (2018). African university presses and the institutional logic of the knowledge commons. *Learned Publishing*, (31), 288–298.

Malafouris L, (2010) Grasping the concept of number: How did the sapient mind move beyond approximation, in: I. Morley & C. Renfrew (eds.), *The Archaeology of Measurement*. Cambridge: Cambridge University Press. (pp.35-42)

Marcus, J. (1992). *Mesoamerican Writing Systems*. Princeton: Princeton University Press.

McKitterick, D (1992) *A History of Cambridge University Press*, Vol. 1, (Cambridge University Press, 1992).

McKitterick, R. (2012). Glossaries and other innovations in Carolingian book production. In E.Kwakkel, R. McKitterick, & R. Thomson (Eds.), *Turning Over a New Leaf: Change and Development in the Medieval Book* (pp. 27–78). Leiden: Leiden University Press.

Merriam-webster. (2019, May 31). Merriam-Webster, Incorporated. Retrieved from Merriam-Webster, Incorporated: <https://www.merriam-webster.com/dictionary/transfer>

Microsoft Encarta Reference Library (2005) *The History of Printmaking*.

Mohammed, Z. (2001). The Book Industry In National Development: Nigerian Perspectives. *Samaru Journal of Information Studies*, 1(1), 27–34.

Muslim Heritage. (2018). How islamic learning transformed westerncivilizations: Review of "the house of wisdom" . Retrieved June 13, 2019, from Muslim Heritage:<http://muslimheritage.com/article/>

Nissen, H. J. & Heine, P. (2009). *From Mesopotamia to Iraq*. Chicago, IL: University of Chicago Press.

Ocdlab. (2019, June 3). Bonecode. Retrieved from Bonecode: <http://www.bonecode.com/>

Olson, D. (1993). How writing represents speech. *Language & Communication*, 13(1), 1–17.

Olson, D. R. (1993). How writing represents speech. *Language and Communication* , 13 (1), 1-17.

Olson, D. R. (2009). *The History of Writing*. In D. R. Olson, *The Sage Handbook of Writing Development* (pp. 6-16). SAGE.

Ong, W. J. (2002). *Orality and Literacy: The Technologizing of the Word*. London: Routledge.

Patry, W. F. (2000) *Copyright Law and Practice: Chapter 1, England and the Statute of Anne*.

- Pedersen, J. (1984). *The Arabic book*. Princeton: Princeton University Press.
- Peters, J. D. (2019, May 30). dictionary.reference.com. Retrieved from <http://www.dictionary.reference.com/browse/dissemination>
- Philip, A (2009) The Reading Habit: A Missing Link Between Literacy and Libraries [Online] Available:www.pugbual.com/ooo/general/libraie/literacy/services/readrab(16 December, 2011)
- Piesia. (2019, June 12). How Students Writing Skills Are Affected by Technology. Retrieved from Piesie's Blog: <http://www.piesiecreativity.com>
- Poirier, P. and Genêt, P. (2015) the Publisher's Role and its Challenges, Federation for the Humanities and Social Sciences, Version supplemented on: March 16, 2014
- Powell, B. B. (2009). *Writing: Theory and History of the Technology of Civilization*. London: Wiley Blackwell.
- Quellec, J.-L. (2013). Rock art, scripts and proto-sxripts in Africa: The Libyco-Berber example. In A.Delmas & N. Penn (Eds.), *Written Culture in a Colonial Context: Africa and the Americas 1500-1900* (pp. 3–29). Cape Town: University of Cape Town Press.
- Quest (2009). Promoting a Reading Culture [Online] Available:<http://www.questatrica.org/readingcultrue.aspx> (09November, 2011)
- Rastrehoff, C. (2017). *Painting and Publishing as Cultural Industries The Fabric of Creativity in the Dutch Republic, 1580-1800*. Amsterdam: Amsterdam University Press.
- Reid, D. H. (2017). Use of visual media and technology in staff training. *Applied Behavior Analysis Advanced Guidebook*, 1-3.
- Robert, D. (1982). What is the history of books? *Daedalus*, *111*(3), 65–83.
- Rockville, M. (2019, June 3). Communication and Dissemination Strategies To Facilitate the Use of Health-Related Evidence. Retrieved from <https://effectivehealthcare.ahrq.gov/about/>.
- Rogers, H. (2005). *Writing Systems, A Linguistic Approach*. London: Blackwell.
- Salomon, R. (2012). Some Principles and Patterns of Script Change. In S.D. Houston (ed). *The Shape of Script*. (pp. 119-133) Santa Fe: Sar Press.
- Sass, B. (2005) *The Alphabet at the Turn of the Millennium, The West Semitic Alphabet ca. 1150-850 BC – The Antiquity of the Arabian, Greek and Phrygian Alphabets*, Tel Aviv: Tel Aviv University.
- Schamber, L. (2006). The Role of Libraries in Literacy Education. [Online] Available: [http:// www.libraryinstruction.com/literacy.education.html](http://www.libraryinstruction.com/literacy.education.html)(09 November, 2011) .

Schmandt-Besserat, D. (1992). *Before Writing*. (2 vols). Austin, Texas: University of Texas Press.

Schmandt-Besserat, D. (2007) *When Writing Met Art*. Austin, Texas: University of Texas Press.

Simon, J. P., & Prato, G. (2012). *Statistical, Ecosystems and Competitiveness Analysis of the Media and Content Industries: The Publishing Industry*. Luxembourg: European Commission.

Sinclair, M., McCleery, A., & Graham, M. C. (2004). *Review of Publishing: A review of Scottish publishing in the 21st century*. Scotland: Scottish Arts Council.

Steven, D. (2018a) "Self-publishing – In traditional royalty publishing". publishlawyer.com. Daniel N. Steven, LLC. Retrieved 1 March 2018.

Steven, D. (2018b) "What is self-publishing". [Publish lawyer.com](http://Publishlawyer.com). Daniel N. Steven, LLC. Retrieved 1 March 2018.

Suurla, R., & Markkula, M. (1999). *Effective Dissemination A Guide on the Dissemination of the Results of International Educational Projects*. IACEE, 1-39. Retrieved June 1, 2019, from www.dipoli.hut.fi/IACEE

Vaara, M. (2010). *Digital Distruptionfaced by the book publishing industry*. University of Tampere.

Vassallo, N. (2016). *An industry perspective: Publishing in the digital age*. In S. Ward, R. Freeman, & J. Nixon (Eds.), *Academic E-books*. Purdue University Press.

Viallon, M. (2019, May 30). *Communication vs. Dissemination: What's the Difference?* Retrieved from Wikipedia:
"<https://en.wikipedia.org/w/index.php?title=Communication&Dissemination>

W. F. Patry, *Copyright Law*, Chapter 1—citing: *The Principles of Jewish Law* 344-45 (M. Elon ed.1975, Encyclopaedia Judaica, Jerusalem, Israel)

Weir, J. (2019, June 3). *Information Channels & Dissemination Strategies*. Retrieved from *Cornucopia of Disability Information*: <http://www.disabilityservices.tamucc.edu>

Wresch, W. (2003). *e-Commerce Innovations in the Book Publishing Industry: Opportunities for the Developing World*. College of Business Administration, 1-10.

Xigui , Q. (2000) *Chinese Writing*, The Institute of East Asian Studies, The University of California,Berkeley.

COURSE MARKING

You will be scored 10% for each of your best three assignments to arrive at 30% for your continuous assessment. The final examination will carry 70%, to give a total of 100%. This is graphically presented below:

Assessment	Marks
Assignments 1-4 (the best three of all the assignments submitted)	Three assignments, marked out of 10% Totalling 30%
Final examination	70% of overall course marks
Total	100% of course marks

FACILITATORS/TUTORS AND TUTORIALS

Facilitators and tutors will be available to guide you in the course. You are expected to read the course material very carefully and write down the areas you need further explanations with facilitator/tutors and make sure you take advantage of this opportunity during tutorials. It is important to attend tutorials and therefore maximize the presence of facilitator/tutors to clear all knotty issues.

SUMMARY

Writing, publishing and book trade are processes and activities that assist in preserving and transmitting human knowledge, information, experience, tradition and technology across generations and cultures. As a future information worker you need to understand and appreciate these activities and processes in order to fully grasp the information ecology which is vital to an effective information work.

CONTENTS

Module 1 Definition and Concept of Writing, Publishing and Book Trade

Unit 1 Definition of writing, Publishing and Book Trade

Unit 2 The History of Writing, Publishing and Book Trade

Module 2 Types of Writing

Unit 1 Oral Tradition and Culture

Unit 2 Types and Essence of Writing

Module 3 Writing, Publishing and Book Trade Events and Issues in Ancient Times/

Transiting to Modern Times

Unit 1 Printing Rights or Privileges

Unit 2 Monopolies and the Suppression of Literature

Module 4 Book Chain, Book Trade and Information and Knowledge Acquisition

Unit 1 Major Players in Book Chain

Unit 2 Major Sub-Sectors in Book Publishing

Unit 3 Information Dissemination and Transfer

Unit 4 Effect of Technology Applications on Writing, Publishing and Book Trade

Module 1 Definition and Concept of Writing, Publishing and Book Trade

This module will introduce you to the definition and concept of publishing and book trade. You will also learn the history of publishing and book trade

Unit 1 Definition of Writing, Publishing and Book Trade

Unit 2 The History of Writing, Publishing and Book Trade

Unit 1: Definition of Writing, Publishing and Book Trade

Unit Structure

1.1 Introduction

1.2 Learning Outcomes

1.3 Main Content

1.3.1 The Concept of writing

1.3.2 The Concept of Publishing

1.3.3 The Concept of Book

1.3.4 The Concept of Book Trade

1.4 Self- Assessment Exercise(s)

1.5 Summary

1.6 Glossary

1.7 References/Further Reading

1.8 Possible Answers to Self-Assessment Exercise(s)

1.1 Introduction

Writing, publishing and book trade are processes and activities that assist in preserving and transmitting human knowledge, information, experience, tradition and technology across generations and cultures. As a future information worker you need to understand and appreciate these activities and processes in order to fully grasp the information ecology which is vital to an effective information work. So, at the end of this unit you are expected to be able to explain the concept of writing, publishing and book trade.

1.2 Learning Outcomes

By the end of this unit, you should be able to discuss, analyse, demonstrate and evaluate the following concepts:

- Writing
- Publishing
- Book
- Book trade

1.3 Main Content

1.3.1 The Concept of Writing

We may not have a clear-cut definition of writing. The meaning of the concept varies according to the context of use. However, writing could be defined as a communication technology that involves the use of visual marks or symbols to represent spoken language. Although writing started as a restricted business of elites, it is today believed that, writing system has to be agreed and shared among a linguistic community before it qualifies to be

called writing. So, in another word, writing can be regarded as a conventional way of communication through the use of visual marks among a particular linguistic community. Accordingly, writing doesn't exist independent from a spoken language, whilst a spoken language can exist without any writing system attached to it. In a nut shell, writing is the art of communication among humans through the use of visual marks. Writing is a means of communication that transcends times and geographical space (Olson, 2009).

It is evident to note that, there are still many languages that exist without a corresponding writing system. In some cases a particular linguistic community may borrow and adopt a foreign system of writing. For example, the Greek invented system of writing (Alphabet) is today adapted to many languages in the world. Arabic system of writing was once adopted by Yoruba as well as Hausa linguistic communities to produce a form of writing that is popularly known as *ajami*. A notable example of distinct form of writing includes Arabic and Chinese writings.

1.3.2 The Concept of Publishing

Publishing can simply be referred to as a coordinated activity that ensures that content in form of ideas or messages are disseminated from its originator to the general public. In other words, publishing is the process through which idea from its originator (author) is transported to consumers (readers or listeners) in a refined and definite form. This indicates that, the publishing process provides for an author's idea to be refined, edited, improved and streamlined before it reaches the target audience. So, publishing process involves many actors who support one another to achieve the ultimate target of the process (Keh, 1998). In a nut

shell, publishing can be regarded as the process that facilitates creation and dissemination of content in form of book and other forms of publications.

1.3.3 The Concept of Book

Book has been the major vehicle for the exchange of idea as well as cultural diffusion (McKitterick, 2012; Mohammed, 2001). It is regarded as the embodiment of message, teaching, communication and literature that transcends geographical limitations and time space. Book become popular after the invention of movable type in the 15th century, hence it carries social, cultural as well as economic significance among societies (Robert, 1982). Book is defined by format, colour or physical appearance or by content. Early books contents were written on clay tablets, wooden tablets, papyrus scrolls, or parchment. Later, books were written on paper and bonded in codex form (four-dimensional) to be distributed to as wide as possible audiences (Finkestein & Alistrair, 2005). Today, book is usually referred to as printed representation of idea of reasonable length bound in codex form and issued to the public. In its widest sense, book covers other book-like productions such as journals, magazines and newspapers.

1.3.4 The Concept Book Trade

Although publishing is central in the book trade, however, book trade covers economic and commercial aspect of book productions and distributions. Book production involves many players who supply goods and services to the industry as raw materials that are processed into a finished product in the form of physical book. So, the concern of the book trade is interaction of demand and supply in the productions and distributions of books as commodities (Robert, 1982). For example, the availability of cheap labour and paper supplies coupled with the demand from economically viable citizens leads to a booming in production

and distribution (Rastrehoff, n.d.). So, in a nut shell, book trade refers to the commercial aspects of the book production and distribution in particular period of time.

1.4 Self-Assessment Exercise(s)

- Differentiate between the art of writing and publishing?
- Differentiate between publishing and book trade?

1.5 Summary

The understanding of the concepts of writing, publishing, book and book trade will help you to have a grasp of the course. This unit has made an attempt to define some basic concepts that are important to understanding the content of this course. The unit tried to outline the concepts of writing, publishing, book and book trade. It makes it clear that, writing is a method of communication that involves the use of visual marks to represent meaning of a particular spoken language. While, publishing is the coordination of activities and processes to ensure ideas and messages are transmitted from originators to the intended audience.

1.6 Glossary

Information Ecology: This is “an area that deals with how ideas are exchanged, how innovations expand, how values are added to information, and how new knowledge is tested and implemented within rich perspectives of the ecosystem through accumulated expertise and learning” (IGI Global 2022).

1.7 References/ Further reading

Finkestein, D., & Alistrair, M. (2005). *An Introduction to Book History*. New York: Routledge

IGI Global. (2022). What is Information Ecology. Retrieved from <http://www.igi-global.com/dictionary/information-ecology/60255>

Keh, H. t. (1998). Evolution of the book publishing industry: Structural changes and strategic implications. *Journal of Managemnt History* , 4 (2), 104-123.

McKitterick, R. (2012). Glossaries and other innovations in Carolingian book production. In E.

Kwakkel, R. McKitterick, & R. Thomson (Eds.), *Turning Over a New Leaf: Change and Development in the Medieval Book* (pp. 27–78). Leiden: Leiden University Press.

Mohammed, Z. (2001). The Book Industry In National Development: Nigerian Perspectives. *Samaru Journal of Information Studies*, 1(1), 27–34.

Olson, D. R. (2009). The History of Writing. In D. R. Olson, *The Sage Handbook of Writing Development* (pp. 6-16). SAGE.

Robert, D. (1982). What is the history of books? *Daedalus*, 111(3), 65–83

1.8 Possible Answers to Self-Assessment Exercise(s)

- Writing could be defined as a communication technology that involves the use of visual marks or symbols to represent spoken language. While publishing can simply be referred to as a coordinated activity that ensures that content in form of ideas or messages are disseminated from its originator to the general public. In other words, publishing is the process through which idea from its originator (author) is transported to consumers (readers or listeners) in a refined and definite form.
- Book trade covers economic and commercial aspect of book productions and distributions.

Unit 2 The History of Writing, Publishing and Book Trade

Unit Structure

2.1 Introduction

2.2 Objectives

2.3 Title of the main section

2.3.1 The Emergence of writing

2.3.2 The Emergence of Publishing and Book Trade

2.4 Self- Assessment Exercise(s)

2.5 Summary

2.6 Glossary

2.7 References/Further Reading

2.8 Possible Answers to Self-Assessment Exercise(s)

2.1 Introduction

Writing, publishing and book trade passed through several processes to arrive at their present forms. In this unit you shall see all of the unrefined processes used in the ancient time to their transition to modern times.

2.2 Learning Outcomes

At the end of this unit, you should be able to explain the following concepts;

- Explain the emergence of writing
- Explain the emergence of publishing and book trade

2.3 Main Content

2.3.1 The Emergence of writing

Various forms of writing emerged at different times among different societies. In this unit we are going to highlight the emergence of writing systems at different times in the human history. The earliest known form of writing developed among Sumerians in Mesopotamia, between the river Tigris and Euphrates in the present-day Iraq around 3200 BC. It is called **Cuneiform** from Latin *cuneus* (wedge) because it was written by creating wedge-shaped forms on wet clay tablets. Drawing is the origin of writing all over the world. So most of the early writing systems were **pictograph** in origin, in which an image or picture is used to represent items and ideas. Inspired by the invention of writing in Mesopotamia, the Egyptians around 3000BC also invented their system of writing in form of Hieroglyphic system of writing, though the signs of the two writing systems did not resemble one another (Goody & Watt, 1963). Similarly, the **Chinese** invented their system of writing along the Yellow River before 1200 BC. The **Mesoamerican** form of writing emerged in Guatemala and Southern Mexico a little after 500 BC. Around the same period, the North Semitic Phoenician writing system emerged among Phoenicians along the eastern Mediterranean coast. It is widely believed the Phoenicians system of writing is the first attempt to use alphabets, where basic sounds of the language were represented with a sign images to represent objects or related concept. Thus, the writing is considered as the mother of most modern writing systems including, Arabic and English. In North Africa also, Libyan script was used around the same period (Quellec, 2013).

Most of these early systems of writing were used for centuries or even millennia before they languished. Nevertheless, there were other systems of writing that developed among human cultures, some are yet to decipher or discover. Chinese writing system is the only one of the

earliest systems of writing still in use. However, the North Semitic **Phoenician** writing system became more influential than any other. Phoenicians were the first to invent consonant letters or alphabet thus, the writing is considered as the ancestor of most modern writing systems, including Greek, Latin, Cyrillic, Arabic, Hebrew and probably also the large number of Brahms-derived scripts in South and South-East Asia. Phoenician writing may ultimately descend from Egyptian writing, but this is uncertain.

It is important to note that, the modern alphabets in form of consonants and vowels were invented by Greeks from Phoenician writing about 750 BC. The Romans adapted the system on Latin language that later became writing system of the European countries. The system was transported to different parts of the world through activities of the European imperialists and later colonialists. Moreover, punctuations were used in very erratic way until 15th century, before it was perfected by Italians (Finkeistein & Alistrair, 2005 and Quellec, 2013).

However, it is important to note that, early writings developed around Egypt and Mesopotamia were regarded with scared and divinely attributes. So, they were confined to temple rituals and palace administrations (Finkeistein & Alistrair, 2005). Later the Greeks amid of intense criticism employed the use of writing in recording knowledge and literature (Ong, 2002). In addition, it is believed that, until after the Renaissance in the 16th century writing skill and knowledge of writing were confined to the elite social groups such as, the court, the law, monk and priest. (Finkeistein & Alistrair, 2005).

In sub-Saharan Africa, different types of writing were invented after the region had encounter with written cultures – the Arabs or the Europeans. All the writing systems invented from 19th century onward were either to accommodate or disrupt the colonial domination (Quellec, 2013). However, various media were used for writing. The ancient Sumerians used clay tablets, the Egyptians used papyrus, the Greeks and Romans adopted papyrus and later

invented parchment and vellum. Paper was invented in China in 800 AD and adopted by the Arabs. The technology arrived at Europe and perfected from 12th to 16th centuries.

2.3.2 The Emergence of Publishing and Book Trade

After the invention of writing in Mesopotamia and Egypt around 3200BC, it took long time to be used as means of social communication through which culture could be transmitted to the subsequent generations. In Mesopotamia as in the Indus river civilizations, writing was used to record commercial transactions and account as well as rituals. But in Egypt and China, writing was regarded as more sacred art, so it was only used in the temples to write divine words. As a result, it transformed into the means of cultural transmission earlier in Mesopotamia than in Egypt (Ong, 2002).

As the level of literacy increased in Mesopotamia, writing came to be used in writing literature. Around 2000BC, Gilgamesh epic (poem) that portrays story of Sumerian legendary hero that had been told orally for generations was first recorded in cuneiform writing. However, the tradition could not be sustain or further develop. Literary writing could only spring up again during the Greek civilization. The earliest literary works during this period were the Homeric epics of Iliad and Odyssey. These works were composed orally before the existence of the Greek alphabet, the epics were not written down until sometime in the sixth century BC. The Homeric Epics influenced the mentality of the Greeks in thinking about war and what it means to be a hero. The Homeric epics were about the Trojan War, and became a source of common values that all Greeks held dear. It was the foundation of Greek education

in the ancient periods and best source of their history and values. Subsequently, many historians emerged, who became famous in their historical writing. In addition, stage dramas had also been put into writing (Berger, Parkinson, Isreal, Reeves, Miller, & Williams, n.d.) .

The Greeks love of wisdom against the background of free thought and inquiry paved way to philosophical intellectualism around 500s BC. The period produced great philosophers such as Socrates (469-399BC) and Plato (429-347BC). Although Socrates couldn't put his wisdom into writing, rather he objected to committing wisdom into writing. He was cautious about the deleterious nature of writing. His disciple Plato was quite liberal on putting his ideas into writing. Plato's student Aristotle (384-322) was so prominent in his intellectual writing. He wrote treatises (books) on enormous number of subjects including, ethics, logic, politics, poetry, astronomy, geology, biology and physics. This period marks the beginning of manuscript culture that culminated into book writing (Berger et al., n.d.).

During Hellenistic Period (323 – 146 BCE), the Greek world witnessed a flourishing literary activities. The rulers of the period favoured and subsidized literary activities. The period also saw a great outpouring of historical and biographical writing. It is important to note that, the foundation of modern education was laid down in the writing of the Greeks. These writings are considered to be the classical literature of the world. Unfortunately, many of the works could never survive the war and destruction that followed with the rise of Roman civilization. Later, Romans adopted Greek styles to write Latin literature from the third century BCE onward. Romans composed their literary works to express their lives mostly in form of poems and prose (Berger et al., n.d.).

One of the major features of the Greek and Roman civilizations is the book collecting activities. A lot of literary, historical and scientific works were produced. The emergence of Christianity couple with adaptation of writing to spread its messages culminated in the birth

of another genre of written works. These works were preserved in libraries such as the Great Library of Alexandria. Many philosophers and Roman generals had private collections. With the collapse of the Roman Empire the written works of the Greeks and Romans find their place in the newly flourishing Muslim World (Berger *et al.*, n.d).

The Abbasid Caliph, Haroun Al-Rasheed who reigned for 23 years from 786-809 with capital in Baghdad completed a magnificent Scientific Academy (Majma' 'Ilmi) which housed a huge bookstore (Khizanat Kutub) containing manuscripts about various subjects in the Arts and the Sciences and in different languages. The successor of Haroun Al-Rasheed, Al-Ma'moun extended the project to be known as truly Dar Al-Hikma (House of Wisdom). The House of Wisdom in Baghdad became the centre for intellectual activities and book collecting of the period. Translators, scientists, scribes, authors, men of letters, writers, copyists and others used to meet every day for translation, reading, writing, scribing, discourse, dialogue and discussion. Many manuscripts in various scientific subjects and philosophical concepts and ideas, and in different languages more especially Greek were translated and preserved in Arabic language. The caliphs pay a lucrative amount for book translation and production. To increase the vigor of bookmaking in Baghdad the paper milling factory, a technology brought from China was first established in the 8th century. Based on the Baghdad model, other Houses of Wisdom sprang up in major Muslims cities such as Cordoba and Toledo in Al-Andalus (Spain) under the Umayyad dynasty, Mosul, Basra, Shiraz, Rayy and Cairo under Fatimid's dynasty (Al-azzawi, 2018).

It is important to note that, in addition to the state-own book collecting activities there were private book collectors who gathered large number of manuscripts for their private use. There were also schools of different sizes attached to mosque where book collecting activities were

carried on. These activities served as the conduit for recorded knowledge from the ancient world to the Western Europe.

By the 11th century, Muslims influence was noticeable in many European cities. This brought the manuscript culture to the region. With the collapse of the Muslims empires most of the manuscript holdings more especially from Al-Andalus, Cordoba and Toledo escaped to Western Europe. Prior to that time, book collecting activities in Western Europe were carried out and controlled by monasteries. Most of the monasteries maintained scriptoria where scribes copy manuscripts mostly of the Christian theology. Few secular texts were produced. The manuscripts were produced on parchment and vellum; if multiple copies need to be produced the work had to be shared among a group of scribes. So, the work was tedious and laborious requiring long time to be completed as the copying could only be done on the daylightt (Al-azzawi, 2018).

The arrival of the manuscripts to Western Europe from the Muslims world also met a boiling desire to read Greek secular or pagan literature. So, this ignited intensive phase of translation of the Greek philosophy and its commentaries as well as the original work of the Muslims thinkers from Arabic language into Western European languages. The text or script and other physical properties of writing as well as the book continued to be perfected, so many innovations in book writing originated from this period (Kwakkel, 2012 and McKitterick, 2012). Interestingly, paper making technology also arrived at West Europe in the 12th century. This was followed by the increase in literacy level and the emergence of universities. These developments converged to give rise for commercial scriptoria that later satisfied the need for luxury reading. Till the end of the 14th century, manuscripts were copied by hands, so could only be acquired by the wealthy (Muslim Heritage, 2018).

The need for text to satisfy religious and general readers led to the Gutenberg invention of movable printing in the 15th century transformed the book production and distribution. Now, there is consistency and accuracy in text appearance. Books can be produced in large quantities. The development brought speed in the propagation of ideas on a much wider scope. Emergence of print allowed for the emergence of more scriptoria, schools and learning centers more especially during the renaissance from 14th to 16th centuries (Berger et al., n.d.). It is important to note that, increase in the book production accelerated literacy and in return further surge for the need of books again. Now the book trade is created.

The upsurge for books to read coupled with the introduction of mechanical means of book production resulted in making the book trade a more viable business. Book distribution networks were established with points in commercial centers and cities rather than universities and monasteries. International book fairs were created and served as the centres for book collecting activities. After a ferry boat and wagon were used to transport books to various locations. However, until the 15th century, book production, distribution and retail could be handled by a single entity. But, towards the end of the 16th century, the scope of book production and distribution could no longer be handled by a single individual or company. This brought specialization along the production and distribution line. Consolidation of the book trade after the 17th century compelled the segmentation of the book production and distribution process and set the stage for the emergence of modern publishing industry. Now there are many players in the book trade, publishers, printers, suppliers, shippers, different set of agents, retailers, wholesalers and so on and so forth. The period also witnessed the emergence of newspapers as another genre of books. (Finkestein & Alistrair, 2005). Publishers now prepare their stock list as publishers' catalog. Aldus of France issued the first publishers' catalog in 1498 (Berger, *et al.*, n.d.).

Nevertheless, development of manuscripts to printed book was never a smooth progression. Print met with resistance especially from the monks and clergymen. They opined that, print might give way for the propagation of immoral and dangerous text that might corrupt the mind. There was an argument that, common man need not to see text directly. However, the human need to satisfy his curiosity as well as the need to emancipate human from the bondage of ignorance triumphed (Finlelstein & McCleery, 2005).

Book production in form of manuscript started in earnest during the Greek civilization. The tradition was still adopted during the Roman civilization. The fall of the Roman civilization was coincided with the emergence of Islam which became the conduit of the manuscript culture to the renaissance Europe. The manuscript culture continued to be refined in the European continent. Around the 15th century, printing machine was invented in the continent, which served as cornerstone that transformed the manuscript culture into print. Consequently, invention of print led to the emergence of commercial scriptoria in European cities. The development culminated in the birth of modern publishing and book trade.

2.4 Self- Assessment Exercise (2)

- Give an account for the emergence of the manuscript culture from the Greeks period to the Renaissance Europe
- What factors are responsible for the emergence of print culture?
- What are the effects of the print culture?

2.5 Summary

Writing was invented gradually from Mnemonic not necessarily with the intention to revolutionize human history. However, it ultimately emerged as the tool that impacted the human fate. Writing has become an important channel of communication, preservation of

human ideas, knowledge, beliefs, history, technological development and societal transformation. In the case of book production, it started in earnest during the Greek civilization. The tradition was still adopted during the Roman civilization. The fall of the Roman civilization coincided with the emergence of Islam which became the conduit of the manuscript culture to the renaissance Europe. The manuscript culture continued to be refined in European continent. Around the 15th century, printing machine was invented in the continent, which served as cornerstone that transformed the manuscript culture into print. Consequently, invention of print led to the emergence of commercial scriptoria in European cities. The development culminated in the birth of modern publishing and book trade.

In this unit, you learnt the history of writing, publishing and book trade, marking the end of this module. In the next module we shall discuss the different types of writing.

2.6 Glossary

Mnemonic: is a technique used to assist memory dating back to 477 BCE (Yates 1966).

2.7 References/Further Reading

Al-azzawi, S. (2018). The Abbasids' House of Wisdom in Baghdad. Retrieved June 13, 2019, from Muslim Heritage: <http://muslimheritage.com/article/>

Berger, E., Parkinson, B., Isreal, G., Reeves, A., Miller, C., & Williams, N. (n.d.). World History: Cultures, States, and Societies to 1500. Dahlenega: University of North Georgia Press.

Finkestein, D., & Alistrair, M. (2005). *An Introduction to Book History*. New York: Routledge.

Finelstein, D., & McCleery, A. (2005). *An Introduction to Book Hostory*. New York: Routledge.

Goody, J., & Watt, I. (1963). The Consequences of Literacy. *Comparative Studies in Society and History*, 5(3), 304–345.

Kwakkel, E. (2012). Biting, kissing and the treatment of feet: The transitional script of the long twelfth century. In E. Kwakkel, R. McKitterick, & R. Thomson (Eds.), *Turning Over a New Leaf: Change and Development in the Medieval Book* (pp. 79–126). Leiden: Leiden University Press.

McKitterick, R. (2012). Glossaries and other innovations in Carolingian book production. In E. Kwakkel, R. McKitterick, & R. Thomson (Eds.), *Turning Over a New Leaf: Change and Development in the Medieval Book* (pp. 27–78). Leiden: Leiden University Press.

Muslim Heritage. (2018). How islamic learning transformed westerncivilizations: Review of "the house of wisdom" . Retrieved June 13, 2019, from Muslim Heritage:
<http://muslimheritage.com/article/>

Ong, W. J. (2002). *Orality and Literacy: The Technologizing of the Word*. London: Routledge

Quellec, J.-L. (2013). Rock art, scripts and proto-sxripts in Africa: The Libyco-Berber example. In A. Delmas & N. Penn (Eds.), *Written Culture in a Colonial Context: Africa and the Americas 1500-1900* (pp. 3–29). Cape Town: University of Cape Town Press.

Yates, F.A. (1966), *The Art of Memory*, Chicago: University of Chicago Press.

2.8 Possible Answers to Self-Assessment Exercise(s)

- Book production in form of manuscript started in earnest during the Greek civilization. The tradition was still adopted during the Roman civilization. The fall of the Roman civilization was coincided with the emergence of Islam which became the conduit of the manuscript culture to the renaissance Europe. The manuscript culture continued to be refined in the European continent. Around the 15th century, printing machine was invented in the continent, which served as cornerstone that transformed the manuscript culture into print. Consequently, invention of print led to the emergence of commercial scriptoria in European cities. The development culminated in the birth of modern publishing and book trade.

Module 2 Types of Writing

Writing was invented to remedy the limitations of oral communication which was confined to geographical location, time and spaces. However, writing technologies continued to improve over time and became cheaper and popular among citizens. In this module, you will learn the different types and forms of writing. It will also expose you to the essence of writing.

Unit 1 Oral Tradition and Culture

Unit 2 Types and Essence of Writing

Unit 1 Oral Tradition and Culture

Unit Structure

1.1 Introduction

1.2 Learning Outcomes

1.3 Main Content

 1.3.1 Oral Tradition and Culture

 1.3.2 Invention of Writing

1.4 Self- Assessment Exercise(s)

1.5 Summary

1.6 Glossary

1.7 References/Further Reading

1.8 Possible Answers to Self-Assessment Exercise(s)

1.1 Introduction

In this unit you shall learn about oral tradition which was the only means of knowledge transfer and preservation in ancient times before writing was invented.

1.2 Learning Outcomes

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

- Trace the history of oral tradition to the invention of writing.

1.3 MAIN CONTENT

1.3.1 Oral Tradition and Culture

Before the invention of writing, human societies depended on memory and oral utterances and performance to communicate to the subsequent generations. Information and knowledge were stored on human brain and communicated through verbal utterances. This practice is referred to as Oral Tradition. The societies where oral tradition prevailed are called **Oral Societies** or **Oral Cultures**. Oral societies have professionals such as griots, shamans, witch-doctors, sages, bards, poets, priests as well as professional and para-professional story tellers. These are professionals who preserve the knowledge, history, culture, tradition, belief and values of the societies. They rely on the information and knowledge communicated to them from their fathers to serve the society in various ways such as healing, divination, teaching, counselling, witchcraft, magic, plays and entertainment. Through their works, they preserve the societies' reservoir of knowledge and communicate it to the subsequent generations. Social communication in the oral societies was mainly in form of myth, folk-tale, proverb, legend, rituals, and poems. However, primary oral society which has no contact whatsoever with writing hardly exists today. In contrast, there are many secondary oral societies. These are societies that have no writing system but they are aware or have contact with writing tradition from other cultures.

It is generally believed among historians that, *Homeric* epics, *Iliad* and *Odyssey* that served as the major source of Greeks' history and learning had been preserved through oral tradition for many centuries before it was committed into writing in the 6th Century BC. Another manifestation of oral tradition could be observed among the Tiv people of Northern Nigeria as they had effective way of maintaining genealogy even before they encountered with writing tradition. The genealogy traces their relationship back to many generations. During the colonial period, the administrators recognized the effectiveness of this oral genealogy so they committed it to writing. The Bayajidda legend had also been preserved orally among Hausa people of Northern Nigeria for centuries before they made contact with Arabic written culture and later European writing system.

Oral tradition served the communication and knowledge needs of the oral societies. The tradition employed various instruments to protect the communication from corruption. For example, content is presented in form of poetry or ritual recitation to make its memorization and transmission more effective. Some cultures employed the use of professional remembrance persons to ensure quality of communication. However, despite all attempts to preserve oral tradition, the content and communication may be corrupted by commission or omission as a result of social relation or biological condition. So, oral tradition system may not be as reliable as literate or writing culture, but served as precursor to book writing and publishing.

1.3.2 Invention of writing

For more than 2,000 years, the ancient Sumerians, Babylonians, Assyrians and Hittites produced written works by using styluses to carve pictographs and characters onto wet clay tablets that were left to dry in the sun. Some 500,000 such tablets have been recovered (Salomon, 2012). The ancient Egyptians wrote on rolls made of papyrus, and their Chinese

counterparts, a bit later, made books from strips of wood or bamboo bound together with cord (Bagley, 2004). Later, the Greeks and Romans according to Nissen & Heine (2009) used papyrus rolls and waxed wooden tablets. The Romans developed a book trade by dictating manuscripts aloud so they could be copied simultaneously by hand by as many as 30 slaves, thus producing 30 copies at a time. Still later, came the codex, consisting of folded sheets of papyrus bound at one end, thus allowing for writing on both sides of the papyrus. The original papyrus used to make codex was later replaced by parchment and vellum (Bagley, 2004).

1.4 Self-Assessment Exercise

- Explain the reasons why writing was invented?

1.5 Summary

Oral tradition was not very effective as custodians of knowledge could die or suffer loss of memory. Information could be distorted as it passes from person to person. This brings us to the essence of writing and invention.

In this unit we looked at oral tradition and invention of writing. In the next unit we shall be looking at the essence of writing as well as the different types of writing

1.6 Glossary

Oral Cultures: “Subcultures within literate societies which place greater emphasis on the effective use of speech than on literacy” (Oxford Reference 2022).

1.7 References/ Further Reading

Bagley, R. W. (2004). Anyang writing and the Origin of the Chinese writing system. In S.D.

Nissen, H. J. & Heine, P. (2009). From Mesopotamia to Iraq. Chicago, IL: University of Chicago Press.

Oxford Reference (2022). Oral Cultures. Retrieved from <http://www.oxfordreference.com/veiw/10.1093/oi/authority.20110803100252667>

Salomon, R. (2012). Some Principles and Patterns of Script Change. In S.D. Houston (ed). The Shape of Script. (pp. 119-133) Santa Fe: Sar Press.

1.8 Possible Answer to Self-Assessment Exercise

- For more than 2,000 years, the ancient Sumerians, Babylonians, Assyrians and Hittites produced written works by using styluses to carve pictographs and characters onto wet clay tablets that were left to dry in the sun. Some 500,000 such tablets have been recovered (Salomon, 2012). The ancient Egyptians wrote on rolls made of papyrus, and their Chinese counterparts, a bit later, made books from strips of wood or bamboo bound together with cord (Bagley, 2004). Later, the Greeks and Romans according to Nissen & Heine (2009) used papyrus rolls and waxed wooden tablets. The Romans developed a book trade by dictating manuscripts aloud so they could be copied simultaneously by hand by as many as 30 slaves, thus producing 30 copies at a time. Still later, came the codex, consisting of folded sheets of papyrus bound at one end, thus allowing for writing on both sides of the papyrus. The original papyrus used to make codex was later replaced by parchment and vellum (Bagley, 2004).

Unit 2 Types and Essence of Writing

Unit Structure

2.1 Introduction

2.2 Learning Outcomes

2.3 Main Content

2.3.1 Types of Writing

2.3.2 Essence of Writing

2.4 Self- Assessment Exercise(s)

2.5 Summary

2.6 Glossary

2.7 References/Further Reading

2.8 Possible Answers to Self-Assessment Exercise(s)

2.1 Introduction

Writing has evolved gradually over several thousand of years. Many ancient civilizations developed a writing system, few of these writing systems survived to date while many others disappeared after a period of time. In this unit we are going to outline the major writing systems developed in the history.

2.2 Learning Outcomes

At the end of this unit, you will be able to:

- Explain the types of writing
- Explain the essence of writing

2.3 Main Content

2.3.1 Types and Forms of writing

The major forms of writing systems developed are as follow;

- i. **Pictography;** This is the use of pictorial inscription or drawing to represent its object. For example, an inscription of cow to represent a cow. It is believed that, most of the independently developed systems of writing started from pictography (Olson, 1993). So, pictography is the primitive form of writing over which some transformations have been to develop other forms of writing. This form of writing could only be used for mentioning, naming or counting objects, it could be difficult to narrate or tell the

future as the picture of an object directly represents the object, as abstract word might not have a representational symbol.

- ii. Ideograph;** The inconveniences in representing abstract ideas and concepts using pictography were remedied with transforming it into ideograph. In this form of writing, the picture of an object represents ideas and concepts that are derived from or related with the object. For example, an image of the sun might had been used to represent the sun, one day, heat or morning. Similarly, an image of the crescent might had been used to represent night or sleep (Olson, 1993). So, it could be said that, ideograph evolved as a result of the failure of pictograph to accommodate both physical and abstract words which ideograph did.
- iii. Logograph;** Although for very long time until the renaissance period the art of writing was a craft for some restricted elites. However, there was always attempt to perfect the art and make it easier and simple. Perhaps such attempts over time transformed the pictures and images used in pictograph as well as ideograph into logos. So, instead of drawing a complete image of an object now it refined form is used. This transformed the earlier systems into **Logograph**. In the logographic system of writing, a logo or sign is used to represent a complete word or idea. The basic difference between logograph and the earlier systems is the use of signs or symbols rather than a complete image to represent objects and ideas. Chinese writing system is still the only systems that used these earliest forms of writings (Ong, 2002).
- iv. Syllabary;** In Syllabary form of writing signs are used to represent syllables or part of a word. So, a set of syllables in form of signs and symbols is used to form all the existing and probables words of the language. A popular example of this form of writing is the Japanese Katakana syllabary. The set of symbols use in this

writing contains the entire syllable in the language it represents. Hausa language system of writing could also be used as an example of syllabary (Ong, 2002).

- v. **Phonograph;** In Phonographic writing, each sign represents the most basic phonetic or phonological element of a language with no reference to meaning. The elements are identified with sounds. Phonographic system is often assumed to be the ultimate form of writing. English language uses phonograph system of writing.

2.3.2 Essence of writing

The amount of information an individual or society possesses and processes determine their development and well being. The essence of writing can be seen from the following perspectives:

- i. **Writing as a means of communication:** communication refers to the transfer of messages or knowledge from one point to another. Writing enables human societies to strive to transmit or communicate the messages or knowledge they gathered from one person and or group of persons to another who build upon it. This takes place through Interpersonal communication as well as knowledge communication.
- ii. Writing also enables individuals exchange ideas, meanings, feelings, facts, opinions, experiences, discoveries or emotions. Therefore, it serves as a tool that transforms society and influence human's behaviour and actions.
- iii. Through writing people can communicate. Communication is one of the fundamental traditions that differentiate human societies from other animals. It is the life blood of the human societies. It binds and keeps society connected.

- iv. Writing as a means of preserving peoples' historical past and cultural heritage. Without writing people may not have connection with their past, hence our history, belief, tradition, knowledge and technology couldn't be preserved from one generation to other.
- v. Human societies use different means of communication to preserve their development throughout millennia. However, the intricacies and complexities of social interactions limited the efficacy of oral tradition as a reliable means of knowledge and cultural communication from forefathers to their offspring. Oral contents are context dependent so, it is not immune from intentional and unintentional distortions. So, the weaknesses of oral tradition in disseminating messages over long space and time makes writing a more resilient method of communication and preserving information (Ong, 2002).
- vi. Writing has the tendency to carry messages as precisely as possible across a long geographic or time space. Hence, it has been used as a vehicle to transport knowledge and culture. For example, with the emergence of movable type in the 15th century, book or book writing become a major force in the inter-continental as well as inter-generational means of communication (Robert, 1982). Books were written and exported to various regions; they became the means of communication mainly among the elites. As a result, books became a powerful tool for individuals and societal transformation. In the same light books serve as the reservoir of knowledge and culture for sustainable development.

2.4 Self-Assessment Exercise(s)

- Explain the essence of writing?
- Enumerate and highlight the major writing systems that emerged in the human history?

2.5 Summary

Writing which was invented not necessarily with the intention to revolutionize human history, has however ultimately emerged as the tool that impacted the human race. Writing came to be an important channel of communication, preserving human ideas, knowledge, beliefs, history, technological development and societal transformation.

In this unit we discussed the different types and forms of writing such as pictography, Ideograph, Logograph, Syllabary and Phonograph. We also discussed the essence of writing. This marks the end of this module. In the next module, we shall be discussing writing, publishing and book trade events and issues in ancient times.

2.6 Glossary

Pictography: This is the use of pictorial inscription or drawing to represent its object.

2.7 References/ Further Reading

Olson, D. R. (1993). How writing represents speech. *Language and Communication*, 13 (1), 1-17.

Ong, W. J. (2002). *Orality and Literacy: The Technologizing of the Word*. London: Routledge.

Robert, D. (1982). What is the history of books? *Daedalus*, 111(3), 65–83.

2.8 Possible Answers to Self-Assessment Exercise(s)

- Writing enables individuals exchange ideas, meanings, feelings, facts, opinions, experiences, discoveries or emotions. Therefore, it serves as a tool that transforms society and influence human's behaviour and actions.

- Through writing people can communicate. Communication is one of the fundamental traditions that differentiate human societies from other animals. It is the life blood of the human societies. It binds and keeps society connected.
- Writing as a means of preserving peoples' historical past and cultural heritage. Without writing people may not have connection with their past, hence our history, belief, tradition, knowledge and technology couldn't be preserved from one generation to other.
- Human societies use different means of communication to preserve their development throughout millennia. However, the intricacies and complexities of social interactions limited the efficacy of oral tradition as a reliable means of knowledge and cultural communication from forefathers to their offspring. Oral contents are context dependent so, it is not immune from intentional and unintentional distortions. So, the weaknesses of oral tradition in disseminating messages over long space and time makes writing a more resilient method of communication and preserving information (Ong, 2002).
- Writing has the tendency to carry messages as precisely as possible across a long geographic or time space. Hence, it has been used as a vehicle to transport knowledge and culture. For example, with the emergence of movable type in the 15th century, book or book writing become a major force in the inter-continental as well as inter-generational means of communication (Robert, 1982). Books were written and exported to various regions; they became the means of communication mainly among the elites. As a result, books became a powerful tool for individuals and societal transformation. In the same light books serve as the reservoir of knowledge and culture for sustainable development.

Module 3 Writing, Publishing and Book Trade Events and Issues in Ancient Times/Transiting to Modern Times

This module will be treating writing, publishing and book trade events and issues in ancient times and transit to modern times. Some examples are the oral tradition treated in the previous unit and invention of writing. Others are early grant of printing rights or privileges, censorship by royal crown, monopolies & the suppression of literature. The events that marked the transition to modern times are: printing and typesetting innovations, bookstore circulation and public libraries, global book trade, social dimension of reading and intellectual property law.

Unit 1 Printing Rights or Privileges

Unit 2 Monopolies and the Suppression of Literature

Unit 1 Printing Rights or Privileges

Unit Structure

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Main Content
- 1.4 Early Grant of Printing Rights or Privileges
- 1.5 Censorship
- 1.6 Censorship by the Royal Crown
- 1.7 Intellectual Property
- 1.8 Self- Assessment Exercise(s)
- 1.9 Summary
- 1.10 Glossary
- 1.11 References/Further Reading
- 1.12 Possible Answers to Self-Assessment Exercise(s)

1.1 Introduction

The importance and place of book and publishing in social communication make a focal point among the elite more especially the political as well as the religious leaders. In most cases leaders are not adamant towards book writing and publishing, depending on their perception, they either suppress or stimulate the growth of the sector. Technological invention and social movement always pay attention towards publishing and book trade (Ong, 2002). This unit will highlight some important issues and event around the publishing and book trade from the ancient period.

1.2 Learning Outcomes

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

- Explain the early grant of printing or privileges
- Explain censorship by Royal Crown
- Trace the history of copyright

1.3 Main Content

1.4 Early Grant of Printing Rights or Privileges

The advent of relatively quick and inexpensive book printing and the birth of book selling in Europe fueled the need to satisfy the demands of a large, new market of readers and to emphasize the need to protect authors, publishers and booksellers from pirates bent on stealing that new market. These developments as noted by Salomon (2012) were the primary driving force behind printers. Authors and their heirs petitioned for grants of exclusive printing privileges. The 1496 petition of Bernardino Rasma is a good example: For when a

printer-publisher must have set himself to produce a book of rare beauty which entails the absorption of all his capital and another merchant uses every cunning device to steal the proofs of the new work and set to print the book before the original designer of the book, then the merchant's work should be considered to be a pirated edition.

1.5 Censorship

Issues of censorship and boundaries of control were also contested in the 20th century. Politically motivated censorship did not abate book burning, particularly in Germany, during the rise of National Socialism (the Nazi party) were public spectacles beginning in 1933, as Hitler rose to power (Horvat, 2005). The Catholic Church continued to issue its Index of prohibited books until 1948 and only abolished its existence in 1966. The terms on which censorship was warranted by Church officials included any hint of heresy, occult materials, satanic or magical texts, and works whose moral values went against the teachings and commandments of the church. Political censorship has been used by many repressive regimes as an instrument for controlling language and the dissemination of ideas. This was true of monarchical licensing techniques, which subjected texts to pre-publication review and approval. It became true of Soviet Russia, East Germany, Maoist China, and other governments that imposed sanctions, prison sentences, fines, and other punishments on offenders (John, 2010). Thus, the systematic destruction of libraries has a painful long history, and continued in the 20th century. The facts about and images of Nazi book burning are particularly familiar and vivid examples.

1.6 Censorship by the Royal Crown

While it has been said that American copyright law is rooted in English royal censorship, that notion is more romantic than accurate. The British Crown did not invent

ensorship. Governments control of words according to Patry (2000) dates back to ancient times, long before any semblance of a copyright, manifesting itself as the punishment for the person who dared speak critically or threateningly against the governmental or religious authority. The punishment of censorship took various forms, including death and the burning of all the transgressor's writing. In 456 AD, primarily to suppress heresy, Pope Gelasius issued the first catalog of forbidden books. Later, in 1231, to punish and deter heretical words and deeds in all their manifestations, Pope Gregory IX instituted the Inquisition, which persisted as an agency of religious censorship for almost 500 years (Microsoft Encarta Reference Library, 2005).

By the 6th century AD, the Chinese had developed the means of making multiple copies of manuscripts by inking carved wood blocks and pressing pieces of paper placed over the raised characters on the blocks (Xigui, 2000). Though European printers never completely adopted that method to print books, they did adopt a similar method for producing illustrations and large, ornate letters at the beginning of chapters. 15th century technological developments as observed by Powell (2009) revolutionized book production in Europe. The first was the arrival of technology; the second was the invention of the first practical movable type, a feat credited to Johannes Gutenberg in 1436. With movable type, raised letters could be hand-set, word by word, into a frame that held the letters together. The raised letters were then inked; a sheet of paper laid over them and pressed down on the letters with a screw-driven press. Once the desired number of copies had been printed, the letters could be removed and the frame could be re-set for printing the next manuscript. Movable type provided the ability to produce a large number of copies quickly and economically, leading to far wider distribution and accessibility of the printed word, and a dramatic increase in the number of printers over the next century. It is generally believed that before the invention of

movable type printing, the number of books in all of Europe numbered in the thousands but that within 50 years of its invention, that number approached ten million.

1.7 Intellectual property

When the first Statutes of Anne were passed in the early 18th century, their protections were meant for publishers as well as authors, and had been developed in part to fill the gap created by the end of the Stationers' ability to rely on the Licensing Acts to control publishing. Horvat (2005) remarked that the idea that authors had a right to the intellectual property generated by their work developed slowly, but by the 19th century it was well established in legal and cultural terms. Authorship, even celebrity authorship, was a phenomenon in antiquity and Greek poets and dramatists, like their later Roman counterparts, gained status through the work of original composition, he also added that authorial identity was attached to many works of medieval literature, as well as work brought into English through translation. Copyright law was created and passed independently in the American colonies, and then kept in the young nation. Terms of about 14 years assigned the rights to authors for their publications.

1.8 Self-Assessment Exercise

- List and explain five of the writing, publishing and book trade events and issues in ancient times?

1.9 Summary

The advocacy for printing rights and privileges, intellectual property rights was to protect authors, publishers and booksellers from pirates. Also, books were censored to prevent heresies and the likes.

In this unit you learnt the events of printing rights & privileges, censorship by Royal Crown and the issue of copyright in ancient times. In the next unit, you shall learn about the monopolies and the suppression of literature.

1.10 Glossary

Intellectual property: is an invention or a copyright which is officially owned by someone (Collins 2022).

1.11 References/ Further Reading

Collins. (2022). English French, Definition of Antiquarian. Retrieved from www.collinsdictionary.com

Horvat, A. (2005). Libraries as protectors of copyright and providers of free access to information. In

S. Dragojević et al. (Eds.), Round Table Meeting eCulture: the European perspective cultural policy, creative industries, information lag (pp. 123-129). Zagreb: Institute for International Relations.)

John, H. (2010) [1836]. Bibliopodia: Or the Art of Bookbinding, in All Its Branches. Cambridge Library Collection: Printing and Publishing History (2 ed.). Cambridge University Press. p. 3. ISBN 978-1-108-02144-9. Retrieved 19 February 2013.

Microsoft Encarta Reference Library (2005) The History of Printmaking

Powell, B. B. (2009). Writing: Theory and History of the Technology of Civilization. London: Wiley Blackwell.

Salomon, R. (2012). Some Principles and Patterns of Script Change. In S.D. Houston (ed). The Shape of Script. (pp. 119-133) Santa Fe: Sar Press.

Xigui , Q. (2000) Chinese Writing, The Institute of East Asian Studies, The University of California, Berkeley.

1.12 Possible Answer to Self-Assessment Exercise

- The advent of relatively quick and inexpensive book printing and the birth of book selling in Europe fueled the need to satisfy the demands of a large, new market of

readers and to emphasize the need to protect authors, publishers and booksellers from pirates bent on stealing that new market. These developments as noted by Salomon (2012) were the primary driving force behind printers. Authors and their heirs petitioned for grants of exclusive printing privileges. The 1496 petition of Bernardino Rasma is a good example: For when a printer-publisher must have set himself to produce a book of rare beauty which entails the absorption of all his capital and another merchant uses every cunning device to steal the proofs of the new work and set to print the book before the original designer of the book, then the merchant's work should be considered to be a pirated edition.

Unit 2 Monopolies and the Suppression of Literature

Unit Structure

2.1 Introduction

2.2 Learning Objectives

2.3 Main Content

2.4 Monopolies and the Suppression of Literature

2.5 Print Innovations

2.6 Typesetting Innovations

2.7 Bookstore Circulation and Public Libraries

2.8 Global Book Trade

2.9 Social Dimension of Reading

2.10 Bookstores Dimension

2.11 Self- Assessment Exercise(s)

2.12 Summary

2.13 Glossary

2.14 References/Further Reading

2.15 Possible Answers to Self-Assessment Exercise(s)

2.1 Introduction

In this unit you shall learn other writing, publishing and book trade events and issues in ancient times. One significant event in the ancient times is the suppression of literature as a result of destruction of offending works. However, the print and typesetting innovations, bookstore circulation and public libraries led to increase in book production and readership.

2.2 Learning Outcomes

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

- Explain the monopolies & the suppression of literature and how it affected writing, publishing and book trade in ancient times.
- Explain the impact of print & typesetting innovations and bookstore circulation & libraries on writing, publishing, and book trade events and issues in ancient times.

2.3 Main Content

2.4 Monopolies & the Suppression of Literature

In 1533, Henry VIII banned the importation of foreign publications into England and, to exercise further domestic control, on November 16, 1538, he ordered that all new books to be printed in England had to be approved by the Privy Council before publication (Patry, 2000).

Following the tradition of the Crown to grant monopolies to various trades in exchange for some form of “loyalty” to the Crown, on May 4, 1557, King Philip and Queen Mary granted a royal charter to the Stationers’ Company. The royal charter granted a printing monopoly that mandated that only printers who were members of and licensed by the Stationers could print books, and that all books had to be registered with the Stationers as well. The charter also gave the Stationers the authority to search out, seize and destroy any offending works. The charter did not allow for authors to be members of the Stationers and granted authors no rights at all. The Stationers’ charter was confirmed and extended by Queen Elizabeth I on November 14, 1559 (Sass, 2005).

The monopolies and suppression of literature collapsed because by the beginning of the 20th century, books, mass circulation magazines, newspapers and other forms of print production had exploded. In this era just before cinema and radio appeared, print was the mass medium par excellence. Niche publications for every sector of the market had appeared. With them came new business and advertising models. Literacy rate in the developed world was higher than at any point in history, and compulsory education ensured children would acquire the rudiments of reading and writing (Encyclopedia of Communication and Information, 2019). Crucial developments took place as public library movements caught on in Great Britain and the United States, along with other models of subscription and shared circulation of printed materials. Censorship laws also according to Patry (2000) continued to change and milestone rulings on obscenity, artistic merit, and freedom of the press were produced in response to changing attitudes.

The range of production methods stretched from the finest, highly ratified and limited editioned works to relatively cheap and inexpensively produced materials, but the advent of photo-offset printing according to Greco (1997) introduced another dimension to production.

Not only were photographs being reproduced in an affordable, mechanical, manner for the first time—and finding their way into magazines, journals, books, and newspapers—but photographic methods of reproduction allowed for facsimile and reprint of pre-existing material—visual and textual—to an unprecedented degree. Artists as well as traditional publishers took full advantage of these changes, seizing the opportunity to create artist-initiated publications across a wide spectrum of aesthetic positions.

Meanwhile the publishing industry that was once dominated by large family-run firms, gradually shifted towards corporate models with increasing consolidation in the field. Powell (2009) observed that by the start of the 21st century, publishing worldwide was largely controlled by a handful of mega-corporations whose interests included television, media, film, newspapers, as well as publishing. To some, this signaled the narrowing of the publishing field, even though alternative, small press, street publications and other outlets of individual and community expression flourished. Technological innovations at the end of the 20th century according to Steven (2018) introduced yet another wave of radical change in the production and distribution of written works through the networked infrastructure of digital tools and platforms and some of the major developments that help shape the transition of writing, publishing and book trade to modern times include:

2.5 Print innovations

Around 1904, offset printing and the photo-half-tone were invented (somewhat accidentally) in the United State by Ira Rubel. Poirier & Genêt, (2015) maintained that Offset was a modification of lithography, a planographic technique, but it used thin metal plates rather than limestone, and a process of transfer of the image from the plate to a rubber blanket from which it was “offset” onto paper. The quality of image reproduction, and type for that matter, became more refined in tone and line. Photo-offset made use of half-tone screens, which are

marvels of modern graphical engineering. These continuously translate tone materials, such as original photographs or artwork, into discrete values that could be printed in a single color but produced as the illusion of tone. Digital output also makes use of halftone screens, and computer pre-press work done for offset must still take halftones into account. The industry of mass circulation magazines and color printing depended on offset, though many publishing companies that had invested in their own printing equipment or plants remained committed to relief printing until quite late in the 20th century and used lino-type and stereotypes because the costs of refitting their printing plants were not deemed worth the investment (Steven, 2018a).

2.6 Typesetting Innovations

Typesetting also went through several technological changes in the 20th century, moving from hot type (hand set metal) to photo-type (known as cold type because it was not cast in lead). Also, Poirier & Genêt (2015) maintained that new flexibility came with the new technology, as photographic means could be used to stretch, bend, overlay and otherwise alter traditional letter forms. Photo-type, like lead type, was still handled by professional shops, but by the 1970s, the first generation of typesetting equipment put photo-type and simple electronic machines into an affordable format. This equipment could be integrated into a small publishing house or print-shop. In the 1980s however, when desktop computers became available, typesetting and layout programs were among the first commercially available software packages (Steven, 2018).

2.7 Bookstore circulation and Public Libraries

The increases in book production and readership that are steadily marked through the 20th and 21st centuries were supported by changes in literacy, but also, new modes of access. In

the 17th century, the university town of Manchester, England, actually created the first public library in the English-speaking world. John (2010) noted that Chetham's Library was founded in 1653, and remains in operation with an eclectic combination of manuscripts, deeds, books, magic lantern slides, and other collections. Another early library also came about as the result of a bequest, when Captain Robert Keayne left his book collection to the town of Boston in 1656 (Andrew, 2013). These were anomalies, special cases rather than harbingers of a movement. Parish libraries, inspired by Thomas Bray, an Anglican priest, were established a little more systematically in the late 17th century, providing reading materials for lay and religious members of the community in the American colonies. Benjamin Franklin's still extant Library Company was first opened in 1731 and offered membership subscriptions to support its operations. Thus, the public library movement fostered access and spaces outside the home for study and exchange of ideas.

2.8 Global Book Trade

The global book trade, supported by international copyright laws, brought about changes in the costs of production and distribution of books. It also resulted in the creation of highly distinguished collections of antiquarian materials (Steven, 2018). The half dozen greatest private library collections in America were all put together from purchases acquired beginning in the 1890s. This is remarkable, considering that in each case these libraries began without legacy materials on which to build. Known by the names of their original founders, the Huntington, Folger, Morgan, Ransom, Clark, and Carnegie libraries were private, not institutional (John, 2010). So, unlike the great university libraries of the world, these were collections created through individual passion and drive, but also, through the work of learned book dealers and antiquarians capable of assisting collection development at a major scale.

2.9 Social Dimensions of Reading

The social dimension of reading which is one of the great push to the transition to modern times, was enhanced by formation of book clubs. It became popular in the 1920s and increased steadily across the decades. Horvat (2005) observed that Oprah Winfrey's Book Club, whose members' number in the millions, is the most popular contemporary extension of these early organizations, and obviously takes advantage of broadcast mass media as well as networked environments to foster readership.

2.10 Bookstores Dimension

Bookstores also changed, leaving their activities as copyists and/or publishers far behind. The typical British or American booksellers of the 19th century managed inventory stored on closed shelves (Andrew, 2013). Operated independently, they catered for local clientele (or, as in the case of the railway station stores, a transient one). Open shelving first appeared in a widespread way in the 1920s and 30s, and allowed for browsing among offerings. In the 1980s, the trend to book-selling superstores and national/international chains skewed market conditions.

2.11 Self- Assessment Exercise

- Explain the monopolies & the suppression of literature and how it affected writing, publishing and book trade in ancient times?
- Explain the impact of print & typesetting innovations and bookstore circulation & libraries on writing, publishing, and book trade events and issues in ancient times?

2.12 Summary

The significance of book has never been diminished since the ancient period. As a result, it is linked to social change and cultural diffusion. Controlling book production attracted government policies and legislation. So, there were many issues and events that surrounded book history as highlighted in this unit.

In this unit, we discussed the various events and issues in modern times and their impact on writing, publishing and book trade events. Some of the events discussed are printing and typesetting innovations, bookstore circulation and public libraries, global book trade, social dimension of reading, and bookstores dimension. In the next module you shall be taught book chain, book trade and information & knowledge acquisition.

2.13 Glossary

Antiquarian: “Means concerned with old and rare objects” (Collins 2022).

2.14 References/ Further Reading

Collins. (2022). English French, Definition of Antiquarian. Retrieved from www.collinsdictionary.com

Horvat, A. (2005). Libraries as protectors of copyright and providers of free access to information. In

S. Dragojević et al. (Eds.), Round Table Meeting eCulture: the European perspective cultural policy, creative industries, information lag (pp. 123-129). Zagreb: Institute for International Relations.

John , H. (2010) [1836]. *Bibliopectia: Or the Art of Bookbinding, in All Its Branches*. Cambridge Library Collection: Printing and Publishing History (2 ed.). Cambridge University Press. p. 3. ISBN 978-1-108-02144-9. Retrieved 19 February 2013.

Patry, W. F. (2000) *Copyright Law and Practice: Chapter 1, England and the Statute of Anne*.

Poirier, P. and Genêt, P. (2015) *the Publisher's Role and its Challenges*, Federation for the Humanities and Social Sciences, Version supplemented on: March 16, 2014

Powell, B. B. (2009). *Writing: Theory and History of the Technology of Civilization*. London: Wiley Blackwell.

Sass, B. (2005) *The Alphabet at the Turn of the Millennium, The West Semitic Alphabet ca. 1150-850 BC – The Antiquity of the Arabian, Greek and Phrygian Alphabets*, Tel Aviv: Tel Aviv University.

Steven, D. (2018a) "Self-publishing – In traditional royalty publishing". publishlawyer.com. Daniel N. Steven, LLC. Retrieved 1 March 2018.

Steven, D. (2018b) "What is self-publishing". publishlawyer.com. Daniel N. Steven, LLC. Retrieved 1 March 2018.

2.15 Possible Answers to Self-Assessment Exercise(s)

- The monopolies and suppression of literature collapsed because by the beginning of the 20th century, books, mass circulation magazines, newspapers and other forms of print production had exploded. In this era just before cinema and radio appeared, print was the mass medium par excellence. Niche publications for every sector of the market had appeared. With them came new business and advertising models. Literacy rate in the developed world was higher than at any point in history, and compulsory education ensured children would acquire the rudiments of reading and writing (Encyclopedia of Communication and Information, 2019). Crucial developments took place as public library movements caught on in Great Britain and the United States, along with other models of subscription and shared circulation of printed materials. Censorship laws also according to Patry (2000) continued to change and milestone rulings on obscenity, artistic merit, and freedom of the press were produced in response to changing attitudes.

Module 4 Book Chain, Book Trade and Information and Knowledge Acquisition

In this module you will be exposed to the major players in book chain, the various sub-sectors in book publishing, how information is disseminated and the effect of modern technology on writing, publishing and book trade.

Unit 1 Major Players in Book Chain

Unit 2 Major Sub-Sectors in Book Publishing

Unit 3 Information Dissemination and Transfer

Unit 4 Effect of Technology Applications on Writing, Publishing and Book Trade

Unit 1 Major Players in Book Chain

Unit Structure

1.1 Introduction

1.2 Learning Outcomes

1.3 Main Content

1.3.1 Major Players in Book Value Chain

1.4 Self- Assessment Exercise(s)

1.5 Summary

1.6 Glossary

1.7 References/Further Reading

1.8 Possible Answers to Self-Assessments Exercise(s)

1.1 Introduction

Book value chain and book trade involve various players and activities that ensure information and knowledge are identified, acquired, developed and shared among people. In

this unit we are going to highlight the major players and processes in book trade and book value chain.

1.2 Learning Outcomes

At the end of this unit, you are expected to be able to:

- Identity the major stages involve in book trade.
- Identify the major players and their roles in the book value chain.

1.3 Main Content

1.3.1 Major players in book value chain

In simple terms publishing can be seen as the process of co-ordinating the various processes needed to bring a book from an idea in the mind of the author to a printed product available for distribution to the relevant audience. Publishing as a process is a set of skills and core competencies consisting of the acquisition, selection, editing, project management, marketing and sale of content. Publishing is now coordinated activities that ensure author's idea is crystallized and delivered to target audience (Robert, 1982). Publishing has been a major channel for cultural communication in the form of information, knowledge and entertainment. Traditionally, publishing has been linked with the production of printed material but today it can reach the users in a number of different formats such as digital formats including CD-ROMs or DVDs. Publishing encompasses a wide range of activity, including educational and creative writing. Its outputs are part of the cultural life and education system of a nation as well as having an impact on other economic activity. Recognition of its influence in the education system and cultural life of the nation has been reflected in its distinct treatment in terms of taxation and of state support.

Publishers do not manufacture their own products; they contract out printing and other services to specialist and suppliers. Although a large number of books produced are delivered to publishers' distribution centers, it is an increasing trend for new titles to be shipped direct to major customers or shipping agents by printers. For slower-selling titles, publishers often resort to print-on-demand technologies which allow a single copy of a book to be printed from a digital file: in such cases it is customary for the book to be supplied direct to the end customer, either from the printer, or by those distributors which have installed print on demand capacity themselves. These supply routes present unusual challenges for the electronic transactions which are the norm in the industry (Simon & Prato, 2012).

Although retail price maintenance by publishers on books became outlawed in 1997, the tradition of a recommended retail price remains entrenched in the industry. This is mostly because authors are generally paid a percentage of the published price as royalty rather than receiving revenues on their books when sold; and books are therefore normally supplied at a discount from the recommended price. Finally, remember that books are zero-rated for VAT. However, this does not apply to electronic books or books which contain an electronic component (e.g. a book and CD-ROM package). Almost all retailers therefore have to be able to manage and account for VAT. According to Simon and Prato (2012) in a typical book value chain, the major players include;

1. **Author** is the person or group of persons who produce the original idea contains in a book. Author may propose his project to publishers for consideration, but usually **literary agents** serve as middlemen between the authors and publishers. Literary agents establish the directory of publishers and master their activities. They also establish the process to identify potential authors. In some cases publishers

commission a title and seek for various contributions. At the end authors are remunerated in the form of royalty.

2. **Publishers** are central in the book value chain. They coordinate most of the tasks involved in the value chain. Although big publishers maintain the relevant machines and facilities for book production and distribution, but many a times publishers outsource and contract the services to third party providers.
3. **Book Manufacturers they usually** group of suppliers and service providers that are normally hired or contracted by the publishers to carry out one or more tasks. They include designers, typesetters, illustrators, binders and so on. These services may be contracted to one company or several companies are involved one after the other. However, until the 16th century book manufacturing had been carried out within the same entity.
4. **Supplier on the other hand are** involved in different stages in book manufacturing. The work of the book manufacturer relies on supplies from other suppliers. They need good and quality papers supply, ink, machinery and other stationery.
5. **The Distributors** are normally the wholesalers of books. Publishers deliver bulk copies of books at discount for the wholesalers to distribute it to retailers. Distributors use all possible means to transport books from one location to another.
6. **Retailers/Libraries/Book Clubs** This group of service providers ensure that books are delivered to the reading public or book consumers. Retailers sell the books directly to consumers for a commission. Libraries buy books on behalf of the book consumers in a defined setting and book clubs serve as a cooperative for book consumers.
7. **Book Consumers** are the ultimate target of the book production business. They need access to books for information, education, research, leisure and entertainment. The

reactions of book consumers towards the published book determine which book the publishers would commission next. So, the chain continues its cycle.

It is important to note that, despite the rapid development of information and communication technologies (ICTs) books remain the central channel for cultural and knowledge transmission. It is very important to individual as well as societal development. In recent years, the preferred medium for social communication is still largely the printed book and will probably remain so for a long time to come. The success of this form of communication between writer and reader not only involves the existence of viable commercial activities in publishing, printing, distribution and book selling but also concerns issues of professionalism, freedom of expression, government legislation and policies, the availability of library services, education and training, and many others. Together, these issues and processes are known as the “**Book Chain**”. Book chain tries to bring out the relationships and functions of the various units that are involved in book trade within a polity. These relationships vary from country to country and one time to another.

1.4 Self-Assessment Exercise(s)

- Identify the major stages involved in book trade?
- Identify the major players and their roles in the book value chain?

1.5 Summary

Publishing has actually played a major role in dissemination of information. It has led to the increase of books and readership.

In this unit, you have been taught that publishing is a major channel of communication and that the process of publishing includes: acquisition, selection, editing, project management,

marketing and sale of content. Also, you were taught that the major players in a typical book chain consist of: authors, publishers, book manufacturers, suppliers, distributors, retailers/libraries/book clubs and book consumers. In the next unit you shall learn the major sub-sectors in book publishing.

1.7 Glossary

Book Consumers: are the ultimate target of the book production business.

1.7 References/ Further reading

Robert, D. (1982). What is the history of books? *Daedalus*, 111(3), 65–83.

Simon, J. P., & Prato, G. (2012). *Statistical, Ecosystems and Competitiveness Analysis of the Media and Content Industries: The Publishing Industry*. Luxembourg: European Commission.

1.8 Possible Answers to Self-Assessment Exercise(s)

- **Author** is the person or group of persons who produce the original idea contained in a book. Author may propose his project to publishers for consideration, but usually **literary agents** serve as middlemen between the authors and publishers. Literary agents establish the directory of publishers and master their activities. They also establish the process to identify potential authors. In some cases publishers commission a title and seek for various contributions. At the end authors are remunerated in the form of royalty.
- **Publishers** are central in the book value chain. They coordinate most of the tasks involved in the value chain. Although big publishers maintain the relevant machines and facilities for book production and distribution, but many a times publishers outsource and contract the services to third party providers.
- **Book Manufacturers they usually** group of suppliers and service providers that are normally hired or contracted by the publishers to carry out one or more tasks.

They include designers, typesetters, illustrators, binders and so on. These services may be contracted to one company or several companies are involved one after the other. However, until the 16th century book manufacturing had been carried out within the same entity.

- **Supplier on the other hand are** involved in different stages in book manufacturing. The work of the book manufacturer relies on supplies from other suppliers. They need good and quality papers supply, ink, machinery and other stationery.
- **The Distributors** are normally the wholesalers of books. Publishers deliver bulk copies of books at discount for the wholesalers to distribute it to retailers. Distributors use all possible means to transport books from one location to another.
- **Retailers/Libraries/Book Clubs** This group of service providers ensure that books are delivered to the reading public or book consumers. Retailers sell the books directly to consumers for a commission. Libraries buy books on behalf of the book consumers in a defined setting and book clubs serve as a cooperative for book consumers.
- **Book Consumers** are the ultimate target of the book production business. They need access to books for information, education, research, leisure and entertainment. The reactions of book consumers towards the published book determine which book the publishers would commission next. So, the chain continues its cycle.

Unit 2 Major Sub-Sectors in Book Publishing

Unit Structure

2.1 Introduction

2.2 Learning Outcomes

2.3 Main Content

2.3.1 Major Sub-sector in Book Publishing

2.4 Self- Assessment Exercise(s)

2.5 Summary

2.6 Glossary

2.7 References/Further Reading

2.8 Possible Answers to Self-Assessment Exercise(s)

2.1 Introduction

Publishing requires large capital; therefore, it is difficult for one firm to undertake all the different types of publishing. In this unit you shall learn all the different segments of publishing.

2.2 Learning Outcomes

At the end of this unit you should be able to:

- Identify the different segments of publishing

2.3 Main Content

2.3.1 Major sub-sectors in book publishing

Though, publishing may be set as a small venture by individuals or family to serve a niche or locality, it recently becomes a complex business that requires huge capital. As a result, big multinational firms dominate the book publishing business (Simon & Prato, 2012 and Ferwerda, Pinter, & Stern, 2017). Nevertheless, it is difficult for a one firm to undertake all type of publishing, so there are various segments in the publishing industry such as the followings;

- i. **Trade Books Publishing;** This segment publishes materials in form of fiction, current events, poetry, political analysis, and the like. This segment of the sector satisfies people's curiosity and the need to read for pleasure and relaxation. So, this genre of publications is produce for people with high income and saving to spend on books. As a result, the sub sector is flourishing in developed countries while its counterparts in developing countries relinquishes. The books in this sector are usually purchase for a gift.
- ii. **Educational Books Publishing;** This segment of the publishing industry publishes materials in line with educational curriculum of a given country. They publish to support the educational system of a country. The most notable example of the products in this sub-sector is text book. So, development of this sub-sector has a direct bearing on the education policy of a country. This sub-sector is usually the most booming in the developing countries because it attracts government support and subvention.
- iii. **Scientific and Technical Publishing;** This sub-sector carries out publishing activities to satisfy the need for highly technical and scientific communities. They publish the result of an intensive and systematic research, so the sub-sector flourishes well in the knowledge societies. Major players in this sub-sector are multinational commercial

companies, learned societies as well as universities and research centres (Fredriksson, 2000).

- iv. **Academic and Professional Books Publishing;** At times publishers choose to focus on a particular industry or profession. This sub-sector provides industry players and professionals with the means to communicate in order to share knowledge and experiences. This sub-sector is important for in-service and informal learning. The materials are used by professionals to update their knowledge and competencies.
- v. **Ideological Books Publishing;** Religion is sometimes the focus of some publishers. They specialize in producing materials for the clergy and to satisfy the spiritual demand of a society.
- vi. **Children Books Publishing;** Here in addition to the idea, the focus on the design and artwork are important. These publishers produce colorful and artistic product for children home reading or school learning. Children books are also purchase for gift.
- vii. **University Press;** Universities are established to serve as research and educational centres. They need to disseminate their intellectual output to both far and near audiences. Realising the role book plays in social communication, early universities hired scribes and established scriptoria to achieve their goals (Finkestein & Alistrair, 2005). Today, universities maintain presses to handle their publishing needs in line with their objectives. The ultimate aim of the presses is to support the objectives of the universities at a subsidized cost in order to overcome the inhibitory effects of the commercial publishers (Ferwerda, Pinter, & Stern, 2017 and Luescher & Schalkwyk, 2018). In addition, university presses accept or commission a work from out side the parent university that is inline with major objective of the universities.
- viii. **Magazine and Newspaper Publishing;** Newspaper publishing is another publishing sub-sector that is aimed at informing citizens about local, national as well as global

issues at regular intervals. Newspaper publishers provide a means for public announcement and serve as communication channel among populace and between citizens and government (Hobbs, 2018).

2.4 Self-Assessment Exercise(s)

- Identify the different segments of publishing?

2.4 Summary

Different publishing houses specialize in a particular kind/type of publishing to maximize their funds and for professionalism.

In this unit you have learnt the different segments of publishing such as: Trade books publishing, educational books publishing, scientific & technical publishing, academic and professional book publishing, children books publishing, university press, magazine & newspaper publishing. In the next unit you shall be taught information dissemination and transfer.

2.7 Glossary

Trade Books Publishing: This segment publishes materials in form of fiction, current events, poetry, political analysis, and the like.

2.8 References/ Further Reading

Ferwerda, E., Pinter, F., & Stern, N. (2017). *A Landscape Study on Open Access and Monographs: Policies, funding and publishing in eight European countries*. Retrieved from Knowledge Exchange website: <https://doi.org/10.5281/zenodo.815932>

Finkestein, D., & Alistrair, M. (2005). *An Introduction to Book History*. New York: Routledge

Fredriksson, E. H. (2000). *A Century of Science Publishing: A Collection of Essays*. Amsterdam: IOS Press.

Hobbs, A. (2018). *A Fleet Street in Every Town: The Provincial Press in England, 1855-1900*. Cambridge: Open Book Publishers

Luescher, T. M., & Schalkwyk, F. (2018). African university presses and the institutional logic of the knowledge commons. *Learned Publishing*, (31), 288–298

Simon, J. P., & Prato, G. (2012). *Statistical, Ecosystems and Competitiveness Analysis of the Media and Content Industries: The Publishing Industry*. Luxembourg: European Commission

2.8 Possible Answers to Self-Assessment Exercise(s)

- **Trade Books Publishing;** This segment publishes materials in form of fiction, current events, poetry, political analysis, and the like. This segment of the sector satisfies people’s curiosity and the need to read for pleasure and relaxation. So, this genre of publications is produce for people with high income and saving to spend on books. As a result, the sub sector is flourishing in developed countries while its counterparts in developing countries relinquishes. The books in this sector are usually purchase for a gift.
- **Educational Books Publishing;** This segment of the publishing industry publishes materials in line with educational curriculum of a given country. They publish to support the educational system of a country. The most notable example of the products in this sub-sector is text book. So, development of this sub-sector has a direct bearing on the education policy of a country. This sub-sector is usually the most booming in the developing countries because it attracts government support and subvention.

Unit 3 Information Dissemination and Transfer

Unit Structure

3.1 Introduction

3.2 Learning Outcomes

3.3 Main Content

 3.3.1 Information Dissemination and Transfer

3.4 Self- Assessment Exercise(s)

3.5 Summary

3.6 Glossary

3.7 References/Further Reading

3.8 Possible Answers to Self-Assessment Exercise(s)

3.1 Introduction

Information which is usually derived from a message can be transferred through a channel from one person to another or from source to destination. In this unit you shall learn more about information dissemination and transfer.

3.2 Learning Outcomes

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

- Identify the different mediums of transferring information.
- Explain the concept of information dissemination and transfer.

3.3 Main Content

3.3.1 Information dissemination and transfer

The main aim of this topic is to facilitate the understanding of how information is disseminated and transferred. Thus, the word “dissemination or disseminare” derives from the Latin root meaning scattering of seeds. These seeds are metaphors for voice or words; that is to spread voice, words, and opinion to an audience (Viallon, 2019) while the word “transfer” is the conveyance of right, title, or interest in real or personal property from one person to another or to convey information from one person, place, or situation to another (Merriam-webmaster, 2019).

Information Dissemination basically takes on the theory of the traditional view of communication, which involves sending information to an audience. The traditional communication view point is broken down into a sender sending information, and receiver collecting the information, processing it and sending the information (Peters, 2019), which takes the form of information transfer. Information transfer is the process of moving messages containing user information from a source to a sink via a communication channel (Wikipedia, 2019).

Information dissemination and transfer as part of the library services is generally seen as a measure, through which the results are brought into the awareness of certain target groups. In this case, dissemination refers to a special communication process which spreads information to the members of a community. Information dissemination is expressly limited to concern those messages only which contain new ideas, whereas information transfer concerns with all kinds of communication and the purpose of dissemination is to influence people’s behaviour, so that they will adopt or at least become aware of a new idea, product or service which is disseminated (Suurla & Markkula, 1999).

Information dissemination and transfer is the targeted distribution of information and intervention materials to a specific group of audience which occurs through a variety of channels, social contexts, and settings (Rockville, 2019). The characteristics of communication channels worthy of noting include electronic and print media. Electronic media includes radio, television, teletext, videotext, and satellite telecommunications. Print media encompasses books, newspapers, magazines, newsletters, and comics. Historically, as each new media entered the scene, owners of existing forms of mass communication reassessed the futures of their respective media. The advantages and disadvantages of each form of mass communication provide guidance for selecting the best medium to fit the intended audience for the dissemination and transfer purpose. Training and educational programs have been a significant information dissemination strategy. These include pre-service and in-service. Pre-service educational programs are also referred to as professional preparation programs. In-service refers to education provided on the job in the form of induction training, apprenticeships, and short-term workshops or courses. Information service systems include libraries, clearing houses, online retrieval services, information and referral services and centres whose primary role is information storage, retrieval, and dissemination (Weir, 2019).

Information dissemination and transfer has been revolutionized in recent years. Internet access, web 2.0, training videos and DVDs, and interactive software, for example, are now readily available to many organizations including human service agencies. New information technologies offer a number of attractive features for practitioners who conduct staff training and other relevant stakeholders. To illustrate, training DVDs can represent a means of providing relevant information and procedural demonstrations that reduce a practitioner's time for training staff relative to conducted entirely in a face-to-face manner (Reid, 2017)

3.4 Self-Assessment Exercise(s)

- Identify the different mediums of transferring information?
- Explain the concept of information dissemination and transfer?

3.5 Summary

Information dissemination involves sending information to an audience which is broken down into a sender sending information, and receiver collecting the information, processing it and sending the information (Peters, 2019), which takes the form of information transfer. Information transfer is the process of moving messages containing user information from a source to a sink via a communication channel.

In this unit, you have learnt the concept of information dissemination and transfer. You have also learnt the different characteristics of communication channels. In the next unit, you shall learn the effect of technology application on book writing, publishing and book trade.

3.6 Glossary

Videotext: This is an electronic information system such as teletext or viewdata (Oxford Languages 2022).

3.7 References/ Further Reading

Merriam-webster. (2019, May 31). Merriam-Webster, Incorporated. Retrieved from Merriam-Webster, Incorporated: <https://www.merriam-webster.com/dictionary/transfer>

Oxford Languages. (2022). Oxford Languages and Google. Retrieved from Google's English Dictionary provided by Oxford Languages <https://languages.oup.com/google-dictionary-en/>

Peters, J. D. (2019, May 30). dictionary.reference.com. Retrieved from <http://www.dictionary.reference.com/browse/dissemination>

Reid, D. H. (2017). Use of visual media and technology in staff training. Applied Behavior Analysis Advanced Guidebook, 1-3.

Rockville, M. (2019, June 3). Communication and Dissemination Strategies To Facilitate the Use of Health-Related Evidence. Retrieved from <https://effectivehealthcare.ahrq.gov/about/>

Suurla, R., & Markkula, M. (1999). Effective Dissemination A Guide on the Dissemination of the Results of International Educational Projects. IACEE, 1-39. Retrieved June 1, 2019, from www.dipoli.hut.fi/IACEE

Viallon, M. (2019, May 30). Communication vs. Dissemination: What's the Difference? Retrieved from Wikipedia: "<https://en.wikipedia.org/w/index.php?title=Communication&Dissemination>

Weir, J. (2019, June 3). Information Channels & Dissemination Strategies. Retrieved from Cornucopia of Disability Information: <http://www.disabilityservices.tamucc.edu>

3.8 Possible Answers to Self-Assessments Exercise(s)

- Print media and Electronic.

Print media includes: Newspapers, Magazines etc. While electronic includes radio, television, teletext, videotext, and satellite telecommunications.

- Information dissemination and transfer as part of the library services is generally seen as a measure, through which the results are brought into the awareness of certain target groups. In this case, dissemination refers to a special communication process which spreads information to the members of a community. Information dissemination is expressly limited to concern those messages only which contain new ideas, whereas information transfer concerns with all kinds of communication and the purpose of dissemination is to influence people's behaviour, so that they will adopt or at least become aware of a new idea, product or service which is disseminated (Suurla & Markkula, 1999).
- Information dissemination and transfer is the targeted distribution of information and intervention materials to a specific group of audience which occurs through a variety of channels, social contexts, and settings (Rockville, 2019). The characteristics of communication channels worthy of noting include electronic and print media.

Electronic media includes radio, television, teletext, videotext, and satellite telecommunications. Print media encompasses books, newspapers, magazines, newsletters, and comics. Historically, as each new media entered the scene, owners of existing forms of mass communication reassessed the futures of their respective media. The advantages and disadvantages of each form of mass communication provide guidance for selecting the best medium to fit the intended audience for the dissemination and transfer purpose. Training and educational programs have been a significant information dissemination strategy. These include pre-service and in-service. Pre-service educational programs are also referred to as professional preparation programs. In-service refers to education provided on the job in the form of induction training, apprenticeships, and short-term workshops or courses. Information service systems include libraries, clearing houses, online retrieval services, information and referral services and centres whose primary role is information storage, retrieval, and dissemination (Weir, 2019).

- Information dissemination and transfer has been revolutionized in recent years. Internet access, web 2.0, training videos and DVDs, and interactive software, for example, are now readily available to many organizations including human service agencies. New information technologies offer a number of attractive features for practitioners who conduct staff training and other relevant stakeholders. To illustrate, training DVDs can represent a means of providing relevant information and procedural demonstrations that reduce a practitioner's time for training staff relative to conducted entirely in a face-to-face manner (Reid, 2017)

Unit 4 Effect of Technology Applications on Writing, Publishing and
 Book Trade

Unit Structure

4.1 Introduction

4.2 Learning Outcomes

4.3 Main Content

4.3.1 Effect of Technology Application on Book Writing, Publishing and Book Trade

4.3.2 Emergence of Desktop Publishing and Self-Publishing

4.3.3 Emergence of Digital Prints

4.3.4 Emergence of eBook

4.3.5 Emergence of Online Bookstores

4.4 Self- Assessment Exercise(s)

4.5 Summary

4.6 Glossary

4.7 References/Further Reading

4.8 Possible Answers to Self-Assessment Exercise(s)

4.1 Introduction

Development in Information and Communication Technology (ICT) revolutionized almost all areas of human endeavours more especially from the second half of the twentieth century. This development is characterized by proliferation of smaller and powerful computers, creations of general purpose and specialized computer program as well as improvement in telecommunication technology. Today, innovations in information technology have wide-

ranging effects across numerous domains of society, and policy makers are acting on issues involving economic productivity, intellectual property rights, privacy protection, and affordability and access to information (Lee, 2017). These developments have profound effects on the publishing industry (Simon & Prato, 2012). This unit will highlight some of the major manifestations of the ICT on the publishing activities and processes.

4.2 Learning Outcomes

At the end of the unit, you should be able to:

- Highlight some of the major changes brought by the application of ICT in the publishing and book trade.

4.3 Main Content

4.3.1 Effect of Technology Application on Book Writing, Publishing and Book Trade

Ihebuzor & Odu (2016), defined Information technology as the collection of computer systems used by any organization referring to the technological side of an information system include its hardware, software, databases, networks and other electronic devices that allows its users a wide access to information stored in many locations to communicate and collaborate with others. It could be connected to the global network of environment known as internet, or its counterpart within organization known as intranet or extranet which helps to link intranets with various business and professional partners all over the world. The internet which is a form of information technology allows users to access information location in database all over the world.

One component of literacy is writing. Writing is used on an everyday basis to communicate what one thinks and feels. Technological applications provide variety of platforms which can be used in commercially useful products which also revolutionized writing, book publishing operations and book trade. The effects of technology on writing is that it improves creativity, encourage collaboration, Increased communication in written form, digital tools make teaching writing easier, cyber slang, enhance user's grammar, and plagiarism checkers (Piesia, 2019).

Book publishing is currently dominated by the US, the UK, and Germany. Few books are exported by the developing world. Developing nations face high production costs, various degrees of government opposition, limited local readership, and racism. Recent developments in information technology have created opportunities for small publishers in the developing world. One approach is micropublishing, using desktop publishing tools and photocopy equipment to independently bring books to market. A more significant development is e-books, which offer writers and publishers an opportunity to "publish" books without the high costs of printing and shipping. A third approach being attempted is the creation of new publishing houses using information technology to cut publishing costs (Wresch, 2003).

Actually, technologies have shaped the publishing industry include: online newspapers, printing on demand and e-books. Digital technology has no boundaries in geography and time. Books, magazines and newspapers can be published, marketed, bought and read anytime and anywhere. The law of supply and demand rules books as tangible product. Changes in demand or supply will lead to an increase or decrease in the market equilibrium price and quantity. Factors that cause a shift in demand are: a change in price of complements or substitutes, a change in income or a change in preference. The supply curve shifts as a consequence of changes in costs of input, new technology or an increase/decrease in the

number of suppliers (McDowell, et al., 2009). To be more specific, factors that influence the e-books demand are technology, cost, user friendliness, and privacy (Carreiro, 2010). However, the demand of traditional printed books and newspapers decreased due to new technologies such as e-books and online newspapers. Thus, for the publishing printing industry the market equilibrium price lowered (Essays, 2018). According to the Joint Research Council (JRC) Technical Report (Simon & Prato, 2012), the effects of ICT in publishing and book trade are in the followings;

4.3.2 Emergence of Desktop Publishing and Self-publishers

Reduction in the price of computers led to wider proliferation of Personal Computers (PCs). The development also led to an improved computer competency among users. This resulted in the emergence of desktop publishing. In desktop publishing, individuals use personal computers to compose, design and print information materials for dissemination to the public. This development allows individuals to reach their audience without going through the press. At times, individuals use personal computer to create document ready for the press. Desktop publishing allows a cheaper and easier means of disseminating ideas to a large group of people. Further development brought about the emergence of Self-publishers or Independent Authors (Indie Authors). These are authors who either use sophisticated software to produce their books or contracted and paid for the production of their books through digital print.

4.3.3 Emergence of Digital Prints

The traditional offset printing is labour intensive so it is expensive, as a result printers could only set it for large **print run** (when an author or a publisher need large number of copies at one time). However, development in digital technologies which comprises the inkjet printing technology has changed the situation. This is a system in which books are printed directly

from a computer. It allows printers to accept order for few copies of books. The development enables authors who target smaller market (few audiences) to publish. Larger publishers use digital print to respond promptly to smaller orders of back issues. With the increase use of digital print, publishers now adopt **Print-On-Demand** (POD) model of business. So, publishers don't need to keep large warehouse. At times, books could be printed at remote location where the order is placed.

4.3.4 Emergence of eBook

Technological development engendered the emergence of ebooks. These are books that exist as computer files. Ebooks are issued in different file formats, the most popular are the pdf and epub formats. They are delivered on digital storage devices like CDs and recently they are accessed from remote locations via computer networks. This allows for instant delivery when purchased. Ebooks have additional functionalities including searching for a term in its content, browsing and displaying video and audio contents along side with text. Ebooks are fast encroaching into the market of printed books. Today, most of book publishers issued their products in both print and electronic books.

4.3.5 Emergence of Online Bookstores

Development in the computing and networking technologies also allowed for the emergence of online bookstores. These are online platforms that enable transactions to be initiated and completed from remote locations via a computer networks. Publishers and bookstores alike are increasingly utilizing online platforms to present their product to the buyers. Printed books are transacted online and deliver to the doorstep of the buyer within a stipulated period of time. This development enables the book buyers to

seamlessly scrutinize and buy books from far away locations. If the transactions involved ebooks, the order could be delivered after a click.

4.4 Self- Assessment Exercise(s)

- With relevant examples elaborate on the effects of ICT on the publishing and book trade?

4.5 Summary

This unit has highlighted the effect of technology on publishing and book trade. Technology resulted in the introduction of new product and processes that disrupted the traditional system. The development also resulted in the emergence of new players for example the Amazon that competes aggressively with the traditional players.

In this unit you learnt the effect of technology application on book writing, publishing and book trade. You saw how in writing, technology helped to improve creativity and encourage collaboration and how digital tools helped to make teaching, learning and writing easier. In publishing, technology ushered in desktop publishing, photocopying equipment, e-books, and online bookstores.

4.6 Glossary

Telecommunication technology: This are distance communication, such as radio, telephone, television etc. (ACE Encyclopedia n.d).

4.7 Reference/Further Reading

ACE Encylopaedia (n.d) The Electoral Knowledge Network. Retrieved from https://aceproject.org/ace-en/topics/et/eta/eta01/mobile_browsing

Essays, U. (2018, November 1). Effect of Technology on the Publishing Industry Media Essay. Retrieved from <https://www.ukessays.com/essays/media/effect-of-technology-on-the-publishing-industry-media-essay.php?vref=1>

Ihebuzor, L. A., & Odu, A. S. (2016). The Place of Information, Communication and Technology (ICT) in Book Publishing Operations in Nigeria. *Singaporean Journal of Business Economics, and Management Studies*, 1-10.

Piesia. (2019, June 12). How Students Writing Skills Are Affected by Technology. Retrieved from Piesie's Blog: <http://www.piesiecreativity.com>

Simon, J. P., & Prato, G. (2012). *Statistical, Ecosystems and Competitiveness Analysis of the Media and Content Industries: The Publishing Industry*. Luxembourg: European Commission

Wresch, W. (2003). e-Commerce Innovations in the Book Publishing Industry: Opportunities for the Developing World. College of Business Administration, 1-10

4.8 Possible Answers to Self-Assessment Exercise(s)

The effects of technology on writing is that it improves creativity, encourage collaboration, Increased communication in written form, digital tools make teaching writing easier, cyber slang, enhance user's grammar, and plagiarism checkers (Piesia, 2019).

technologies have shaped the publishing industry include: online newspapers, printing on demand and e-books. Digital technology has no boundaries in geography and time. Books, magazines and newspapers can be published, marketed, bought and read anytime and anywhere. The law of supply and demand rules books as tangible product. Changes in demand or supply will lead to an increase or decrease in the market equilibrium price and quantity. Factors that cause a shift in demand are: a change in price of complements or substitutes, a change in income or a change in preference. The supply curve shifts as a consequence of changes in costs of input, new technology or an increase/decrease in the number of suppliers (McDowell, et al., 2009). To be more specific, factors that influence the e-books demand are technology, cost, user friendliness, and privacy (Carreiro, 2010).

