

COURSE GUIDE

LIS 102: LIBRARIES AND SOCIETY

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INTRODUCTION

Welcome to LIS 102: Libraries and Society. It is a 2 credit unit course offered in your first year in the university. It consists of 17 units. It is a very interesting course that relates to the role, value and impact of libraries in society. Specifically, the scope of the course covers the definition and scope of library and society, the factors determining the establishment and patterns of library services in Nigeria, the library as a medium of communication and its relationship with other information and communication systems, the history of libraries in ancient, medieval and renaissance and digital periods and the history of libraries in Nigeria. It also examines and discusses the functions of different types of libraries, oral traditions, literacy and libraries, intellectual freedom and censorship, librarianship as a profession, impact of information and communication technology on cultural, ethnic and linguistic groups in Nigeria, the Nigerian Library Association, the Librarians' Registration Council of Nigeria, and the challenges and prospects of libraries in Nigeria.

This course guide gives you information on what the course is about, what you are expected to know in each unit, the resources you need for further reading and in general, what you need to know in order to successfully go through the course.

WHAT YOU WILL LEARN IN THIS COURSE

This course will give you a general overview of the role, value and impact of libraries in society. It relates to your everyday experiences and will discuss how different types of libraries affect your personal development, your livelihood and by extension, national development.

COURSE AIM

The main aim of this course is to introduce you to the value and relevance of libraries in society.

COURSE OBJECTIVES

Specific objectives for each unit are clearly stated at the beginning of each unit. It will be helpful if you read the objectives in order to understand the focus of the unit. In general, the main objective of the course is to examine the role and impact of libraries in order to demonstrate the importance of libraries to humanity.

EXPECTED OUTCOMES

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

- define the terms “library” and “society”
- Identify and describe the factors that determine the establishment and patterns of library services in Nigeria
- Discuss the library as a medium of communication
- Describe the relationship between the library and other information and communication systems
- Discuss the history of libraries in ancient, medieval and renaissance and digital periods
- Discuss the history of libraries in Nigeria
- Identify and describe the functions of different types of libraries
- Explain the term “oral traditions”
- Discuss the relationship between literacy and libraries
- Explain the meaning of intellectual freedom and censorship
- Identify the characteristics of a profession and explain why librarianship is a profession
- Discuss the impact of information and communication technology on cultural, ethnic and linguistic groups in Nigeria
- Discuss the history, structure and achievements of the Nigerian Library Association
- Describe the history and programmes of the Librarians’ Registration Council of Nigeria
- Discuss the challenges and prospects of libraries in Nigeria.

WORKING THROUGH THIS COURSE

In order to successfully complete this course, you are advised to read all the modules provided, including the objectives, intended learning outcomes, and main content of each unit. You are strongly advised to source for and read the references and further reading materials provided in order to get more details and a more robust view of the course. For revision purposes, you are advised to go through the self-assessment exercises. All these will assist you in preparing for the examination that will be given at the end of the semester.

COURSE MATERIALS

The main components of this course are:

1. Course guide
2. Study units
3. Textbooks and other references/internet links
4. Online facilitation/video/discussion groups
5. Assignments and other assessment methods

STUDY UNITS

This course consists of 6 modules and 17 units. Each unit has an introduction, intended learning outcomes, main content, self-assessment exercises and a conclusion and summary. The questions asked help you to know your level of understanding of a unit and the progress you have made in studying the course. All of these are designed to assist you to achieve the stated course objectives and complete the course successfully.

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MODULE 1: DEFINITION OF CONCEPTS AND SCOPE OF LIBRARY AND SOCIETY

UNIT 1: Definition of Concepts and Scope of a Library

UNIT 2: Definition of Concepts and Scope of Society

This module is designed to introduce you to the key concepts of the course. You may have previously used a library during the course of your education but may not have understood how the library operates. The Units in this module will enable you to be able to define and understand what a library is, what society is and the role libraries play in developing society. The relationship between society and culture will also be examined.

UNIT 1: THE CONCEPT AND SCOPE OF A LIBRARY

CONTENTS

- 1.0 Introduction
- 2.0 Objectives/Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 The Concept of a Library
 - 3.2 The Attributes of a Library
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercise(s)
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this Unit, we shall examine the key concept “library”. This will require us to provide the definition of a library as well as the main attributes of a library.

2.0 OBJECTIVES/INTENDED LEARNING OUTCOMES

At the end of this Unit, you shall be able to:

- Define the term “library”
- Describe the main attributes of a library
-

3.0 MAIN CONTENT

3.1 The Concept and Scope of a Library

Although the word “library” has been defined in many different ways, it is generally agreed that the word is derived from the Latin word “liber” which means “book” or “libraria” which means “a book place”. In the Romance and Greek, languages “library” is referred to as “bibliotheca”. In defining the concept and scope of a library, it is important to look at how other scholars have defined the word. The earliest definitions of a library emphasized such characteristics as physical building, collection of books and the main functions of providing reading, borrowing and research facilities, without payment. For instance, the Cambridge Dictionary defines a library as a building, room or organization that has a collection, especially of books, for people to read or borrow, usually without payment. Adapting the ISO 2789 definition of libraries, the International Federation of Library Associations and Institutions (IFLA) which is the umbrella body of library associations and institutions globally, defined a library as an organization, or part of an organization, the main aim of which is to facilitate the use of such information resources, services and facilities as are required to meet the informational, research, educational, cultural or recreational needs of its users (IFLA, 2018). It should be noted that earlier definitions do not take into consideration the effect of the new technologies on modern libraries. This is because with advancements in the application of new technologies, libraries are no longer just found in physical buildings but may exist in virtual space and usually include digital collections.

Taking the new technologies into consideration, George Eberhart defines the concept of a library in *The Librarian’s Book of Lists* (ALA, 2010) by making reference to digital collections, the staffing, services and functions. He opined that a library is "a collection of resources in a variety of formats that is:

- (1) organized by information professionals or other experts who
- (2) provide convenient physical, digital, bibliographic, or intellectual access and
- (3) offer targeted services and programs
- (4) with the mission of educating, informing, or entertaining a variety of audiences
- (5) and the goal of stimulating individual learning and advancing society as a whole."

Perhaps, one of the most elaborate definitions of the concept and scope of a library is that proposed by Harrod’s Librarians’ Glossary and Reference Book which defines a library as:

- (1) A collection of books and other literary material kept for reading, study and consultation.
- (2) A place, building, room or rooms set apart for the keeping and use of a collection of books, etc.

- (3) A number of books issued by one publisher under a comprehensive title such as the 'Loeb Classical Library', and usually having some general characteristics, such as, subject, binding, or typography.
- (4) A collection of films, photographs and other non-book materials, plastic or metal tapes, disks and programs.

From the foregoing, a library could be defined as a place or space where information materials in different formats such as print and electronic are acquired, organized, stored, preserved and made accessible to users in a timely manner by librarians and other library staff in order to achieve the mission of the library which is to satisfy the informational, educational, research, cultural and recreational needs of their users. The library could be a physical location such as a building or it could be a virtual space such as electronic libraries. It could also be a hybrid with both print and non-print resources. Print resources include books, periodicals (journals, newspapers, etc), reference materials (dictionaries, encyclopaedia, gazettes, yearbooks, etc), photographs and maps. Electronic resources include Internet resources, resources on CD-ROMs, DVDs and so on.



Greenwood Branch, The Seattle Public Library
spl.org



Main Library, University of Nigeria, Nsukka

3.2 The Main Attributes of a Library

In order to distinguish between a library and other spaces such as a room filled with books and open to users or a bookshop, it is essential to list some attributes or features that make a library unique. Nwalo (2000) lists the main attributes of a library as:

- i. There must be a convenient space or accommodation set aside for no other purpose but library operations;

- ii. There must be a dynamic collection of books and other ephemeral materials in the library space;
- iii. The materials must be systematically organised in a useful order, stored and preserved for posterity;
- iv. Only a person who has undergone formal education and training in librarianship ... must be in charge of the library;
- v. People must be allowed to use the library at specified time. In other words, there must be library users.

These attributes imply that a library should have a welcoming, safe and clean environment with a plan to update its resources regularly through purchase, gifts and exchanges. Library materials are arranged in a systematic manner usually using recognized classification schemes, and information literacy programmes are provided for the users. The library's main goal is to provide satisfactory information services to users by providing a range of targeted services such as reference services and current awareness services. A qualified librarian should be the head of a good library but works with other categories of staff. Lastly, a library is expected to have users or patrons who utilize its services.

4.0 CONCLUSION

In conclusion, Unit 1 defined the concept and scope of a library. It also examined the attributes that make a library unique, thereby differentiating between a library and other store-houses of books.

5.0 SUMMARY

In this Unit, we looked at the definition of a library. The attributes of a library were also described.

6.0 SELF-ASSESSMENT EXERCISES

- 1. What is a library?
- 2. Describe the key attributes of a library.
- 3. Identify five formats in which information is stored.

7.0 REFERENCES

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UNIT 2: THE CONCEPT AND SCOPE OF SOCIETY

CONTENTS

- 1.0 Introduction
- 2.0 Objectives/Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 The Concept of Society
 - 3.2 The Basic Characteristics/Elements of a Society
 - 3.3 Culture and Society
 - 3.4 The Role of Libraries in Society
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercises
- 7.0 References

1.0 INTRODUCTION

Society is a very important aspect of human life. Everybody belongs to a community or society. In this Unit, we shall discuss the meaning of the word “society” and how culture and society inter-relate. Lastly, we shall investigate the role of libraries in society.

2.0 OBJECTIVES/INTENDED LEARNING OUTCOMES

At the end of this Unit, students should be able to:

- i. Define the term “society”
- ii. Describe the basic characteristics or elements of a society
- iii. Describe the relationship between culture and society
- iv. Identify and explain the role of libraries in society

3.0 MAIN CONTENT

3.1 The Concept of Society

Like most concepts in the social sciences, there are many different definitions of the word “society”. However, “society” is derived from the Latin word “socius” which means companionship or friendship. Companionship connotes interaction between individuals or being sociable. The individual forms the basic component of a society. Man usually lives with other people in groups which inter-relate with one another and have certain common social characteristics and interests. These social groups could be villages, communities, towns, states, nations or countries and their common characteristics and interests could be religion, ethnicity and/or economic. For instance, the Nigerian society refers to people living in Nigeria while people living in Benin City could be said to live in Benin society. It should be noted however that in this context, society does not refer to the association or collection of people with common interests such as women’s society or cooperative society or debating society. Rather the Cambridge English Dictionary refers to society as *“a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done. All the people in a country, or in several similar countries, can be referred to as a society”*. This implies that society is not a physical thing but a process of associating. In order to get a clearer idea of what a society is, it is necessary to describe some of the characteristics or elements that define it. Yogesh listed some of these as:

3.2 The basic characteristics/Elements of a Society

1. **Culture:** human beings are unique because they have a culture. A society is made up of people with shared cultural beliefs. Our culture is the totality of our attitude, values, beliefs, and ideas. It also refers to our political, legal and economic institutions as well as our sciences, humanities and philosophies. For instance, the Yoruba culture is prevalent in South Western Nigeria.

2. **Likeness:** this implies similarity or friendship or association that strengthens social relationships between persons in the society. For instance, there is a measure of friendship between the Hausa-Fulani people of Northern Nigeria, in spite of the fact that they are spread across many states of the federation.
3. **Difference:** this refers to individual differences in a society. If everybody in a society is the same, it would have been very boring. Individuals in a society differ in gender, age, intellect, skills, personality, traits and other personal characteristics.
4. **Inter-dependence:** members of a society usually depend on one another for sustenance. For instance, during wars, people of a country come together to fight the enemy.
5. **Cooperation and conflict:** individuals in a society usually work together to support one another. In the process of co-existing in a dynamic system, conflict may also result. An example is local conflicts due to boundary disputes.
6. **Abstract:** the social relationships in a society are usually abstract. It deals with the customs, rules and regulations, and other values that govern the people, thereby ensuring that they bond together.
7. **Network:** society is a network or web of social relationships (MacIver and Page, 1949).
8. **Dynamic:** no society is static but keeps evolving over time. For instance, many communities have stopped the harmful practice of female genital mutilation.
9. **Permanent in nature:** society does not come to an end or die. Even when the individual members die, society remains.
10. **More than a collection of individuals:** a society is more than a collection of individuals. It goes further to forge a friendship and brotherhood among its members through their affinities/similarities.



Society
cc: Google images public domain

3.3 Culture and Society

Culture, according to Zimmermann (2017) can simply be defined as the belief of a people. It refers to the characteristics and knowledge of a people or a group of people within a society. These include their values, norms, language, religion, food, social habits, ceremonies, customs, music and arts. In other words, culture refers to both tangible (objects, symbols, technology) and intangible (beliefs, ideas, values) aspects of life. Generally, the cultural heritage of a society is handed down from generation to generation through communication, teaching and imitation. Yildirim (2014) emphasizes the problem-solving aspect by stating that culture is a pattern of responses (thinking, feeling, behaving) developed by society for solving problems arising due to the interaction of the group members and the environment.

It focuses on the way people in a particular society live and behave. Every society has its unique culture. Within a large society, subgroups may have different cultures and customs. You may sometimes experience “culture shock” at some of the values, norms and practices when you get to a new society but may eventually try to learn the new practices in order to fit or be acceptable in your new society. For instance, in some societies, showing hospitality/greetings may include handshakes while in some others, women and men are not expected to shake

hands. Some other societies even express warm greetings by kissing one another on the cheeks. Also, in some cultures, it is okay for men to marry more than one wife while in some others, this is not acceptable. In some cultures, a pussy cat may be regarded as a pet while in others, it could be seen as withcraft.

Surbhi (2017) developed a comparison chart that clearly illustrates the key differences between society and culture. This is reproduced below:

Basis for Comparison	Culture	Society
Meaning	Culture refers to the set of beliefs, practices, learned behavior and moral values that are passed on, from one generation to another.	Society means an interdependent group of people who live together in a particular region and are associated with one another.
What is it?	It is something that differentiates one society from the other.	It is a community of people, residing in a specific area, sharing common culture over time.
What it does?	It unites the social framework through influence.	It shapes the social framework through pressure.
Represents	Rules that guide the way people live.	Structure that provides the way people organize themselves.
Includes	Beliefs, values and practices of a group.	People who share common beliefs and practices.
Examples	Fashion, lifestyle, tastes & preferences,	Economy, village, city etc.



Nigerian culture in pictures
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3.4 Role of Libraries in Society

Societies exist to ensure that its individual members feel secure, have an identity and have a sense of belonging because the society survives in perpetuity. Libraries play a crucial role in facilitating these societal goals. In general, libraries collect, store, organise, preserve and disseminate the intellectual output of a society with the purpose of providing informational, educational and recreational needs of members of society. Murugan and Krishna (2018) classified the role of libraries in society into 5 main categories as follows:

- i. Higher education
- ii. User education
- iii. Recreation
- iv. Library as a place and
- v. Societal and cultural.

SN	Role Type	Library Role
1.	Support to Higher Education	<ul style="list-style-type: none"> i. Supporting education through the traditional role of teaching, research, and training in the society by providing access to knowledge resources, materials and by providing referrals ii. Dissemination and distribution of information/ knowledge stored in such documents to stakeholders in education iii. Serving as gateways to the collections of global libraries iv. Supporting informal self-education and learning
2.	User Education Roles	<ul style="list-style-type: none"> i. Building good reading habits ii. Information literacy, computer literacy iii. Encouraging use of library collections and services
3.	Recreational Role	<ul style="list-style-type: none"> i. Supporting the educational, civic, and cultural activities of groups and organisations.
	The Library as a Place	<ul style="list-style-type: none"> i. Information commons – a library model for learning ii. Offering architecturally designed building as a place that inspires interest in every one for academic pursuits
5.	Social and Cultural roles	<ul style="list-style-type: none"> i. Democratization of information and knowledge in the society ii. Linking people to knowledge and information sources iii. Giving under-privileged sections of the society awareness about opportunities available in the society for their social and economic development iv. Community information resources v. Community awareness about State programmes such as mass literacy vi. Organising cultural activities to promote social harmony such as book discussions, lectures on important topics vii. Supporting the civic and cultural activities of groups and organisations viii. Knowledge preservation for posterity ix. Capturing and preserving traditional knowledge x. Serving as a gateway to local and national government

In providing these services the library is mindful of offering efficient and effective services. It ensures that the time of the user/patron is not wasted and does everything possible to ensure that the user/patron is satisfied with the services provided. Many people think that with the advent of Information and

Communication Technologies, especially the Internet, libraries are no longer relevant to society. However, this is not true because users/patrons need librarians to assist them in navigating the World Wide Web to make their search experience for information more useful. Also, in this era of fake news, libraries are a trusted source of authentic information. Libraries ensure the democratization of information, help in bridging the socio-economic and digital divide and provide safe spaces for users. Furthermore, libraries not only collect and preserve information and knowledge for posterity but also play a key role in stimulating knowledge generation for research and advancement of society. Essentially, libraries are pivotal to the development of society.



Libraries
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4.0 CONCLUSION

Unit 2 defined the concept and scope of a society and then went on to describe the basic characteristics and features of a society. Furthermore, the relationship between culture and society was explained and lastly, the role of libraries in society was discussed. In the next module, we shall explore the factors that determine the establishment and patterns of library services as well as the functions of different types of libraries.

5.0 SUMMARY

In this Unit, we explored the concept and meaning of society and also looked at some of the basic features that characterize a society. We went further to examine the relationship between culture and society and then explored the key role that libraries play in supporting the development of societies.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. Define the term “society”
2. List 8 features that characterise a society
3. Identify and explain 5 differences between society and culture
4. Identify and explain 5 main categories of role types that libraries play in supporting the development of societies.

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MODULE 2: FACTORS DETERMINING THE ESTABLISHMENT OF LIBRARIES, PATTERNS OF LIBRARY SERVICES IN SOCIETY WITH PARTICULAR REFERENCE TO NIGERIA AND THE LIBRARY AS MEDIUM OF COMMUNICATION AND ITS RELATIONSHIP WITH OTHER INFORMATION AND COMMUNICATION SYSTEMS

UNIT 1: Factors Determining the Establishment of Library Services in Society with Particular Reference to Nigeria

UNIT 2: Patterns of Library Services in Society

UNIT 3: The Library as Medium of Communication and Its Relationship with Other Information and Communication Systems

In this module, we shall identify and discuss the factors that determine the establishment and growth of Nigerian libraries. It is necessary to assess the library scene in Nigeria in order to appreciate how the libraries were established. The module also describes the patterns of library services in society, focusing on how these services operate to support user needs.

The library is an important medium of communication in society. It collects, stores, organizes and preserves the total intellectual output of humanity. Also of great importance is that it provides access to the resources collected through efficient and effective means. Although there are other information and communication systems, the library is unique in its interaction with society and its relationship with its users. This module reviews the role of the library as a medium of communication and how it inter-relates with other information and communication systems in society

UNIT 1: FACTORS DETERMINING THE ESTABLISHMENT OF LIBRARIES WITH PARTICULAR REFERENCE TO NIGERIA

CONTENTS

1.0 Introduction

2.0 Objectives/Intended Learning Outcomes

3.0 Main Content

3.1 Factors Determining the Establishment and Growth of Libraries with Particular Reference to Nigeria

- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercise(s)
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this Unit, we shall identify the various factors that determine the establishment and rapid growth of libraries in Nigeria from the 1950s. We shall also identify and describe the services available in libraries and the characteristics and functions of the different departments in libraries.

2.0 OBJECTIVES/INTENDED LEARNING OUTCOMES

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

- Identify and discuss the factors that determine the establishment and growth of libraries, with particular reference to Nigeria

3.0 MAIN CONTENT

3.1 Factors that Determine the Establishment and Growth of Libraries with Particular Reference to Nigeria

From ancient times, many factors have contributed to the establishment and growth of libraries. These include the evolution of writing and writing materials, the invention of the printing press, the need to preserve government documents, religion, education, political and socio-economic factors. With particular reference to Nigeria, the factors which positively influenced library development from the 1950s have been well documented in the literature (Nwalo, 2000; Okiy, 2014; Nwosu, 2017). The most significant among them were:

- i. Rapid increase in educational activities and rate of literacy among the Nigerian populace
- ii. The UNESCO Seminar, Ibadan, 1953
- iii. Nigeria's political independence in 1960
- iv. Dynamic leadership of the West African Library Association (WALA) and the Nigerian Library Association (NLA)
- v. The creation of states in Nigeria
- vi. Increased socio-economic development.

i. Increase in Educational Activities and Literacy Rate

Education was pioneered in Nigeria by the white missionaries. Prior to this time, only very few Nigerians were literate. However, the period between 1940 and

1970 witnessed rapid educational development at all levels in Nigeria. Mass education programmes were embarked upon and many primary, secondary and tertiary institutions were established to educate the populace. Free education was also introduced during this period in Western Nigeria which increased access to education. Nigeria's primary/secondary school population increased from about 600,000 in the 1940s-50s to almost 4 million in 1965.

In addition, six universities and ten other institutions of higher education (with a total enrolment of over 22,000 students) were established in Nigeria by 1974, thereby creating a phenomenal growth in the libraries of educational institutions in Nigeria. The University College, Ibadan founded in 1948 as the first university in Nigeria and as an arm of the University of London became a fully fledged University in 1962. Four other universities were established in Nsukka (University of Nigeria, Nsukka - 1960), Ife (University of Ife, Ile-Ife, now known as Obafemi Awolowo University, Ife - 1961), Lagos (University of Lagos, Lagos), Zaria (Ahmadu Bello University, Zaria) in 1962 and Benin City (University of Benin, Benin City) in 1970. These were known as the first generation universities. In addition, Technical Colleges, Colleges of Technology and other special colleges were established all over the country. The growth in literacy rate at the period encouraged reading and occasioned the establishment of academic, school, special, public and the national library in Nigeria to sustain the educational momentum.

ii. United Nations Educational Scientific and Cultural Organisation (UNESCO) Seminar in Ibadan in 1953

In 1953, UNESCO held a seminar in Ibadan on the Development of Public Libraries in Africa. This was the first of its kind in Africa and attracted participants from within and outside Nigeria. The Seminar recommended a pilot public library scheme and the Eastern Region of Nigeria was chosen for the scheme. Thus by 1955, the public library system was established in the Eastern Region.

Encouraged by the recommendations of the UNESCO seminar, the Western Region established the Western Regional Library. A small public library lending section of the Regional Library was opened in Ibadan at about 1957. A number of local council reading rooms in the region were set up, furnished with books from the Ibadan lending library. The Ibadan seminar also made far reaching recommendations that led to the establishment of the Institute of Librarianship at

the University of Ibadan in October, 1959. Professor John Harris, the first University Librarian at the University of Ibadan was also the first Director of the Institute. Thus the dream of the pioneer librarians in Nigeria to locally train librarians who would give leadership to the profession and the country was realised.

iii. Political Independence of Nigeria

Nigeria's independence in 1960 brought about large scale administrative reforms and expansion in social and economic activities. Literacy programmes were more vigorously pursued all over the country as more primary, secondary and tertiary institutions were established. The focus of the collection reflected colonial interest in agriculture, tropical medicine and geology as well as general interest of post-independence freedom fighters. By 1965, there were as many as 43 public, special and university libraries in Lagos alone.

iv. Dynamic Leadership of Pioneer Librarians

Through professionalism, foresight, pressure on government for improved library services and resources, manpower training, periodic workshops, conferences and seminars, the pioneer library leaders ensured that libraries and librarianship developed very rapidly in the country. The pioneers of librarianship in Nigeria include Professor John Harris, the University Librarian of the University of Ibadan and also the first President of the West African Library Association (WALA). Others include Mr. Kalu Okorie, the first Secretary of the West African Library Association and one time Director of the East Central State Library Board, Mr. Bejide Bankole, Mr. Sam Nwoye, Professor (Mrs) Toun Ogunshye, Mr. S. B. Aje, Mr. J. O. Dipeolu, and Alhaji A. Mohammed, Alhaji A. A. Ningi and Alhaji J. A. Maigari. The Nigerian Library Association, with Mr. Kalu Okorie as its first President was an offshoot of WALA, and was inaugurated in December 1962 (Okiy, 2014).

v. Creation of States in Nigeria

The creation of twelve states by the Federal Military Government in 1967 necessitated the establishment of new library boards in the states. However, library development suffered a serious setback in the East as a result of the Nigerian civil war from 1967-1970. For instance, the University of Nigeria, Nsukka library was ravaged by soldiers who destroyed both the building and the collection. At the end of the civil war in 1970, librarianship received a major

boost in Nigeria. A National Library Decree 1970 came into force, establishing the National Library Board, mandated to maintain a National Library of Nigeria with branches in all the states of the Federation. In the 1970s, seven other states passed library Edicts and at present, all the 36 states and the FCT have public library services.

vi. Increased Socio-Economic Development

Furthermore, there was a rapid increase in the socio-economic development of the country, especially during the oil boom era of the 1970s. There was an increasing number of nouveau-rich, a growing middle class and civil service as well as a significant growth of the literate population. All of these factors contributed to increase in the number and use of libraries. At present, data on the total number of libraries in Nigeria is not available but it is estimated to be almost three thousand.

4.0 CONCLUSION

This Unit described the factors that determined the establishment and rapid growth of libraries in Nigeria. In recent times, factors that influence the establishment of libraries may include funding, political will, infrastructural facilities and staffing.

5.0 SUMMARY

In summary, this Unit briefly examined the factors that determined the establishment of libraries. The factors were prevalent at the onset of library development in Nigeria. In the next Unit, we shall examine the library services that a library provides to the society.

6.0 SELF-ASSESSMENT EXERCISE

1. Identify and describe the key factors that were responsible for the establishment of libraries in Nigeria

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UNIT 2: PATTERNS OF LIBRARY SERVICES IN SOCIETY

CONTENTS

1.0 Introduction

2.0 Objectives/Intended Learning Outcomes

3.0 Main Content

3.1 Principles of Library Services

3.2 General Library Services in Society

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3.3.5 Characteristics, Functions and Services of Circulation Department

3.3.6 Characteristics, Functions and Services of Reference Department

3.4 Library Services in the Digital Era

4.0 Conclusion

5.0 Summary

6.0 Self-Assessment Exercise(s)

7.0 References/Further Reading

1.0 INTRODUCTION

In this Unit, we shall describe the library services that are provided to society. The objectives of a parent organization usually determine the type of services provided by its library and differ from one library to another. General library services will first be discussed and then the those that are provided in the various library departments, including lending/circulation services, reference services, inter-library loan services, acquisitions services, current awareness services, selective dissemination of information (SDI) and information literacy services. The Unit also discusses Ranganathan's principles of library service as well as the services provided by libraries in the digital era.

2.0 OBJECTIVES/INTENDED LEARNING OUTCOMES

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

- Explain Dr. S. R. Ranganathan's Principles of Library Service
- Identify and explain various general library services
- Describe the characteristics, functions and services of acquisitions department
- Describe the characteristics, functions and services of cataloguing department
- Describe the characteristics, functions and services of serials department
- Describe the functions and services of publishing/bindery unit
- Describe the characteristics, functions and services of circulation department
- Describe the characteristics, functions and services of reference department
- Discuss library services in the digital era

3.0 MAIN CONTENT

3.1 Principles of Library Service

Dr. S. R. Ranganathan, a famous Indian librarian and Information Scientist, provided the guiding principles of librarianship which are still being used today. He called them the five laws of Library Science. The five laws are:

- i. Books are for use
 - ii. Every user his book
 - iii. Every book its user
 - iv. Save the time of the library user
 - v. The library is a growing organism.
-
1. **Books are for use:** this implies that books and other materials that contain information in the library are meant to be consulted by users. Therefore, the right books must be provided in order for the user to find the library relevant. This can be achieved if the library first determines the information needs of users before acquiring materials. Acquisition should be done by professional librarians. This law places the user at the centre of library service.
 2. **Every user his book:** This implies that the library must be well organized and the materials arranged systematically on the shelf in order that a user can easily find the book or material that he needs. Libraries catalogue and

classify materials to enable the library staff arrange the materials in a systematic order.

3. **Every book its user:** ideally, every book in the library should be used. Therefore, the interest of the user must be taken into account when materials are being acquired.
4. **Save the time of the library user:** A library user is often in a haste to collect information. His time will not be wasted if he can find the material he wants with minimum delay. This is why libraries provide public catalogues. The catalogue is a directory of the holdings of a particular library. It tells the user what materials are available for use in that library and their specific locations on the shelves. Without the library catalogue, it will be difficult to locate specific items in the library.
5. **The library is a growing organism:** a library is meant to be dynamic and should change according to the needs of its users. The library should not be static. Therefore, libraries need to replenish their collection from time to time to respond to user requests. Libraries should embrace the new technologies and be flexible in response to environmental changes.

3.2 General Library Services in Society

3.2.1 Reference services

A reference service is the assistance given by the librarian to a user by answering the question/query/enquiry posed by the user. Most users who come into the library ask questions and require support from the “reference librarian”. To answer the question, the librarian goes through an interview process in order to clarify what the user wants. There are many instances when a user is not sure of what he actually needs from the library but the expert skills of the reference librarian is used to determine the information required. This could turn out to be completely different from the initial request of the user. At the end of the interviewing process, the librarian determines which reference source(s) to use inside or outside the library depending on whether it is a simple or complex query. Interviewing usually requires the user to fill a form at the reference desk. This form is kept by the reference librarian in a “vertical file” in order to keep statistics of what the librarians have answered or not answered. It also keeps an accurate record or statistics of the enquiries made by users which could be used later for management decision purposes such as deciding which reference materials to acquire for the library. Queries that the user may ask are:

Directional query

This type of query is usually referred to as simple a reference question. In this case, the user requests the assistance of the librarian in finding a specific location in the library. For instance, the user may ask the location of the library's conveniences. The librarian then directs the user to the location.

Quick/ready reference query

This is when the user asks a simple question that requires the librarian to use materials in the reference section. Such materials include dictionaries, encyclopaedias, yearbooks and gazettes. For example, the user may seek to know when Dr. Nnamdi Azikiwe was born.

Search question

In this type of query, the user needs information that requires the librarian to use more than one single reference material. An example is when a user asks such question as: what is the difference between open source and proprietary software? This might require the reference librarian to consult an encyclopaedia and indexes and abstracts.

Research enquiries

This type of enquiry is usually more complex and requires the use of many sources to answer the query. Sometimes, the reference librarian is not able to give the user a complete list of sources immediately or may even request for the support of other libraries, in which case the user may be requested to come back at a later date for a more detailed response. An example is when a user wants to know the agricultural policies of Nigeria since independence.

3.2.2 Current Awareness Services (CAS)

Current Awareness services are those provided to users to keep them abreast of new trends in their field of interest. Many libraries, especially special libraries offer this service to their users because it is relatively simple and cheap. What the librarian does is to scan through new book and other resources acquired by the library and determines which information will be useful to a particular user. The librarians then send the information personally or through other means of communication in the system such as email. It could be a photocopy of the content page of a material or bibliographic details of new books acquired by the library. CAS is not always a personalized service provided to a specific individual. Rather, it could be a bulk message posted on the library's Facebook page drawing users' attention to current information.

3.2.3 Lending Services

This service is offered by the circulation department of a library. It involves the charging and discharging of books. There are many types of circulation systems such as the Browne system commonly used in Nigerian libraries. It requires that the user be a registered member of the library. Upon registration, the user is given a certain number of borrowers' cards (usually representing the maximum number of books that the user can borrow at a particular time) which he must present to the circulation librarian when he wants to borrow a book. The books have a "date due slip" which is stamped by the librarian to indicate the date that the user must return the book. At the end of this transaction, the librarian files the users' book card and allows the user to take the book out of the library. This is the process of charging out a book. Discharging a book entails going through a pre-determined process when the user returns the book to the library. In this case, the user returns the book to the circulation desk, the librarian checks that the book is not damaged and checks if it was returned on or before the due date on the slip (a fine is charged by libraries if a book is returned after the date due). If everything is okay, the librarian returns the users borrowers card; and returns the book to the shelf. Users' determine which books to borrow from a library by using the library catalogue. The manual card catalogue still used by many libraries in Nigeria has cards filed by author, title and subject of the books in the library. The catalogue tells you which books are in the library, how many copies of a book are available in the library and the exact location of the book on the shelf. With the advent of the Internet and library management software, many libraries have developed Online Public Access Catalogues (OPAC) to assist the user to find the material he needs faster and more easily. It should be noted that not all libraries provide this service as some libraries/ require their users to consult their materials only within the library premises.

3.2.4 User Education/Information Literacy Service

As the name suggests, user education services provide the user with the requisite skills to understand how the library is organized, the resources stocked by the library and the services provided by the library. In essence, it gives the user an orientation to how the library operates and teaches him how to fully exploit the library resources and services. It could be through a focus group discussion for specific categories of users (for example, students in economics department) or through a general orientation of new students. It usually involves a tour of the library. Information literacy classes could be provided to users to teach them skills to evaluate and use library resources in an ethical manner, especially for research purposes. In tertiary institutions, use of the library is taught as a credit-carrying course in the general studies programme and students are expected to earn a credit for the course.

3.2.5 Reservation Service

This service is provided by libraries when a particular material is heavily used and may therefore be subject to mutilation or may even be stolen by a user. For instance, if a library stocks only one copy of a particular textbook or journal article used by a lecturer, students taking that course may all decide to go to the library to use the resource. In such an instance, the library may decide to place that book on reservation which implies that it cannot be given out on loan but must be used within the library premises. Materials may be placed or removed from reservation at the directive of a lecturer.

3.2.6 Inter-Library Loan Service

No library is an island because no library can stock all the resources that its users want. Therefore, libraries often cooperate and collaborate to share resources. If a user in a cooperating library needs a material that his library does not have, the library can request such material on behalf of the user from other libraries. Many libraries in Nigeria stopped this service because of the challenges in the postal system, mutilation and scarce funding. However, the electronic environment in which libraries now operate provides new opportunities for resource sharing because requests can now be made, delivered and returned electronically (for electronic resources).

Other specialized library services offered in a library include:

3.2.7 Selective Dissemination of Information (SDI)

As the name implies, SDI is a personalized service provided by the library to specific users. It is more popular in academic, research and special libraries where the users need to do extensive and complex researches in a timely manner. The literature also refers to this type of service as the “just-for-you” service because of its customized and personalized nature. SDI is not usually offered to a large group of people because it requires a lot of time and efforts to deliver the service. SDI service requires that the library interviews a selected user and records the profile of the user, particularly his specific areas of interest. The librarian then keeps the profile and searches for information on the specific area of interest on a regular basis. This may involve scanning through the content of new books, scanning the Internet for new issues in the subject matter and scanning newspapers, journals and other resources to search for relevant current information. Such information which matches the interest of the user is then sent to the user in a proactive manner. Information is sometimes re-packaged because rather than send a whole book, the librarians will send only the relevant chapter or summarize the information for the user. The electronic environment has made SDI simpler, but it still requires a lot of time from the librarian in order to satisfy the user’s needs.

3.2.8 Literature Search Service

In this service, the library provides an extensive systematic search for information on a specific topic, either from its resources and the resources of other libraries/organizations which specialize in that thematic area. It usually leads to a compilation of a bibliography of materials available with details of the bibliographic description of such material. For instance, it will provide information on the author, title, ISBN, classification mark and location of the material. In a few cases, an abstract or summary of the material may be provided. This service is provided mainly by special libraries.

3.2.9 Referral Service

This service is provided when the library gives the user a referral letter to another library or organization. It occurs when the library does not have the material requested by its member in its stock. The user then goes to the organization or library as directed with the letter and he is allowed to use the resources. Researchers usually explore this service if they need to carry out extensive studies in specialized areas. For instance, if a user is doing research on groundnut pyramids in Nigeria, he may need to use the libraries of many institutions.

3.2.10 Translation Services

Translation services are offered by some libraries to assist their users understand information in languages other than their own. This service is more popular in special libraries. For instance, a researcher who understands only English language may need to consult an important resource written in French. Also, when providing services to rural communities, libraries may translate information into the local language to enable the users understand the message. For instance, libraries translate information on how to avoid contracting the HIV virus using simple graphics from English to the Efik or the local language of the community.

3.3 Library Services in Various Departments

Library services are provided to satisfy the information, educational and recreational needs of the library users. Library service is one of the most important responsibilities of a library. It consists of the resources, activities and programmes, which are provided by libraries to enable users meet their information needs. These services may be provided inside or outside the library premises. The target audiences of a library's service could be called a user, a patron, a clientele, a customer, a member or a visitor. These terminologies are used synonymously in the literature. A service in the library connotes an ethical commitment to do the best you can to help anyone who needs your expertise.

Therefore, it is important that customer satisfaction is achieved when a service is provided.

Libraries always stress the need for good customer service. Customer service is the act of taking care of the customer's needs by providing and delivering professional, helpful, high quality service and assistance before, during and after the customers requirements are met (Nwosu, 2017). It is a series of activities designed to enhance the level of customer satisfaction. When a library provides good customer service, every user/patron feels valued. It also supports users education and training, decreases users library anxiety, increases user retention, improves users opinion about the library, boosts library values and enhances the library's reputation. The core essence of librarianship is service, hence it is regarded as a service-oriented profession just like medicine and nursing.

Library services can be divided into two broad categories: Technical Services and Readers' Services. Other special services may be provided by libraries. Readers' services (or public services) include any operation that involves direct contact with the library user/patron. The other services (those that do not have direct contact with users) are regarded as technical services. The two types of services will be briefly described as follows:

TECHNICAL SERVICES

The technical services department in the library include acquisitions department, cataloguing department and serials department, and some libraries have a publishing/bindery unit.

3.3.1 Characteristics, Functions and Services of Acquisitions Department

The acquisitions department's function is to select order and receive new books/non-book materials for the library. These materials are then stamped and accessioned before being transferred to the cataloguing and classification department for further processing. It is also the duty of the department to receive invoices from booksellers and publishers. It makes payments for book orders in liaison with the Accounts Unit. However, some library materials are not acquired through purchase. Other ways in which materials could be acquired in the library are through gifts and exchanges and bequest. Every new item coming into the library passes through the acquisitions department which ensures that proper records have been kept concerning the material acquired before being sent out for further processing and use.

3.3.2. Characteristics, Functions and Services of Cataloguing Department

This department is responsible for the cataloguing and classification of all library materials. Cataloguing is the physical description of books using its bibliographic features such as the author, title of the material, place of publication, publisher, edition, series and date of publication. On the other hand, classification involves grouping books and other materials according to common characteristics relating to their subject matter. In classification, all materials that have similar subject content are grouped together and assigned class numbers or class marks. The class number identifies each item as a member of a group. For example, all books on geography will have a unique class number separating them from books on economics or other subjects. From cataloguing and classification, the library catalogue is created. The catalogue will indicate whether a library has a particular book or not, where the book is located in the library, how many copies of the book the library has, etc. It helps to save the time of the user.

3.3.3 Characteristics, functions and Services of the Serials Department

Serials are publications issued in successive parts, at regular or irregular intervals and intended to be continued indefinitely. They include professional journals, magazines, newspapers, newsletters, yearbooks, calendars and almanacs. They usually contain recent information and are referred to as primary sources of information. The main tasks of the serials department are to select, acquire, record, process and display serials for use in the library. It also takes responsibility for indexing, abstracting and the creation of vertical files. Services provided to users include selective dissemination of information and publication of current contents. In some libraries, they also handle acquisition of serials, cataloguing and classification of serials.

3.3.4 Characteristics, Functions and Services of Bindery/Publishing Unit

The bindery unit takes charge of repair and restoration of damaged library books. It could also fortify library books by converting paperbacks to hardbound books. They bind cumulative volumes of serials. In the digital era, this department engages in such activities as the digitization of library materials for preservation purposes and publishing of materials online.

READERS SERVICES

The readers' services department is responsible for providing services directly to users. In this division, users come in contact with both books and library staff. Readers' services consist mainly of circulation and reference services departments.

3.3.5 Characteristics, Functions and Services of Circulation Department

It is in the circulation department that books change hands from one library user to another. This is why the library materials are said to be circulating. In this department, you will find books for loan and some for in-house use. If a library user is registered and is entitled to borrow books from the library, he goes to the circulation department to borrow the books. On expiration of the loan period, he returns the book to the circulation department. The place in which library books are loaned (charged out) and received back (discharged) on the expiration of the date due is called the circulation desk/circulation counter. All records of a book on loan, including name and address of the borrower are kept at the circulation desk. The circulation department also educates users on how to use the library and informs them of what the library has in stock. Information literacy/user education and current awareness services could be achieved through library tours, focus group discussions and library exhibitions.

3.3.6 Characteristics, Functions and Services of Reference Department

Materials in this department are for in-house use only and cannot be borrowed like materials in the Circulation department. Users are expected to consult or refer to these materials only. Hence, it is called “reference” department. The staff of this department are also usually consulted and are trained to answer questions by users. In answering users’ questions (user queries), the Reference Librarian and other staff usually consult bibliographic resources such as dictionaries, encyclopaedia, theses, dissertations, maps, gazettes and yearbooks. If the need arises, the Reference Librarian consults other libraries or other sources either in person, by telephone, email, etc in order to satisfy the information needs of its users. Another service provided by the department is the compilation of bibliographies, indexes and abstracts. It also provides personalized information services to users such as selective dissemination of information (SDI). The department usually provides user education in a variety of ways to enable the users effectively explore the rich resources of the library. Such user education includes how to use the Online Public Access Catalogue.

3.4 LIBRARY AND INFORMATION SERVICES IN THE DIGITAL ERA

Many of these library services provided in the traditional library setting are still being provided to date. However, Information and Communication Technologies (ICTs) are being introduced to enhance the quality of the services. Hence, the nature of library services have changed and are continually changing in the digital era to suit the needs of its users.

3.4.1 Acquisitions Services in the Digital Era

Computers can be used in almost every aspect of the of acquisition/collection development process. Computerisation could be applied to such processes as accessing the database of which materials are available, writing of purchase orders, making claims, online ordering, maintenance of on-order file, making and receiving payments, vendor monitoring, getting management information, etc. Specific examples are:

1. **Book selection from availability of different media:** selection tools formerly only in print format are now available in electronic format. Many publishers' catalogues are available online and/or on CDs, DVDs. This makes selection easier. For instance, information can be copied directly from the online version and inputted into the library selection list or ordered directly from the publisher. New media such as CDs, DVDs, graphics, videos, etc. give a wider range of formats to the collection development librarian to select from.
2. **Bibliographic details:** the automated system also allows the Librarian to check the accuracy of bibliographic details such as ISBN, Author, title, price, publishers address. This process can be very fast using such computer commands as "FIND" and 'LIST'.
3. **Ordering procedure:** the computer can be used to correspond with vendors/publishers to place orders. The mails are sent by email or social media.
4. **Checking and claiming:** the claiming process could be made easier and faster. For instance, it is easier to check online to find out materials that have not been received. Claims are then made by sending emails to appropriate vendors/publishers.
5. **Financial management:** the library can easily maintain a computer file on all payments. At present, it is possible to pay for materials online using established systems like POS, Credit cards, etc.
6. **Records management and collating statistics:** it is easier to keep the statistics of materials to be acquired, number of books on order, number of unintended materials received, records of claims from different vendors, etc. using ICTs such as spreadsheets.
7. In addition, management records such as the Accessions Register can be developed online and managed using simple databases such as MS Access.
8. **Availability of the Internet and electronic resources (e-Resources):** Libraries are able to acquire more resources and stretch their lean resources by downloading "Open Access" materials from the Internet to beef up their collections.

9. **Resource-sharing:** With the introduction of ICTs, it is easier to share resources using appropriate library management software.

10. **Management reports:** these are easily generated using computers. Reports can be generated using different variables, for instance, to check books that have not yet been received; records of number of books selected by each staff; easily record the list of periodical titles and missing volumes/issues, etc.

3.4.2 Cataloguing and Classification in the Digital Era: Computers can be used for the creation, storage, retrieval and management of bibliographic records and/or indexes. Defines the record format used in the database and provides for authority control author, subject headings etc. Usually there are two different interfaces for search and retrieval of the electronic catalogue:

- For cataloguers: it allows them to maintain the library database (the main cataloging module),
- For users: it allows them to search and display the results – the Online Public Access Catalog (OPAC).

Cataloging activities using an Integrated Library System (ILS) produce an electronic catalogue. The means of access to the catalogue for users which is limited to search and display is called an Online Public Access Catalogue or OPAC. An OPAC is usually offered as an add-on module that is integral with the cataloging module. The specific search and display features of an OPAC vary from system to system. OPACs can also be linked to the circulation module so that users can find out from its OPAC record the status of an item (whether it is on loan, on-shelf, etc.) and loan information about it, as well as making a self-reservation and/or self-check-in/check-out (and maybe other features such as Inter-library loan and links to electronic resources on the Web or local databases). Recent developments in ICT have enabled libraries to publish their catalogs on the Web making them accessible locally (on site) and/or remotely through the Web as a Web OPAC or WebPAC. Online Public Access Catalogue (OPAC) from Library Management Software (LMS).

Online cataloguing (LOC): Cataloguers that have Internet access have recognized the potential of online catalogue for improving subject access to information. Many library online catalogues are accessible for searching class numbers and other cataloguing information. The ability to have more than one open window on the desktop now enables cataloguers to copy and paste cataloguing information from multiple sources which has created more accurate access points. At the University of Lagos, the number of books processed increased from 45,496 in 2006/2007 to 180,680 in 2007/2008.

3.4.3 Services in the Serials Department in the Digital Era

Computers can be used to manage placing, canceling and claiming of orders. ICTs can also be used to send messages through email to booksellers to return defective, unwanted and unordered materials as well as to manage periodicals/journals/serials subscription accounts using spreadsheets and other accounting software. Furthermore, ICTs can also be used to collect, collate and store statistical information. For instance, handheld devices can be used to scan barcodes while doing annual stock-taking for instance. ICTs provide a system for recording issues and keeping track of undelivered issues by generating claim reports and can also be used to place orders online.

3.4.4 Services in the Circulation Department in the Digital Era

ICTs can be used to manage circulation activities such as lending, return, renewal and placing reservation. They are used to manage library materials - circulation type, location and status; patron database - patron type, profiles, privileges; and other transactions such as computation and payment of overdue fines, lost books, etc. They may have added value functions like: import, export, and backup and restore functions for the databases; inventory; report generation; and support for MARC, Z39.50, Inter-Library Loan standards. In addition, they may support integration with security systems that complement the self-check-in and checkout features of the circulation module. Also, Library Management Software (LMS) could be used to automate circulation systems. For example, Koha and NewGenLib software could be used to calculate fines more easily, collate information on overdue books easily and send reminder notices. Social media such as Facebook could be used for providing users with relevant information quickly and reaching a large number of users at the same time. Scanners and barcodes could be used for charging and discharging books and online reservation of books and renewal of resources could be done using ICTs such as the telephone.

Using a Library Management Software ensures that charging (issuing out a book to borrower) and discharging (collecting or returning the book to library) of information resources are automated. It manages borrower information: The two main elements in an automated system are the borrowers and the stock items. The basic information held on the borrower, apart from name, is address and contact details. There are usually several classes of borrowers. Other functions that the LMS could perform include:

- limits on the type of items allowed, e.g.: junior borrowers may not borrow adult stock without a parent's permission
- different loan periods for different categories of borrower, e.g.: no limit on length of loan period for borrowers with disabilities

- the scale of fines may vary with the different classes of borrower, e.g.: no fines for concessionary borrowers.
- Photocopying: information resources can be photocopied at the circulation desk in some libraries
- Biometric Technology: Biometric represents the physiological characteristics of a person like fingerprints, hand geometry, face, voice, and iris. This can be used to capture data and retrieve more easily at the circulation desk (uses the concept of “something you know” (reading history which is usually pass-worded) and “something you are” (unique identifier)
- Electronic security systems: CCTV cameras, etc
- Historical records of borrowers and users
- Status of book can easily be determined eg if it is on loan, withdrawn, etc
- Messages could be left with a users’ records. For instance, Messages could be: “Mr. John Emmanuel left his drivers’ license in the library on his last visit; OR Mrs. Adama’s home address needs urgent verification.
- Statistical data for Management decision-making: Data provided by the circulation control module of the automated management system can make a significant contribution to the successful management of stock. Used properly, the system can provide data on usage for managers to support their decisions in areas such as stock selection policy, opening hours, staffing levels, distribution of stock and information for statutory and local performance indicators. A particular use of the library management system is in monitoring the performance (levels of issuing of resources) of existing stock.

3.4.5 Services in the Reference Department in the Digital Era

3.4.5.1 Asynchronous Transactions: This is where there is a time delay between the question being posed and the answer being given. Examples are:

- ❑ **Email:** The users send enquiry through email to the library; the librarian may ask for clarification where necessary and then sends the answer back to the user via email as well or by other more appropriate means such as telephone. This is a fairly easy way to implement a reference service as no added software required; the user makes his request in his language style and there is no additional training for the librarian
- ❑ **Web Forms:** in this case, users are expected to click on the library website to get a form in which they fill in their request online. The Form will ask for user details such as name, address, email, telephone, etc. The completed Form ends by asking the user to click “send” or “finish” or “submit”. The Library will respond by email, telephone or most convenient means. The

main advantage is that it provides a structured format for making the enquiry and this makes it easier for the librarian to understand

- ❑ **Ask A... services:** which are usually corporate-sponsored web sites that allow users to ask questions and receive answers for free from public information located mainly on the World Wide Web or from proprietary databases and networks of field experts. A variety of AskA services exist, for instance Ask-A-Librarian. A list of current AskA services is available at <http://www.vrd.org/locator/subject.shtml>

The screenshot shows a web browser window titled 'HDL - Ask A Librarian - Microsoft Internet Explorer'. The address bar shows 'http://www.calvin.edu/library/askalibrarian.htm'. The page header includes 'CALVIN The Hekman Digital Library' and navigation links: 'Home', 'Search our Resources', 'Information & Services', 'Tutorials & Help', and 'Need Help?'. The main heading is 'Ask a Librarian Email Reference' with a subtext 'Maybe the answer you need is on the' and a link to 'A-Z Index of this web site'. Below this is a paragraph of instructions: 'Use this online form to ask a Reference Question; you will be contacted within 24 hours (during Reference Desk hours). Note that some questions cannot be answered effectively through email and will require a visit to the Library. For immediate help, contact a the Hekman Library Reference Desk. For genealogical or other family history questions, please contact Heritage Hall'. The form fields include: 'Name: [text box]', 'Phone: [text box] (optional)', 'E-mail: [text box]', 'Calvin Status: [dropdown menu]', 'Location: [dropdown menu]', and a large 'Ask Your Question. Be as specific as possible, and mention sources you have already used.' text box. At the bottom are 'Submit Query' and 'Clear Form' buttons. The taskbar at the bottom shows the Start button, several icons, and the system clock at 4:56 PM.

3.4.5.2 Synchronous Transactions: These services take place in real-time almost simultaneously and almost immediate response to an enquiry. For example:

- ❑ **Chat reference, using simple technologies, where the reference librarian and the user** can communicate with each other using short text messages in real time using normal chat software. The service may be using free instant messaging software (e.g. SMS, Yahoo Instant Messenger), web-based chat rooms (e.g. Anexa.com), or chat software (e.g. Conference Room from WebMaster). This form of reference is easy to use and allows basic communication. The user begins by typing in an opening query or question. The librarian may negotiate the query if necessary, before leading the user to the information source.
- ❑ **Chat reference, using web contact software, where the software allows for instant** messaging, and also allows collaborative browsing between the librarian and the user. The system usually consists of a split screen where in one screen the librarian and users can see each other's typed questions

and responses, with the other screen showing web pages, or other electronic information resources, or a library's catalogue screen. The librarian can show the user particular pages or screens, while carrying out a text-based conversation with him or her. This has the advantage that the user is actually able to see what the librarian was referring to, instead of just a text-based description. Individual libraries usually offer this service at specific times of the day. In some systems, the text transactions can be recorded and e-mailed to the user as notes to refer, and for the librarian to keep for records.

- ❑ **Video-conferencing or web-camera services, where librarians and users are able to see** each other in one window of the monitor through a camera. Web sites or other electronic resources can be displayed in another window on the monitor.
- ❑ **Digital reference robots, use principles of artificial intelligence to respond to** questions. A user types in a question, and the system interprets it by asking the user to choose from a set of differently worded questions. Based on the choice, an answer is then provided. The best known of these systems is AskJeeves available on the Internet.

4.0 CONCLUSION

This Unit described Dr. Ranganathan's principle of library service as well as the characteristics, functions and services available in the different departments in the library. Services offered by libraries in the digital era were also discussed.

5.0 SUMMARY

In summary, this Unit examined the library services that may be offered in a traditional library and in the digital era. It described the five Laws of Library Science proposed by Dr. Ranganathan and described the characteristics, functions and services available in the acquisitions, cataloguing, serials, circulation and publishing/Bindery unit in libraries. It also discussed the types of library services that libraries offer in the digital era.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. Describe Dr. S. R. Ranganathan's five principles of library science
2. What are the key characteristics, functions and services of the acquisitions department?
3. What are the key characteristics, functions and services of the cataloguing department?

4. What are the key characteristics, functions and services of the circulation department?
5. What are the key characteristics, functions and services of the reference department?
6. Describe the services of the acquisitions department in the digital era
7. Describe the services of the cataloguing department in the digital era
8. Describe the services of the circulation department in the digital era
9. Describe the services of the reference department in the digital era

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UNIT 3: The Library as a Medium of Communication and Its Relationship with Other Information and Communication Systems

CONTENTS

- 1.0 Introduction
- 2.0 Objectives/Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 The Library as Medium of Communication and its Relationship with other Information and Communication Systems
 - 3.1.1 The concept of communication
 - 3.1.2 Barriers to effective communication
 - 3.1.3 Methods of communication
 - 3.1.4 Relationship between the library and other information and communication systems
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercise(s)
- 7.0 References/Further Reading

1.0 INTRODUCTION

Communication is at the heart of the purpose of a library. The library seeks to communicate information and knowledge to its users. In this Unit, we shall explain the concept of communication as well as discuss the library as a medium of communication. We shall also examine the relationship between the library and other information and communication systems.

2.0 OBJECTIVES

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

- Explain the concept of communication in relation to the library
- Describe barriers to effective communication
- Describe the channels/methods of communication
- Explain the importance of communication
- Explain the relationship between the library and other information and communication systems.

3.0 MAIN CONTENT

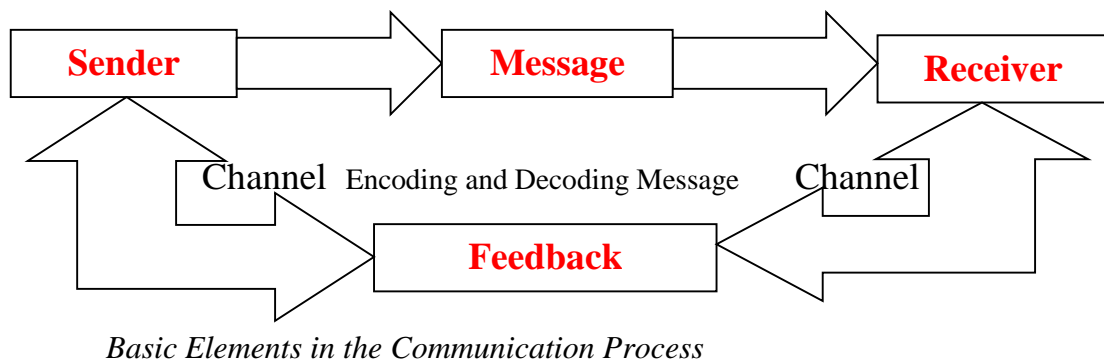
3.1 The Concept of Communication

In our earlier discussion on the concept of society, we noted the importance of interaction or communication between members of the society. The library always seeks to communicate with its users by transmitting valuable and suitable information and knowledge. The word communication is derived from the Latin word 'communicare', which means to share, impart, participate, exchange and transmit or to make common. Its emphasis is on sharing common information, ideas and messages. Tanuja defines communication as exchange of ideas, messages and information between two or more persons, through a medium, in a manner that the sender and the receiver understand the message in the common sense. That is, they develop a common understanding of the message. This connotes that there must be more than one person involved before communication could be said to have taken place. In the same vein, Koontz and Weihrich (2019) noted that for communication to be effective, five basic elements must be present. These are:

- The source (the sender)

- The message
- The medium (the channel)
- The receiver
- Feedback

The communication process can thus be represented diagrammatically as follows:



One can therefore say that communication involves:

1. The Source/Sender: This is the person/group/organisation that generates or initiates the message/information. He represents the source of message and can be called the sender of the message. The communication process begins or is initiated when the sender develops an idea or information he wants to transmit. For instance, a lecturer delivering a lecture in the classroom is the sender of the message.

2. The Message: The information that the sender wants to convey constitutes the message. It could be transmitted verbally (by writing or speaking) or non-verbally (through gestures or body language).

3. The Channel/Medium: This is the vessel or conduit through which the message (information, knowledge) is to be communicated or transmitted. Examples of channels are speech, body language, writing, radio, telephone and so on. Choice of channel usually depends on the message to be conveyed, personal biases of the sender and nature of information. For instance, technophobia people do not like to use email or other new technologies. Choosing the

right channel or medium of communication is crucial to the process because using a wrong medium may render the communication ineffective. For instance, if you send an email to your grandmother in the village who does not know how to use the Internet, she may not be able to access the message if there is no assistance from someone else.

4. The Receiver: This is the person, group or organisation for which the message is intended. When a receiver gets the message, a corresponding reaction is expected. For example, if the receiver of the information rejoices over the news that he failed his examinations, then something is wrong. It is most likely that he did not understand the content of the message.

5. Feedback: This is the receiver's response to the sender's message. The receiver communicates his reaction to the sender through words, symbols or gestures. It is the reversal of the communication process where the receiver becomes the sender and sender becomes the receiver. The receiver in this instance has the opportunity to ask for clarification if the message is not well understood. Unless the receiver responds to the message, the communication process is incomplete.

It should be noted that the library is involved in all the basic elements in the chain of communication. For instance, the library can create information, document it and disseminate it to its users. That means the library is involved in information generation, organisation for use and information dissemination.

3.2 Barriers to Effective Communication

Several factors may hinder effective communication. These include:

1. **Cultural Differences:** Cultural differences, both within or outside the organisation may impede the communication process. For instance, in some cultures, a hug might connote a warm welcome whereas in some other cultures it may be rude for a man to hug a lady.
2. **Language:** Poor choice of words or weak sentence structure also hinders communication. For instance, do not use advanced English language to communicate with an illiterate. The same goes for inappropriate punctuation. The two sentences below illustrate clearly how different placement of punctuation can change the entire meaning of a sentence:
 - Woman, without her, man is nothing.
 - Woman, without her man, is nothing.
3. **Choice of channel/medium:** The type of channel or medium used should be appropriate for a particular purpose and the person/receiver you have in

mind. Sending messages via inappropriate channels can send out wrong signals and end up creating confusion. For instance, you may end up not communicating the correct message if you send a letter written in English to someone who does not understand the language. Also, you may need to use Braille to send messages to a visually-impaired person.

4. **The length of the message:** This also affects the communication process because if the message is too long or too brief, the communication may not be effective as the receiver may not understand the message. The principle is to “KEEP IT SHORT AND SIMPLE” (KISS)
5. **Disabilities:** Disabilities such as impaired sight, dyslexia, deafness and dumbness should be taken into consideration when evaluating the effectiveness of the communication process. You may need to use hearing aids, sign language, and symbols to alleviate problems caused by disabilities.
6. **Relationship between sender and receiver:** If the sender has a close relationship with a receiver, even if the message is very brief, the receiver may understand it as both of them probably have common experiences and a shared plan. On the contrary, if such a message is sent to an unknown receiver, he may require more information and time to decode the message. For instance, if a child plays around when a visitor is drinking a bottle of soft drink, the mother may focus her gaze on the child for a few seconds and the child will understand that he is being asked to leave the place immediately.
7. **Individual Perceptions/Attitudes/Personalities:** The receiver's personality traits, age and preferred style may affect the communication process. For instance, the elderly may prefer verbal communication while the youth and children may prefer using social media.
8. **Atmosphere/Noise/Distraction:** our surroundings can sometimes pose as barriers to effective communication. A noisy place such as when attending a party may constitute hindrance to oral communication as both the sender and the receiver will need to make extra efforts to get the message across and ensure that it is understood clearly and correctly.
9. **Clarity of Message:** A message needs to be conveyed in a clear or unambiguous manner.
10. **Lack of Feedback:** Feedback is important as it enables confirmation of understanding to be made by both parties. Lack of feedback can sometimes create problems as it can lead to uncertainty and confusion.

11. **Status/Role:** The sender and receiver of a message may be of equal or different status (e.g. manager/employee, lecturer/student, business owner/clients). This difference in status sometimes affects the effectiveness of the communication process.

3.3 Methods of Communication

The communication process involves the transfer of knowledge from the sender to the receiver for whom it becomes new information. In examining the different methods of communication, we shall describe two main channels: the traditional methods of communication and the modern methods of communication.

3.3.1 Traditional Methods of Communication

Traditionally, the Nigerian society had a predominantly oral culture whereby information and knowledge were communicated verbally or non-verbally (using signs, symbols and body language). Many researchers have discussed the traditional ways in which information and knowledge were transmitted in society (Alegbeleye, 1981; Aboyade, 1985). Some of these methods are:

- i. **Town criers:** a man identified by the community to pass information to the generality of people in the community. The town crier speaks the local language, goes to all nooks and crannies either during the day or at night and transmits information between the village head and the villagers. He is known as a broadcaster and acts as the village journalist. Messages transmitted could be about important community meetings, decisions and policies. For instance, if an abomination has been committed by a member of the village and there is need for a meeting at the village square, the town crier will announce the meeting date and time.
- ii. **Folk-tales and story-telling:** these are stories told by elders in a society to children and youths in order to educate, inform and entertain them. They could incorporate songs, dances and drama in telling the tales. Folk-tales usually pass on important information about the culture of the society, ancestral histories and taboos, their values and norms. It constituted a significant method of passing information from one generation to another.
- iii. **Traditional festivals:** these are ceremonies celebrated at specific times of the year to mark cultural activities of significance to the community. For instance, new yam festival is celebrated in many Nigerian communities to announce the beginning of planting or harvesting season. The Argungu fishing festival in northern Nigeria is celebrated annually to mark the end of the war between the Sokoto Caliphate and Kebbi kingdom. The Eyo festival in south western Nigeria

takes place whenever occasion and tradition demand and it is held as part of the final burial rites of a highly regarded chief or king. The Igue festival of the Bini kingdom is the occasion when the Oba of Benin blesses the land and his people. During festivals, information is communicated between members of a community.

iv. **Songs/Poetry/Recitations:** songs, poetry and recitations are used to eulogise individuals and communities. Praise poems known as “oriki” in Yoruba language are used to communicate information about ancestry, attributes, values and norms.

v. **Drama:** this was used to communicate information, pass on political messages and teach moral values in the community.

vi. **Drums:** the traditional talking drum is another means of communication. It conveys messages and can be used either officially (eg to convey meetings) or socially (eg during festivals).

Other means of communication include age groups, smoke signals and open markets.

3.3.2. Modern methods of communication

With the advent of the Internet and new technologies, there have been great advancements in the modes of communication. Communication could be done through writing, verbal or non-verbal ways. Examples include email, social media, satellite television, radio, telephone, video, DVD, fax, teleconferencing and print media. Print media has perhaps had in the greatest impact as it enables libraries to communicate scholarly information in journals, books, theses, magazines, abstracts and indexes, yearbooks, newspapers, etc. However, use of electronic communication methods is becoming more commonplace. Libraries engage in communication between the library and its users, among staff or provide a platform for users to communicate among themselves.

3.4 Importance of Communication

The importance of effective communication in libraries cannot be overemphasized. A good customer service can only be achieved through effective communication between the library and users, and among library staff. Communication needs to flow horizontally and vertically for it to achieve its purpose. Therefore, the leadership of the library must allow the views of users, junior and management staff to flow freely in an organised manner. This will encourage the generation of ideas, feedback and a culture of excellence. Library communication includes provision of proper signage that enhances users’ access

to the materials on the shelves; accurate metadata and classification that will facilitate access to materials; automation of library processes and use of social media to transmit information.

3.5 Relationship between the Library and Other Information and Communication Systems

One of the primary goals of the library is to transmit information. In spite of the new opportunities for libraries to transmit information over long distances to users (e.g through the Internet), many patrons still visit the library for face-to-face interaction. Information is transmitted by the library to educate, inform and entertain community members which eventually leads to improving livelihoods and national development. However, there are other information and communication systems that provide similar information services. These include:

3.5.1 The Mass Media

Mass media such as electronic (radio, television) and print media (newspapers, magazines) also provide information, education and recreation. They are very good at carrying out public enlightenment campaigns and promoting cultural values and norms. According to Nwalo (2000), mass media “help to raise the information level, focus attention on certain subjects, assist in determining information level, affect attitudes and shape public opinion”. Mass media provide very current information, in many cases in real time. It is very common to see people carrying radios around to listen to news. However, information transmitted through the mass media may not be repeated and may be difficult to locate thereafter; herein lies the importance of collecting, organising and preserving such information in libraries.

In terms of education, mass media organisations produce programmes such as documentaries on various subjects (eg environmental pollution), schools debates, teaching mathematics or English language. On the other hand, libraries provide text books and other print/non-print materials to support education of its users. Both the mass media and libraries provide recreation for their patrons. There are music concerts, comedies, drama and many forms of entertainment on radio and television. Libraries also provide space for community members to act plays, play music and dance. The inter-relationship between libraries and the mass media was aptly described by Ekpu (1985) in Nwalo (2000) when he noted that “*a tree sprouts from the soil and derives life from it, but later its leaves ripen and fall on the soil thereby increasing the richness of the soil*” so the relationship between libraries and newspapers is symbiotic. He stated that “*Newspapers gather part of their materials from libraries... and when the newspapers are published, the published materials find their way back into libraries for future reference... as newspapers gather materials to perform the functions of ...informing, educating*

and entertaining the readers, they invariably generate information which libraries find valuable to preserve for the purpose of meeting the needs of their patrons”.

3.5.2 Relationship with Ministry of Information, Information Units of Other Ministries, Departments and Agencies (MDAs) of Government and Other Non-Governmental Organizations (NGOs)

Other information systems in the communication environment include various Ministries of Information, the information units of other MDAs and NGOs. They transmit mostly information generated by government agencies and pass this on to the citizens. Such information deals with issues like provision of fertilisers, public education on health, agriculture, education and democracy. Libraries collect relevant information from these agencies and store and preserve them for posterity.

3.5.3 Relationship with the Internet/World Wide Web

The mandate and objectives of libraries and the Internet/World Wide Web are closely intertwined. The Internet allows for self publishing, open access, open source and many other facilities that promote information transmission, education and entertainment which are the major roles of libraries. Libraries have leveraged on these Internet facilities, using such services as electronic mails, telephone and social media (Facebook, WhatsApp, Twitter, Instagram) to enhance library services. Internet services have enabled libraries to provide electronic services such as Ask-A-Librarian service which provides reference services 24/7, self publishing, e-Lending and remote services (reservation of materials from any location). Researchers are able to access current information in real time. Indeed, the Internet has dramatically changed the way that libraries operate by providing Library 4.0 services.

4.0 CONCLUSION

In conclusion, effective communication is at the core of library services. Such communication is usually between the various categories of customers (staff, users) and requires good customer service. Modern information and communication technologies such as social media and the Internet should be fully employed in rendering services. The library should also take advantage of mass media and collaborate with other relevant partners to ensure that customers always have a pleasant experience with their services. In the next module, we shall examine the history of libraries.

5.0 SUMMARY

This Unit discussed the library as a medium of communication in society. In addition, it examined the relationship between the library and other information and communication systems such as the mass media, social media and the Internet. The need for libraries to provide good customer service was also emphasized.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. Define the term “communication”.
2. Describe the basic elements of the communication process.
3. Identify and discuss five barriers to effective communication.
4. Identify and explain the five traditional and five modern methods of communication.
5. Identify two other information and communication systems and discuss ways in which the library can collaborate with them.

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MODULE 3: HISTORY OF LIBRARIES – ANCIENT, MEDIEVAL AND RENAISSANCE AND DIGITAL AGE PERIODS; AND HISTORY OF LIBRARIES IN NIGERIA

UNIT 1: History of Libraries: Ancient and Medieval Periods

UNIT 2: History of Libraries: Renaissance and Digital Age Periods

UNIT 3: History of Libraries in Nigeria

Libraries have existed in society since ancient times. The history and evolution of libraries from ancient times to the digital age make interesting reading. This module introduces you to how libraries developed and functioned during these different periods. Understanding the royal origins of librarians may assist some of you to know how highly regarded librarians should be in society. The module closes by discussing the history and evolution of libraries in Nigeria.

UNIT 1: HISTORY OF LIBRARIES: ANCIENT AND MEDIEVAL PERIODS

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- 1.0 Introduction
- 2.0 Objectives/Intended Learning Outcomes
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 - 3.1 History of Libraries
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 - 3.1.2 History of Libraries: Ancient Times
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- 4.0 Conclusion
- 5.0 Summary
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1.0 INTRODUCTION

The history of libraries is interwoven with the history of writing and writing materials. We shall therefore examine the history of writing and writing materials briefly before discussing the history of libraries in ancient times and during

medieval period. Islamic libraries shall be specifically discussed because of their unique characteristics.

2.0 OBJECTIVES/INTENDED LEARNING OUTCOMES

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

- Describe the evolution of writing and writing materials
- Discuss the history and development of libraries in ancient times
- Describe unique functions of Islamic libraries
- Discuss the history and development of libraries in the medieval period

3.0 MAIN CONTENT

3.1 History of Libraries

It is important that we understand the history of any organisation because it tells us about the origin of the organisation, its characteristics, features, mandate, values and norms over a period of time from the past to the present. It gives a chronological account of events recording notable landmarks. Without a clear understanding of the past, it is difficult to plan adequately for the future. From the foregoing, one can describe the history of libraries as a cumulative record of the evolution and development of libraries which recorded all the achievements, failures, socio-cultural and economic activities, inventions and governance structures of man from the earliest times to the present. As early as 6000BC, ancient libraries started evolving. The evolution of libraries was greatly facilitated by the invention of writing and writing materials.

3.1.1 The History of Writing

In the time of the ancient civilizations (Egyptian, Mesopotamian, Greek and Roman civilizations) there were great advancements in human endeavours such as writing, agriculture, commerce, the arts, medicine, astronomy, religion, mathematics and the sciences. Communication was mainly in oral form. However, oral communication became inadequate in providing accurate records of events and it became imperative that man should look for different means of communication other than the word of mouth. Thus, writing was developed. Ability to write in turn implied that written records needed to be collected, arranged in a way to ensure easy retrieval, and kept safely. Libraries, therefore, started as an attempt to collect, maintain and preserve written records from priests and royalty.

Writing or recorded communication evolved from crude means such as pictographs, carvings and paintings on cave walls, tree barks, stones and metals. By about 3000BC, the cuneiform alphabet with 400 characters/signs was used by Sumerian scribes as a means of communication in government, temples, palaces and business. At about the same time, the Egyptians developed hieroglyphics or hieratic/picture writing on papyrus and later developed a system of using 24 alphabets. The Greeks modified the alphabets in the 5th century by adding vowels and initiated the art of writing from the left to the right by the 6th century. The Romans later modified the Greek alphabets to the 26 alphabets that we use to date. It is important to note that these are not the only form of writing in use today. Globally, people developed different methods of writing (alphabets) to communicate their thoughts. There have been over 200 different alphabets over the centuries and over 50 are still in use today in countries like Greece, China and Russia (Allen, 1967).

3.3 History of Writing Materials

Writing materials used were mostly those found in the environment of the different civilizations. Originally, writing materials used were cave walls, tree barks and stones. Then the Egyptians started using papyrus, made from papyrus reed found along the Nile valley while the Greeks used papyrus, wax and parchment (animal skin). Stylus pens were used to write on the wax tablets while cuneiform writing done on clay tablets or short clay cylinders/pipes which were kept in clay cases. Finally paper (coined from the word papyrus) was invented in China about AD105 by Tsai Lun. Proliferation of the production of paper, facilitated by the invention of the printing press by Johannes Gutenberg in AD1450 in Germany encouraged writing and documentation which in turn facilitated the growth of libraries. Printed materials included books, newspapers, magazines, maps and posters were prevalent during this period.

3.4 History of Libraries in Ancient Times

The history of libraries in ancient times could be observed from four main civilization periods: the Egyptian, Mesopotamian, Greek and Roman. The Egyptian civilization evolved around the fertile grounds of the River Nile which enabled growth in agricultural practices, trade, education and security while the Mesopotamian civilization developed around the Rivers Tigris and Euphrates. The environment facilitated inventions in agriculture, engineering, architecture, medicine, mathematics and the art of writing. It also meant that there was need to document business transactions and keep a record of these inventions. Thus, libraries flourished as they became the centre for the collection, organisation, preservation and dissemination of the documents and other non-book materials. The different types of libraries that evolved are briefly described here.

3.4.1 Temple Libraries: In ancient times, many of the libraries were established in temples and managed by priests. In Greece, the temple libraries eventually evolved into public libraries. During the Roman civilization when Christianity became dominant, many church libraries were established with collections that were mostly religious materials.

3.4.2 Royal Libraries: These were libraries that were established in palaces. Their collections were of a more general nature, focused mainly on documents on governance, business, law, medicine, architecture and geography generated by kings during their reign. A popular royal library in ancient Egypt was that of King Rameses II (1304-1237BC) at Thebes who had about 20,000 papyrus rolls on various subjects. Another remarkable library in the ancient times was that of King Assurbanipah (669-626BC) of Nineveh in Mesopotamia with over 25,000 clay tablets (Encyclopedia Britannica, 1990). An account of Noah's Flood as recorded in the bible was found in this library

3.4.3 Public Libraries: In Greece, the first public library which was established by government was that of Peisistratus in Athens in 500 BC. The library stock was made up of government documents, literature, politics and other general interest books. Another public library was that of Gaius Assinius Pollio in Rome while the Imperial Library of Constantinople was established in Byzantine in the Eastern Roman empire. Allen (1967) noted that there were as many as 28 public libraries in Rome in 350AD.

3.4.4 Private Libraries: Private libraries were common in ancient times among the wealthy. They established personal libraries as a social high class symbol. Roman scholars such as Cicero and Pollio had private libraries.

3.4.5 Special Libraries

The Alexandria library of ancient Egypt was one of the well known libraries that survived to date. It was established as a reference library for research purposes by King Alexander the Great. It also served as the national and university library in ancient Egypt.

3.4.6 Acquisition Methods and Nature of the Collections

The collections of ancient libraries were mostly the documents used by priests for worship. They were owned by the temples. The collection were religious materials, records of business transactions and trade, educational materials used by educational institutions to train priests, government documents and research materials of notable scholars in the field of medicine, geography, mathematics, grammar, astronomy, literature, engineering, history and the sciences. Reference materials also became popular. Ancient Greek philosophers such as Aristotle,

Plato, Socrates and Herodotus wrote notable books which were collected in the libraries. For instance, Aristotle's books were on philosophy, science, drama, ethics and government; Herodotus wrote history books and became known as the father of history; Hippocrates wrote over 70 medical books while Pythagoras invented the well-known Pythagoras theorem. The Alexandria library had over 700,000 scrolls, acquired by decree or legal deposit law and by purchase. A lot of the collections were written in Greek and Latin.

3.4.7 Organisation of the Collection

The collections of ancient libraries were well organised by subject using simple cataloguing and classification systems. For instance, the clay tablets by Sumerians were stacked vertically, side by side, with the contents described by the title written on the side facing upwards (Casson, 2002). For scrolls, the classmarks were sometimes written on the walls of the library. Callimachus was known to have developed a classified catalogue and used a classification scheme for cataloguing and classification in Alexandria library. Rudimentary circulation systems were in place and there was evidence that users were sanctioned for stolen or mutilated books.

3.4.8 Staffing

The librarians in ancient times were mostly priests known as the "Keeper of the Books". Zoroaster was the first librarian of the Alexandria library. The other library staff included translators, copyists and scribes.

3.4.9 Services Provided

The libraries were open to use by priests, royalty and nobles. The materials were consulted within the temple libraries and users were not allowed to borrow or take them out of the library. Hence, libraries in ancient times provided mostly reference services. This is understandably so considering how difficult and time-consuming it was to copy or translate books and source for writing materials.

3.5 Islamic Libraries

The Islamic religion was founded by Prophet Mohammed (SAW) around the 7th century AD and uses the Holy Quran as a basis for their religious beliefs. The Quran encouraged literacy resulting in the proliferation of mosque schools and universities. The collections of these schools included Arabic language and literature, philosophy, medicine, engineering, mathematics and philosophy. Notable Muslim scholars, according to Burns (1963) were Al ibn Hazim who wrote 400 books, Khali Ibn Ahmed who wrote the first Islamic lexicon in 48 volumes, Ibn Sina Avicenna who wrote a medical compendium and Rhazes who wrote the first medieval encyclopaedia and discovered small pox.

Islamic libraries were established as a result of these literary activities in the Muslim world. There were different types of libraries. For instance, the royal libraries of Fatimid Caliph al Hakim in Egypt, Cordova and Baghdad; private libraries belonging to wealthy individuals such as Ghar al- Ninnal al Sabi who had 300 volumes of books; and public libraries built in mosques in Cairo and Baghdad which had about 36 public libraries by AD 1224. University libraries also existed in the universities established in Cairo, Fez, Alepo, Baghdad, Damascus and Timbuktu. The collections were acquired through purchase, translation and copying. The collection consisted of materials in subjects such as law, astronomy, mathematics, chemistry, geometry, logic, theology and literature. Materials were written in Arabic, Greek and Latin. The Fatimid royal library held over 100,000 volumes of books by AD 1173 while the Cordova library had over 400,000 volumes. The libraries were catalogued and classified and properly organised by subject in catalogue cabinets and on shelves.

3.6 Medieval Libraries

Although researchers do not draw a clear distinction between the ancient and the medieval times, Okiy (2014) noted that the medieval period covers the period between the fall of the Western Roman Empire in 476 AD and the Renaissance period in the 15th century. The medieval period is also known as the Middle Ages or the Dark Ages because during this period, the Greco-Roman civilization was destroyed and intellectual activities ceased except in monasteries (churches). Christianity was predominant during the medieval civilization and as such religious materials made up the bulk of the collection. Education was mainly for priesthood although informal education through the apprenticeship system was popular resulting in the training of artisans who formed professional societies known as guilds. However, during the period, Charlemagne, a Christian ruler revived interest in education and encouraged scholarship. In essence, libraries in the medieval period were established by the church and the ruling class. Their materials were mostly religious in nature and were used for evangelism or statesmanship. Religious leaders and rulers valued information and invested heavily on library development. Manuscripts were highly valued and were considered as part of the “loots” taken as spoils of war (Nwalo, 2000).

The types and characteristics of libraries in the medieval era were similar to those in the Ancient Age, hence they will be described briefly. Medieval libraries were made up mostly of religious/monastic libraries because priests were allowed to study during the dark ages and as such they continued to collect and preserve materials in other subject areas outside religion. In addition, the Vatican library was established in Rome in 1447 AD and there were significant university, public and private libraries. For instance, Cassidorus, a noble who became a monk and established a Scriptorium (where people copied monastery documents or other

manuscripts by hand) ensured that every priest in his monastery was educated and that all monasteries had libraries. Louis IX, Charles V and Robert de Sorbonne all established large libraries. The Sorbonne library attached to his school had over 1700 volumes of books by 1330. The collections were acquired through purchase, donations and copying. The collections consisted mostly of materials in logic, history, astronomy, literature, the science, the creative arts and religion. The libraries were organized with cataloguing and subject classification of materials. Classmarks were written on the books and they were properly shelved in well-labelled shelves. Most of the materials were written in Latin, although there were books in Greek.

4.0 CONCLUSION

This Unit was designed to make you to understand the evolution of libraries from the ancient times to the medieval era. It described the evolution of writing and writing materials because they facilitated the establishment of the earliest libraries. It went further to discuss the history and characteristics of libraries in ancient and medieval times as well as Islamic libraries.

5.0 SUMMARY

We discussed the evolution of writing and writing materials and how they facilitated the genesis of libraries. We also described the history and characteristics of libraries in ancient and medieval times as well as Islamic libraries. In the next Unit, we shall examine libraries in the Renaissance period and the history of libraries in the digital era.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. Describe the evolution of writing and writing materials.
2. What were the key characteristics of Islamic libraries?
3. Discuss the history of libraries in ancient times and describe the main characteristics of the different types of libraries during the period.
4. Discuss the history of libraries in the medieval era and describe the main characteristics of the different types of libraries during the period.

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UNIT 2: HISTORY OF LIBRARIES: RENAISSANCE AND DIGITAL AGE PERIODS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives/Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 History of Libraries in the Renaissance Period
 - 3.2 History of Libraries in the Digital Age
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercise(s)
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the last Unit, we examined the history of libraries in the ancient and medieval periods. We shall continue in this Unit, by discussing the history and characteristics of libraries in the renaissance period and in the digital era.

2.0 Objectives/Intended Learning Outcomes

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

- Describe the history and characteristics of libraries in the renaissance period
- Describe the history of libraries in the digital era
- Discuss the importance of libraries in the digital era and identify the benefits.

3.0 MAIN CONTENT

3.1 History of Libraries in the Renaissance Period

Historical accounts record the renaissance (re-birth) or modern era as the period that started around the 14th century. The era was characterized by renewed interest in the Greco-Roman empire and constant curiosity in activities surrounding their environment resulting in many discoveries and an expansion in learning and literacy, teaching and research. During the renaissance period, Italian scholars became prominent as they opened up their land for the Romans fleeing from war. The Byzantine Greeks brought with them manuscripts and literature from the Greco-Roman civilization which enriched Italian scholarship, especially in the humanities. The Italian scholars became known as the humanists because a lot of discoveries were made into all of human intellectual and creative powers. During this period, explorations were made and the “new world” was discovered by notable explorers like Mongo Park, Vasco Da Gama and Bartholomew Diaz. There was a notable rise in the level of literacy and with the advent of the printing press, paper for writing became more readily available which also led to the increase in number of schools and libraries.

The renaissance libraries were significantly different from those of ancient times (characterized as custodians of knowledge managed mostly by priests and royalty) and the medieval era (characterized by the dark ages where libraries were preserved in Monasteries). The renaissance libraries were readily accessible to the public and knowledge became democratized rather than remain in the domain of priests and royals. Libraries became places where reading, research, recreation and informal education were prevalent. The types of libraries in the renaissance period included:

- **Religious libraries:** these libraries stocked mainly Christian literature and the reforms to their philosophy.
- **University Libraries:** these libraries were important centres of activities in research and innovation. During this period about 80 universities were established in Europe, each with its own library. They included the famous universities of Cambridge and Oxford in England, Toulouse in France, Heidelberg in West Germany, Bologna and Florence in Italy, and Salamanca in Spain. The libraries were well organized, and had a cataloguing and a classification system by subject. In France, a lot of reforms took place in university library management, including paying of library levies by students, appointment of university librarians and the institutionalization of library committees. In Germany, Habolt developed an alphabetical catalogue for the University of Berlin library and a professional journal known as “The Serapeum” was published. University

libraries in Germany had a total stock of over 2million volumes by 1866. In the United States of America, the Harvard University library was established in 1638 through a donation of 400 volumes of books by John Harvard which later rose to almost 1million volumes by 1900. Innovations in the USA university library system include the use of printed card catalogue with author, title and location mark; inter-library loans, reference services, including user education and extended library opening hours (Okiy, 2014).

- **Public Libraries:** There was a proliferation of public libraries in the Renaissance period mostly because of the promulgation of the Public Libraries Act of 1850 in Great Britain and the donation of library buildings by Andrew Carnegie (an American philanthropist). The National Library (the British Museum) was established in 1759 and had millions of books. By 1956, Great Britain had over 2000 libraries and

30,000 service points with over 63million volume of books. In France, the National Library known as Bibliotheque Nationale and the Mazarin Library exist to date and are very prominent. The National Library of Germany was established in 1661. In the United States of America, the free public schooling policy promoted the establishment of public libraries, with the first being that of Petersborough established in 1933. Many other counties and councils set up public libraries thereafter and American philanthropists like Andrew Carnegie established about 1700 in America by 1919 (Allen, 1967). These activities gave impetus to other developments in the library and information sector in America. For instance, the first convention of librarians was held in 1853 and Poole's index to periodical literature was published in 1882 by the first librarian of the Chicago Public Library, William Frederick Poole. Melvil Dewey contributed significantly to librarianship by establishing the American Library Association in 1876; establishing the *Library Journal* and in 1876, he published the Dewey Decimal Classification System which is still in use by many libraries worldwide (Okiy, 2014). Libraries in the renaissance period could therefore be said to be very active and laid the solid foundation upon which current library services are provided.

3.2 History of Libraries in the Digital Age

The history of libraries started in the ancient times but from the 1960s, computerization and digitization were introduced into library operations which consequently enabled them to provide remote services to users as well as create more user-friendly spaces. It also resulted in the establishment of

digital/electronic/virtual libraries. Wikipedia defines a digital library/digital repository/digital collection as is an online database of digital objects that can include text, still images, audio, video, or other digital media formats. Objects can consist of digitized content like print or photographs, as well as originally produced digital content like word processor files or social media posts. In addition to storing content, digital libraries provide means for organizing, searching, and retrieving the content contained in the collection. The digital content may be stored locally, or accessed remotely via computer networks. These information retrieval systems are able to exchange information with each other. An early example of a digital library is the Education Resources Information Center (ERIC), a database of education citations and abstracts, which was created in 1964 and made available online through DIALOG in 1969. Types of digital libraries include Institutional Repositories (IRs) and Digital Archives which are becoming very commonplace in Nigerian university and special libraries. In other words, digital libraries are those with electronic content (resources). They use new technologies to create textual, aural and graphical formats of documents for users. Libraries which provide easy and quick access to information characterized by remote access, real time access and provision of 24/7 services are prevalent in the digital age.

Essentially, library collections in the digital age include EBooks, DVDs, Audio-books, large print and Braille materials, computer games and the Internet. The provision of makerspaces, community centres (homework groups, reading clubs, etc) and other facilities make them popular. Academic libraries are actively involved in building institutional repositories of the institution's books, papers, theses, and other works which can be digitized or were 'born digital' (initiated and created in the digital era). Many of these repositories are made available to the general public with few restrictions, in accordance with the goals of open access, in contrast to the publication of research in commercial journals, where the publishers often limit access rights. Institutional, truly free, and corporate repositories are sometimes referred to as digital libraries. Institutional repository software is designed for archiving, organizing, and searching a library's content. Popular open-source solutions include DSpace, EPrints, Digital Commons, and Fedora Commons-based systems Islandora and Samvera.

Libraries in the digital age, offer a wider variety of services. Many libraries now offer hybrid services which include providing physical print documents as well electronic documents and services to users. Libraries are thus finding new tools and new strategies to remain relevant in the digital age. EdTech (2019) notes that in higher education, 21st-century librarians are seeing a redefinition of their roles, moving from stewards of physical information to educators on digital literacy. Institutions are also taking a new look at library buildings, which are becoming

less about offering a refuge for quiet, independent study and more about creating opportunities for creativity and collaboration. The main mission of libraries to inform, educate and entertain remains the same; the only change is in format with more digital formats available in the 21st century.

3.2.1. Library Services in the Digital Age

Services that libraries provide in the digital age are summarized here.

- i. Remote access to information and knowledge. Users can easily access library services from the comfort of their homes and anywhere else on mobile devices. In the digital age, users can make reservations for books, download documents and send/receive messages by email or social media.
- ii. It facilitates receiving information in real time online which is excellent for research
- iii. It provides Online Public Access Catalogue (OPAC), which has the advantages of providing faster services to users as well as multiple access points for retrieval of information.
- iv. It enables self-publishing with greater visibility and research collaboration
- v. It promotes Open Access to information resources
- vi. It promotes the development and use of free and Open Source Software
- vii. It facilitates 24/7 services such as Ask-A-Librarian reference service
- viii. It provides opportunities for capacity building and training of users in basic computer literacy skills as well as accessing Internet resources
- ix. It provides a platform for easier resource sharing among libraries that have compatible software
- x. It provides flexible work spaces that foster collaboration. For instance, it provides spaces for small or large group discussions
- xi. It provides opportunity for user education/information literacy on how users can access and use library resources
- xii. It provides great opportunities for librarians Continuing Professional Development programmes (CPD) and self development efforts which enables them to keep abreast of rapid changes in technologies and current

issues in the profession. An example is the use of Massive Open Online Courses (MOOCs).

- xiii. It enables smarter library buildings with technology-centred facilities.

3.2.2 Benefits of Libraries in the Digital Age

The new technologies and ready availability of information in different formats have brought specific benefits to the operations of libraries in the digital era. Some of these benefits are:

- **No physical boundary:** the user of a digital library does not need to go to the library physically; people from all over the world can gain access to the same information, as long as an Internet connection is available.
- **Round the clock availability:** a major advantage of digital libraries is that people can gain access 24/7 to the information.
- **Multiple access:** The same resources can be used simultaneously by a number of institutions and patrons. However, for copyrighted materials, a library may have digital rights management system where a resource can become inaccessible after expiration of the lending period or after the lender chooses to make it inaccessible (equivalent to returning the resource).
- **Information retrieval.** The user is able to use any search term (word, phrase, title, name and subject) to search the entire collection. Digital libraries can provide very user-friendly interfaces such that access to most resources is just a click away.
- **Preservation and conservation.** Although digitization is not a long-term preservation solution for physical collections, in the medium term, it provides access to materials that may have been worn out from repeated use. Digitized collections and born-digital objects pose a lot of access, preservation and conservation concerns which are currently being investigated by libraries in order to proffer suitable solutions.
- **Space.** Whereas traditional libraries are limited by storage space, digital libraries have the potential to store much more information, simply because digital information requires very little physical space and media storage technologies are cheaper.
- **Added value.** Characteristics of objects and the quality of images may be improved, especially with the advent of 3-D facilities. Also, digitization can enhance legibility and remove visible flaws such as stains and discoloration from documents.

3.2.3 Importance of Libraries in the Digital Age

In the digital age, where the Internet is readily available, some people think that they can get all the information they need through Google or other Internet facilities, and therefore, do not need the library. However, it has been proven that this line of thought is faulty and invalid. Even in the digital age, libraries are still very important because:

- i. Information found in libraries has been authenticated and can be used without concerns about accuracy.
- ii. Libraries are well organized, thereby making access to information easier. Finding information that you need on the Internet could sometimes be like looking for a needle in a haystack. A simple Google search on history of libraries can throw up millions of hits on the Internet and a researcher may then spend a long time trying to decide which information is relevant whereas a reference librarian will give you a few key documents for the same search.
- iii. Libraries provide safe spaces for users whereas cyber-bullying may be encountered in trying to use Internet resources.
- iv. Libraries provide services for all categories of users, irrespective of the age, race, gender, religion, disability, financial status, etc. On the other hand, the Internet and other mobile devices are available only to those who can afford the subscriptions. If libraries did not exist in society, it would be difficult for some categories of people (such as disadvantaged groups) in the society to access information.
- v. Many libraries provide information and other services free of charge or charge basic administrative fees. Other information provision agencies in the digital age charge fees, thereby widening the economic divide between the rich and the poor.
- vi. Libraries offer a wide range of services which may not be readily available elsewhere. One of the services of community libraries is to assist in advocating on issues of concern to the community.

In essence, libraries use Internet and other electronic facilities to enhance their services but the facilities are used in a purposeful, relevant and controlled manner that optimizes the users experience and knowledge.

4.0 CONCLUSION

In conclusion, this Unit discussed the evolution of libraries in the renaissance and digital ages. It examined the unique characteristics of the libraries in these periods

and noted some of the benefits or advantages of the digital environment. The next Unit will deal with the history of libraries in Nigeria.

5.0 SUMMARY

The history of libraries in the renaissance era was discussed with a focus on the unique characteristics of the libraries. The point was made that made of the developments in this era provided a solid foundation upon which libraries still operate to date. The influence of the digital age on libraries was also examined, especially with a view to assess its benefits/advantages.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. Describe the history and characteristics of libraries in the renaissance era
2. Discuss the history or evolution of libraries in the digital age
3. What are the main benefits derived by libraries in the digital era?

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Unit 3: History of Libraries in Nigeria

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1.0 INTRODUCTION

In this Unit, we shall examine the history of libraries in Nigeria. We shall discuss how the different types of libraries evolved and their main characteristics as well as the history of library education.

2.0 OBJECTIVES/INTENDED LEARNING OUTCOMES

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

- Understand the history of the different types of libraries in Nigeria
- Discuss the history, functions and activities of the National Library of Nigeria
- Understand and explain the evolution of library education in Nigeria

3.0 MAIN CONTENT

3.1 History of Libraries in Nigeria

The evolution of conventional libraries in Nigeria could be said to have started from the 1900s when Nigeria was under British colonial administration and White Christian missionaries came to evangelize. The missionaries established schools at the primary and secondary levels and promoted literacy in English. People who went to school and could read and write got “white collar” jobs and lived in relative comfort. Thus, the oral culture of Nigerians began to experience changes, giving way to literacy in English language which in turn facilitated reading and writing of materials. Consequently, the need for more libraries increased. Also, as Nigeria became independent and more states were created, there was a corresponding development in the socio-economic status which meant that more people could afford to pay their way through school. By the time the 36 States and the Federal Capital Territory were established in 1997 the number of educational institutions with libraries had increased significantly and all states

had established state library boards to manage public libraries. Government libraries were also popular in the various Ministries, especially in the judiciary (Ministry of Justice). In addition, public libraries developed rapidly starting from the Lagos Territory which was then the seat of government and the commercial nerve-centre of the country. To date, there are 316 public libraries (one in each state and some with many branches), including national library branches in Nigeria. Special libraries and other types of libraries also became popular. The National Library of Nigeria was established in 1964 by an act of parliament. This was replaced by the National Library Act 29 of 1970. At present, its headquarters is in Abuja and has 26 branches spread across the states. It is important to examine the evolution of the different types of libraries in Nigeria over time.

3.1.1 Public Libraries Development in Nigeria

The first public library in Nigeria was the Tom Jones library which was established between 1910 and 1920 in Lagos but became open to the public in 1932 as a subscription library. Other public libraries established in Lagos included those of Lagos Book Club (Lagos Library, 1932); the British Council and Lagos Town Council (Lagos Public Library, 1946). The British Council Library was established in 1943 to serve as an information centre during the second world war and the American Library in 1946.

Members had to pay a subscription fee in some of these libraries and because the fee was relatively high, the users consisted mostly of Europeans who were civil servants and professionals. For instance, it was reported by Saleh (2012) that by 1939 Wrong (1939) noted that the Lagos library had a membership of 145 Europeans and 11 Africans. The libraries had branches in Lagos while the British and American libraries had branches in other cities in the country, including Ibadan, Enugu, Kano, Port Harcourt, Benin City and Kaduna. Okiy (2014) reported that by 1973 the Lagos Municipal Library service had over 100,000 volumes of books. The collections of these libraries were of a general nature covering many subject areas that were of special interest such as war literature which were contained in various media such as photographs, documents, pamphlets, newspapers, magazines, films and radio programmes, fiction and non-fiction materials. As at 1971, the British Council Library had over 100,000 volumes and employed 8 professional staff. To date, the British Council has continued to assist the development of libraries in the country through financial and technical aid and the Lagos and Abuja Information Resource Centres of the American embassy are still functional, providing gainful employment for librarians.

3.1.2 Special Libraries Development in Nigeria

The first set of special libraries was established by the colonial government. These were those of the High Court and the Ministry of Justice which were set

up in 1900. The government also established research institutes with functional libraries, including those of the Agricultural Research Development, Moor Plantation in 1910, Agricultural Experimental Station in Samaru, Zaria and Umudike in 1923, the Veterinary School in Kano (1934); Nigerian Institute For Oilpalm Research (NIFOR, 1939), Central Medical Library, Lagos (1946), the International Institute for Tropical Agriculture (IITA, 1969), the Federal Institute of Industrial Research Oshodi (1956), the Nigerian National Petroleum Corporation (NNPC), Shell Petroleum Development Company, Banks (Central Bank of Nigeria, 1961; Guarantee Trust Bank) and Media Houses (Print and Electronic). These libraries were well stocked with up-to-date materials especially in agriculture. They provided high quality services such as Selective Dissemination of Information (SDI), Current Awareness Services (CAS), bibliographic services, indexing, abstracting and photocopying. Special Libraries were among the first set of libraries to be automated and to provide Internet access in Nigeria.

3.1.3 Academic Libraries Development in Nigeria

Academic libraries are those established in tertiary institutions, including universities, colleges of education and polytechnics. The first academic library in Nigeria was that of Yaba Higher College established in 1932. Next was the of University College Library, Ibadan in 1948 as the first university in Nigeria. As a result of the Elliot Commission report in 1945 and the Ashby Commission report in 1960, many other university libraries were established by Federal, State and Private universities bringing the number to a total of 170 in 2018 (NUC, 2019). In addition, 126 Polytechnics/Monotechnics, 82 Colleges of Education and many specialized tertiary institutions have been established, each with its own library. At present, academic libraries have taken the lead in library development in Nigeria.

The first university librarian in Nigeria was Professor John Harris, a New Zealander who was appointed the first university librarian of the University of Ibadan in 1948. His impact in Nigerian librarianship was extensive, University Librarian of University of Benin, Benin City; first librarian to be appointed acting Vice Chancellor of the Universities of Ibadan and later, University of Benin; he facilitated the publishing of the first professional library journal-*Nigerian Libraries*; the promulgation of the Legal Deposit Law of Nigeria in 1950; the concept of establishing of the University Bookshops; the establishment of the University of Ibadan Press in 1950; started the publication of a publication of a bibliographical work called *Nigerian Publications*; was instrumental to the establishment of the West African Library Association and later the Nigerian Library Association as well as the National Library of Nigeria

Examples of university libraries in Nigeria are:

SN	Name of University	Year Established
1	University of Ibadan, Ibadan	1948
2	University of Nigeria, Nsukka	1960
3	Ahmadu Bello University, Zaria	1962
4	Obafemi Awolowo University, Ile-Ife (formerly University of Ife, Ife)	1962
5	University of Lagos, Lagos	1962
6	University of Benin, Benin City	1970
7	Bayero University, Kano	1975
8	University of Calabar, Calabar	1975
9	University of Ilorin, Ilorin	1975
10	University of Jos, Jos	1975
11	University of Maiduguri, Maiduguri	1975
12	University of Port Harcourt, Port Harcourt	1975
13	Usmanu Danfodiyo University	1975

Source: NUC website: <https://www.nuc.edu.ng>

3.1.4 School Libraries Development in Nigeria

School libraries are those established in pre-school, primary and secondary schools to promote teaching and learning and supporting the curriculum. In Nigeria, school libraries have not been well entrenched. A World Bank survey on use of textbooks in Nigerian schools carried out by Segun and Okojie (2004) revealed that only about 5% of schools in Nigeria have libraries. Worse still is the fact that the number of trained librarians who manage these libraries is extremely poor. Many models have been used to set up school libraries. For instance, some have used book boxes (a few books kept in specially made boxes) which are kept in each classroom; some keep the books in the Headmaster's/Principal's office while some set up book corners in the classrooms. The Western Nigerian government established book corners in schools as early as the 1950s but they were not sustainable because there was no legal backing. However, the Abadina Media Resource Centre (AMRC), University of Ibadan was established in 1974 to provide school library services to Abadina schools, and the resource centre exists till date. Abadina was established as a prototype school library; served 5 schools in the University of Ibadan and 38 other school in Ibadan, In addition, the Federal Ministry of Education established a library service in Lagos in 1963 with assistance from UNESCO. The aim of the service was to provide basic library services to schools in Lagos with an initial collection of 33,770 books, 72 serial titles and 3 librarians. In the Midwest (Edo and Delta) region, the government established a vibrant school library service in 1972. Okiy (2014) asserted that the Midwest Library service had the responsibility of visiting schools, organizing and providing training for library assistants, assisting in the development of libraries to schools, and even assisting them in getting books for their libraries at

subsidized rates from the State Library Book Depot. The Midwest Ministry of Education established School Library Division and mobile libraries were popular. In the Northern states, school library services started in 1952 with book boxes that had 200 titles in each school. In Eastern states, school libraries started in 1955 managed by the Eastern State Library Board under the Ministry of Education and the Eastern Nigerian School Libraries Association developed minimum standards for school libraries. The Nigerian School Library Association established in 1977 and the Nigerian School Library Journal still exist to date.

3.1.5 Private Libraries in Nigeria

These are libraries owned by individuals and were the first type of libraries in Nigeria. Private libraries started with Arabic collections of Islamic scholars such as Junaid B. Mohammed Al-Bakhari and Shehu Usman Dan Fodio developed in 18th-19th centuries. Islamic jurisprudence religion, manuscripts, administration and literature were popular. In the 20th century, examples of private libraries were those of Tom Jones (1910), Dr. Henry Carr who had over 18,000 volumes in 1945 and was later donated to the University of Ibadan. Herbert Macaulay had over 500 volumes; Dr. Nnamdi Azikiwe had over 40,000 volumes of which he gave 10,000 volumes to University of Nigeria, Nsukka; and Chief Obafemi Awolowo donated his private library of over 8000 volumes to Ogun State University, Ago-Iwoye.

3.1.6 History of the National Library of Nigeria

The National Library of Nigeria, a grade 'A' Parastatal under the Federal Ministry of Education was declared open to the public on 6th November, 1964 by Chief T.O.S Benson, the then Federal Minister of Information. From the beginning at No. 4, Wesley Street, Lagos, the National Library has grown into five Professional Services Departments and three Corporate Services Departments with twenty-six branches spread across the country and FCT Branch. It was established by the National Library Decree No. 29 of 1970, and amended thrice by National Library Board (Amendment) Decree No. 9 of 1976, National Library Board (Amendment) Decree No. 29 of 1979 and National Library Board (Amendment) Decree No. 26 of 1987.

Vision

To ensure the building of an informed and enlightened citizenry through the provision of information resources which are readily available and accessible.

Mission

To “acquire, process, organize, disseminate as well as provide links to information resources to Nigerians, and non-Nigerians alike, for their educational pursuits and for informed decision making”.

Thrust

To galvanize resources towards the improvement of library facilities and services, comprehensive collection and preservation of indigenous publications and provision of access to information resources to support formal and non-formal education.

Mandate and Functions

The enabling Act mandates the National Library of Nigeria to:

- a) Assemble, maintain and extend a collection of books, periodicals, pamphlets, newspapers, maps, musical, scores, films and recordings and such other matters as the Board considers appropriate for a library of the highest standing;
- b) Establish and maintain a branch of the National Library in each state;
- c) Make the facilities of the National Library available to members of the public and others on proper terms;
- d) Make recommendations and give advice on library development or organization to any department or agency of government of the Federation or a State or to any local government authority;
- e) Make such arrangements as the Board considers appropriate with respect to:-
 - i. The exchange of matter included in the collection aforesaid;
 - ii. The preparation and publication of catalogues, indexes and similar aids;
 - iii. The provision of assistance to other persons in the organization of libraries; and with respect to the manner of using facilities under the control of libraries;
- f) Be responsible for the development of the National Bibliography of Nigeria and National Bibliographical services, either in a National Bibliographical Centre or elsewhere.
- g) Acts as the legal depository of materials.
- h) Ensure the provision of necessary support for intellectual efforts in all activities directed at progress and development.
- i) Ensure the availability of comprehensive and as near complete a collection of resources as possible materials in existing knowledge in the world, and

ensuring full access to such resources both within and outside the nation's boundaries.

- j) Ensure a free flow of knowledge between this nation and others thereby securing a place for the nation in the community of nations that depend on recorded knowledge and information for survival in a world of rapid advancement and competition of ideas.

3.2 History of Library Education in Nigeria

In the period before 1959, training of Nigerians in library and information science consisted of short courses to facilitate their passing of British Library Association examinations. Training was done in University of Ibadan and Achimota College in Ghana. The first group of qualified librarians in Nigeria was sponsored for training in the United Kingdom by the Lagos Town Council. However, UNESCO organized a successful seminar in 1953 on the development of public libraries in Africa at University of Ibadan. The report at the end of the seminar was the recommendation for the establishment of a library school to train staff of libraries. Thus, the Institute of Librarianship (now Department of Library, Archival and Information Science -LARIS), University of Ibadan was established in 1959 as the first library school in Nigeria with John Harris as the first Director. The school has evolved from producing students who took the British Library Association examinations to graduating students with certificate in librarianship, Diploma in Librarianship, Post-graduate Diploma, bachelors' degree, Masters degree, Masters in Information Science, MPhil and PhD. The second library school was the Department of Library Science, Ahmadu Bello University (ABU), established in 1968. The department started with a Bachelors' degree programme and a two-year diploma programme to train middle-level manpower in libraries because as the number of tertiary institutions increased, there was dire need for librarians to manage their libraries. Thereafter, the number of library schools increased significantly and there are now over 28 library schools in Nigeria. The library and information science programmes are accredited by the National Universities Commission (NUC). The Librarians' Registration Council of Nigeria also developed Minimum Standards and Benchmarks and reviewed the curriculum of the library and information science programme in 2016.

4.0 CONCLUSION

This Unit concludes the Module of the history of libraries. It discussed the history of different types of libraries as well the history of library education in Nigeria. The factors that influenced the development of the libraries had earlier been discussed. It is important to note that the services currently offered by these libraries are similar to those described here.

5.0 SUMMARY

From the discussions in this Unit, it could be deduced that Nigerian libraries had a good start and in spite of the challenges faced, they are building on the good foundation that was laid. A lot of tertiary institutions are springing up in Nigeria, thereby necessitating an increase in the number of librarians required to manage these libraries.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. Discuss the history of the different types of libraries in Nigeria.
2. Describe the history of library education and training in Nigeria.

7.0 REFERENCES/FURTHER READING

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MODULE 4: FUNCTIONS OF DIFFERENT TYPES OF LIBRARIES

In this Module, we shall identify and describe the basic characteristics of the different types of libraries. We shall also examine the functions of these libraries to enable to differentiate the services offered by each type of library.

This module also introduces you to the meaning and importance of oral tradition, especially its effect on library services in Africa. Furthermore, the module examines the concept of Indigenous Knowledge. The role of libraries in preserving oral tradition as well as the challenges in the collection and preservation of oral tradition is discussed.

UNIT 1: Functions of Different Types of Libraries

CONTENTS

- 1.0 Introduction
- 2.0 Objectives/Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Functions of Different Types of Libraries
 - 3.1.1 Academic Libraries
 - 3.1.2 Public Libraries
 - 3.1.3 School Libraries
 - 3.1.4 Special libraries
 - 3.1.5 National Libraries
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercise (s)
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this Unit, we shall describe the various types of libraries and discuss their characteristics and functions.

2.0 OBJECTIVES

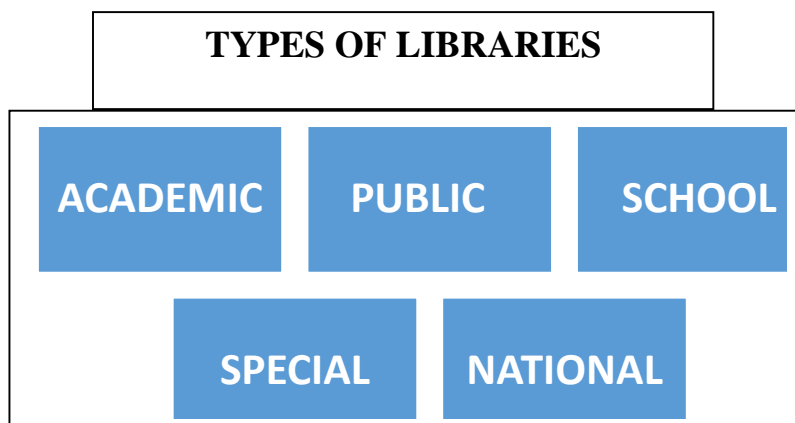
The objectives of this Unit are to ensure that students are able to:

- i. Describe the features and functions of academic libraries

- ii. Describe the features and functions of public libraries
- iii. Describe the features and functions of school libraries
- iv. Describe the features and functions of special libraries
- v. Describe the features and functions of national libraries

3.0 MAIN CONTENT

The types of libraries that will be examined are academic libraries, public libraries, school libraries, special libraries and national libraries.



3.1 Academic Libraries

Academic libraries are libraries established in post-secondary institutions such as universities, polytechnic and colleges of education. They provide support to students and staff of these institutions by supporting their teaching, learning and research activities. Academic libraries usually provide information literacy services and stock materials in all disciplines taught in the institution. Their users are students, faculty members (lecturers), other workers in the institutions and the community members around the institution.

3.1.1 Functions of Academic Libraries

- 1. To provide information resources for staff and students for teaching, learning and research purposes
- 2. To provide resources for recreation and self development of staff and students
- 3. To provide information literacy (user education) for users

4. To develop and provide specialised services as may be required by the users such as organising workshops to teach how to cite electronic references
5. To provide safe and social space for reading, meetings and library commons
6. To provide inter-library loan or resource sharing services so that users can access the resources of other libraries
7. To provide repository services for the institution's intellectual outputs such as electronic theses.



Kashim Ibrahim Library, Ahmadu Bello University, Zaria
cc: Google public domain



Kenneth dike Library, University of Ibadan, Ibadan
cc: Google public domain

3.2 Public Libraries

IFLA/UNESCO Public Library Manifesto (1994) defines a public library as an organisation established, supported and funded by the community, either through local, regional or national government or through some other form of community organisation. It provides access to knowledge, information, lifelong learning, and works of the imagination through a range of resources and services and is equally available to all members of the community regardless of race, nationality, age, gender, religion, language, disability, economic and employment status and educational attainment. It notes that 'The public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups.' Rubin (2010) puts this aptly by listing five major characteristics of public libraries as:

- a). they are generally supported by taxes (usually local, though any level of government can and may contribute);
- b). they are governed by a board to serve the public interest;
- c). they are open to all, and every community member can access the collection;

- d). they are entirely voluntary in that no one is ever forced to use the services provided; and
- e). they provide basic services without charge.

The public library is therefore open to every member of the community to provide basic information, education and recreational services to the community it serves, thereby democratising information. It provides the platform for lifelong learning for community members. It is often referred to as “The People’s University” in recognition of the role it plays in formal and informal education and learning. In Nigeria, every State and the FCT has a public library network. There are over 316 public libraries, including the National Library headquarters and their branches in Nigeria.

3.2.1 Functions of Public Libraries

1. To provide for the informational, educational and recreational needs of its members regardless of age, financial status, gender and religion.
2. To collect, organise, preserve information on local materials, such as newspaper archives, genealogical records, historic nonfiction, and fiction by local authors, which may not exist anywhere else and make such available when necessary
3. To promote the reading habit of the community
4. To provide opportunity for self-directed education and life-long learning for community members
5. To re-package information useful to its members in such a way as can be easily understood. For instance, educating the community on how to prevent laser fever using posters, illustrations, drama sketches, etc in local language
6. To provide a quiet, safe place for study, research, reading, and learning
7. To identify, collect, organise and disseminate indigenous knowledge.

3.3 School Libraries

These are libraries that exist in schools (pre-school, primary and secondary). They serve the information and educational needs of pupils, students, teachers and other staff of the school. School libraries aim to support the school curriculum as well as assist the students to become self-directed learners. Their collection usually has a significant number of fiction materials and other non-book materials that promotes reading habits, teaching and learning. These materials are in different formats including print, CDs, DVDs, and other electronic formats.

3.3.1 Functions of School Libraries

1. It identifies and stocks book and non-book materials that will support the users teaching, learning and research experience
2. It provides information literacy on how to use the library resources and services
3. It promotes good reading habits among students
- F4. It assists students with homework and projects required for learning
5. A large proportion of its collection is fiction materials (novels, games, biographies) as well as reference materials (encyclopaedia, dictionaries, travel guides, almanacs) and recommended text books in different subject areas thereby supporting the school curriculum. Do-It-Yourself books are also popular in school libraries.

3.4 Special Libraries

Libraries that do not fit into such categories as academic, public, school and national libraries are usually referred to as special libraries. They may include libraries in research institutes, banks, ministries, departments and agencies of government and so on. Their collection is somewhat limited to the subject interest of the parent institution and their primary objective is to satisfy the information, education and research needs of the parent institution. The collection is usually up-to-date and consists of primary sources such as journals, newspapers, databases, technical reports and other research materials. In most cases, the librarians are highly skilled and have an in-depth knowledge of the subject matter of the organization (for instance, librarians who work in agricultural research institutes may have a first degree in agriculture and a post graduate degree in librarianship). Many special libraries are automated and provide specialized electronic services. Examples of notable special libraries in Nigeria are those of: the International Institute of Tropical Agriculture (IITA), Ibadan; FIIRO; Guaranty Trust Bank (GT Bank) and so on.

3.4.1 Functions of Special Libraries

1. To provide current awareness services to their users, including exhibition of new books or notable research advancements in their subject areas
2. Information Literacy: a lot of time and efforts are spent on training users on how to optimise the libraries resources and facilities (use of library).
3. Provide continuous Professional Development opportunities for staff to update, re-skill and up-skill themselves so that they can guide users in using new technologies and other relevant services
4. Provide Selective Dissemination of Information (SDI) services to selected users. This involves identifying and storing the profiles of individual users and proactively sending them current information in their areas of interest.
5. They compile indexes and bibliographies in their subject areas that will ease the literature search of their users

6. They engage in inter-library loan and resource sharing with similar institutions in and outside the country
7. They provide printing, photocopying and other such similar services
8. They have well-developed Information Technology sections with in-house publishing services
9. The websites of their parent institutions are used to promote visibility of the research outputs of their patrons and manage institutional repositories for their institutions.

3.5 National Libraries

These are libraries established by government and managed with government funds. They serve as the nation's intellectual memory because they are managed under legal deposit laws. This means that they collect, manage, organize and preserve all books published: in a country, by citizens of that country or about the country. For instance, the National Library of Nigeria is mandated by law to collect all books published in Nigeria, by Nigerians and about Nigeria. A specified number of copies of every material published in the country is expected to be deposited in the national library. Some national libraries, like the National Library of Nigeria, have branches across the country that provide public library services. Another unique feature of a national library is that it assigns International Standard Book Number (ISBN) and International Standard Serials Number (ISSN) to books published in the country. Their collections are varied and consist of rare books, maps, manuscripts, government documents and other materials.

3.5.1 Functions of National Libraries

1. To provide leadership and advisory services to other libraries in the country
2. To provide advisory services on library development to government
3. To act as the legal depository of the country by collecting and preserving the intellectual output and cultural heritage of the country
4. To provide bibliographic services
5. To issue ISBN and ISSN to book and serials published in the country
6. To publish a Union Catalogue for the country
7. To promote a reading culture
8. To provide capacity building programmes, including training for staff and users.

National libraries are usually located in the capital city of a country. In Nigeria, the National Library headquarters is located in Abuja and has 26 branches in different States and the Federal Capital Territory.

4.0 CONCLUSION

This Unit examined the features of the different types of libraries. It also explained some of the functions of these libraries thereby providing insight into the value and importance of libraries to society.

5.0 SUMMARY

In summary, we noted the unique features of the different types of libraries and described their functions. The libraries discussed were academic, public, school, special and national libraries.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. List five different types of libraries and their functions
2. Discuss the distinguishing characteristics between national and special libraries
3. What are the similarities and differences between academic and public libraries?
4. How can school libraries promote the reading culture of a society?

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UNIT 2: ORAL TRADITIONS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives/Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Oral Traditions
 - 3.1.1 The definition and meaning of oral tradition
 - 3.2 African libraries Before the Advent of Conventional Libraries
 - 3.3 Role of Libraries in Preserving Oral Tradition
 - 3.4 Indigenous Knowledge
 - 3.5 Challenges in Collection and Preservation of Oral Tradition
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercise(s)
- 7.0 References/Further Reading

1.0 INTRODUCTION

This Unit deals with how libraries work in a society that is basically communicates orally. It looks at the nature and importance of orality in society, the role of libraries in the preservation of oral traditional practices, indigenous knowledge and challenges in the collection and preservation of oral tradition.

2.0 OBJECTIVES/INTENDED LEARNING OUTCOMES

At the end of the lecture, you will be able to:

- Understand the meaning of oral tradition and how it relates with libraries
- Explain how traditional African libraries were organized before the advent of conventional libraries
- Role of libraries in collecting and preserving oral tradition
- Understand the concept of Indigenous Knowledge and its relationship with libraries
- Discuss the challenges of collection and preserving oral tradition.

3.0 MAIN CONTENT

3.1 Oral Tradition

3.1.1 Definition and meaning of oral tradition

Oral tradition is as old as creation of man and is the oldest form of communication and permeates all aspects of our culture. In African culture, oral tradition is prevalent and to date, many Africans still prefer to communicate orally. Dictionary.com defines oral tradition as a community's cultural and historical traditions passed down by word of mouth or example from one generation to another without written instructions. Wikipedia puts it this way *“oral tradition, or oral lore, is a form of human communication wherein knowledge, art, ideas and cultural material is received, preserved and transmitted orally from one generation to another. The transmission is through speech or song and may include folktales, ballads, chants, prose or verses. In this way, it is possible for a society to transmit oral history, oral literature, oral law and other knowledge across generations without a writing system, or in parallel to a writing system”*. Most religions use an oral tradition, in addition to a writing system, to transmit their canonical scriptures, secular knowledge, hymns and mythologies from one generation to the next. Chief priests, praise singers, town criers and palace elders use oral tradition to eulogize and extol the virtues of their rulers. When necessary, they can recite the names of the generation of rulers in a community from the beginning of the first ruler. They may also deliver messages (the good, the bad and the ugly) from the gods of their forefathers to community members. They are highly revered in society and have been known to use their powers of orality to pull down trees, hold the rain, and bring down thunder, lightning and fire. Oral tradition is used potently for traditional divination and prophesy. Simply put, therefore, oral tradition is the vocal communication or transmission of cultural material and tradition from one generation to another. It is used to transmit information and other cultural practices from one generation to another within a given society. Nwosu (2017) describes the characteristics as repetition, tonal variation, parallelism, piling and association, hyperbole, allusion and symbolism. He noted that the tales, sayings, songs or chants usually conclude with an appended moral that confirms the norms of the society.

3.2 African Libraries before the Advent of Conventional Libraries

Before the advent of libraries as we know them today, African societies had their own form of “libraries” which involved collecting, managing, preserving and disseminating information. These traditional societies were information creators, information users and information disseminators. The “librarians” were priests, folk-tellers, soothsayers and elders in the community. Amadi in Nwosu (2017) described them as not only libraries without shelves but served as mobile libraries, that packaged and disseminated information wherever the target

audiences were physically present. This could be in the form of divination of the village chief priest. Different groups of people (like different staff in the library) had specific roles. For instance, the village town crier could be likened to a circulation librarian while the chief priest could be likened to a reference librarian! The formats through which information were delivered were varied. For instance, there were songs, poetry, drama and dance. The content/subject matter was also different: praise, moral/ethics, history of the community and religion. However, the core purpose was the same as that of the current libraries, which was for information, education and recreation. One could therefore conclude that African societies had “libraries” before the coming of the white man. The main challenges experienced by these “librarians” included lack of continuity in collection (when an elder dies, the whole library dies with him if he has not transmitted the knowledge through other people); variability in content (changes occur as messages are being passed from generation to generation); and difficulty in preserving oral information.

3.3 Role of Libraries in Preserving Oral Tradition

Libraries have a significant role to play in preservation of oral tradition. These include:

- i. Collection and documentation:** Libraries could send staff to their communities to collect oral tradition materials such as songs, folklores and record drama production. They could use tape recorders, android phones and other relevant gadgets to record the materials, these gadgets could then be stored, organized and disseminated by the libraries for easy access, retrieval and use.
- ii. Repackaging:** oral tradition could be repackaged in simple form and made more attractive and easier for users to understand.
- iii. Creation of databases:** databases could be created from the oral tradition collected and organised for easier retrieval. Having database formats could provide multiple access points to search for the materials.
- iv. Preservation:** oral tradition that is collected in written format could be digitized for use and proper preservation by the library. Furthermore, when the library collects and documents these traditional practices, they are assisting in preserving the oral tradition of the community for posterity.
- v. Mapping:** Libraries could assist in mapping the oral tradition of various communities and make them available globally. This involves identifying

the source of the various materials collected and linking the sources to the materials using relevant Apps.

- vi. **Marketing and Increased visibility:** libraries could be instrumental to marketing the oral tradition collected from the community. This will also bring increased visibility to the materials and the communities.
- vii. **Provision of Metadata:** libraries could assist in providing metadata (cataloguing and classification) to materials collected. This will make access easier.

3.4 Indigenous Knowledge (IK)

Before the advent of western civilization, local communities had developed systems and knowledge on how to harness and manage their environments to enable them create sustainable livelihoods. These systems, traditions and knowledge which involve ways of knowing, saying, seeing, thinking, doing and communication things by a community of people over a period of time are passed on from one generation to another, usually through oral methods. The ability of such local communities with specific cultural identities to suitably manipulate their environment and produce knowledge systems that endure for centuries is encompassed in what is known as Indigenous Knowledge. Many researchers have defined Indigenous Knowledge (IK) in different ways. IK can be seen as the wisdom and know-how cultivated by a given culture or society. Local people, including farmers, landless labourers, women, rural artisans and goat and cattle-rearers, are the custodians the Indigenous Knowledge Systems (IKS). IK often refers to specific aspects of our life such as health, agriculture, religion and ethics. In relating IK to health care, the **World Health Organisation (2002)** defined IK as health practices, approaches, knowledge and beliefs incorporating plant, animal and mineral based medicines, spiritual therapies, manual techniques and exercises, applied singly or in combination to treat, diagnose and prevent illnesses or maintain well-being. Another more comprehensive description of IK is that of UNESCO (Mayor, 1994) which stated that “the indigenous people of the world possess an immense knowledge of their environments, based on centuries of living close to nature. Living in and from the richness and variety of complex ecosystems, they have an understanding of the properties of plants and animals, the functioning of ecosystems and the techniques for using and managing them that is particular and often detailed. In rural communities in developing countries, locally occurring species are relied on for many – sometimes all – foods, medicines, fuel, building materials and other products. Equally, people’s knowledge and perceptions of the environment, and their relationships with it, are often important elements of cultural identity. In summary, IK is very important in local communities and should be integrated into the development process of

these communities in order to harness its full potential of providing sustainable livelihoods. According to Dlamini (2005), IK can be categorised into:

- i. Information eg trees and plants that grow well together
- ii. Beliefs eg religious festivals and ceremonies
- iii. Health eg healers test of new plant medicines
- iv. Human resources eg local organization such as kingpin groups, councils of elders, or groups that share and exchange labour
- v. Education eg traditional instruction methods, apprenticeship, learning through observation
- vi. Communications eg story telling
- vii. Agriculture eg animal husbandry and ethnic-veterinary medicine
- viii. Food and Technology eg fermentation
- ix. Practices and technologies eg seed treatment and storage methods, tools eg equipment for planting and harvesting, cooking pots and implements
- x. Arts and crafts eg handcrafts like mat making.

3.4.1 Characteristics of Indigenous Knowledge

From the various definitions proposed by researchers, one can deduce some distinguishing characteristics of Indigenous Knowledge. These include:

- i. It relates to a specific community with a distinct cultural identity.
- ii. It is oral in nature and transmitted orally from generation to generation
- iii. It is tacit (unstated, implied) knowledge created from the experiences, practices and information generated locally or from outside the community and not easily codified.
- iv. It is dynamic, based on innovation, adaptation and experimentation over time.
- v. It is usually expressed in local language and adapted to the culture of the community
- vi. It is not systematically documented.

Libraries have a pivotal role to play in preserving and promoting Indigenous Knowledge. The role is similar to that of promoting oral tradition as previously discussed. The roles include preservation of IK systems; identifying, selecting and documenting IK; developing a database for greater visibility and marketing of IK using new technologies; providing metadata for easier access to information on IK as well as supporting more research into the field of Indigenous Knowledge Systems.

3.5 Challenges in Collection and Preservation of Oral Tradition

In trying to collect and preserve oral tradition for posterity, librarians usually experience some challenges, including:

- Collection could be challenging because most times, it requires personally going into the community to appeal to the elders to divulge the information needed.
- Using new technologies which is required in taking and keeping accurate records may cause distractions to the creator of the material/information. For instance, a chief priest may not like the idea of being recorded on tape or using a camera to capture something of interest.
- Some traditional beliefs may prevent the initiator of the information from divulging some “secrets” and as such not every aspect of the story may be captured. Examples are information held by chief priests and diviners who may fear that revelation of all information may render their powers impotent.
- The fact that the information is usually in local language might make exact translation difficult. This could result in distortions of the original message/story. Some local words may not have equivalent meaning in the English language.
- The format used in preserving information collected may become obsolete or damaged. For instance, library school students were required to collect stories by recording them from elders in their villages on tape recorders and taken to the library. These tapes have since been damaged and it is no more possible to access the information contained in tapes, 3 by 5 floppy discs, video cassettes and even flash drives. Many libraries in Nigeria simply do not have the right environment and equipment to preserve and conserve print and non-print materials. For instance, some libraries do not have temperature control systems, air-conditioners or water sprinkling systems to provide the appropriate environment for preservation.
- Librarian may not be allowed into place where traditional ceremonies are taking place in order to capture these traditional practices. For instance, women are generally not allowed to see or go near masquerades like the egbabonelimin masquerade of the Esan people of Bini kingdom.

4.0 CONCLUSION

The key concepts of oral tradition and Indigenous Knowledge were explained and defined. Libraries have a key role to play in collecting and preserving the information available in every community, irrespective of the format. However, information generated in societies that have a predominantly oral tradition could pose challenges in collection and preservation to librarians. The role of libraries in preserving Indigenous Knowledge practices was also examined.

5.0 SUMMARY

This Unit examined the concept of oral tradition and its relevance to society. It explained the traditional African concept of libraries before the advent of conventional libraries. The role of libraries in preserving oral tradition was explained while the challenges in collection and preservation of oral tradition were discussed. The concept and characteristics of Indigenous Knowledge were explained.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. What is oral tradition?
2. Africans had libraries before the advent of conventional libraries? Discuss.
3. What are the key roles of libraries in preserving oral tradition?
4. Explain the term “Indigenous Knowledge” and identify its main characteristics.
5. Explain the challenges in the collection and preservation of oral tradition.

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UNIT 3: LITERACY AND LIBRARIES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives/Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Literacy and Libraries
 - 3.1.1 The meaning and importance of literacy
 - 3.1.2 Role of libraries in promoting literacy
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercise(s)
- 7.0 References/Further Reading

1.0 INTRODUCTION

This Unit is designed to enable you to understand and appreciate the importance of literacy in society. As a result, it examines the role of libraries in promoting literacy in society and offers suggestions on how libraries can support literacy activities in society.

2.0 OBJECTIVES/INTENTENDED LEARNING OUTCOMES

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

- Explain the meaning and concept of literacy
- Discuss the importance of literacy to society
- Describe the role of libraries in promoting literacy

3.0 MAIN CONTENT

3.1 Literacy and Libraries

3.1.1 The Meaning and Importance of Literacy

Literacy can simply be defined as the ability to read and write (Merriam-Webster Dictionary). It could be in the local language of an individual. Hence, a Yoruba woman could be termed literate if she can read and write in Yoruba. Literacy may involve having knowledge and competence in a specific field such as media literacy, information literacy, and science literacy. However, over time, the concept of literacy has evolved in meaning to include the ability to use language, numbers, images, computers, and other basic means to understand, communicate, gain useful knowledge, solve mathematical problems and use the dominant symbol systems of a culture (Sitwe, 2018). In the same vein, the United Nations Educational, Scientific and Cultural Organization (UNESCO) defined literacy as the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. One can therefore say that literacy involves the ability to read, write, comprehend and properly communicate information in different formats in order to achieve a specific goal.

One important aspect of literacy is reading which refers to the ability to understand/comprehend written words or symbols. Reading, with comprehension, is critical in the learning process of a society. This is why a lot of efforts have been put into developing the reading culture of a society or the reading habits of members of a society. The more the reading habit is developed within a society, the more members of such society will be able to function efficiently and effectively for self development and collective development. The library constitutes an important agency for promoting the reading habits of individuals, thereby developing the reading culture of a nation. It can be asserted that nations with good reading culture are more developed than nations with poor reading culture. Reading culture is therefore a measure of the level of development of a country and could account for the difference between developed and developing countries or the “reading divide” between the rich and poor.

3.1.2 Role of libraries in promoting literacy

Libraries have a definite role to play in promoting the literacy of a society, thereby enhancing community development. Such roles include:

- i. Encourage the reading habit. To do this, the library could actively engage members of the community in reading and writing competition; debates

- and quiz. They could also organize “celebrity reading” sessions (where popular authors and personalities read) to school children.
- ii. They could also go to schools and bring school children into the library to teach them how to read and understand.
 - iii. Libraries could engage in adult literacy classes that teach illiterate community members outside the formal school system how to read.
 - iv. They could engage the community in Information Literacy activities that teach them how to use specific skills, including life skills that enhance their self-development efforts. For instance, the libraries could train members on how to use basic computer literacy skills for their day-to-day activities in order to improve their livelihoods.
 - v. Libraries assist in creating opportunities for lifelong learning, teaching basic numeracy and other literacy skills.
 - vi. Libraries are developing innovative ways of promoting reading using new technologies such as social media.
 - vii. Libraries provide reading clinics for children/people with reading/learning difficulties (such as dyslexia) and help to reintegrate them into the formal school systems for better academic achievements. An example is the reading clinics managed by the Ghana Library Authority in Accra, Ghana.
 - viii. Libraries provide appropriate reading materials for all levels of literacy and learning. Community members are allowed access to these information resources (print and electronic/Internet) to assist in improving their reading skills.
 - ix. Libraries collaborate with different government agencies, Non-governmental organizations and the private sector to promote literacy and reading in creative ways.

4.0 CONCLUSION

This Unit began by defining the concept of literacy and explains the importance of reading. It concludes by emphasizing the important role that libraries play in promoting a reading culture.

5.0 SUMMARY

In this Unit, we considered the definition and meaning of literacy as well as the importance of literacy in society. We also examined the role that libraries play in promoting reading in order to engender national development.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. What is literacy?
2. Discuss the importance of reading and literacy in society
3. Explain the role of libraries in promoting literacy

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UNIT 4: INTELLECTUAL FREEDOM AND CENSORSHIP

CONTENTS

- 1.0 Introduction
- 2.0 Objectives/Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Intellectual Freedom and Censorship
 - 3.1.1 The meaning of the concept of Intellectual Freedom
 - 3.1.2 The meaning of censorship in libraries
 - 3.1.3 Role of libraries in promoting Intellectual Freedom
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercise(s)
- 7.0 References/Further Reading

1.0 INTRODUCTION

The last in the series of this Module examines the concepts of Intellectual Freedom and Censorship as they relate to libraries. The Unit also examines the role of libraries in promoting Intellectual Freedom.

2.0 OBJECTIVES/INTENDED LEARNING OUTCOMES

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

- Define and understand the concept of Intellectual Freedom
- Appreciate the need for Intellectual Freedom
- Discuss the role of libraries in promoting Intellectual Freedom
- Define and understand the meaning of Censorship
- Understand and appreciate the key issues involved in Censorship and Intellectual Freedom

3.0 MAIN CONTENT

3.1 Definition and Concept of Intellectual Freedom

Intellectual Freedom is an expression that captures its literary meaning, which is being able to access any idea or information produced. The American Library Association (2007) describes intellectual freedom as the right of every individual to both seek and receive information from all points of view without restriction. It explains this further by stating that it provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored. Libraries, therefore, see Intellectual Freedom as a basic human right and the basis for democracy. The function of libraries is to collect, store, organize, manage, preserve and disseminate information to users without restriction, thereby promoting Intellectual Freedom. Members of a community may exercise freedom of choice in using the resources of a library because libraries act as responsible organizations and apply professionalism in selecting their resources. The concept of Intellectual Freedom is one of the core values of the Library and Information Science profession and is vigorously promoted by the International Federation of Library Associations and Institutions (IFLA) and its members.

3.2 Concept of Censorship

Over time, society has advanced reasons to express displeasure or disapproval of certain ideas or information produced by citizens and goes further to try to restrict access to such ideas by using state powers or other forceful means. In other words, the government tries to prevent or censor its citizens from having access to such

information. The American Library Association explains it this way: “*censorship is the suppression of ideas and information that certain persons-individuals, groups or government officials—find objectionable or dangerous. Censors try to use the power of the state to impose their view of what is truthful and appropriate, or offensive and objectionable, on everyone else. Censors pressure public institutions, like libraries, to suppress and remove from public access information they judge inappropriate or dangerous, so that no one else has the chance to read or view the material and make up their own minds about it. The censor wants to prejudge materials for everyone*”. In the library, censorship occurs when certain individuals, groups or government ensure that certain books or non-book materials are not acquired because they do not want members to read such materials. In some cases, there is pressure on the library not to acquire certain materials. This is often the case with children’s books, religious or socio-cultural materials. The concerns could be the issue of pornography, religion, security or socio-cultural taboos. There is evidence that people have been killed, vilified, ostracized or crucified for their ideas and beliefs, and indeed some librarians have been jailed or incarcerated or placed under house arrest for acquiring books that promote the principle of Intellectual Freedom which are sensitive to the values and socio-cultural beliefs of the government or citizens of their nations. Although the libraries are egalitarian and open institution that strives to serve members of society irrespective of their age, gender, religion, disability or other characteristics, libraries must carry out their tasks responsibly. However, society places some restrictions to access to some types of information such as national security. In response to these concerns, some libraries try to filter information on the Internet. Such restrictions and censorship on the Internet are often governed by State laws just as freedom to access information is also protected by State laws. In Nigeria, we have the Freedom of Information Act (2011) which has influenced the way libraries provide service (Okojie, 2011) and in the United States of America, there is the First Amendment and the Freedom of Information Act govern the regulation of citizen’s rights to information, and censorship. In essence, Intellectual Freedom and Censorship both involve rights of individuals, groups and government and are therefore inter-related. They can be seen as two sides of the same coin because one expresses the right to access whatever ideas or information they desire while the other expresses the right to deny/suppress access to information they think is offensive or may be harmful to the undiscerning user. Libraries must therefore find ways of striking a balance between these concepts in order to serve their users responsibly while maintaining the ethical values of society. The International Federation of Library Associations and Institutions (IFLA)’s core values include the promotion of Intellectual Freedom and the need to act with reasonable care in matters on censorship.

4.0 CONCLUSION

This Unit discusses the importance of Intellectual Freedom for individuals. Concerns raised by some people on issues of censorship have been noted by libraries and are being addressed in a professional manner.

5.0 SUMMARY

In summary, this Unit defines Intellectual Freedom and Censorship as core values of libraries. The importance of understanding these concepts was demonstrated.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. Define the key concept of Intellectual Freedom
2. Define the concept of Censorship.

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MODULE 5: LIBRARYSHIP PROFESSION AND PROFESSIONAL RESPONSIBILITY

This Module critically examines the concept of a profession and the characteristics of a profession with the aim of determining whether librarianship is a profession. It further went on to make the case for why librarianship should be regarded as a profession giving examples from Nigeria.

Society is dynamic. Over time many factors have influenced the behaviour of members of a society, including their values, culture and ethnicity. One of the greatest influences to these changes is Information and Communication Technology (ICT), typified by the advent of the Internet and its concomitant or associated services. This Module assesses the impact of these new technologies on the Nigeria society with a view to appreciating how libraries have adapted to the new environment created by ICTs.

UNIT 1: LIBRARYSHIP PROFESSION AND PROFESSIONAL RESPONSIBILITY

CONTENTS

- 1.0 Introduction
- 2.0 Objectives/Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Librarianship Profession and Professional Responsibility
 - 3.1.1 The concept of profession
 - 3.1.1.1 The characteristics of a profession
 - 3.2 Librarianship as a Profession and Professional Responsibility of Librarians
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercise(s)
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this Unit, we shall define the concept of a profession. We shall also seek to provide an answer to the question “Is librarianship a profession?” and discuss the professional responsibility of librarians.

2.0 OBJECTIVES/INTENDED LEARNING OUTCOMES

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

- Define a profession
- Describe the main characteristics of a profession
- Discuss why librarianship can be regarded as a profession and the professional responsibility of librarians

3.0 MAIN CONTENT

3.1 The Concept of Profession

The definition of what constitutes a profession has evolved over time. People usually use the term “profession” in many ways. We hear of professional drivers, professional tailors, professional hairdressers and other associations of tradesmen and trade unions that call themselves professionals. We also hear of engineers, doctors, architects and lawyers being called professionals. In line with these thoughts, it is important to examine if librarianship is a profession. The word profession originates from the Latin word ‘profiteor,’ which means to profess (acknowledge, agree), and has the connotation of “*making a formal commitment in the sense of taking a monastic oath*”. The distinction tends to be made about “Blue-collar” and “White-collar” jobs. Upton Sinclair describes Blue collar jobs as “occupations” such as craftsmen and manual workers while White collar jobs refer to “professions” such as doctors, engineers, architects, lawyers, the clergy, teachers and librarians. We can therefore describe a profession as the possession of in-depth knowledge of a particular subject matter amenable to practice by people who learn such skills as to understand the language and are prepared to abide by certain values and code of ethics. Thus, a professional is someone who claims to possess knowledge of something and has a commitment to a particular code or set of values, both of which are fairly well-accepted characteristics of professions (Lester, 2010). Magali (1977) classifies a profession into four groups, namely:

- i. The ancient professions (the priesthood, university teaching, law and physicianship);
- ii. The medieval trade occupations (including surgery, dentistry and architecture);

- iii. The industrial-era professions (typified by engineering);
- iv. Various groups that emerged or professionalized in the twentieth century (from teachers and social workers to accountants and personnel managers).

From the classification above, librarianship can be grouped as part of ancient profession as we cannot isolate librarianship from the university teaching because it provides the needed organized knowledge for the teaching profession. Professionalism consists of some professional standards (i.e. the skill, competence or character) expected of a member of a highly trained profession (*System dictionary*). Thus, librarianship as a profession has some set of rules and code of ethics that regulate the activities and practice of its members. In Nigeria, librarianship is recognized as a profession by law. Just like other professions, the Librarians' Registration Council of Nigeria (LRCN) Act 12 of 1995 was promulgated to regulate the teaching and practice of librarianship in Nigeria.

3.1.1 Characteristics of a Profession

The major characteristics of a profession could therefore be summarized as follows:

- i. A profession has techniques and skills which can be taught. An example is the art of cataloguing and classification.
- ii. There are minimum standards which are pre-determined for entry into a profession. Most professions develop benchmarks and minimum standards for different aspects of their service.
- iii. It has a body of knowledge which constitutes the foundation of its work. This knowledge is crafted in theory and theoretical frameworks rather than restricted to only practical work.
- iv. There are community sanctions for members of a profession who do not adhere to the spelt out professional code of conduct and ethics. If a medical doctor is negligent in his duties, the patient can make a formal complaint to the professional regulators and such a doctor, if found guilty, can be sanctioned by being suspended from professional practice for a period of time according to the gravity of the offence.
- v. Continuing Professional Development (CPD) is common practice among professionals. The organization of programmes and short courses to re-skill members already in practice and update their knowledge is very important as knowledge is dynamic and new knowledge is constantly generated.

- vi. A profession usually publishes a peer-reviewed journal which contains research work carried out within the profession and aims to extend the frontiers of knowledge within that profession.
- vii. A profession also maintains a professional association that promotes the interest of members of the profession, provides continuing professional development programmes, carry out advocacy and lobbying on behalf of the profession, amongst other functions.
- viii. Professional culture exists among profession because professionals usually go beyond seeing their practice as an occupation. The culture is to see the profession as a calling and a service to humanity, with shared identity, shared values and norms which are enforced. Professionals carry themselves with some level of dignity and are expected to behave in certain manners that bring honour to it.
- ix. Professions usually have a common language which is restricted to the profession. For instance, when medical doctors write a prescription, it is difficult for the layman to understand. Also, when librarians classify a book, it is difficult for the layman to understand how the classification was determined.
- x. A profession must be recognized by the government and possess a legal status that is recognized in society.

3.1.2 Librarianship as a Profession

1. Systematic theory and assessment process for entry into the profession: A profession has a body of knowledge that is intellectual rather than manual in nature and such knowledge is usually organized into a consistent system of theories and principles. In line with this, the theory and principles of cataloguing and classification, collection development and reference services make librarianship a profession. In addition, in some professions you must pass additional professional examinations in order to qualify to practice, for instance, lawyers have to pass the Nigeria Law School examinations before they can practice in Nigeria.

2. Techniques and skills which can be taught: A profession must have a long period of training and education as well as constant research to regenerate the profession. It involves going through rigorous training after which the student is examined. The minimum entry qualification is determined by the profession. Teaching of librarianship is done through a process of formal education in universities for considerably long periods of time. For instance, in Nigeria, the required entry level into the librarianship profession is a minimum of a bachelors'

degree in librarianship. If he has a first degree in another subject area, then he is required to do a Masters degree in librarianship before he can become qualified as a librarian.

3. Service Orientation and Responsibility to Clients. Librarianship is Guided by Altruism (philanthropy): This implies that services are offered not basically for money but for the sake of service to the users. A profession must respond to the needs and demands of its customers and provide products and services that adequately satisfy these needs. For example, library resources are acquired with the aim of meeting user information needs. Librarianship meets these criteria. If there is limited money to purchase a book, those books needed by users will be purchased first before books requested by, say, the library management. Libraries also go to great extents to provide good customer care services.

4. Practical in Nature: A profession should provide students adequate training and practical experience suitable for the job market. Librarianship students are attached to standard libraries for a reasonable length of time during their programme in library school to acquire experience to practice. Also, in the course of training, student do practical exercises in cataloguing and classification, collection management, application of ICTs to library operations, website management and use of Internet resources. Hence, the impact of library services is felt by the society, especially the users to whom the services have been rendered.

5. The Exercise of Autonomous Thought and Judgment: Members of a professional body are experts who use the knowledge that had been acquired for years through rigorous learning and training to judge and decide on matters that are urgent and timely without waiting for any superior decision. This is a great responsibility that is taken seriously by professionals. Within the framework of general principles of practice, the librarian is constantly confronted with situations (such as in cataloguing and classification, abstracting and indexing, exhibitions, and selective dissemination of information) where he needs to exercise discretion and choice. For example, a professional librarian in the university library exercises autonomous thought and judgment on the acquisition of various books and non-book materials which he deems relevant to support the curriculum of a particular programme in the university. He may consult relevant stakeholders but ultimately takes responsibility for his actions and inactions.

6. Authority: The professional has a lot of control or authority over their clients (non professionals cannot dictate to the professional) and the client relies on the expert judgment of the professional. In librarianship, this could be that the librarian decides what to acquire for the library, which classmark to give to a book and which classification scheme to use.

7. Community Sanction and Standards: Professionals can punish or sanction colleagues who go against the professional ethics. The Librarians' Registration Council of Nigeria has a published Code of Ethics that guides professional practice (available on LRCN website: www.lrcn.gov.ng) . Sanctions contained in the Act establishing the Council can be applied to erring professionals. In order to maintain professional standards, accreditation is carried out for the programme in various tertiary institutions; minimum standards are developed and enforced. In Nigeria, the LRCN has published Minimum Standards for Public Libraries, Government Libraries and Academic Libraries. Another standard is that the rule for admission will be published in order to maintain the standards of the profession. In Nigeria, the standard is a minimum of a bachelors degree in Library and Information.

8. Professional Association: An ideal profession must have one or more professional associations which fights and defends the common goals of its members and libraries advocates on its behalf about things of interest to the profession. It must be registered with relevant the government agency as a non-governmental organization before it can function legally as an association. For instance, in Nigeria, the professional association is called the Nigerian Library Association. It is registered with both the Corporate Affairs Commission (CAC) and the Federal Ministry of Labour and Productivity. Other professional library associations include American Library Association (ALA) in United States of America, Ghana Library Association; Kenyan Library Association and Library and Information Association of South Africa (LIASA).

9. Culture: A professional has its norms, values, symbols and its own culture emblems and acronyms. All these form the culture of the professional. Professions have the concept of career progression by which one can rise to the top. In librarianship, there is a culture of doing things in a specific way such as providing metadata services. A profession also has a distinct language of the profession. For instance, librarianship talks about metadata, cataloguing and classification.

10. Code of Ethics: An ideal professional body must have a well-designed code of ethics to guide the general conduct of its members to do what is right and morally correct. Ethics is a professional standard of conduct for members of a professional body (Merriam-Webster Dictionary, 1998). The Code of Ethics is usually published and whoever violates any of them is punished or sanctioned or dismissed. The Code of Ethics establishes the relationship between the professional and the client. The Code of Ethics for librarianship professionals in Nigeria was published by the Librarians Registration Council of Nigeria (LRCN: www.lrcn.gov.ng). IFLA also has standard guidelines for Code of Conduct or Code of Ethics for librarianship.

11. Continuing Professional Development: A profession should be a growing organism; it should be dynamic and flexible and must continue to innovate and re-invent itself. Many professional organizations and associations organize intellectual programmes such as workshops and seminars for members periodically. Such programmes help to train and retrain, reskill and upskill their members in order to make them relevant and more efficient and effective in their professional duties. However, it is essential that each member must also pursue self-development programmes. That is, they have to take responsibility for their personal development and spend quality time and resources to improve and develop themselves from time to time. In Nigeria, the Nigerian Library Association, Librarians' Registration Council of Nigeria, National Library of Nigeria provide regular conferences, workshops and seminars for library and information professionals.

12. Official Publication for Advancement of Knowledge for the Profession: This is very important for any professional as it helps to extend the frontiers of knowledge. The Nigerian Library Association publishes a journal known as *Nigerian Libraries*. Many State chapters of the Association also publish journals. These publications are used to communicate current news, innovations and research findings in the profession. The Association also publishes a Newsletter known as the *NLA Newsletter*.

13. Usefulness to Society: Above all, a profession must be useful to the society that it serves. Research and many other indicators have proven the value of libraries to society. Many users have testified to how libraries aided them in passing examinations, finding the right information for business successes, creating the platform for innovation, creativity and scientific breakthroughs. For instance, the National Library of Nigeria, Oyo State branch has set up a job opportunity corner where job-seekers go to scan through newspaper advertisements and acquire requisite skills to get job placements. Some of their members have been able to find jobs through this service. Also, the Nassarawa State Library Board provides ICT skills training to students who intend to take (Joint Admissions and Matriculation Board Computer-based Test (JAMB CBT examinations). Its intervention has improved the success rate of students. The Oyo State Library Board has a football club made up of children in their book club. The focus of the Borno State Library Board is on creating awareness on the issue of desertification and open defecation in Internally Displaced Persons (IDPs) camps.

14. Official and Legal Recognition by Government: A professions should have a legal instrument that ensures that the government recognizes it. Librarianship is one of the oldest professions in the world. It is recognized by various governments and societies. In Nigeria, the government recognizes librarianship

as a profession. The Librarians' Registration Council of Nigeria (LRCN) was officially enacted by Act 12 of 1995. Librarianship thus has a legal instrument guiding its teaching and practice in Nigeria. Other legal instruments in the profession are the National Library Act and the registration of the Nigerian Library Association by the Corporate Affairs Commission.

4.0 CONCLUSION

This Unit defines a profession and lists the key characteristics of a profession. It went further to make the case for librarianship to be regarded as a profession. As Library and Information Science students, it is important that you understand why librarianship is a profession and your professional responsibilities as a librarian.

5.0 SUMMARY

In this Unit, we defined what a profession is and considered the characteristics of a profession. We then articulated the reasons that qualify librarianship to be called a profession. In the next Module, we shall examine the impact of ICTs on the Nigerian society and it affects the operations of libraries.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. What is a profession?
2. Identify and describe the key characteristics of professions
3. Discuss reasons that make you consider librarianship as a profession.

7.0 REFERENCES/FURTHER READING

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UNIT 2: The Impact of Information and Communication Technology on Cultural, Ethnic and Linguistic Groups in Nigeria

CONTENTS

- 1.0 Introduction
- 2.0 Objectives/Intended Learning Outcomes
- 3.0 Main Content

- 3.1 The Impact of Information and Communication Technology on Cultural, Ethnic and Linguistic Groups in Nigeria
- 3.2 Information and Communication Technologies and Changes in Libraries Services
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercise(s)
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this Unit, we shall examine the impact of ICTs on cultural, ethnic and linguistic groups in Nigeria. We shall also briefly discuss the effect of these changes on library services.

2.0 OBJECTIVES/INTENDED LEARNING OUTCOMES

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

- Identify and describe the impact of ICTs on cultural, ethnic and linguistic groups in Nigeria.
- Discuss the resultant effect of ICTs on the library services provided.

3.0 MAIN CONTENT

3.1 The Impact of Information and Communication Technology on Cultural, Ethnic and Linguistic Groups in Nigeria

Information and Communication Technology (ICT) has one of the greatest impact on society. ICT has changed the behavioural patterns and attitudes of individuals and cultural, ethnic and linguistic groups (society) in every facet of life. ICTs have enabled globalization and as such there are significant changes in culture of ethnic and linguistic groups. For instance, some Nigerian cultural practices have been replaced by Western culture. Examples abound in the dress mode where western cultural way of dressing has changed the way Nigerians dress traditionally. This necessitated the Federal Government to enact a policy that all civil servants should wear traditional dresses at least on Fridays to the office. The food and eating habits of ethnic and cultural groups have also been changed. Some youths in would rather eat pizza or burgers than eat amala or pounded yam or tuwo. Music and dance and musical instruments have not been spared as new technologies have changed the tradition. Methods of communication have also been changed with more use of radio, television, cell phones and the Internet. Such groups are now more demanding of their libraries.

For instance, they expect to get all their information needs satisfied at their libraries, they expect library services to be delivered to them in any location and at any time (24/7) They also expect very current information in real-time (as it is produced). Indeed, society can be said to be in a constant state of flux (change) especially with advancements in ICTs. As for the linguistic groups, the impact of new technologies is significant. For instance, there is hardly any linguistic group that has not injected some English words into its vocabulary. These foreign expressions are as a result of access to other cultures through the use of ICTs such as television and social media.

In the Information Age, the functions of libraries have changed significantly as they not only deal with books but collect information in multiple media for clients. Such media include non-book materials and electronic resources (CDs, DVDs, etc). New information, communication and networking technologies have changed the functioning of the libraries. Information is collected, processed, stored and disseminated using new and more sophisticated technologies. Users are provided information at their own desks or even in their homes through Local Area Networks (LAN) and Wide Area Networks (WAN). In some cases, there is no longer any need to visit a library to access information because ICTs have enabled library services to be brought to the doorstep of the user, thus saving the users' time. A library is regarded as a service institution. In order to render effective and efficient services and assist the users to make good use of the available resources, a librarian has to understand, appreciate and accept these changes and take advantage of the opportunities provided by such changes. For instance, ICTs have influenced the way education is delivered. With ICTs, opportunities for online learning platforms and distance education have been made easier.

3.1.2 ICTs and Changes in Library Services

Specifically, library services cultural, ethnic and linguistic groups have changed over time in the following ways:

- i. **More personalised services:** For instance, Selective Dissemination of Information (SDI). Library services have moved from the traditional concept of "Just-in-Case" (when libraries acquired materials based on the librarians perception of the needs of the users and hoped that the users will use the material) to "Just-in-Time" (when libraries became more conscious of delivering services to its patrons in a timely manner) and now in the stage of "Just-for-you" (when libraries personalize the services they provide and ensure that each patron's individual information needs are met by involving the patrons in the acquisition

process). This implies the provision of more personalized services to library patrons in the information age.

ii. **Social media:** the advent of social media has changed the way library services are provided. For instance Facebook, WhatsApp, Twitter and SMS are being used by some libraries to disseminate information. Instagram and other social media are used to showcase library activities. The advent of Library 2.0, 3.0 and 4.0 has also enabled animation and 3-D technology to make the library use experience more interesting and rewarding for the patron.

iii. **Internet:** The revolution brought about by the Internet has also permeated the Library and Information Science (LIS) profession. With the Internet, it is faster and easier for libraries to provide access to information in remote locations, communication is easier and scholarly communication can be delivered in real-time.

iv. **Remote service delivery:** In the use of new technologies, it is possible to deliver library services remotely. For example, information can be sent to the user in any location, even in the comfort of his home, through the use of new technologies such as email. Also, a user can renew a book he borrowed or make a reservation for a book from the library by using SMS or WhatsApp or email.

v. **Format of information delivery:** the format in which information is packaged has been changing over time with the advent of new technologies. For instance, more information is being provided through electronic media such as DVD, CD-ROM, etc.

vi. **Change in technical services:** the management of technical services in the library is also being subjected to change with the application of ICTs. For instance, in acquisitions department, the process of selecting and ordering materials from publishers can now be done online using the Internet as a medium of communication. Publishers catalogues are now more available online and on DVDs rather than in print copies. Online reference services such as “Ask-a-Librarian” service is provided 24-7, giving the user a better library service. Also, social spaces and makerspaces are more commonplace in libraries.

vii. **Change in Infrastructure/Building:** With the advent of ICTs, library buildings have become more “smart”. Emphasis is no longer put on how big the building is but how electronically receptive the building is. There are more of Local Area Networks and Wide Area Networks in library buildings.

viii. **Change in Staff Skills:** The use of ICTs in libraries has changed the skills and competences of staff required to manage libraries. Library staff now have better ICT skills to be able to provide the required modern services to patrons and

provide Information Literacy services to library patrons. The implication is that staff are required to constantly update their skills by attending Continuing Professional Development programmes.

4.0 CONCLUSION

We conclude this Unit by noting the significant impact that ICTs have on cultural, ethnic and linguistic groups in Nigeria. The effect of ICTs on library services was also briefly discussed.

5.0 SUMMARY

In summary, this Unit, it is obvious that ICTs have a great important on the Nigerian society. Globalization, The Internet, Social Media and other technologies have changed the behavioural patterns of cultural, ethnic and linguistic groups in Nigeria.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. Discuss the impact of Information and Communication Technologies (ICTs) on the cultural, ethnic and linguistic groups in Nigeria.
2. Briefly describe the effects of ICTs on library services.

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Nwalo, K. I. N. (2000). Society, Development and Libraries, External Studies Programme: LSE 101, Ibadan: University of Ibadan.

Talab, S.M.G., & Taajafari, M (2012). Impact of information and communication technology (ICT) on library staff training : A comparative study.

Seena, S.T., & Pillai, S. (2014). A study of ICT skills among library professionals in the Kerela University Library System. *Annals of Library and Information Science (ALIS)*, 61(2), 132 – 141.

MODULE 6: THE NIGERIAN LIBRARY ASSOCIATION AND THE LIBRARIANS' REGISTRATION COUNCIL OF NIGERIA

UNIT 1: NIGERIAN LIBRARY ASSOCIATION

UNIT 2: LIBRARIANS' REGISTRATION COUNCIL OF NIGERIA

UNIT 3: CHALLENGES OF LIBRARY SERVICES IN NIGERIA

UNIT 4: PROSPECTS OF LIBRARY SERVICES IN NIGERIA

Discussions on libraries and the Nigerian society will not be complete without a brief mention of some library related organizations. This Module will take a cursory look at the Nigerian Library Association and the Librarians' Registration Council of Nigeria. Both organizations have a lot of impact on the teaching and practice of the library and information profession in Nigeria and have helped to shape the library environment.

In rounding up this course, it is important that we take a cursory look at the challenges and prospects of libraries in Nigeria in order to understand the environment in which we are operating better.

UNIT 1: NIGERIAN LIBRARY ASSOCIATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives/Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Nigerian Library Association
 - 3.1.1 The structure of the Nigerian Library Association
 - 3.1.2 Honours and awards
 - 3.1.3 Major achievements of the Association
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercise(s)
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this Unit, we shall discuss the history of the Nigerian Library Association, with particular reference to its objectives and structure. We shall also examine the categories of awards given by the Association and finally examine the main achievements of the Association since inception.

2.0 OBJECTIVES/INTENDED LEARNING OUTCOMES

At the end of this Unit, you shall be able to:

- Discuss the history, objectives and structure of the Nigerian Library Association
- Describe the main achievements of the Association from inception

3.0 MAIN CONTENT

3.1 NIGERIAN LIBRARY ASSOCIATION

The Nigerian Library Association (NLA) was established as an offshoot of the West African Library Association (WALA). It was inaugurated on December 16, 1962 after the decision had been taken that year that WALA should become a federation of West African Library Associations and each member country should establish its own national association, consequent upon the fact that many of the member nations were gaining political independence. Kalu Okorie was elected first president while John Harris became the Vice-President, F.O. Aramide was the first Secretary/Treasurer and John Harris continued to serve as pioneer editor of the NLA journal called *Nigerian Libraries*. 53 delegates attended the inaugural conference of the NLA in 1962. The objectives of the association are as follows:

- a. To unite all persons interested in libraries, librarianship and information services;
- b. To safeguard and promote the professional interest of librarians;
- c. To promote the establishment of libraries and information centres;
- d. To watch legislations affecting libraries and to assist in the promotion of such legislations as may be considered necessary for the establishment, regulation and management of libraries within Nigeria;
- e. To promote and encourage bibliographical study, research and library co-operation; and
- f. To do all lawful things as are incidental and conducive to the attainment of the above objectives (NLA, 2019).

3.1.1 Structure of the Nigerian Library Association

The Nigerian Library Association (NLA) has a hierarchal structure which helps to promote the smooth running of the Association. The National Council of the

Association is the supreme organ. It is the highest policy making and implementation body of the association. It is made up of the Executive Committee (comprising of the President, Vice President, immediate past President, Honourable Treasurer, Financial Secretary and Publicity Relations Officer), Editor-In-Chief, Assistant Editor, chairpersons of all the special interest groups, chairmen of the 37 state chapters and Chair, Federal Capital Territory. The National Secretary is not a member of Council but is in attendance and records minutes of transactions at meetings. At the state level, the various chapters of the association have executive committees that manage their affairs. Council meets at least two times a year while the Executive Committee meets at least three times a year. The quorum for Council meeting is the presence of at least one third of the members of Council. The annual general meeting (AGM) is held during the annual conference of the Association. The term of office for every office holder is 3 years and no more.

The thirteen special interest groups/sections currently in existence are as follows:

1. Academic and Research Libraries (ARL)
2. Association of Government Libraries (AGOL)
3. Association of News Media Libraries of Nigeria (ANLON)
4. Association of Women Librarians of Nigeria (AWLIN)
5. Cataloguing Classification and Indexing (CCI)
6. Nigeria Association of Law Libraries (NALL)
7. Association of Library and Information Science Educators (ALISE)
8. Public Libraries (PL)
9. Information Technology Section (ITS)
10. Nigeria School Library Association (NSLA)
11. Association of Libraries for Visually Handicapped (ALVH)
12. Preservation and Conservation Section (PCS)
13. Medical Libraries Section (MDLS)

Source: Nigerian Library Association 57th National Conference and AGM Programme, 2019.

3.1.2 Honours and Awards

The NLA has put in place many innovative ideas to sustain the interest of members in the Association and reward diligent service. One of such is the provision of special honours awards to members annually. The highest award and honour given to members who have distinguished themselves in the service of the Association is the award of Fellow of the Nigerian Library Association and Fellows are allowed to use the letters (FNLA) after their names. From inception to 2019, only 83 members have received the Fellow of the NLA Award. Thus, awards given by the Association are:

- i. Fellow of the Nigerian Library Association
- ii. Eminent Service Award,
- iii. Merit Award,
- iv. Best Public Library Award,
- v. Best Section Award
- vi. Best State Chapter Award.

The Association also provides prizes for the following awards:

- vii. The Award for Young Library and Information Professionals (yLIPs) is presented to a promising yLIP who possesses leadership qualities, problem solving abilities and great potential for the future to attend the NLA annual conference.
- viii. NLA Award for Innovation in Libraries. This prize was established at the invitation of the Nigerian Book Foundation as one of the awards to be made within the programme of the national book week.
- ix. NLA Outstanding Journalist Award. This is for the most outstanding journalist who has done well in promoting the library and information sector.

In addition, individual members of the Association have endowed the following awards which competed for annually:

- x. Professor M. Ajibero Award for the best PhD dissertation in Nigerian Library Schools.
- xi. Dr. Victoria Okojie Award for Advocacy and Promoting of Library and Information Services.
- xii. Mrs. Grace O. Odusanwo Award for the best Librarian in the Association of Government Libraries (AGOL) in Nigeria.
- xiii. Dr. T. M. Salisu Award for the Most Published Librarian in Nigeria.

3.1.3 Achievements of the Nigerian Library Association Since Inception

In the past 57 years of its existence, the NLA has made several notable achievements which include:

1. The Nigeria Division of WALA successfully made a proposal for a National Library Policy, which became the blue print for early library development and led to the inauguration of the Library Advisory Committee in 1958. This committee became the forum for the discussion of library development at the national level and gave advice on library matters and conditions of service for librarians in the Federal Civil Service.

2. The Nigerian Library Association made representation to Government for the establishment of the National Library of Nigeria and the National Library Act of 1964 which was later replaced by the National Library Act of 1970. This established the National Library Board empowered to establish and maintain branches of the National Library in all the states of the federation.
3. The Association was instrumental to securing government support for the professional education and training of library personnel leading to the establishment of the Institute of Librarianship now the Department of Library, Archival and Information Studies of the University of Ibadan.
4. The promulgation of the Librarians' Registration Council of Nigeria Decree in 1995, the subsequent inauguration of the Governing Council in 2002 and the establishment of the fully-fledged parastatal under the Ministry of Education in October 2009. The parastatal which has the same status as the National Library of Nigeria exists to date to regulate the teaching and practice of the library profession.
5. Today, the NLA has a chapter in each state of the federation and the Federal Capital Territory.
6. Similarly, the association has thirteen registered subject and professional sections, each looking after its own interest group.
7. The NLA publishes a professional peer-reviewed journal *Nigerian Libraries* and a newsletter called *NLA Newsletter*. Chapters and sections also publish their own journals and newsletters. The NLA Newsletters and papers presented during NLA conferences and president's speeches can now be accessed on the NLA Website (<http://www.nla-ng>).
8. The NLA manages over thirteen different categories of honours and awards instituted to reward its members for distinguished services rendered to the Association
8. The NLA has successfully mobilized its members to be aware of global in the world of information by encouraging training and retraining in the use of Information and Communication Technology (ICT) (NLA, 2019).

4.0 CONCLUSION

This Unit examined the history of the Nigerian Library Association (NLA) and its objectives. Particular attention was paid to its structure, awards and major achievements since inception. The achievements demonstrate the great depth in which the NLA is entrenched in the teaching and practice of the library and information profession. Its relevance from inauguration in 1962 to date signifies the high regards that members hold the Association.

5.0 SUMMARY

In this Unit, we took a close look at the history and objectives of the Nigerian Library Association. The major achievements of the Association were highlighted and the relevance to date was demonstrated. In the next Unit, shall discuss the Librarians' Registration Council of Nigeria.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. Discuss the history and objectives of the Nigerian Library Association
2. Describe the major achievements of the Nigeria Library Association.

7.0 REFERENCES/FURTHER READING

Nigerian Library Association (2019). 57th National Conference and Annual General Meeting Programme, Abuja, 2019.

UNIT 2: LIBRARIANS' REGISTRATION COUNCIL OF NIGERIA (LRCN)

CONTENTS

- 1.0 Introduction
- 2.0 Objectives/Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 The Librarians' Registration Council of Nigeria: history and structure
 - 3.2 Programmes and achievements of LRCN
 - 3.3 Relationship between Nigerian Library Association and Librarians' Registration Council of Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercise(s)
- 7.0 References/Further Reading

1.0 INTRODUCTION

This Unit will examine the history of the librarians' Registration Council of Nigeria. Its mandate and structure will be described and the major achievements of the Council since inception will be identified and discussed.

2.0 OBJECTIVES/INTENDED LEARNING OUTCOMES

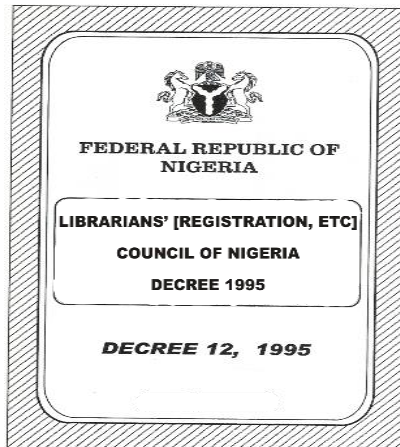
At the end of this Unit, you should be able to:

- Discuss the history and mandate of the Librarians' Registration Council of Nigeria (LRCN)
- Identify and describe the major achievements of the Librarians' Registration Council of Nigeria (LRCN)

3.0 MAIN CONTENT

3.1 THE LIBRARIANS' REGISTRATION COUNCIL OF NIGERIA (LRCN)

- The Librarians' Registration Council of Nigeria (LRCN) came into being through an enabling Act called the Librarians' (Registration, etc) Council of Nigeria Act 12 of June 1995. The library and information science profession was for many years an all-comers affair. Cleaners, clerks and anybody working in a Library addressed himself as a "Librarian". The public had a poor image of a "librarian" and perceived the quality of service as poor. With time qualified librarians decided to 'do something' about the issue. The main objective was to regulate the practice of librarianship as was done by other professionals like accountants, doctors, Lawyers and pharmacists by identifying the core set of skills and knowledge required to be a librarian. The advocacy campaigns which started as soon as the Nigerian Library Association was established finally led to the establishment of the Librarians' (Registration, etc) Council of Nigeria (LRCN) by Act No. 12 of 15 June, 1995 by the Federal Government of Nigeria as a statutory, corporate body that can sue and be sued in its corporate name. LRCN was established as one of the 23 parastatals under the Federal Ministry of Education by Act 12 of 1995 (CAP L.13, LFN 2004) in October, 2009 when the first budgetary provision was made by government. The Council is headed by the Registrar/Chief Executive Office who has the same status as the National Librarian or the heads of other federal Government parastatals. It is the only agency charged with the responsibility of regulating the Library and Information Science (LIS) sector, including all types of libraries – academic, school, public, special, private, etc.



Vision

To be a world-class regulatory body that provides a platform for the delivery of quality library and information service in Nigeria

Mission

To pursue the attainment of professional excellence by determining who are librarians; the standard of knowledge and skills required for registration and practice; guidelines for accreditation and minimum standards for libraries, and maintenance of professional discipline among librarians

Mandate

The core mandate of the LRCN as stipulated in the Act is to:

- Determine who is a librarian
- Determine the level of knowledge and skill required to be a librarian
- Register and maintain a register of qualified librarians
- Set and maintain standards for all categories of libraries
- Build the capacity of librarians
- Accredite library school programmes and review the curriculum from time to time
- Maintain discipline within the LIS profession.

The LRCN is funded through the following ways as stipulated in the enabling Act:

1. Federal Government of Nigeria in the manner similar parastatals are funded, that is the budget/subvention
2. Sale of Application Forms
3. Payment of Practicing Fees & Annual Subscription by registered librarians

4. Donations & Grants from other sources in line with government regulations

Discipline within the Profession

Acts which Constitute Unprofessional Conduct/Offences

In Section 18, Subsection (1) of the LRCN Act, the series of actions which constitute unprofessional conduct/offences under the Act are spelt out as follows:

1. Any person who is not duly registered under the LRCN Act yet decides to:
 - a. For or in expectation of a reward, practices or holds himself out to practice as a registered librarian or;
 - b. Without reasonable excuse, takes or uses any name, titles, addition or description implying that he is authorized by law to practice as a registered librarian, shall be guilty of an offence under this section;
 - c. If any person, for the purpose of procuring registration of any name, qualification, or other matter
 - makes a statement which is false in a material particular; or
 - recklessly makes a statement which is false in a material particular, he shall be guilty of an offence under this Act ;
 - If the Registrar or any other person employed by the Council wilfully makes any falsification in any matter relating to the register maintained under this Act, it shall be an offence.

After conducting a thorough investigation into any case of alleged misconduct by a librarian, the Librarians' Disciplinary Committee (LDC) is expected to be convinced that the alleged acts of misconduct fall within the following category as spelt out in section 17 of the LRCN Act. Thereafter, the appropriate penalty will be meted out to the offender. The categories are:

1. He/ She is adjudged by the Disciplinary Committee to be guilty of infamous conduct in a professional respect or ;
2. He/ She is convicted in Nigeria or elsewhere by any court or tribunal having power to award punishment for an offence(whether or not such an offence is punishable with imprisonment) which in the opinion of the Disciplinary Committee is incompatible with the status of a librarian;
3. The Disciplinary Committee is satisfied that the name of any person has been fraudulently registered.

The penalty for erring librarians found guilty of any of the unprofessional conducts outlined above include a verbal or written reprimand, striking off the person's name from the register permanently or striking off the person's name from the register for a specific period of time.

3.2 Programmes and Achievements of LRCN



i. Registration and Certification of Librarians

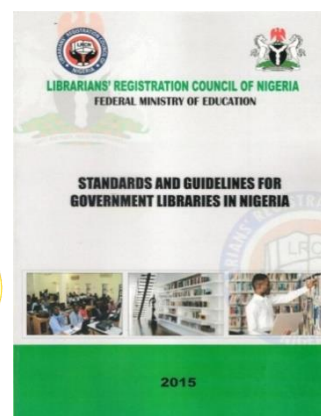
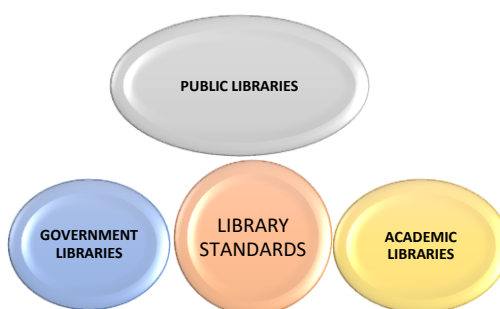
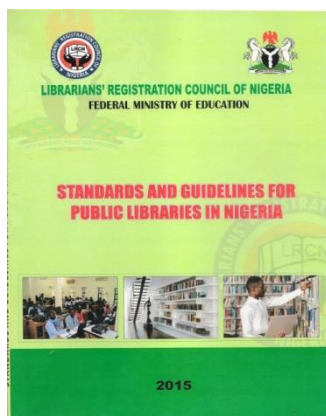
The Council has successfully registered about 7000 librarians in Nigeria. Certification has boosted professionalism and the morale of librarians



ii. Quality Assurance

The Council has produced minimum standards to enforce quality service delivery by providing benchmarks for performance in:

- ❖ public libraries
- ❖ government libraries
- ❖ academic libraries



iii. Monitoring, Evaluation & Supervision

LRCN has concluded the Needs Assessment study of School Libraries in FCT. 257 secondary schools (public & private) were assessed. The aim was to provide data on the state of school libraries in Nigeria with a view to: identifying the gaps, developing intervention strategies to improve the quality of their services and providing accurate data for planning, research and advocacy. LRCN also libraries (universities, polytechnics, public, etc) across Nigeria with a view to assessing their work environment, compliance with minimum standards and assessing the working conditions of librarians.



iv. Education and Training

The Council, in collaboration with the National Universities Commission (NUC) conducts accreditation for Library and Information Science Programmes in Nigerian universities.

v. Development of Benchmarks for Accreditation

LRCN reviewed curriculum and developed benchmarks for the 28 Library and Information Science programmes in Nigerian Universities in order to infuse more courses in ICTs/new technologies, entrepreneurship and other modern contents such as advocacy and fundraising. The aim is to enhance the job-fit skills and competences of graduate librarians to become job creators rather than job seekers. Over 70% of library schools and other key stakeholders participated in the meeting in June 2016.



vi. Capacity Building of Librarians

LRCN consistently organizes capacity building programmes to re-skill and up-skill librarians. Over 1235 (26%) certified librarians were trained in 2015 alone. In-house staff development workshops are organized monthly.



vii. Readership Promotion

The Council, in order to promote reading among students and pupils established reading clubs in five selected schools. 100 students and 10 teachers were trained. Books collected at LRCN Annual conference were donated to Internally Displaced Persons (IDPs) centre in Durumi, Abuja on behalf of certified librarians. Books were also donated to inmates of Kuje prisons and a library was established for the prisoners.



viii. External Relations: National and International Collaboration

LRCN identifies organizations with aligned goals and partners with them. These include the National Information Technology Development Agency (NITDA), Universal Service Provision Fund (USPF), American Embassy, Indian Embassy, International Federation of Library Associations and Institutions (IFLA), International Research and Exchange Board (IREX), USA, Bill & Melinda Gates Global Libraries programme. These collaborations are significantly transforming the library and information science (LIS) sector in Nigeria. Details of these projects can be found in the annual report on the LRCN website (www.lrcn.gov.ng)



ix. LRCN Publications

The publications of the LRCN include Code of Ethics, List of Certified Librarians, School Library Manual, Standards & Guidelines for Public Libraries, Standards & Guidelines for Government Libraries, Standards & Guidelines for Academic Libraries, Statistical Digest & List of Libraries in Nigeria, State of School Libraries in FCT, eManagement Manual, Koha Library Management Software Manual, Online Research and Documentation Manual, Communications, M & E and Impact Assessment Manual, Advocacy, Marketing & Partnership Manual.



xi. Communication With Stakeholders

The Council employs different channels to interact with its major stakeholders, including social media, telephone, face-to-face meetings, librarians' forum, online interactive sessions, supervisory visits, newsletter, bulletins and website.



3.3 Relationship between the LRCN and NLA

The nature and functions of the LRCN are sometimes confused by the public and even some librarians. This section tries to establish the relation between the two by identifying the distinguishing characteristics.

S N	NLA	LRCN
1	A Non Governmental Organization registered by Corporate Affairs Commission	A statutory government organization, a parastatal under Federal Ministry of Education
2.	It has different categories of membership, including non-librarians.	Membership is made up of only qualified librarians who have been registered to practice.
3.	Does not have the statutory powers to register or de-list librarians, accredit library schools, etc.	Has legal right to define who is a librarian, register or de-list librarians, accredit library school programmes, organize examinations for members & regulate practice of profession.
4.	It honours deserving members with different categories of awards e.g. Fellows of the NLA can use FNLA after the name	ALL librarians registered by the LRCN can use 'CLN' (Chartered Librarian of Nigeria) after their name.
5.	Management of NLA is guided by its Constitution	Guided by an Act of the National Assembly, Act 12 of 1995
6.	Agreed procedure for maintaining discipline is on an ad-hoc basis	Agreed procedure for maintaining discipline is stipulated in the legislative framework

	established by the Association when necessary	
7.	It is a legal entity that can sue and be sued	It is a legal entity that can sue and be sued
8.	Officers are not employees of government	Staff of the LRCN are civil/public servants

4.0 CONCLUSION

In this Unit, we discussed the history and structure of the Librarians' Registration Council of Nigeria (LRCN). We went further to identify and describe the programmes and achievements of the LRCN as well as the relationship between the LRCN and the NLA.

5.0 SUMMARY

In summary, the history, structure, major achievements, programmes of the LRCN were discussed. The Unit also traced the relationship between the Nigerian Library Association (NLA) and the LRCN in order to clarify the distinguishing features of both.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. Discuss the history and structure of the Librarians' Registration Council of Nigeria
2. Identify and describe the programmes and major achievements of the Librarians' Registration Council of Nigeria
3. Explain the distinguishing characteristics between the Nigerian Library Association and the Librarians' Registration Council of Nigeria

7.0 REFERENCES/FURTHER READING

Librarians' Registration Council of Nigeria (LRCN). Accessed on 1 June, 2019 from <https://www.lrcn.gov.ng>

UNIT 3: CHALLENGES OF LIBRARIES IN NIGERIA

CONTENTS

1.0	Introduction
2.0	Objectives/Intended Learning Outcomes
3.0	Main Content
3.1	Challenges of libraries in Nigeria
4.0	Conclusion
5.0	Summary
6.0	Self-Assessment Exercise(s)
7.0	References/Further Reading

1.0 INTRODUCTION

This Unit takes a brief look at the main challenges faced by Nigerian libraries. It examines the resources, staffing, services and facilities in order to determine how adequate they are in providing 21st century library services.

2.0 OBJECTIVES/INTENDED LEARNING OUTCOMES

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

- Identify and discuss the main challenges faced by Nigerian libraries in the 21st century.

3.0 MAIN CONTENT

3.1 Challenges of Libraries in Nigeria

Although libraries have been in existence in Nigeria for a long time, they still experience various challenges. These challenges include:

1. **Inadequate stock:** the number of books is very limited and many libraries do not meet the minimum international standards specified. In addition, the collection (book and non-book materials) in many libraries is out-of-date. Libraries, especially public and school libraries do not purchase books regularly and usually rely on donations to build their stock. The unfortunate situation has sometimes led users to regard their libraries as “archives or museums” which stock antiquities and out-dated resources.
2. **Inadequate funds:** most libraries in Nigeria are grossly under-funded. Hence, they are unable to purchase the information resources, equipment, furniture and even relevant staff needed to make them attractive to users.
3. **Inadequate infrastructure:** the infrastructural facilities in many libraries are poor. This makes the library environment very unattractive. Poor lighting, irregular power supply and no pipe-borne water make it difficult for libraries to provide electronic services and Internet facilities and basic comfort to users.

4. **Inadequate Curriculum:** the curriculum of many library schools is outdated and not fully fit for purpose in the 21st century information age. The Librarians' Registration Council of Nigeria reviewed the Library and information science curriculum in 2015, injecting more relevant ICT courses and other life skills. However, the global rapid changes in the development of ICTs necessitates that the curriculum should be reviewed regularly (every five years is good practice).
5. **Competition from other professions:** professionals such as Information Technology experts, marketing and other information professions are giving librarianship stiff competition. Thus, librarians have to think-out-of-the-box and re-invent themselves and the profession if they are to continue to thrive.
6. **Inadequate staffing:** in many libraries the number and quality of staff are poor. The staff hardly attend continuing professional development programmes and usually do not undergo training to update their skills, especially in the use of ICTs. This implies that the services rendered by these libraries may not meet the expectation of modern day users.
7. **Poor integration of library services in planning:** libraries are usually not considered during national/state development planning process. This means that they are often relegated to the background and not given the desired priority
8. **Mutilation and stealing of library materials:** many libraries experience mutilation and stealing of their materials. This has a huge impact on libraries because some are unable to replace such materials, thereby dwindling the already limited number of books
9. **Difficulty in obtaining foreign exchange:** although foreign exchange is more readily available at present, the exchange rate is so high that it is difficult for libraries to buy the required materials that they need from outside Nigeria.
10. **Low social recognition/status:** the Nigerian society still has low regard for the status of librarians in society. This constitutes a problem because many good students are not attracted into the profession. Indeed, some librarians in Nigeria state that they entered the library profession because they were not admitted to read their first choice courses, and the university offered them admission into LIS programme without first clarifying from them.
11. **Poor implementation of legal instruments:** It is common knowledge that the legal instruments are not used by libraries as stated in the enable Acts. For instance, many publishers and government do not comply with legal deposit laws to deposit copies of every book published in the National Library of Nigeria, and they are not prosecuted. The reason could be because the penalties stated in the laws are not effective deterrents to offenders and the resources required to prosecute far outweigh the penalty.

In a situation where the library has to take an offender to court for a penalty of N2000 fine is not worth the trouble.

12. **Apathy of librarians to the profession:** many librarians do not have a strong passion to practice the profession in the way other professionals such as doctors and lawyers take their calling.

4.0 CONCLUSION

In conclusion, this Unit identified and explained some of the major challenges of libraries in Nigeria. However, the next Unit will examine the prospects that libraries in Nigeria have as they look forward to a brighter and better future.

5.0 SUMMARY

A summary of the discussions in this Unit is necessary to round up the discussion. Various challenges faced by libraries in terms of resources, infrastructure, facilities, funding and staffing were identified and discussed.

6.0 SELF-ASSESSMENT EXERCISES

1. Identify and describe the major challenges faced by libraries in Nigeria.

7.0 REFERENCES/FURTHER READING

Ezeani, C.N., & Igwesi, U. (2012). Using social media for dynamic service delivery: The Nigeria experience. *Library Philosophy and Practice* 814 (2012).

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UNIT 4: PROSPECTS OF LIBRARIES IN NIGERIA

CONTENTS

- 1.0 Introduction
- 2.0 Objectives/Intended Learning Outcomes
- 3.0 Main Content
 - 3.1 Prospects of Libraries in Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Self-Assessment Exercise(s)
- 7.0 References/Further Reading

1.0 INTRODUCTION

This Unit takes a brief look at the prospects of Nigerian libraries. It examines the resources, staffing, services and facilities with a view to determining how new technologies and other modern facilities provided by the opportunities in the 21st century can be explored by libraries to improve their service-delivery.

2.0 OBJECTIVES/INTENDED LEARNING OUTCOMES

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

- Identify and discuss the prospects of Nigerian libraries in the 21st century.

3.0 MAIN CONTENT

3.1 Prospects of Library Services in Nigeria

In spite of the challenges faced by libraries in Nigeria, they have bright prospects for the future due in part to the advent of the Internet and other new technologies. Some of the prospects are discussed below:

- i. The Internet has created many opportunities for libraries to provide more efficient and effective services. For instance, the Internet gives users the opportunity to have ready access to information resources in real time and the cost of access is getting cheaper.
- ii. Open Access: Libraries have access to open access resources online, which are usually accessed free of charge by users. The opportunity provided by Open Access makes users in developing countries to access information they may otherwise not have been able to.
- iii. Free and Open Source Software (FOSS): The Internet also provides the opportunity for libraries in Nigeria to use free library management software if they have staff with requisite skills, thereby reducing the cost automation in libraries. FOSS which are popularly used by Nigerian libraries are Koha and NewGenLib.
- iv. The advent of social media has created new opportunities for libraries. Using such media as Facebook and WhatsApp, libraries are able to communicate faster to their members and also communicate to a wider number of users at the same time. With social media, reservation of materials can be made without personally visiting the library and libraries can advertise their new or special collections to a wider range of people.

- v. The new technologies also provide librarians the opportunity for self – development, education and training. For instance, Massive Open Online Courses (MOOCs).
- vi. Even in infrastructure, the use of solar panels provides libraries with new opportunities to tackle the electricity challenges required to use the Internet and other electronic facilities.
- vii. Opportunities for fund-raising abound in the online environment. An example is the “Global Giving” programme which encourages financial donations to libraries.
- viii. Libraries also have the opportunity of providing 24/7 services to users and providing remote services to users in the comfort of their homes or any location of their choice.
- ix. Collaboration and partnerships are easier in the 21st century because of the opportunities for easier and faster communication between organizations.
- x. Resource sharing is made much easier in the 21st century because of the availability of resources in electronic format.
- xi. Increase in the number of library schools available in Nigeria provides the prospect of adequate staffing required in libraries. This is especially so because the number of tertiary and other educational institutions is increasing exponentially and they all require librarians to manage their libraries.

4.0 CONCLUSION

This Unit assessed the environment provided by the Internet and other electronic resources in the 21st century and concludes that libraries have bright prospects for the future.

5.0 SUMMARY

In summary, this Unit advances reasons why libraries in Nigeria have bright prospects in the future. This is especially so with the advent of the Internet which is helping to democratize access to information.

6.0 SELF-ASSESSMENT EXERCISE(S)

1. What are the prospects of Nigerian libraries in the 21st century?

7.0 REFERENCES/FURTHER READINGS

Nwalo, K.I.N. (2000). Managing information for development in the 21st century: Prospects for African libraries , Challenges to the world

Edegbo ,W.I.(2011). Curriculum development in library and information science education in Nigerian Universities: issues and prospects.