COURSE INFORMATION

Course Code: LIS 301
Course Title: Collection Development
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Course Status: compulsory
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Course Edition: First

COURSE TEAM

Course Developer: Prof. Reuben Ejike Ozioko
              Department of Library and Information Science
                Michael Okpara University of Agriculture, Umudike, Abia State
                Email- Drozioko@Gmail.Com

Course writer: Prof. Reuben Ejike Ozioko
              Department of Library and Information Science
                Michael Okpara University of Agriculture, Umudike, Abia State

Instructional Designer:
Learning Technologists:
Course Editor:

Copy Editors: Prof. Tijjani Abubakar

            Ahmadu Bello University, Zaria

Ice Breaker

Upload your passport and introduce yourself by stating your names, what you do for a living, your hobbies, your expectation in this course and the name you would prefer to be called during this course.

NATIONAL OPEN UNIVERSITY OF NIGERIA

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INTRODUCTION

Collection development is a first semester course with two credit unit which is expected to last for at one semester. It is one of the core courses expected to be offered by all the undergraduate students in the department of Library and Information Science in the National Open University of Nigeria. The course is relevant to the extent that it will prepare student to acquire knowledge and skills needed to build library collection that will help libraries achieve the purpose of their establishment to her users. It is equally envisaged that the course will prepare students on how to manage the collection effectively. This course will examine the definition of relevant concepts, discuss the rationale and purpose of collection development, factors affecting collection development, types of library information resources, community analysis, collection development policy, selection of library materials, acquisition of library materials, censorship in libraries, weeding of library collection, resource sharing for library collection development, evaluation of library collection as well as Information and Communication Technology (ICT) application to collection development.

COURSE AIMS

It is expected that this course will help you to acquire requisite knowledge that will enable you to build the collection of a library probably from the scratch. The course will provide you with the fundamentals issues of collection development such as the critical functions of collection development, community analysis, collection development policy, acquisition, weeding, and evaluation among others. The course consists of four modules with ten units of study. The course will expose you to the essential rubrics on how to develop a library collection such as the purpose of collection building, community analysis, collection development policy, selection of library materials, acquisition resource sharing for library collection development, evaluation as well as the application of ICT to collection building. Knowledge of all these will definitely aim you with all it takes to initiate the process of collection building and strengthening the existing collection of a library.

Course Objectives

Achievement of the aforementioned aims could only be realized with the consideration of some course objectives. Each unit in this study material has specific objectives which will guide you in checking on your progress while you do your study. It is expected that you will be able to do the following by the end of this course.
- Define collection development
- Explain the purpose of collection development
- Identify the factors affecting collection development
- List the types of library information resources
- Describe community analysis
- Explain collection development policy and the reasons for its desirability
- State how library materials are selected

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- Discuss the problems of selection of library materials
- Explain what acquisition means and the means of acquiring library materials
- Define censorship
- Outline the types of censorship
- Justify the reasons for censorship
- Narrate the evaluation of library collection
- Account for reasons why libraries evaluate
- Define resource sharing
- State the objectives and scope of resource sharing
- Define weeding
- Explain the general criteria for weeding
- Discuss how ICT could be applied to collection development
- Describe the challenges of ICT in developing library collection
- Define intellectual freedom
- Purpose of intellectual freedom
- Concept of censorship
- Types of censorship
- Censorship and the librarian
- Define copyright
- Purpose of copyright
- Effects of copyright on the library
- Define electronic resource management
- Types of e-resources
- Features of e-resources management systems
- Justification for cost benefit analysis
- Purpose of cost benefit analysis
- Procedures in library inventory control

WORKING THROUGH THIS COURSE

For you to complete this course successfully you have to go through the modules and carefully read the study units, do all exercises and assignments and also open and read through the links provided by double clicking on them. Read the recommended books and other materials available to you and ensure you attend the practical session of this course. Always participate in the online facilitation and facilitation going on in your centre. Each unit of study has an introduction, objectives you should achieve at the end of the study, a conclusion and summary informing you in a nutshell what you studied in the unit. Above all, there is the Tutor-Marked Assignment (TMA) to evaluate what you have learnt. You can download the course-wares into your device so that you can study whenever you are online.

ASSESSMENT

There are two main forms of assessments namely; formative and the summative. The formative assessments at the end of every unit of study will enable you to evaluate your learning output. The university uses the summative assessments to evaluate your academic performance in the courses you studied. The summative assessment which is Computer

Based Test (CBT) is made up of objectives and sub-objective questions. There are three continuous assessment, 10% each and final examinations are based on 70%. You are required to take all the computer-aid tests and the final examinations.

STUDY UNITS

There are sixteen study units in this course, divided into seven modules. The modules and units are presented as follows.

Module 1:   Overview of Collection Development
Unit 1:   Concept, Rationale and Purpose of Collection Development
Unit 2:   Factors Affecting Collection Development
Unit 3:   Types and Features of Library Information Resources

Module 2:   Community Analysis and Collection Development Policy
Unit 1:   Community Analysis
Unit 2:   Collection Development Policy

Module 3:   Selection and Acquisition of Library Materials
Unit 1:   Selection of Library Materials
Unit 2:   Acquisition of Library Information Resources

Module 4:   Censorship and Weeding of Library Materials
Unit 1:   Censorship in Libraries
Unit 2:   Weeding of Library Materials

Module 5:   Evaluation, Resource Sharing and ICT Application to Collection Development
Unit 1:   Evaluation of Library Collection
Unit 2:   Resource Sharing for Library Collection Development
Unit 3:   ICT Application to Collection Development

Module 6:   Legal and Ethical Issues in Collection Development
Unit 1:   Intellectual Freedom in Collection Development
Unit 2:   Censorship in Collection Development
Unit 3:   Copyright and the Library Collection Building

Module 7:   Management of Electronic Resources, Cost Benefit Analysis and Inventory Control

Unit 1:   Management of Electronic Resources
Unit 2:   Cost Benefit Analysis and Inventory Control

HOW TO GET MOST FROM THIS COURSE

In order to get the most from this course, that is an urgent need for you to acquire a personal laptop and access to the internet. This will give you ample opportunity to study anywhere and time. The unit objectives of thecourse will guide yourself study effort.

Always evaluate your learning at the end of the unit by attempting the tutor mark assignment to find out your learning outcome in each unit.

Endeavor to participate in all facilitations organized for this course for better understanding. If you run into trouble, arrange to meet your facilitator or the librarian at the E-Library for further clarification.

To get the most from this course, endeavor to do the following:
- ➢ Read the course guide thoroughly
- ➢ Develop a study schedule. Whatever method you choose to use, you should decide on it and write out dates for working on each unit.
- ➢ Always adhere to study schedule, the majority of the students fail because they do not have a study schedule or that they have but do not follow it religiously.
- ➢ Read the introduction and objectives of any unit you want to study before going into the content of the unit.
- ➢ At the end of the unit, review the objectives and see how many of them you have achieved.
- ➢ Attempt the Self- Assignment Exercise
- ➢ Do the same in every unit throughout the course

SUMMARY

Collection development is an important activity in the entire library and information service provision. The course is designed to expose you to the step by step process of building library collection as well as how to manage the collection. Expectedly, you will achieve the objectives of this course if you follow the instructions and do what you are asked to do. We wish you all the best and resounding success as you adhere religiously to the instruction and advice given to you for this course.

MAIN COURSE

CONTENTS

MODULE 1:   OVERVIEW OF COLLECTION DEVELOPMENT
Unit 1:   Concept, Rationale and Purpose of Collection Development
Unit 2:   Factors Affecting Collection Development
Unit 3:   Types of Features of Library Information Resources

MODULES 2:   COMMUNITY ANALYSIS AND COLLECTION DEVELOPMENT POLICY
Unit 1:   Community Analysis
Unit 2:   Collection Development Policy

MODULE 3:   SELECTION   AND   ACQUISITION   OF   LIBRARY MATERIALS
Unit 1:   Selection of Library Materials
Unit 2:   Acquisition of Library Information Resources

MODULE 4:   CENSORSHIP AND WEEDING OF LIBRARY MATERIALS
Unit 1:   Censorship in Libraries
Unit 2:   Weeding of Library Materials

MODULES 5:   EVALUATION,   RESOURCE   SHARING   AND   ICT APPLICATION
**   TO COLLECTION DEVELOPMENT**

Unit 1:   Evaluation of Library Collection
Unit 2:   Resource Sharing for Library Collection Development
Unit 3:   ICT Application to Collection Development

Module 6: **Legal and Ethical Issues in Collection Development**
Unit 1:   Intellectual Freedom in Collection Development
Unit 2:   Censorship in Collection Development
Unit 3:   Copyright and the Library Collection Building
Module 7: **Management of Electronic Resources, Cost Benefit Analysis and Inventory Control**

Unit 1:   Management of Electronic Resources
Unit 2:   Cost Benefit Analysis and Inventory Control

MODULE 1:   OVERVIEW OF COLLECTION DEVELOPMENT
 Under this module, you will be introduced to the fundamental concepts of collection development, the rationale and purpose of collection development, factors affecting collection development and the types and features of library information resources.
Unit 1:   Concept, Rationale and Purpose of Collection Development
Unit 2:   Factors Affecting Collection Development
Unit 3:   Types and Features of Library Information Resources

UNIT 1: CONCEPT, RATIONALE AND PURPOSE OF COLLECTION DEVELOPMENT

CONTENTS
1.0   Introduction
2.0   Objectives
3.0   Main Content
    3.1   Concept of Collection Development
    3.2   The Critical Function/Rationale of Collection Development
    3.3   Collection Development Stages
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment (SAEs)
7.0   Reference/Further Reading

1.0   INTRODUCTION

In this unit, the major concern will be to provide you with the definitions of collection development, the critical function, rationale and purpose of collection development as well as the various collection development stages in briefs.

2.0   OBJECTIVES

It is expected that you will be able to do the following by the end of the unit
➢ Define collection development
➢ Explain the function, rationale and purpose of collection development
➢ Discuss briefly the various stages of collection development

3.0 MAIN CONTENT
3.1 Concept of Collection Development

Collection development has been variedly defined by different authorities. According to Eguavoen (2002) and Ochai (2002), collection development is a planned systematic development of a collection based on the objectives of the library. Omagbemi (2003) defined collection development as a planned continuous, cost effective and preferential acquisition of qualitative, relevant materials to meet the needs of users and the objectives of the library. Collection development according to Evans (1996) is a dynamic, self-perpetuating cycle or process and consists of six definable stages, namely: community analysis, selection policies, selection acquisition, weeding and evaluation.

It is evident from these definitions that collection development is not only to be viewed from the angle of growth in volumes and titles but in the quality of acquired materials in enhancing effective information delivery and the usage of such to reduce user frustration. The word "development" could be meaningful in relation 10 collection development. Collection development involves building a collection from the scratch or ab-initio. Collection development also involves working on an already existing collection so as to determine the strength and weakness with a view to correcting and improving on the performance.

It is equally for this reason that collection development is said to not only involve a single activity, or a group of activities, but it is also a planning and decision-making process.

Collection development makes or mares a library collection and its services. The extent to which a library collection is utilized depends upon the quality and relevance of the collection itself. The quality and value of the library collection is the outcome of the collection development programme. The relevance and suitability of the collection to the needs and interests of users cannot be compromised. Collection development is therefore, a critical function in any library since it determines to a large extent the usability or otherwise of a collection.

Collection development can equally be described as a process whereby a library provides information sources that a patron wants, regardless of format or location and rendering service, and probably every librarian in the world sees that as the reason for the existence of libraries and indeed of librarians.

Collection development according to (Evans), (1979) is a dynamic, self-perpetuating cycle or process and consists of six definable stages namely, community analysis, selection, acquisition, weeding and evaluation.

Culled from: Evans, G., Developing Library Collection
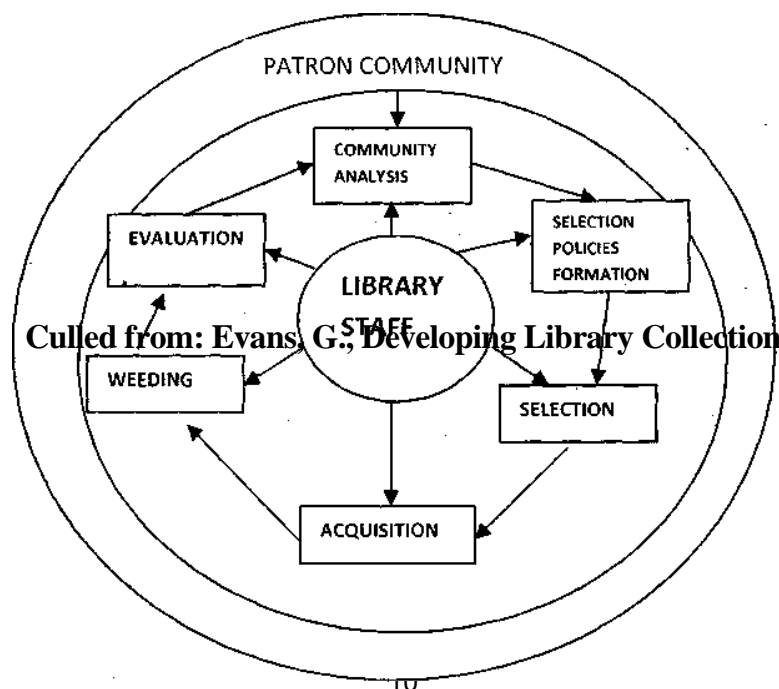
3.2 The Critical Function/Rationale of Collection Development

The question as to why is collection development a critical function in a library is important. Collection development is responsible for the makeup of the collections. When a collection has been well built taking the interest and needs of users into consideration, the greater will be the use of the collections. Collection development makes or mares a library collection and its service. The skill with which those responsible for collection development carry out that responsibility is important. In other words, in real sense, it can be said that those responsible for collection development indirectly determine the usability or otherwise of a collection. It is for that reason that collection development is the critical function within a library.

3.3 Collection Development Stages

As mentioned previously, collection development is a dynamic, self-perpetuating process which consists of six definable stages namely:

(1) Community Analysis (CA)
(2) Formulation of selection policies
(3) Actual selection
(4) Acquisition of material selected
(5) Weeding of library stock
(6) Evaluation

(1) **Community Analysis**

Community analysis is a very important stage in the collection development process. In fact many authorities in this field believe that the first principle of collection development is "know your community". Community or "Patron" community is used in this case in a generic sense to cover the group of persons that the library has been established to serve.

Community may be analyzed from several perspectives.

i.   Individual citizens: Their ages, education levels, ethnic and religious background, general economic status, cultural and recreational interests etc.

ii. **Organizations of the community**: Both formal and informal, including governmental, social, religious, educational, cultural, political etc.

iii. **Business and economic life**: Types of business enterprises offering employment, occupational patterns, income levels etc,

iv. Educational, cultural, recreational lifestyles: public and private educational institutions, recreational facilities, museums, galleries, communication media etc.

It is for this reason that many librarians or students of library and information science are called upon to study librarianship in combination with sociology. This is because in a situation where the librarian is unable to do the sociometric work involved in the community analysis, then he should employ the services of a sociometrician, (an expert

who can measure society). Community analysis will reveal a lot of things such as the composition of the community, for example the demographic characteristics, also occupational characteristics that is, the kind of occupation the people are engaged in such as farming, trading etc. The analysis will also reveal educational levels and aspirations of members of the community, that is, whether there are people in primary secondary and tertiary institutions. Having determined the knowledge that community analysis reveals, the librarian proceeds to acquire materials relevant to the needs, taste and interests of members of the community.

1. Patron Community

This refers to various individuals, groups, organizations or institutions, political units etc that the library is supposed to serve. It can be a school, colleges, university, national assembly, research institutes, companies, local government state or nation.

2. Selection Policies

In policies such things as who is to be served, language of communication in each area, opening and closing hours of libraries, who constitute the library committee are specified at this level. The patron community and the library staff jointly make policies for selection of materials to be stocked.

3. Selection

In selection, the librarian in conjunction with other library staff as well as members of the patron community take part in selecting relevant books and materials to be used in the library.

4. Acquisition

This is purely the exclusive job of the librarian and does not involve the participation of the patron community. Once it has been decided that new materials should be procured in the library, the librarian prepares the order, chooses a vendor and later receives and effects payment.

5. Weeding

It is evident today that there is exponential growth of information in the field of science and technology as well as in social sciences and humanities. This has led to a situation known as information explosion consequent upon "popullution", fusion and fission of subjects or disciplines and changing mode of society. As a result of this information explosion, we begin to have literature decay or obsolescence For this reason, weeding becomes necessary from time to time Weeding involves removing materials that are no longer in use from the library collection and retire them to' secondary storage areas (for gifts and donation to other libraries). The patron community has a part to play in this process.

6. Evaluation

This means reviewing the whole process again including staff performance, their strength and weaknesses Looking at the patron community again to know what change have taken place after sometime, both socially am educationally. It will help the librarian to determine whether the needs of the patron community are being met in line with the laid down policies.

4.0 CONCLUSION

Collection development is the activities that are set to ensure that the library achieves the purpose of its establishment through building a collection or assemblage and provision of a variety of information materials to meet the desperate needs of users. That is why it is regarded as a critical function of a librarian. It is for this reason that librarians are expected to build a relevant and reliable collection that will stand the test of time.

5.0 SUMMARY

In this unit, we have dealt with the definition of collection development. Equally the issue of their function, rationale and purpose of collection development was discussed. In addition, the various stages of collection development were presented and explained briefly.

Self – Assessment

Do we need collection development?

6.0 TUTOR-MARKED ASSIGNMENT

1. What do you understand by collection development?
2. Why collection development a critical function in librarian?
3. Outline the various stages of collection development and discuss them briefly.

7.0 REFERENCES AND FURTHER READING

Anunobi, C.V. (2005). ICT availability and use in Nigeria University libraries Global Review of library and information science, 1(1), 39-51.

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UNIT 2:   FACTORS AFFECTING COLLECTION DEVELOPMENT

CONTENTS

1.0   INTRODUCTION

Having dealt with the background information about collection development, it becomes necessary to provide an insight into the factors that are capable of affecting collection building in libraries.

2.0   OBJECTIVES

The expectation in this unit is that at the end you will be able to:
➢ Understand the policies that can affect collection development
➢ Ascertain how economic condition and financial support can   affect collection development
➢ Find out the local factors that affect collection development in libraries

MAIN CONTENT

3.1 Government Policies

  1. **GOVERNMENT POLICIES**
  a. **Funding Regulation**

One of the ways through which government policies can affect collection development is through funding regulation. That a library collection is blossoming or suffering dependent upon the manner of fund allocation. With liber funding, library collection will certainly experience unprecedent growth while disparity in allocation will serious influence the collection. For example, when one field of study preferred to the detriment of other fields, the result w conspicuously stand on the shelves of libraries.

b. Public Access to Information

In a situation where the government through her policy favours the publication and sale of a particular book, the result will be the more availability and use of such book in library collection against the others. Government may also sponsor the publication of such

favoured publication beating down the price for libraries while others may not be available in their collection because of higher prices and other charges.

c. Copyright Law

One of the areas in which government policy influences libraries indirectly or directly is through laws governing copyright. In many cases, collection development policies have been adjusted to provide for the necessary purchase of duplicate titles and to fall in line with the existing copyright laws.

3.2 Economic Conditions and Financial Support

Generally the economic condition of every nation determines the financial support such nation gives to education in general and library in particular. In the US for example, the government was formally involved directly with financial support of library matters but later the support dropped following declining economy. The economy of that country was battered by inflation, recession producing higher prices and declining economic growth. In Nigeria, the situation seems to be worse where bad economy has left education generally and library development in a sorry state.

3.3. Academic Environment

The rate of students i enrolment which has been in geometrical progression coupled with the establishment of new faculties as well as changes of teaching and research methods have brought pressure on the library services and its collection development. Also in order to meet up with the accreditation requirements for various courses of study in the university, the collection development strategy of the library must be geared toward meeting up with the challenges. Standards are the starting point for the accreditation process, and all libraries need to be familiar with the ones written for their academic institutions. These standards are likely to be very qualitative, specifying the exact number of books, pieces of equipment, etc, that a library should have. Recently, however, standards have gradually been shifted from a quantitative approach, giving more emphasis to the suitability and use of a library's collection than to its total volume count.

3.4 Publishing

Dwindling economic fortunes of various nations have had serious effect on the publishing industry especially scholarly publishing. Also recent technological breakthrough have some effects on the conventional publishing. Problems affecting scholarly publishing are also affecting libraries collection development programme. All libraries, but especially the larger and more research - orientated ones, must cope with the increasing specialization of information needs of researchers.

3.5 User's Habits

It is obvious today that the manner in which various researchers search for information is changing. Scientists are known to search journals more than monographs. Also humanists prefer monographs to journals while the social scientists search both journals and

monographs. This pattern of information search affects the pattern of collection development of libraries especially academic libraries.

3.6   Public Attitude

The attitude of the public toward the library goes a long way to determine the service and especially the collection development programme. In a friendly environment, the library will blossom due to financial support and patronage by the public while the library collection development in particular and services in general will suffer if the public hostile to the library.

3.7   Local Factors

The local conditions that influence collection development may be grouped under five broad headings:

a. The Community of Institution

b. The purpose(s) of the library

c. The clientele

d. The preset, collection

e. The available resources

a. The Community or Institution

The proper knowledge of the community or institution to be served is a powerful weapon for establishing goals and objectives for any library. It will be very difficult to make meaningful policies to guide the development of the collections, nor can a library "be a living", growing and a changing force in any community, unless it remains sensitive to the characters and needs of the community it serves. The perspectives from which community may be analyzed are individual citizens, organizations, business and economic life, and education, cultural and recreational lifestyle.

b. Purpose of the library

Every library should have a purpose for its establishment. The purpose of establishing any library may either be to serve the public, school, research institution or academic institution. The nature of the collection of any library will be such that will aim at fulfilling the objectives or purposes of such library.

c. Clientele

The users of any given library will determine the nature of collection development of such library. AH libraries consider their audience when choosing books. While it may also have obligations or commitments to other users, the library should recognize that these are

secondary. An analysis of the past use of a collection by a librarian enables him to predict future use, which will.be a determining factor in the formulation of collection development policy.

d. Present Collection

The collection already available in a library is a factor in the collection development process. If the present collection is large or small, this will influence future development. However, whether large or small, the weaknesses and strength of any library must be determined, rated as to their importance for users, and accepted or alleviated.

e. Available resources

Human, financial, informational and bibliographical reasons are important factors which can affect the collection development process in libraries. Staff available to carry on the collection development activities are necessary. Money is also very imperative if collection development should worth its salt. The amount of money voted determines the quality and quantity of a library's collection.

Availability or otherwise of current and enough selection tools are required by the librarian to make appropriate selection of relevant books for the library.

4.0   CONCLUSION
The development of a library resource is faced with some challenges which try to hamper the progress in the provision of the needed resources. The knowledge of these challenges will arm you on how to surmount them as you encounter each in the course of building library collection.

5.0   SUMMARY
In this unit, we have discussed some of the factors that affect collection development in libraries. Such factors include government policies, economic conditions, academic environment, publishing, users' habits, public attitude as well as local factors.

Self – Assessment

Explain the term government policy.

6.0   TUTOR-MARKED ASSIGNMENT
1. Discuss how government policies can affect collection development
2. Explain how economic conditions and financial support can affect collection development
3. Briefly discuss the effect of academic environment, publishing, users' habits and public attitude on collection, development
4. List and discuss briefly the local factors that affect collection development

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UNIT 3: TYPES AND FEATURES OF LIBRARY INFORMATION RESOURCES

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        3.2   Textbooks
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        3.10   Thesis
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   Reference/Further Reading

1.0   INTRODUCTION

A clear understanding of the library information resources requires that you are abreast of what these resources are. The concern of this unit, therefore is to provide information about the library materials and their features.

2.0   OBJECTIVES

It is expected that by the end of this unit, you will be able to:

➢ Differentiate between reference books and textbooks
➢ Understand what materials that called periodicals
➢ Identify special library materials
➢ Describe a library documents
➢ Distinguish between audio and visual materials
➢ Explain microforms and vertical files find out what are the theses materials in libraries

3.0   MAIN CONTENTS

3.1   Reference Books

This is probably the most fundamental to all libraries. They are meant for consultation only within the library and they are not to be read from page to page. They provide adequate information for researchers. They include:

(i) **General Encyclopedias** e.g. Encyclopedia Americana, Encyclopedia Britannica
(ii) **Children Encyclopedias** e.g. The New Book of Knowledge, World Book Encyclopedia etc.
(iii) **Subject Encyclopedias** e.g. Encyclopedia of Library and Information Science, The Encyclopedia of Religion, Encyclopedia of Education etc.

b. Dictionary

Like encyclopedias, dictionaries have different types such as children's specialized and general dictionaries.

i. **General Dictionaries e.g.**
   The Oxford Advanced Learners Dictionary, Chambers 20th Century Dictionary
ii. **Children Dictionaries e.g.**
   The World Book Dictionary Webster's Elementary Dictionary, etc.
iii. **Specialized Dictionaries e.g.**
   Dictionary of Medicine Dictionary of Computer Science Dictionary of World History etc.

c. Bibliographies

A bibliography is a list of books or a critical and historical study of printed books. It gives the librarian and other users useful information about the author, the publisher, place of publication and the price of either hardback or paperback.

i. General Encyclopedia e.g. Bibliography of Bibliographies, Bibliography of publications issues by UNESCO etc.
ii. National Bibliographies e.g. National Bibliography of Nigeria, British National Bibliography, A Bibliography of Ghana etc.
iii. Subject Bibliographies e.g. Music reference and research materials
Science and Technology annual reference review etc

iv. Analytical Bibliography e.g. Analytical bibliography of writings on modern English morphology and syntax
v. Almanacs e.g. - Information please Almanac, World Almanac, Whitaker's Almanac etc.
vi. Directories e.g. National Directory, Ulrich's International Periodical directory etc.
vii. Handbooks e.g. Consumer's Resources Handbook, Famous First Facts etc.
viii. Yearbooks e.g. Europa World Yearbook, Nigeria Year book, statesman's yearbook, UNESCO statistical yearbook etc.
ix. General Fact Books e.g.

i. Guinness Book of World Records
ii. The York Public Library Desk Reference etc.
    1. Biographies e.g. Universal Biographical Dictionary like the statesman's who's who, who's who in the worlds National or Area Biographical dictionary like who's who, etc,

3.2 Textbooks

A textbook is a classic publication used in the study of a subject. It usually contains a systematic presentation of the principles and vocabulary of the affected subject. Several publications that list books for various levels of users and different types of libraries exist. Examples of textbooks include: Things Fall Apart, Jagua Nana, Modern Biology, and Introduction to Library Science, Fundamentals of Reference Services and Works etc.

3.3 Periodicals

Periodicals are publications that appear at regular or irregular intervals with distinctive titles and in successive numbers or parts. Examples include journals, magazines, and newspapers. They can be distinguished from textbooks by their international standard serial number (ISSN).

3.4 Special Materials

Archival collections, manuscripts and regional collections are regained as special collections. Although, their importance is indispensable, the problems involved in procuring and organizing them are complex and require the attention of the librarian. Examples are: copies of minutes of meeting, committee records, papers, correspondences and department records. Manuscripts,   materials about a well-defined geographical and cultural area within which the library is situated, the birth and growth of the university and its constituent units, photographs of staff and   students, commentaries on staff and students activities, student societies and programmes. Also important manuscripts such papers of the father of Nigerian nationalism like Herbert Macaulay, Kwiime Nkrumah of Ghana, Jomo Kenyatta of Kenya, Julius Nyerere of Tanzania and Nelson Mandela of South Africa.

3.5 Documents

This refers to government and United Nations publications. They can be issued by the Federal and State government bodies like executive, legislative and judicial branches of government. The documents may be classified as:

a. Records of government administrations
b. Research documents for specialists including a considerable number of statistics and data of value to science and business.
c. Popular sources of information-books, pamphlets, magazine, monograph etc.

3.6 Microfilms

This means any information storage or communication medium that is made up of images too small to be read by the eye. The clear implication of this is that they have to be accompanied by readers/printers. Examples are microfilm, microfiche, microcard etc.

3.7 Audio-Visual Materials

Audio-visual is a twin material concept comprising of audio-materials and visual materials. Audio items are available in two forms-tapes and discs or records. Visual aids/materials consist mostly of films, filmstrips, slides, motion pictures, and video recording like VCD Audio-visual materials serve as teaching in academic libraries.

Sometimes, they are housed in teaching departments. In order cases, they stand by themselves as an Education Technology Units.

3.8   Vertical Files
This is a collection that is meant to augments other library collections by providing quick and easy access to pamphlets, clippings, fliers, and other ephemeral materials. The collection is maintain by reference unit and it provides information about topics of current issues. Such areas of interest may be a specific locality, person or subject. Art, business, education and journalism.

3.9   Machine-Readable Materials
These are collections of information held in some form of computerized or electronic format. They include computerized database held on mainframe, minicomputer or microcomputer. A database is a collection of information stored on a remote computer which his accessed using a telecommunications link. E.gs. are CD-ROM and OPAC.

3.10   Thesis
Thesis are a category of research materials which every research collection must have. They are always in high demand among postgraduate students who are working in one narrow field or the other and faculty members. They are now available for sale either in printed form or in microfilm. The librarian has to work hard to acquire the theses by staff of the parent institution. It is mandatory for the school of postgraduate studies and Departments to send copies of the theses emanating from higher degrees and other degrees by the parent institution to the library of the institution.

4.0   CONCLUSION
Effective library services cannot be achieved unless the relevant and current library resources are adequately acquired and made available to the library clientele. It is therefore necessary that these various types of library materials are provided.

5.0   SUMMARY
This unit has discussed the various types of library materials and their features. Among the types covered are reference books, textbooks, periodicals, special materials, documents, microforms, audio-visual materials, vertical files machine readable materials and thesis. These resources and their features are discussed.

Self – Assessment

What is audio-visual materials, are they important in the library collections?

6.0   TUTOR-MARKED ASSIGNMENT
1. What are the reference material you have studied?
2. Discuss the differences between textbooks and reference books

3. In what particular way can you differentiate a journal from a textbook?
4. Mention the various materials classified as special materials.
5. Define the term audio-visual materials
6. Attempt a definition of a vertical files.

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MODULE 2: COMMUNITY ANALYSIS AND COLLECTION DEVELOPMENT POLICY

This module is made up of two units. They are community analysis and collection development policy. Community analysis refers to an effort to find out what the community that a particular library is set to serve needs in order achieve the purpose of the library, collection development policy on the other hand is a written statement of the plan of how a library intends to operate.

UNIT 1: COMMUNITY ANALYSIS

1.0   Introduction
2.0   Objectives
3.0   Main Contents
      3.1 Concept of Community Analysis
      3.2 Importance of Community Analysis
      3.3 Essential Information about Community needed for Community Analysis
      3.4 Participants in Community Analysis
      3.5 Characteristics of the User Community
      3.6 Process of User Analysis
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   Reference/Further Reading

1.0   INTRODUCTION

The knowledge of the community you plan to serve is very important. The information will help you to provide the right materials and service to the members of the community. This unit provides insight into community analysis and how a community analysis is carried out.

2.0   OBJECTIVES

The expectation at the end of this unit is that you will be able to:
- ➢ Define Community Analysis
- ➢ Discuss the Importance of Community Analysis
- ➢ Explain the essential information about community needed for Community Analysis
- ➢ Community needed for Community Analysis
- ➢ Identify the participants in Community Analysis
- ➢ Find out the characteristics of the community
- ➢ Explain the process of user Analysis

3.0   MAIN CONTENTS

3.1   Concept of Community Analysis

A community is a group of people who have something in common. This can be the place they live, their age, their education, their religion, their interests, their political affiliations, their activities, their work, their problems, or a combination of two or more of these. Community or "Patron" community is used in this case in a generic sense to cover the group of persons that the library has been established to serve. This may refer to various individuals, groups, organizations, or institutions, political units etc that the library is supposed to serve. It can be a School, College, University, National or State Assembly, Research Institutes Companies, Local Government, State or Nation.

A community profile is information about the community and its members. This information will help the centre and its workers to provide the right materials and service for the members of the community. If the right materials and services are not available, people will not use the centre.

Composition of the Patron Community

The composition of the patron community will depend on the type of the library and the target audience, it is expected or established to serve. However, irrespective of the type of library, patron community could be made up of the following categories of clientele, children, adolescents, students, teachers, researchers, business men and women, lawyers, engineers, medical practitioners, political office holders, politicians, traders, musicians, manufacturers, civil servants, individual citizens, farmers, artisans, educationists, etc.

Every library has a particular group of patrons which it is supposed to serve whereas some libraries serve heterogeneous audience, some others serve homogeneous clientele. Where a library is serving more than one interest group, it is regarded as a heterogeneous library. A typical example of such libraries are Public or National libraries. In a situation where a library is serving the interest of a particular group of users, such a library is referred to as a special library. On the other hand, a library may be established to cater for the interest of students in college, polytechnics or university, such a library is regarded as an academic library. The patron community in an academic library is different from those in public or special libraries.

Community Analysis

Community analysis is defined as an attempt to enumerate the needs of a population living in a community. It may take the form of a community survey, study or needs assessment. It is .an essential element in any sound library service for the community. Librarians cannot accurately assess the information needs of their communities by intuitive knowledge gained through observations at the circulation or reference desk. They must systematically analyse the community, using every available tool.

3.2   Importance of Community Analysis
The following are the importance of undertaking community analysis in any library or information centre.

1. **To achieve library's goals for its community**

The purpose for which a library has been established differs one from the other. In order to fulfill the set objectives for its community, there is need to carry out community analysis. This will provide a good direction for reaching the needs of the community.

2. **To establish new objectives if the existing one is not in alignment with the needs of the community**

Any ideal community is dynamic and as such continues to change. There are bound to be changes both in the community and in education programme of different schools or institutions. Such changes in the community is capable of rendering the existing objectives of a library invalid or obsolete.

Community analysis will, therefore help to review the existing objectives with a view to aligning with the current needs of the community.

3. **To adjust Collection Development Policies to reflect the new found needs of the community**

When the patron community changes and a fresh community analysis has been undertaken, it will help to adjust collection development policy to reflect the new found needs of the community.

4. **To establish new programmes to reach those segments'of the community identified as the non-users**

Community analysis is important to the extent that it will help to identify those segments of the community not reached at all. Moreover, it will help in the establishment of new programmes to reach those newly identified segment of the community.

5. **To help book selectors do their work**

Book selection is guarded by the selection policy and which incorporates the product of community analysis. The community analysis helps the book selectors to know what materials would meet the needs of the patrons. When selectors choose materials using the community analysis, the greater needs of the patron would be met.

6. **To adjust on an on-going basis to meet the changing needs and interest of the people in the community**

Since the needs and interests of the community keep changing, community analysis will help to update these needs and interests. By so doing, the library or information centre will be kept alive to the needs of the community.

3.3 Essential Information about Community needed for Community Analysis
I. Local Administration/Leadership

Is there a traditional system of administration or is it a local government system? How are decisions made about the community? Are they made by a local government officer, a community committee, or village elders? When decisions are made, how and by whom are they carried out?

2. **Physical Boundaries**

What are the physical boundaries of the community the centre will serve? Will the centre serve only the village in which it is situated or will it also serve nearby villages?

3. **Population of the Community**

What is the total number of people living in the community? It is important to know the member of teenagers, I ho number of adult women an adult men and the number of older people.

4. **Occupation**

What do most of the men do for a living? What do most of the women do? How many children go to school? What do the other children do? What do the teenagers do? How much money do the people earn and how do they earn it?

5. **Education**

Appropriately how many people have been to formal school? How many years of school have they had? This information will help in planning the reading level of the materials in the library.

6. **Languages - Literacy**

What languages are usually spoken in the community? Which one is used most? What language(s) can the people read and write? How many people can read and write well enough to use simple instructional material? What percentages of literates are women, men and youths?

7. **Adult Education Programmes and Extension Services**

What adult educate programmes are being held or have recently been held in the village? Who and how many have attended the programmes? Are there any special programmes for women? What other extension services are there?

8. **Learning Resources**

What learning materials already exist in the village (e.g. at the school, at the places of worship? How are these materials used and how often?

9. Community Knowledge and Skills

- People are the most important information resource. Find out who can help to teach special skills in the community. For example, can someone help to teach farming, basic numeracy and basic carpentry?

10. Interest Groups

What groups are there in the community? For example, sports teams, women groups, religious groups, dance groups? What are the main cultural activities?

11. Transportation and Communication

Is there a road to the village? Where is the nearest railway station or airstrip? How often do buses, planes or trains come to the village if at all? Is there a post office? Are there any telephones?

12. Seasonal Patterns

Do community activities depend on weather patterns, such as rainy or dry seasons? How many members of the community are involved in the harvest?

13. Religion

What religions are practiced in the community? Do any of these have special rules that have to be considered such as holy festivals and days, rules for women?

14.Institutions/Social Facilities

Is there a school and what classes does it have? What places of worship are there? Is there a market place or a meeting place? Who can use it and when? What health care facilities are there? Is there a police post? Are there shops or cooperatives and if so, what kind? Is there electricity and a water supply.

3.4   Participants in Community Analysis

A number of factors will enter into the decision as to who will carry the primary responsibility for supervising and running the study, the financial support (the library budget or supplemental funds), the number and qualifications of personnel available (staff number or outside consultants] and the depth and breadth" of the study.

Any survey of major proportions must have the financial backing to hire a qualified and experienced consultant. It is for this reason that many Librarians or students of Library and Information Science are called upon to study librarianship in combination with sociology. This is because in a situation where the librarian is unable to do the sociometric work involved in the community analysis, then, he should employ the services of a sociometrician (expert who can measure society). The use of a library staff team for a financial saving needs to be carefully considered. An inexperienced team can waste inordinate amounts of time and energy. A compromise solution is to hire an outside consultant to formulate a plan of attack that is then implemented by the library staff.

Using the library staff as the surveying group offers several advantages. First, although a less through study may result, there is a more practical basis for the formulation of a collection or a selection policy because the data will- be collected with a thorough understanding of how it is to be used. A library team should have already gained useful information through day-to-day work, for example, they will have taken requests for and/or attempted to locate information that the library did not have, or have been involved in programmes that involved users of all ages, backgrounds and professions and thus provide (s) data for the study.

Another useful outcome of using library staff team outcomes from the personal commitment that can be gained through the process of the team's members learning about the community. Also, there is a greater willingness of those involved in such a project to accept the results and to use those results on a day-to-day basis. Less time is required to inform the rest of the staff about the results because normal social interaction cuts across many barriers, more time often is needed when the study is handled by an outside consultant as resistance may be higher and communication of results more difficult.

Once the decision as to 'who' will run the project has been made, and how other issues must be handled, a clear statement of the study's objectives and a detailed listing of the steps to be taken and the questions to be asked must be developed.

3.5 Characteristics of the User Community

Libraries irrespective of the type open to the patron community they have been established to serve. There are some characteristics of users of a particular type of library which distinguish them from users of another type. There are equally some characteristics of users of the same type of library which helps the library to collect and organize materials, which will meet the needs of the users. Those characteristics are as follow;

1. Demographic Characteristics

This has to do with gender of the users. Are they male or female, young, children or aged?. Equally consideration of their area of their domicile is taken. Are they rural, urban or suburban dwellers? These are considered while trying to build a library collection.

2. Occupational Characteristics

The occupation of the patron community is also very important. One needs to find out those who are students, artisans, politicians, researchers, professionals in different fields, and applicants. In an academic library, for instance, it is necessary to find out different courses or subject fields covered by the academic programmes of the institutions.

3. Educational Characteristics

This has to do with the levels of education of users of a particular library. In a public library, for instance, levels of education vary. Some may be in nursery/primary, junior secondary, senior secondary, college of education and technology or university. It is possible also to find among those in the university, postgraduate students and research fellows. In an academic library, users may be in different levels such as first year, second, third, fourth, fifth, sixth or final year as well as remedial years.

4.Cultural/Religious Characteristics

Libraries are open to users from diverse cultural/religious background. Some users may be Christians, Moslems, Buddhists pagans, atheists, or from different cultural areas like Igbo, Tiv, Idoma, Hausa, Yoruba, Ijaw, Effik, etc. Such is common in the public libraries and other types of libraries.

3.6   Process of User Analysis

Community may be analysed form several perspectives.

1) **Individual Citizens:** This is done by identifying their ages, educational levels, ethnic, and recreational interests, etc.
2) **Organizations of the Community:** Here, one looks at both formal and informal organizations, including governmental, social, religious, educational, cultural, political etc.
3) **Business and economic life: -**One should consider types of business enterprises offering employment, occupational patterns, income levels etc.
4) **Educational, cultural, recreational lifestyles: -**The **i**nterest here is Ian-know public and private educational institution, recreational facilities, museums, galleries, communication media etc.

The Field Study

The field survey approach to community analysis is based on the collection of data from a sample or entire population of people living within a given area (within which a library is located to serve) (or established to serve). Public, special institutions, research, eg. Nigerian Educational Research Development Centre (NERDC), Nigerian Institute for Oil Palm Research (NIFOR), Federal Institute of Industrial Research Oshodi (FIIRO), Nigerian Institute for International Affairs Lagos (NIIA) etc, academic, national or school.

The most common means of collecting data is through interview schedules or questionnaires.

➢ Telephone interview
➢ Person-to-person interview
➢ Mailed questionnaires"

Each is designed to elicit information regarding

➢ One has to choose Their frequency of use of the library
➢ Reading habits
➢ Economic and/or educational background
➢ Other relevant information that can provide insight into use or non-use of the library.

One has to choose between a structured or unstructured format for the questionnaire/schedule.

The structured format is much easier to administer, and because of the homogeneity of the responses obtained, is more readily coded and analysed but open-ended questions are much more difficult to code and analyse. Equally, it takes more time to answer.

The selection of the sample depends largely upon the information needed, the unit for sample-individuals, households etc, and the type of data gathering techniques used; and the size it must be to adequately represent the population from which it is drawn.

Also cost should be taken into account when selecting a sample. The use of volunteers could help reduce cost but where such is not available, the services of a consultant, a socio-metrician could be hired because the procedure is tasking as it is equally difficult.

Mail Survey

It requires lower staffing and less than those that depend on in-person interviews.

Advantages

a. **It reduces the cost in time and money**: The use of mail survey helps to reduce the expenses which could have been incurred if people should travel for the same purpose. Equally using mail will be faster and a lot of time will be saved.
b. **It requires lower staffing:** Using mail survey will certainly involve few staff. This is because where a number of persons will be engaged in the exercise, sending mails will solve the problem.

Disadvantages

a. **There is a low response rate:** One of the demerits of mail survey is the fact there is a low response rate. When a mail is sent to many people, the chances of some of them not replying is there and which could affect the success of the exercise.
b. **Some are unable to respond to anything but the simplest of questions:** This is true because not many people are willing to respond to questions more so when such was sent to them via mail. At the end of the project may be defeated.

The Survey Approach

Advantages

- **It produces the most accurate and reliable data for use in determining the information needs.** This indeed is a very reliable source for generating authentic data for analysis community.

Disadvantages

- **It is costly:** This is because so many places are covered which requires a substantial sum of money to do.
- **Many individuals refuse to supply information about themselves:** Some of them do not understand the reason they were being requested to supply such information. They even suspect that government may use such information supplied against them.
- **Many refuse to return the questionnaire making non-return rate to be high:** The people involved in the survey do not understand the need for the survey. As a result, many of purposely refuse to fill and return the questionnaire thereby leading to a high non-return rate.

How are Data to-be Interpreted?

The method of interpretation will depend on the approaches used to collect the data and the capabilities of the agency or group performing the analysis.

One simple and inexpensive method of analysis is to prepare maps/indicating the unit e.g. census tracts) and the variable or responses analysed.

The use of computer for the analysis is best. Once the project staff has gathered all of the comments, suggestions, and citizen feedback, they should analyse their conclusion once more in preparation for the final report.

The study finally reveals segments in the community that are not being served by the library. The findings should indicate that areas of library service that have contributed to this failure. Hours of service, location, or lack of service points, attitude of staff, citizens' lack of Knowledge about library programmes, are problems that could be identified and then corrected through recommended programme.

Since the information needs and interests of the community have been researched and identified, the collection development policy can be adjusted accordingly. The most important element is whether the present objectives of the library coincide with the current needs of the community. Are the objectives in line with the current needs of the community, or do they reflect a past need, or do they only fulfill a self-serving purpose? The findings of the study should make this apparent, and if the objectives of the library do not reflect the needs and interest of its community, recommendations should be made for specific changes to assure that they do.

Once the initial study has been completed, the library's objectives, programmes, and collection can be adjusted continuously to meet the changing information needs and interests of the people in the community, as reflected. In the on lining analysis.

Citizen Participation

Participation of citizens in the operation of public institutions is part of the democratic heritage, Citizens must share in the decision-making process of the institutions that exist to serve them. Libraries are not exempted from this phenomenon.

Ensuring citizen participation in library affairs, especially in community analysis, is not an easy task, and several problems will be encountered when initiating a programme of community participation. Librarians contend lli.il citizen participation will be extremely time-consuming and may hinder the library's overall operation. They also contend, that the general population does not have enough knowledge about libraries' and librarianship to participate in decision-educational experience for those citizens who volunteer or are asked to volunteer their services.

The traditional means of citizen participation are library boards, friends, of the library groups, and volunteers. By combining citizen participation and community analysis, the

library is reading out to the community and fulfilling its democratic obligations, while at the same time, it is determining what information the community both needs and desires.

4.0 CONCLUSION
Every library has a particular group of patrons which is supposed to serve. Community analysis is intended to find out the demographic details of such group of patrons. It is inevitable that a community analysis is undertaken to know them to ensure that materials that will meet their needs are provided.

5.0 SUMMARY
In this unit, we have discussed the concept of community analysis, importance of community analysis and essential information analysis. Equally discussed in this unit are participants in community analysis, characteristics of the user community and process of user analysis.

Self – Assessment
Explain the importance of community analysis.

6.0 TUTOR-MARKED ASSIGNMENT
1. What do you understand by Community Analysis?
2. What are the importance of Community Analysis?
3. Discuss the essential information about the community needed for Community Analysis?
4. List the participants in Community Analysis?
5. What are the characteristics of the User's community?
6. Explain the process of user analysis

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UNIT 2: COLLECTION DEVELOPMENT POLICY
CONTENTS
1.0   Introduction
2.0   Objectives
3.0   Main Content
    3.1 Definition of Collection Development Policy
    3.2 Reasons why Libraries don't have Collection Development Policy
    3.3 Reasons why Collection Development Policies are Considered Desirable
    3.4 Nature and Scope of Collection Development Policies of some Libraries
    3.5 Elements of a Collection Development Policy
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   Reference/Further Reading

1.0   INTRODUCTION
In this unit, the major concern is to provide you with the definition of collection development policy, discuss the reasons why libraries don't have collection development policy and why it is desirable in libraries. Also, the nature and scope of collection development polices of some libraries as well as the elements of a collection development policy were examined.

2.0   OBJECTIVES
Hopefully, at the end of this unit, you will be able to:
- Define collection development policy
- State the reasons why libraries do not have collection development policies
- Discuss the reasons why collection development policies are considered desirable.
- Determine the nature and scope of collection development policies of some libraries.
- Elements of collection development policy

3.0   MAIN CONTENTS
3.1   Definition of Collection Development Policy

Let us recall our definition of collection development as the process of assessing the strengths and weaknesses of a collection and then creating a plan to correct the weaknesses and maintain the strengths.

Collection development policy is a written statement of that plan to assess the strengths and weaknesses of a collection with a view to create a plan to correct the weaknesses and maintain the strengths of a collection. It provides details for the guidance of the library staff. In fact, it is a document representing a £Ian of action and information. During selection and acquisitions of library materials, the policy proves very useful in pointing out subject areas that needs emphasis.

3.2 Reasons why libraries don't have collection development polices

1. The formulation of collection development policies requires a great deal of data which can be obtained through Community analysis and money is not .always available to obtain or engage the services of a sociometrician. He also requires to know the strengths and weaknesses of his collection.
2. He must know other resources available locally to patron community and those available through inter-library loan.
3. Collection development policies require a great deal of thought and periodic revision to reflect changing community needs and aspirations.

Some libraries feel that it is not worth the trouble since policies often get out of date before even they are published.

3.3 Reasons why collection development policy is considered desirable

Generally, a policy statement is considered desirable because:

i. It enables selectors to work with greater consistency towards defined goals thus shaping stronger collections and using limited funds more wisely.
ii. It is both a planning tool and a communication device in that it informs users, administrators, trustees and others as to the scope and nature of existing collection and the plans for continuing development of resources.
iii. It provides information which will assist in the budgetary allocation process.
iv. It assists in establishing of reviewing materials before purchase, that is, it provides criteria for selection of materials.
v. It helps in determining the best method of acquisition which could be directly from the publishers or through a jobber
vi. It offers some help against censorship by a clear statement of the type of materials to be purchased and an indication that the policy has the support of the governing body of the library.
vii. It helps in long range budget planning by stating priorities and outlining growth and developmental goals.
viii. It offers suggestions for what types of materials are to be weeded, stored or discarded.

The importance of collection development policies to the acquisitions librarian's job cannot be over stressed.

3.4   Nature and Scope of Collection Development Polices of Some Libraries
Edo State University Library

Edo State University Library has a written collection development policy. One outstanding characteristics of this library is that it aims at fulfilling the educational objectives of the university which is to promote teaching, research and personal self-development. The policy covers the selection of every book that will support the university academic programme in all the approved faculties in the university.

The policy stipulates the quantity and quality of the collection. The ultimate size of the university library collection was recommended to be 500,000 volumes. But the expected average monthly addition to the collection is 1000 volumes. The university library had a selection criteria and procedure to policy states who is to participate in selection of materials. It includes among the participation, students, academic departments, library staff and the university administration. It includes all these people to help achieve an excellent collection.

It allows for the librarian to participate in cooperative lending. The university library had a kind of inter-library relationship with university of Benin and Edo State Library Board. Whereby there are expensive materials that they cannot get select and duplicate such materials.

The policy also directs on the condition of buying and acquisition. Here, the policy made it known that since the library has its subject interest profile with Blackwell's Oxford and Dawson in England, every new title that is published within, that profile has its information slip. The policy also states that micro selection should be title-by-title method. It also indicates the categories of materials to be purchased, who is to assess the materials and the number of each title to be acquired, which it limited at not more than your copies per title.

As regards gifts and exchange, the policy allows the librarian to engage in exchange transaction but to make efforts to obtain materials that are difficult to obtain through regular trade channels. The librarian can also acquire unsolicited gifts provided no strings are attached and then from this, selection items that are worth adding to the collection.

The policy also includes the financial aspect. The institution is still in need of rapid development and funds should not be a barrier to the policy of comprehensive selection and acquisition of materials related to the academic library. There is no specification on fund restrictions yet, since the collection is still at the developing stage. It also says that since invoices for acquired books linger from one year to the other, the balance in any of

the year should be carried over to the following year. It states that at least 50% of the library's subventions should be for hard copies while the rest is reserved for journals and non-book materials.

The university's governing council also approves that:

a. 5% of the university's approved recurrent annual budget be ear-marked for the library development.
b. In addition, students' library fees be applied strictly to library development.
c. There should be a separate account for paying in the library subvention.
d. The renewal of journal subscriptions should be routine and automatic every year.
e. For balance collection, that at least 50% of the subvention should be for hard copies of books and the rest being reserved for journals and non-book materials.

The policy states that the development of the book collection should as much as possible be free from so many constraints especially because of the critical nature and scarcity of books in Nigeria. The acquisition of books should not go to lenders board as other items and pre-payment could be allowed for books on high demand in exceptional cases.

Kenneth Dike Library, University of Ibadan

The policy was put forward with the aim of developing collection that could enhance teaching and research in the university. The development of the library was a key - the key, perhaps to the academic development of the whole university.

The collection development policy was drawn up in 1976 and it provided that the collection development division should: -

i.   Ensure a balance development of the collection
ii. Guarantee adequate coverage of relevant materials in all forms
iii. Ensure appropriate quality and quantity of the collection
iv. Keep the collection alive through systematic evaluation and weeding and,
v.   Speed up the process of- acquiring materials for the library

The policy in pursuance of 3x4 above also stipulated that the unit must cater adequately for the following levels of needs.

i.   a core collection which all university libraries should have regardless of their educational programmes
ii. a collection to support undergraduate instruction
iii. basic research collections to support graduate programmes
iv. comprehensive research collection to support advanced research

National Library of Nigeria

The National Library keeps a policy that is assumed to be in consonant with the specific need of the nation. The policy states that the library does not attempt to acquire textbooks or other curriculum-related materials but it attempts to meet the needs of college, university

students as well as graduates. It forbids the librarian from the purchase of expensive or specialized materials. The library cooperates with other libraries whose activities are related to the library objectives in the vicinity but its exchange programme is only with foreign libraries. The policy allows the librarian to consider the kinds of materials available to the public in other libraries to avoid unnecessary duplication.

The policy states the standard for all acquisitions whether purchased or donated and also whose responsibility it is to make selection. It describes the subject's coverage of the library like Nigeriana, Africana, Reference works, library science political science, Arts, Religion, sciences etc. It also allows for the acquisition of rare books like manuscripts, private papers etc.

The policy excluded the purchase of books that may not add any value to the collection, encourage juvenile delinquency, has inaccurate information. The policy does not include anything on weeding and discard, censorship attack and financial restriction of the library.

In selection of books, the patron and clientele needs are being considered. For example, provisions are made for Indents to read for examination, for adults who read for leisure and for illiterate ones who may have interest in the library. The National Library being a reference library is specifically meant for educationists, professionals; industrialists, businessmen, "ministries, lawyers and academicians.

By a legal deposit law, every book published in Nigeria must three copies of it be deposited with the library within one month. Any publisher that fails to do this must be penalized. The library will keep two copies of the publication and one copy will be sent to the University of Ibadan Library. Other legal deposit centres in the country are University of Nigeria Nsukka Library, Ahmadu Bello University Library for the eastern and northern areas respectively.

The law states that Federal Government departments and parastatals should deposit 25 copies of each of their publication while state government department are to deposit 10 copies.

It is obvious that as far as the National Library is concerned, its selection of materials is the work of acquisitions libraries which should be based on the written acquisition policy of the National Library.

The Enoch Pratt Free Library, Baltimore, Maryland

The Enoch Pratt Free Library provides, on equal terms, free service to all individuals and groups in the community, both children and adults. Educational service to adults is a primary function, and the library pursues an active programme of stimulation, leadership, and cooperation with other agencies in encouraging the reading of socially significant materials. Providing special services for children, the library's objectives is to make available a selected collection of books and related materials that satisfy the informational, recreational and cultural reading needs of children.

To meet the needs of the readers of a city the size of Baltimore, the library attempts to provide a large general collection of reliable materials embracing the broader fields of knowledge with due regard for variations in educational level, reading ability, and reading interest Materials to satisfy highly specialized interests are purchased, if real or potential demand exists. A reasonable quality of primarily recreational material is also bought. Specifically, the library purchases a large proportion of the current output of reputable, general American publishers, a fair percentage of the publications of university and other scholarly or specialized process, needed items issued by foreign publishers, especially British, and a few outstanding examples of the output of limited edition presses. An effort is also made to secure needed out-of-print materials through second hand dealers. The library does not attempt to collect first edition or other desirable collectors' items as such, although it does contain such items for regular use.

Funds are allocated annually to departments and branches according to current needs. It is expected, however, that each agency responsible for book selection will give due consideration to its reference collection and it circulation materials, popular, standard and scholarly.

For the purchase of occupational, very expensive items, the publication or availability of which could not be anticipated, it the time of budge allocation, e.g. a long periodical file, a special gift fund may be drawn upon. This fund is not available for the purchase of regular materials or annual services, or for other anticipated expenditures, which are allowed for at the time of the annual budget allocation.

Gifts of books and other materials are accepted by the library with the explicit understanding that they are not necessarily to be added to the collection. They may be added as duplicates, as replacements, or as new titles. In some cases, materials received as gifts are added, even though they would not ordinarily be purchased.

3.5 Elements of collection development Policy
The precise elements that ought to go into a good collection development policy statement can be divided into three.

(1)   The Overview

(2)   Details of subject areas and format to be collected

(3)   Miscellaneous (censorship, copyright materials)

The Overview

This usually includes:

   i.   A brief general description of the community to be served which includes such details as its composition, educational levels and aspirations.
   ii.   There should be specific identification of patrons to be served. For example, the question may arise, is everybody in the community going to be served or would

there be a primary clientele? If others apart from the primary clientele will be served, is the service going to be free?

iii. There should be a general statement on what subject fields are to be represented and is what formats-books, serials, audio-visual etc.

iv. There should be a detailed description of what types of programme or patron needs are to be met by the collection. In a public library, what percentage or degree of the total collection should be oriented towards educational purposes? in an academic library, what percentage of the total collection should be geared to research?

v. There should be a statement of general limitations and priority that will determine how the collection should be developed, for example, to what extent will the library collect duplicates, retrospective materials and special collection like Africana, Achebeana Biafrana.

vi. There should be a discussion on the library position in cooperative collection development programmes, in other words the policy should say to what extent the library should take in a library cooperative network. This section should outline whether the goal of the library is self-sufficiency or cooperation.

Details of Subject Areas and Formats Collecting

The major assignment here involves breaking down the collection into its different subject areas and identifying each type of material to be collected for that subject. Also the class of patron to use the materials should be determined. (You equally have to prioritize each subject area and perhaps even by format within each area). All this should be geared towards achieving a balance-of all subjects, given your particular community of users and their needs.

The following is a reasonably listing of patrons and formats to consider.

For patrons, we have adults, young adult, children (school-age and pre-school age), physical handicapped, institutionalized persons, teaching faculty, researchers, staff, students (undergraduates and post graduate), etc. The corresponding formats to consider are books, newspapers, periodicals, microforms/ slides, film and filmstrips, pictures, audio recording (tapes and records), video recordings (tapes and disc), printed music, pamphlets, manuscripts, and archival material, maps, government documents, realia, specimens etc.

The typical methods that can be used for identifying priorities for format collecting areas follows:

(a) General Coverage:

Acquire only light popular works and books for average adult reader. No reference books, annual weeding, discard books more than three years unless there is any reason to retain.

(b) Instructional or Working Collection

Acquire current materials. No retrospective materials consider current periodical and newspapers that are indexed in addition to books. Acquire microforms if information is not available in books, do selective annual weeding.

(c) Comprehensive/Research Collection

Acquire all current printed materials. Also buy retrospective materials. Considerations should be given to all other current formats, including rare books, manuscripts and archival materials. No weeding but review collection when necessary.

(d) Exhaustive Collection

Acquire everything possible including physical objects that might he considered museum pieces. Both retrospective, archival and manuscripts should be purchased. No weeding.

With this type of detail, a selector can easily focus attention on the priority items appropriate for the collection

In each type of library, and even libraries of the same type, this responsibility will vary.

The question of who shall select will also come up here. Will it be patrons or users, librarian with no special background, subject or service specialists, department heads or head librarian. Another question to be tackled is how shall they select? Independently, with or without alerting programme from the library, centrally, prepared list from which selections are made.

MISCELLANEOUS ISSUES

Five topics need to be covered in this element namely; gift, weeding and discards, replacement, complaints and censorship, and evaluation.

Gifts:

You need to have your policy on handling gifts in writing. It is necessary to have something in writing about gifts with "strings". For instance, will you take private-collection and house them separately with donor label identity? Will you accept funds earmarked for certain classes of materials or subject? Will you try to sell duplicated or unwanted materials .mil acquire new materials? Will you apply the same standard of treatment to gifts as you do to purchase items? There are some of the major questions that should be addressed in a section a gifts.

Other public relations question that must be answered are, is it better to accept all gifts, regardless of the conditions attached to them or should the library avoid conditional gifts?

Weeding and Discards

Weeding and discarding of materials should be clearly spelt out. The scope, criteria, frequency and purpose of weeding and discarding should be derided and should be incorporated into the policy statement.

Replacements and Duplicates

When to buy replacements items, the number of duplicates to acquire, if any, require careful consideration. AH libraries are confronted with this problem except special libraries. In school libraries, the question arises for anything but books. However, public and academic libraries face the problem of best seller and popular titles and textbook-like titles.

Statements such as "replace worn-out copies of titles still in print and used within the last five years or do not attempt to locate replacement copies of out-of-print, worn-out or damage copies unless there is special reasons to do so". Can save a great deal of time.

Complaints and Censorship

Eventually every library will have a few complaints about what is or is not in the collection. A good collection development policy statement can save time and trouble with regard to handling complaints about the collection. In the absence of guidelines, however, it is dangerous to try to solve' problems arising from censorship. As with weeding whatever decisions concerning censorship are reached after the consideration of the basic issues involved and should be incorporated into the written collection development policy.

Evaluation

What you need to do in the section of the policy concerned with evaluation is to indicate whether you will evaluate only for internal purposes or for comparative purposes or perhaps as a review of how the selectors have been doing their job.

4.0 CONCLUSION
Collection development policy is like a compass for a librarian who wants to organize a reliable and robust collection. The knowledge of collection development policy is very essential to guide the librarian on what to do, how to do and what not to do in the course of building a library collection.

5.0 SUMMARY
Under this unit, we have been able to define collection development policy, examine the reasons why libraries don't have collection development policies as well as why it is considered desirable in libraries. Equally the nature and scope of collection development policy was discussed and the elements of collection development policy was considered.

Self – Assessment
Outline the elements of collection development policy.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define collection development policy
2. Account for the reasons why libraries don't have collection development policies
3. Discuss the reasons why collection development policy is considered desirable
4. Explain the nature and scope of any library you have studied
5. What are the elements of collection development policy?

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MODULE 3: SELECTION AND ACQUISITION OF LIBRARY MATERIALS

Under this module, you will be introduced to two important stages of collection development cycle which are selection and acquisition of library materials. The method of selection of materials, general principles of selection, selection problems of selection in libraries, indispensability of selection and demand and quality theories of library material selection will be covered. Also method of acquiring materials in libraries, functions of an acquisitions unit and problems of acquiring library materials will be discussed.

UNIT 1: SELECTION OF MATERIALS
UNIT 2: ACQUISITION OF LIBRARY MATERIALS
UNIT 1:SELECTION OF MATERIALS
CONTENTS
1.0   Introduction
2.0   Objectives
3.0   Main Contents
        3.1 Definition of selection
        3.2 Reasons for selection policy
        3.3 General principles of selection
        3.4 Criteria for selection of materials
        3.5 The role of selection in library services
        3.6 Selection procedures in libraries
        3.7 Selection tools and aids
        3.8 Problems of selection in libraries
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   Reference/Further Reading

1.0   INTRODUCTION
Book selection is one of the most important routine operations undertaken in libraries and other information centres. In this unit, you will be provided with the discussion on issues concerning selection, such as definition of selection, reasons for selection policy, general principles of selection and criteria for selection of library materials among others

2.0   OBJECTIVES
It is expected that by the end of this unit, you will be able to:
➢ Define selection
➢ State the reasons for selection policy
➢ Desirable the general principles of selection
➢ Identify the criteria for selection in library services
➢ Describe the selection procedures in libraries
➢ Narrate selection of non-book materials
➢ Identify the selection tools and aids
➢ Discuss the problems of selection in libraries

3.0 MAIN CONTENTS
3.1   Definition of selection
Selection is an intellectual process of choosing from two or more things, based on the quality and need. It is the most of most difficult function of the professional librarians' responsibility. Selection is of crucial importance because a hook cannot be ordered, catalogued and classified, shelved and borrowed or used unless someone has selected the book for acquisition. Selection determines the quality of the entire collection. The library collection should contain the best literature for it to meet up with the high expectation of the community and also justifies the huge sum of money vested in the library development.

3.2   Reasons for selection policy
A selection policy is an official document articulated by libraries to serve as a guide to all persons and processes relating to the choice of books and other library materials. Such policy statements guide the day-to-day decisions of those who select materials. Their usefulness will be increased by the extent to which they. provide specific guidance for selection in all main areas, including such issues as controversial materials (Onwuazor, 1999:13). Ideally, the selection policy should have the approval of the *board* in a public library, the *library committee* of academic or research libraries or any other supervising body that has oversight responsibility for the running of the various types of libraries.

A good selection policy helps in the identification, procurement and development of quality collections in libraries. The quality of the book collection depends upon the selection policy and practice (Dainton, 1963). This is because, it codifies and streamlines all the activities associated with the selection as well as acquisition processes in the library. The policy also ensures that personal interest of the selector do not have over-riding influence in the choice of materials to be procured for users. Another importance of the selection policy is that since it is a document drafted by the library - management and endorsed by the supervisory body, it provides a protection for the library staff against accusations of favouritism for, or discrimination against, some subject areas in the selection and acquisition of materials.

The Collection Development Librarian and his staff play significant role in the creation of book selection policy in the library because the exercise falls under his area of jurisdiction. They provide data, working tools and other logistic support to those selected and entrusted with drafting t" e selection policy. The actual writing of the policy statement should start with a meeting of the professional staff to discuss the need for a written statement and the anticipated usefulness of the statement once written. (Merrit, 1970). The members of the policy-drafting committee will agree on the modalities for the discharge of their assignment and allocate responsibilities to members accordingly. The policy-drafting committee will produce a draft of the selection policy which will be given to the management of the library for their own input before presentation to the library committee, board or other supervisory authorities of the library. The idea is to promote exhaustive discussions, suggestions, revisions, additions or rephrasing of the entire policy or parts of it.

A book selection policy must not be ambiguous to guard against confusion that may arise from misinterpretation. It must be clear about such basic points as the following:

1.   The objectives of the library.

2. The person or persons responsible for selecting materials.

3. The sources of books to be selected.

4. The procedure for handling complaints and other problems associated with selection of materials.

5. The funds available for selection and acquisition including guidelines for allocation categories of users (children, adults, politicians, civil servants, etc) and different formats (books, journals, conference proceedings, etc).

6. The extent to which materials or publications on local history would be selected and acquired.

7. The exclusion of censorious (political, economic, cultural, racial, tribal, etc) considerations or influences in the selection of library material. Book selection policy is an important document, which can be summed up in this schema drawn by Cater and Wallace (1959):

i. The library should have a written statement "of policy, covering the selection and maintenance of its collection of books and non-book materials.

ii. The library should have a concrete statement of policy as a basis for selecting books and other items, and for explaining the exclusion or inclusion of specific items of materials.

iii. The library should have a broad statement of the criteria for selection in each field, statement of legitimizing factors governing book purchase; listing of techniques of selection and selection tools.

iv. The policy should be the guideline upon which selection is, made until it proves wrong.

4.3   Reasons for Selection Policy

The formation of a policy to regulate the processes and procedures involved in the selection of books is based on a number of reasons, while some of these reasons are particular to the selecting or individual library, based on their peculiarities, others are general in nature. Some of reasons are as follows:

a. A selection policy provides an official document upon which the selection of materials would be based. This will reduce undue influences or biases on the choice of books.

b. It ensures that the materials selected for the library are in compliance with the aims and objectives of the library. This will check the selection of materials, which have no relevance to the target users of the library.

c. The existence of an official section policy provides the Collection Development Librarian and the management of the library the basis to reject the' undue influence

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or pressures from censorious individuals and organizations that may want to dictate what is selected or rejected by the library.

    d. The document also shields or protects the management and staff of the library from accusations of favouritism or bias in the selection of library materials. This is because whatever 'materials selected or rejected would be based on laid down criteria or principles and not on the idiosyncrasies of the selector.

    e. Since libraries, no matter how well funded, do not have the money to procure all the materials required by patrons, a selection policy assists the librarian, to identify areas of pressing needs and by so doing, decide on what materials to accord top priority.

    f. Book- selection policies encourage the democratization of the selection process and ensure better understand and appreciation of the selection activities: This leads to openness as many stakeholders and interest groups

Sound professional training and experience are required for the selection of these important information sources to ensure that only relevant, durable and cost-effective non-book materials are eventually acquired. In large libraries with distinct audiovisual or media section, the selection of non-book materials is essentially the responsibility of the media or audio-visual librarian. However, in the absence of a media librarian, the selection, of non-books materials is better left with the Collection Development or Acquisitions Librarian.

The selector of non-book materials should be guided by the following criteria:

1. The cost of selected materials should be within the reach of the library.
2. The content must be accurate and devoid of any negative or corruptive influence.
3. The purpose of the material must be in agreement with the objectives of the library.
4. The technical quality of selected materials should be such that would enable it serve its intended users satisfactorily.
5. It is always better to go for non-book materials with features strong enough to withstand wears and tears.
6. Products of reputable manufactures should be chosen ahead of their inexperienced rivals.
7. It is also better to select materials that are adaptable to the needs of different categories of users.
8. The content of the material should not conflict with the laws of the land.
9. The availability of spare parts and technical back-up should be ascertained.

3.3 General principles of selection
General Principles of Selection

For effective materials selection, some general principles must guide the librarian.

i. Purpose/Objectives of the Parents Organisation
The library being a component of a system has to help fulfill the objectives of the parent body. The purpose of the organisation which the library should help to promote will depend on the kind of library and the kind of users.

ii.   Role of the Library

There are fundamental roles which a library must perform. The roles differ from one kind of library to the other. Selection should aim at fulfilling these roles e.g. in an academic library the fundamental role is to promote teaching and research. Selection should, therefore, cover all areas of teaching and research. Other considerations of historical, cultural, civic, utilitarian and recreational roles should also influence a Librarian selection.

iii.   Demand Vs. Value or Quality

The Librarian does not have to select books to please all his clientele or base his selection strictly on the demands of users alone. The Librarian should provide materials considered to be good enough by quality of contents, even if they will interest only a few users. Books should be selected for their value of information and enlightenment. Consideration should be given to all shades of users, present and potential. The Librarian can determine the needs of users by: (a) research and investigations of the community's interest (b) meeting the people and (c) reading government reports.

iv. Financial Constraints

The financial problem* of book selection has now become a basic reality for libraries. Inflation has affected not only the materials which the library seeks to require but everything. Library budgets are small and librarians are faced with the difficulty of providing adequate materials from the many available ones. The Librarian's selection judgment should be good and precise in order to avoid unnecessary purchases.

v. Knowledge   of   own   Collection   and   Available Resources in Neighboring Libraries

It is necessary to know your collection. The knowledge of which will help to eliminate unnecessary duplication, reveal the subject areas of weaknesses in the collection and lead to strengthening them. The knowledge of available resources in neighboring libraries can in no small way influence selection, since the resources of other libraries are for common use by the users of the co-operating libraries. For libraries in Nigeria, there is little to say for co-operative acquisition, and lending except to mention them as factors which can influence selection.

vi. Standards of Selection

There are inherent characteristics of a good book and all librarian involved in selection should look out for them.

   a. Accuracy and authenticity of information in books (e.g. authorship, qualifications and experience, bibliographies cited).
   b. Quality of book (content, presentation, and paper quality)
   c. Creativeness (approach to subject)
   d. Expression (simplicity of language for level of user)
   e. Relevance of subject.

vii. Censorship and Intellectual Freedom

Censorship has arisen in respect of books, periodicals, films and similar formats. The handling of censorship materials is the responsibility of library administration and should be considered during selection.

The Librarian judgment on controversial materials should rest on the demand and value of the material. If a book is estimated to have little or no value for the collection, it should be rejected. No user is or should be forced to read a book or view a film that is offensive but no one has the right to forbid another to read a book or view a film.

3.4   Criteria for selection of materials
The following criteria should be used while considering individual titles for selection.

1. Content

This is achieved by going through the table of content pages, from the title, reading through the preface and forward of the book as well going through the background and reading the whole book technically. By so doing, one should try to arrive at the subject(s) of the book.

2. Recency/Currency

Attention should be paid to the time the work was published as well as the idea contained in the book. The copyright date not reprint should be-used to judge the recency of the book. A book could be just a new edition of an old work. Authors are fond of cosmetic revision of old texts simply to enhance sales.

3. Truth and Accuracy

In determining the truth of an individual title, it might be necessary to verify the validity and correctness of the observations, arguments and conclusions of the authors. Great attention should be paid to the accuracy of data, facts and information presented. The help of experts on the theme of the book should be sought where necessary. Sometimes the reputation of the author or publisher guarantees the truth and accuracy of the work. There is need to exercise caution in judging titles in science and technology as well as other fields where changes are rapidly taking place.

4. Freedom from Bias

Freedom from bias should be judged in relation to (a) viewpoint of the author (b) selection of topics treated (c) the amount of space devoted to each' topic (d) omission of vital information (e) distortion of facts.

5. Reputation of Author and Publisher

Some authors and publishers build up for themselves formidable reputations after several years of experience in writing and publishing. The reputation of a publisher or author is an essential criterion to bear in mind since it is directly linked up with the quality of work

produced. The assumption is that a highly reputable author or publisher is more likely to produce a high quality work than a non-reputable author or publisher.

6. Presentation of Data, Facts etc

In using this criteria, the following points should be borne in mind.

(a) Readable of the prints or typed faces. This is the ability to read the printed words and or the font size without difficulties.
(b) Style of writing- The writing style should be clear and understandable by the target audience.
(c) Simplicity of expression: The language of expression should be very simple devoid of ambiguous terms and words.
(d) Arrangements of materials: The work should be orderly and systematically arranged. It should be logically presented.

The arrangement should suit the theme treated. Should it be logical, chronological, hierarchical, or evolutionary? Whichever one that is adopted should suit the subject matter discussed and promoted the retrieval of specific bits of information.

7. Format

This criterion relates to the physical characteristics of the title in question. These include: the strength or durability of the binding, the beauty of the paper used, the placement and sufficiency of illustration used. Format is a very important criterion especially in respect of titles that attract large readership for a long time. It is equally important to consider such things as the presence or absence of an index, bibliography or foot notes and illustration.

The librarian entrusted with the task of collection development makes proper use of reviews, commentaries and the personal views of bibliographers, librarians and subject specialists. He should also note that the important factors to consider in the selection of individual title are - the merits of the individual title under consideration and the effect of its addition to the library stock or its exclusion.

3.5   The role of selection in library services
Kotlas (1988:16) described selection of library materials as an art and not inborn in a person. This means that for one to perfect in the selection of library materials, he/she must have had some form of training. It involves both personal judgment and professional knowledge. Selection calls for decision making at various levels.

Emphasizing on the importance of selection of material, Ifidon (1997:48) contented that the quantity and quality of any given library depended solely on the caliber of selector, such library has. It also determines the numbers of readers and visitors to the library.
Onwuazo (1999:19) postulates that selection technique serves useful purposes to various groups, individuals, organisations and communities. It serves the community of its educational, informational and recreational needs to the schools; it helps in various programmes of such school, like educational and research efforts. And to the organisations,

their research and manpower development is enhanced by the quality of selected materials in their libraries.

Supporting the above assertion, Pratt (1981:2) noted that selection techniques make for better and more organised library. It makes materials and books easily available. The development of the school, courses and students is greatly enhanced. And as it concerns the objective of the library, selection articulates the needs of users of the library, the students and the interest of all the courses/discipline offered in the school. It also help to correct and balance deficiencies in library collections.

This view was equally held by Margrill and East (1978:2) when they said selection attempts to correct the weakness in the information resources within the library community. In this role, it requires a continual examination evaluation of a library's resources. And also a constant study of users' needs and charges in the community the library serves.

In his own contribution to the role of selection in an academic library, Nzotta (1991:83) emphatically stated that "it supports the community activities with fiction and non-fiction reading materials for children". This function is mostly effective in public libraries where the users are usually numerous. It includes people from various works of life and children.

With respect to university and school libraries, book selection is helpful in supporting the curriculum of the parent institution. The teaching and learning activities of institutions is enhanced by the selection techniques.

Selection is also very important in research/references libraries. Horrocks (1982:55) also shared the same view when he said that "it enhances the effectiveness of the various research programmes of the institution.   -

There are also views and/or opinions that selection techniques affect the development of library adversely. Hodgson (1983:115) contented that such selection is judgmental, and is affected by human factors. According to him "people that are entrusted with the final decision, as to what materials to select, and what not to select may not be objective or fair, after all". They are guided by their personal whims and caprices. And in most cases, they have biases and such biases are difficult to overcome.

In the same vein Bakare (1984:12) alleges corruption and favouritism on the part of selectors. He accuses them of favouring the departments or disciplines which they belong, to the charging of others. This they do by selecting the current editions of materials of their disciplines while paying little or no attention to others.

It is the opinion of the researcher however, that the selection processes should be allowed to continue. This isbecause of the invaluable contributions it has made in the development of library.

3.6   Selection procedures in libraries

There are many processes and procedures employed in selecting library materials by the selectors. Some of them are: Pick and choose method, most current edition, consultancy approach, priority need method etc.

The oldest and poorest way of material selection in library is the pick and chooses method. This according to Holtze (1976:231) is a process by which a selector or selectors do not make plans on how best to select their material. They only ask the authorities or department to submit their material requirements. From various materials submitted to them, they just cast lot and pick those materials without consulting with any person. The result most often is that useless and outdated materials are selected and procured.

Another process of selection is called the most current edition. In this regard, only the most current edition of each material is selected. It is a stereotyped method of selection. This is because the decision rule is straightforward. The selectors are only required to selection the latest editions of books and materials and no more.

Criticizing the above approach, Odiari (1983:106) submitted that it makes the selectors robots. It does not allow them to make use of their initiatives. They are tele-guided and/or restricted in making their choice. Thus end result is that the needs and requirements of the users and students are not met.

There is another procedure used in selecting materials for various libraries, especially in civilized societies. It is called consultancy approach. Applauding the method, Klepper (1986:18) said, "It is the most effective and effective and efficient way of selecting materials and books in libraries. The selection is usually done by professionals and experts trained in the field of library and library related courses". They make the best cost effective selection, because, such selection is based on the needs and requirements and for the upliftments of the library. This method also highlights and gives reasons for selecting one book or material, instead of the other.

The disadvantage of this, method is that the cost of selecting is usually very high than the ones done by both the library and school staff.

The priority need method is a recent concept in material selection. In that regard, the needs of the readers and users are the guiding principle for the selection of materials. Bakare (1984:80) captured it aptly when he said selection not based on the needs and aspirations of the university and students should be discountenanced". It simply means that the demand of both the users and students should be ranked, according to the pressing of the needs.

Why Selection is an Indispensable Aspect of the Acquisition Process

Selection is considered an indispensable aspect of the acquisition process because of the following reasons:

    1. Information Explosion
It is obvious that inventions and new theories and discoveries are emerging from researches especially in the science and technology. As a result of this mass generation of information

otherwise known as information explosion, it becomes necessary for selection of material based on demand and value to be carried out in the acquisition process. This becomes necessary so that from the mass of available information resources, very relevant ones could be selected for acquisition.

2. Rising Cost of Materials

The prices of commodities including library materials are soaring high almost on daily basis. Conversely, the financial allocation to libraries especially for collection development has been stagnant or even dwindling. As a result of this trend, it becomes necessary for the acquisition librarian to carry out selection of materials based on the financial capacity of the library.

3. Limited Funding

The economic fortune of libraries has continued to dwindle. In line with this, fund allocation to libraries has been very limited. For this reason, libraries are handicapped financially and are forced to select few titles of materials for acquisition, which the limited fund can afford.

4. Objectives/Purposes of Parent Organisation

Whatever material acquisition for any library must be based purely on the purpose or objectives of the parent institution. If an institution is an academic, national, public or special, library, selection of materials for acquisition must be such that work towards fulfilling the objectives of the parent organisation. Selection in an academic library, for instance, should be geared towards enhancing teaching, learning and research, which are the major objectives of such academic institution.

5. Aims and Means of Payment

This factor determines to a large extent how selection of materials for acquisition could be done. If payment is required before supply of selected materials, this will affect the number of titles as huge amount that could be selected may not be available. If on the other hand, part payment could be made, more titles could be selected for acquisition at a time.

The Demand and Quality Theories of Library Materials Selection

The demand and quality theories of library materials selection are extensively discussed in the literature. Community demand as the basis for library collection development was first postulated by Lionel McColvin. His premises are that:

1. Public libraries are established in response to and in anticipation of demand.
2. The process of book selection involves both supply and demand; a librarian's function is to discover and assess the community demand and then to satisfy these demands.

To some extent McCoIvin's premises can be applied to any type of library, not just to public libraries.

Equally extensively discussed is the quality theory whose advocates believe that a library should contain only the best literature. One of the foremost proponents of the quality or

value theory was Helen Haines. Haines was concerned with all types of libraries and her basic premise was that a librarian 'should select books and non-book materials that will develop and enrich the lives of the patrons being served by the library.

Demand according to her is to be met by selecting the highest quality books. Evans (1979) and Gardener (1981) both see the demand and value theories as occupying the opposite end of a broad spectrum. They argue that no one takes an extreme position. So an either or the situation does not really exist. What is evident, however, is that many individuals are closer to one end of the continuum or the other than they are to themiddle. Where an individual falls on that continuum will depend upon the type of community his library is serving.

A number of flaws exist in McColvins demand concept.

a) It places a heavy emphasis on community analysis in order, to determine changing demands. This may create a situation in which the librarian may be converted into a sociometrician and- is thus taken away from his actual or crucial library duties.
b) Secondly, money is never enough to buy everything needed to satisfy patrons demand.
c) Thirdly there is the problem of space. Assuming there are limitless resources for pursing the demand theory, there may not be enough space to stock all the materials demanded.

On the other hand, the demand theory may have the advantage of really making the- library popular with the community since most patrons will find stock in the library what is of interest to them.

A major problem with the quality theory is that it sounds rather paternalistic i.e. having to do with that you are the person in charge and that you can do better. It may also consider presumptions for the librarian or a group of experts and specialists to arrogate to themselves knowledge of what is a quality reading material and therefore best for the library patrons. It seems also that the value of quality theory will require an extensive literary background including a comprehensive knowledge of the foundation or classical works. This is unfortunately something which many librarians today do not have. However, the quality may result in a truly qualitative collection free from certain ephemeral often refersto as trash but the number of patrons who would find such a collection useful is another matter.

It was perhaps as a result of inherent flaws and the strengths in these theories that authors of books on the selection and collection development is general since McColvin and Haines have taken different position along the continuum. Hostwick (1929) phrased the dilemma as follows; "Let the public have what they want and run the risk of having the collection fall to an unacceptable low level, or collect only the host and risk having the library without the readers". He suggested a middle ground what he called "average test of users". The problem with this suggestion is that like the demand theory it will require very extensive community analysis to determine the test of the average use of the reader.

Francis Drury (1930) took the position that the value of a hook is the basic reason to include it in a collection. He further indicated that selection should operate on the basis of three factors;

(1)   The books or titles as individual entities.

(2)   The patrons using the collection

(3)   The library's resources

A succinct or clear summary of this philosophy would be the best quality reading material for the greatest number of patrons at the lowest possible price. This position is not very far from the quality theory of Helen Haines.

Harold Bonny (1939) has not added anything new to the theory of collection development but he provides a practical advice on how to go about building a library collection.

Generally, a practical advice resolves around knowing a community taste and needs. Another practical suggestion is to form a selection committee composed of persons with a variety of subject background,

Ranganathan (1952) without question was one of the leading thinkers about librarianship who did much to create a more scientific approach to collection development. He enunciated five laws of librarianship and his view on how a library collection should be built. His five laws are:

(1) Books are for use

(2) Every reader his book

(3) Save the time of the reader

(4) Every book its reader

[5] A library is a growing organism

Clearly his first concern was with developing a library that, would be a valuable asset to the community being served. Utility was his first consideration often that one should be concerned with quality.

3.7   Selection tools and aids
Selection tools are the gamut of bibliographic aids, which assist the Collection Development or Acquisitions Librarian in the processes associated with the selection of materials relevant to the needs of the library. They contain the full bibliographic particulars

   i.   **Books-in-print:** This is a cumulative of selected,' books published over a period, to time. New additions are made at predetermined intervals, usually yearly. There are books-in-print in several languages. Books-in-print is a good selection aid, which indicates the extent of publications in different linguistic and subject areas. It also gives the title, author, imprint and price of each of the items in the list.

ii. **Publisher's Catalogue:** This is a detailed compilation of all the publications issued by a particular company. Each of the entries usually carries a review made from the standpoint of the publisher. Publisher's catalogues are useful selection tools which keep librarians and other selectors informed of what is available in the market from various publishers.

However, publishers catalogue should be used with caution because some publisher often over-praise their publications in order to attract larger patronage and its attendant profit maximization.

iii. The library's best tool for the selection of serial publications should be the basic **Abstracting and Indexing Journals**. Abstracting and indexing publications enable the selector to have serial titles in thousands of subject areas from which to choose. Examples of abstracting and indexing publications, which can serve as selection tools are *Urlrich International Periodical Directly and Union and union list of Serials.*

iv. **Publisher Catalog** computer printouts of current journal titles are also reliable tools for the selection of serials titles. A ready example of these *computer print outs* is the list of current journal titles printed by Swets and Zeitlinger in Lisse, the Netherlands.

The *Lists of Serial Holdings* of large academic, public and research libraries are also useful tools for the selection of serials.

3.8 Problems of selection in libraries

The problems of selection of materials in either academic or research libraries are many. It ranges from lack of fund, qualified personnel to non-availability of some materials.

a. **Lack of Fund:** The budget of any university library determines the quantity of books and other materials to be acquired, thereby setting in motion selection processes for such acquisition. If the finances are lean, selection is most restricted to the most pressing materials Kotel (1971:63) argued that, even in the selection proper, money is required to visit some shops. This is to enable the selectors have the catalogue of materials in stock at such shops.

There is no gain saying the fact that money is needed in most human activities, of which selection of materials for library is one of them. The availability or non-availability of fund affected it, one way or the other.

b. **Lack of Qualified Selectors:** The quality of personnel charged with the duties of selection determines the quality of materials so selected. If they are professionals, the standard of selection would mostly be high. And whereby every Dick, Thorn and Harry are called to duty, the result of the selection would be substandard.

In credence to the above fact, Metcall (1980:221) noted, "the poor state of our libraries, especially as it concerned books and other research materials is attributable to poor selection".

c. Non-Availability of Materials: Selection of every material is dependent upon the availability of that material.

Danton (1967:38) contended that it makes nonsense of every selection, if the selected materials were not available when demands of them are made.

It therefore, follows that the best selection is one capable of supplying vital information, such as: how to acquire the materials, where to acquire, and at what cost. Research has proved that some materials were available at the time of selection but difficult to acquire during purchase. Many reasons .it-counted for this, such as exhaustion of stock by the publishers, government policy on foreign materials phasing out/re-modeling etc.

It is penitent at this Juncture to point out the fact that most of the problems of selection of materials are man-made, and therefore, they should be attended to, with all seriousness it deserved.

4.0   CONCLUSION
It is obvious that selection is an important library professional duty that should be taken seriously. It follows that the success or failure of a library is in part a function of the ability of the librarians to identify and select suitable materials required by users.

5.0   SUMMARY
This unit has been able to discuss various aspects of selection including, definition of selection, reasons for selection policy, general principles of selection, criteria for selection of materials, the role of selection in libraries, selection procedures in libraries, selection of non-book materials, selection tools and aids and problems of selection in libraries.

Self – Assessment
     Discuss the problems of selection in libraries.

6.0   TUTOR-MARKED ASSIGNMENT
1. What do you understand by selection?
2. Account for the reasons for selection policy
3. Discuss the general principles of selection
4. What are the criteria for selection?
5. State the role of selection in library services
6. Describe the selection procedures in libraries
7. Identify the selection tools and aids used in selection of materials

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UNIT 2: ACQUISITION OF LIBRARY MATERIAL
CONTENTS
1.0   Introduction
2.0   Objectives
3.0   Main Contents
    3.1 Concept of acquisition
    3.2 Methods of acquisition of materials

1.0   INTRODUCTION

Acquisition of library materials is one of the stages in the collection development cycle. Typically acquisition of materials follows the selection of materials. This unit will expose you to the definition of acquisition, methods of acquiring materials in libraries, function of an acquisition unit and the problems of acquisition of materials.

2.0   OBJECTIVES

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

➢ Define acquisition
➢ State the method of acquisition of materials
➢ Discuss the functions of the acquisition unit
➢ Identify the problems of acquiring library materials

3.0   MAIN CONTENTS

3.1   Concept of acquisition

Library acquisitions is the department of a library responsible for the selection and purchase of materials or resources. The department may select vendors, negotiate consortium pricing, arrange for standing orders, and select individual titles or resources (Wikipedia, 2021).

3.2   Methods of acquisition of materials

Traditionally, there are four basic means of acquiring materials for a library's collection. They are as follows: purchases, gifts, exchanges, and deposits.

a. Purchases

Materials can be acquired by purchasing from jobbers, dealers, publishers, or from the open market. Items can be purchased through orders place with a vendor from a specified price.

b. Gifts

Materials can be acquired as gifts from individuals, groups, other libraries and organisations, and sometimes from publishers. Gifts may be received as individual items or as part of a collection of materials.

c. Exchanges

A library can exchange materials if publishers, those published by its parent intuition, or those published by others and given to the library. Most often the material used as the basis for an exchange is a serial publication.

d. Deposits

Materials can be placed on deposit in the library by a group, organisation, or publisher as a means of making items more' readily available to readers, it could be in adherence to the legal deposit law" which makes it mandatory for every authors or publishers to deposit at least two copies of their work with the depository library in their catchment area. The library usually retains the materials permanently in its collection (Nnadozie, and Nnadozie, 2019).

Functions of the acquisition unit

The basic functions, which could be applicable to all libraries, are as follows:

1. **Obtaining Information about Materials**

One basic task of an acquisitions unit is obtaining information about the materials the library wishes to acquire.

Such information includes:

a. Securing from selectors a record of the basic publishing information, series, etc. for materials to be acquired, often obtained through the use of an order request form.
b. Completing and verifying the bibliographic information provided by comparing the request with the listings of materials in national, international, and other bibliographies, both those printed and those in online databases, a process refers to as verification.
c. Determining that the library does not already own and has not previously ordered the requested item so that unwanted duplication is prevented.
d. Identifying the expected price and possible sources of supply for each item.

2. **Initiating the Purchasing Process**

The acquisition unit also does the work of selecting an appropriate vendor such as a jobber, a dealer, or the publisher with whom to place the order. The unit equally prepares the order and dispatches it.

3. **Maintaining Records for Materials Ordered**

It is the responsibility of the acquisition unit to maintain records for materials ordered. This involves: maintaining files, either manually or by computer, which show the status of each file order, and maintaining long-term records on continuations, which are items issued in parts over a definite period of time.

4. **Receiving and Checking Materials**

It is the duty of the acquisitions unit to receive and check materials as they arrive. This exercise involves:

a. Opening packages of materials sent to the library, making sure that the items are undamaged, and preserving any enclosed records such as invoices, packing slips etc.

b. Verifying that the items are the ones ordered by comparing their bibliographic information with that listed in the order record,

c. Checking the items against any enclosed or separately shipped invoices to assure that the materials received match the list supplied by the vendor and

d. Determining that each item appears to be physically compete and in acceptable condition.

5.Authorizing Payment

The acquisition unit, after checking received consignment against the list in the on-order file, then prepares payment or advices the financial officers to effect payment.

6.Handling Materials that Need Special Treatment

This involves a wide variety of activities such as developing a programme for soliciting, maintaining records for, and acknowledging gift materials, depository collections, and items received through exchange programmes, as well as developing the routines needed to handle materials supplied through standing orders, and approval plans.

7.Developing and Analyzing Performance Statistics

The unit also develops and analyzes performance statistics, involving a variety of statistical information on such numbers as orders placed, received, cancelled, number of books acquired over a period of time etc,

3.3   Problems of acquiring library materials
1.   Lack of Appreciation of Role/Value of Libraries in the Society

Libraries by their nature in the society are not revenue yielding entities and therefore have to depend for their financial support from their governing bodies. Since libraries are on the spending end of the economic spectrum, it could be an uphill task convincing government officials to invest generously in library development. This situation is worse now that there is global economic recession. The situation in Nigeria is made more difficult by the Federal government austerity measure.

2.   Foreign Exchange Restrictions

The monetary allocation for library development is mainly spent in the form of foreign exchange. Our currency is weak mid the value is unstable. The foreign agents through whom we purchase library materials want payments made either in the IIS dollar or some other convertible currencies. In developing countries, there is an urgent need to conserve dwindling foreign reserve and very stringent laws and regulations exist for all sorts of foreign goods including library materials.

1.   Absence of an Organised Book Trade

There is simply no market except for school texts. Book trade sustains publishing and the absence of it discourages publishing and authorship. Most Nigerians like those in other

(developing countries prefer expensive cars, houses, dresses mid other household utilities to books, magazines etc. In the words of Prof. R.C. Benge, "people in developing countries talk more than they read".

3. The Use of Foreign Agents

The use of some, foreign agents such as Black well/Safari well/Safari, the Oxford Firm, Swets and Zeitlinger create serious problems for instance, there is considerable delay in getting the materials required owing to the vast distances involved and the difficulty In I he postal system within the developing countries themselves. Materials ordered often arrive late, mutilated or lost in transit. Several items are outdated by the time they arrive.

5. Acute Lack of Professional Librarians

In Nigeria as in other developing countries of the world, there is an acute lack of professional librarians with background in the pure and applied sciences. Libraries in developing countries are often staffed by Librarians trained in the humanities and social sciences so that effective selection in the pure and applied sciences tends to be left only to faculty members. This can be problematic in the end since it leads to imbalanced collection, teaching staff changes emphasis in research and teaching. They can also leave for sabbatical or resign or can even die.

6. Scholarly publishing is still at the rudimentary stage

There is an absence of suitable local materials in exchange for publications offered by libraries in other parts of the world because scholarly publishing is still at the rudimentary stage. This compels libraries of the developing countries to purchase materials usually offered for exchange purpose.

4.0   CONCLUSION
No doubt, the acquisition unit coordinates all acquisition activities and ensures that the desired library resources are acquired into the library. This assignment demands a sound knowledge of how to undertake this all important stage in collection development.
5.0 SUMMARY
In this unit, we have discussed some of the activities associated with acquisition such as the concept of acquisition, method of acquisition of library materials, function of the acquisition, unit and the problems of acquiring library materials.

Self – Assessment
1. Discuss the function of the acquisition unit

6.0   TUTOR-MARKED ASSIGNMENT
2. Define Acquisition
3. What are the methods of acquisition of library materials?

4. What are the problems of acquiring library materials?

7.0   REFERENCE/FURTHER READING

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MODULE 4: CENSORSHIP AND WEEDING OF LIBRARY MATERIALS
This module comprises of two units, which includes censorship and weeding of library materials. censorship is the practice of removing or withdrawing from circulation any library resources which are harmful to the users. Weeding on the hand is the process of removing a library material that is no longer serving the purpose from the stock of the library.
Unit 1:   **Censorship**
Unit 2:   **Weeding of Library Materials**
UNIT 1: CENSORSHIP
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       3.1 Definition of Censorship
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       3.4 How Librarian can Resist Censorship
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4.0   **Conclusion**
5.0   **Summary**
6.0   **Tutor-Marked Assignment**
7.0   **Reference/Further Reading**

1.0   **INTRODUCTION**
 This unit will focus on the definition of the concept of censorship, types of censorship, justification of censorship, how Librarians can resist censorship and censorship in Nigeria
2.0   **OBJECTIVES**
The expectation of this unit is that at the end, you will be able to:
  ➢ Define Censorship
  ➢ Mention the type of Censorship
  ➢ Justify reasons for Censorship
  ➢ Determine how Librarians can resist Censorship

➢ Discuss Censorship in Nigeria

3.0   MAIN CONTENTS
3.1   Definition of Censorship
In general, official censorship is the restriction or suppression of literature deemed subversive or harmful. It is the restriction of public expression of ideas, opinions, conception and impulses which have or are believed to have the capacity to undermining the governing authority or the social and moral order. It is the restriction of ideas or thought before or the suppression or prosecution of these ideas after publication.

Library Censorship

Charles Bush in-Library Quarterly Vol. 42 July 1972 pp. 282-284 has provided an adequate definition of censorship as it concerns the library. According to him, 'censorship is the rejection by a library authority of a book or other materials which the librarian, the library board or some persons bringing pressure on them holds to be obscene, dangerously radical, subversive or too critical of the existing 'more' i.e. customs.

According to Robert N. Broadus in his book 'selecting materials for libraries', library censorship in its worst form means removing an item from a collection after it has been selected because someone or some group objects to it.

3.2   Types of Censorship
Official or government censorship may take either of the two forms viz;

1. Prior Censorship or Censorship at Source
If a book, magazine or article is written and the government in power prevents its circulation through seizure, we describe this as prior censorship. For example, in Nigeria we have witnessed confiscation of some editions of Newbreed, Newswatch, Magazines, etc.

2. Post-facts Censorship

This type occurs when a book or other information materials are banned after such materials have been published. When a person is arrested during or after delivering a public lecture, press conference, political rally, this is called post-facts censorship.

In relation to the library, there are also two types of censorship.

1. Involuntary Censorship
This is imposed on librarian either by pressure group which could be religious, ideological, and political or the governing authority.

2. Voluntary Censorship
This is the type the librarian imposes on himself. It is believed that the process of book selection is a type of censorship, since the librarian has to choose and restrict himself to the acquisition of a few titles out of so many that is readily published. According to Robert

N. Broadus frequently the charge has been made that the librarian practice some degree of censorship simply by neglecting to obtain materials which they think might exert opposition.

3.3   Justification for Censorship

There are about four or five premises.

1. That the idea, theory etc postulated in book or other media of information censored is false.
2. That books can harm people.
3. That government has a responsibility to protect people from themselves, that is, from their basal instinct.
4. That the protection of youth, the week is more important than adult freedom.
5. That there is a consensus that exists about what is obscene and about what good literature is and should be.

The first premise is shaky because very often one cannot emphatically say that an idea is false until such an idea is tested. This premise is a dangerous one in that it could nip in the bud or stifle very bright ideas of geniuses who are often ahead of their time.

The second premise is somewhat convincing. Just as books can have good effect on people in enriching their lives and changing their outlook, books can also harm people. However, research resolve in this area are far from conclusive. Research shows that one's personality is far more important than literature and strongly influences ones response to heading. In order words, individuals impose themselves far more on what they read than the reverse.

Censors usually believe that exposure to obscene literature will bring about a break down in the moral character of individual. Research indicates that persons who have frequent contact with pornographic work tend to view them as providing entertainment and information. They fail to associate them with the breakdown of moral and social values. Their moral values are formed elsewhere and not in connection with pornographic work. This is another way of stating that a person's moral values are the result of factors other than pornography. They are likely to be shaped by the home environment, the personality of the individual, and other factors.

The third premise is based on the claim that censorship is paternalistic act towards the society in that it protest and limits their experiences to influences acceptable to the censor but it sounds elitist for any individual or group of individuals to arrogate to themselves the responsibility of deciding what is good or bad to others.

The fourth premise raises the issue of whether the rights of the majority to read a work are to be infringed upon for the sake of a minority. Instead of refusing acquiring materials deemed undesirable for adolescents or children, access to such materials should be limited to adults. Most people agree that some of the control is necessary as long as the materials remain accessible to adult who need them.

The discussion on the second premise holds good for the fifth. One unfortunate thing about censorship in whatever form and no matter its justification is that it's often prompted by selfish interest. Behind every censorship is the desire to keep the people in darkness to prevent them from knowing more than they should. Ideally, ideas should be allowed to circulate freely in competition with other ideas. A good government should allow ideas to circulate freely. No individual or group no matter how highly placed should arrogate to itself the knowledge of what is good or bad for any society that is free. It should be noted that, the demarcation between what is good and what is bad, what is acceptable and what is not, is not static. Society is becoming increasingly accommodating to certain values which is the past were unthinkable. Research shows that once everything is banned, it becomes more desirable. Censors therefore often defeat themselves in attempting to make something unavailable (Peng, 2018).

3.4   How Librarians can resist Censorship

1. The first step to adopt in order to resist censorship attack is to have a definite collection development policy. The predominate theme of such a policy should be a positive emphasis on the patrons' needs and rights. It need not have a defensive tone but it could be used as a legitimate buffer against unjust complaints. If a person has an objection to a book which has been obtained or if he blames the library for refusing to buy a particular book, the library can cite the stipulation of the selection policy. The plaintiff or the complainant then has the right to have the policy changed but the focus of the problem has been shifted from the tittle to a question of policy.

2. The librarian should have a definite method of handling censorship complaints. The procedure should be clear to all both staff and the general public. Very often trouble starts at the circulation desk where only a library assistant is on duty. It is essential that all staff members should know what to do the moment a situation like this arises. The best way of handling objection to materials in a library collection is to ask for a formal complaint. By asking for an official complaint, the librarian is trying to move the situation away from an emotional to factual context.

After taking down the complaint, in a register, the complaint should be asked to fill out a form designed for this purpose. A form specially designed for this purpose makes the situation more impersonal and provide a cooling off period. It also signifies to the complaints that the complaint is being taking seriously and is not deemed brushed off.

3. Such complaints should be sent to the library authority and then the book selection committee. The library should summon a 'trial committee', that's a panel of experts on the theme treated by the book. The decisions of the panel should be relayed back in writing and conveyed to the complainant with references to the relevant sections of the library book selection policy.

4. Would be censors should never be treated lightly in these days of mass media; the censor has many opportunities to make a lot of noise and cause a lot of embarrassment If the librarian has sensed a censorship attack, he should get tile newspapers, radio/Television so that they could review the title and at least get the

librarian's side of the stories before broadcasting or publishing. Many censors will not first come to the library but will go to the local newspaper, radio and television stations instead.

5. A useful way of averting censorship attacks is to maintain a direct communication with most of the major groups in the society served by the library. The librarian can do this by participating in the major activities of the society.

6. Whenever there is a censorship attack the librarian must determine the seriousness of the individual or group. If he determines that the attack is from an influential member of the society (group or individual) he should prepare his line of action very carefully. After ascertaining the seriousness of the attack, the librarian must make the main points known to the library authority for necessary action.

Having done this, he should seek the support of the 'press, fellow librarians, lawyers and all those who cherish the idea of intellectual freedom. Finally the librarian should not see - a censorship attack as a personal attack but as an attack on library's materials' selection policy.

3.5   Censorship in Nigeria

Although no law has officially been passed to legalize censorship, we see it practiced by almost every regime that ruled Nigeria. A few examples will suffice:

1. Government intervention in broadcasting and, Journalism. On the 1st of Aril 1976, all television stations in the country were renamed Nigerian Television. This could be seen as a kind of censorship since it does not augur well for the much talked about press freedom. The Federal Government of Nigeria also took over 60% shares in the country's leading newspapers like Daily Times, New Nigerian and Punch.

THE MAN DIED by Wole Soyinka

The late Dr. Tai Solarin once asserted on officialdom in Nigeria ever banned the man died. According to him, it was banned by Nigerian book sellers, self-censorship and by the individual Nigerians innate fear of any fearless criticism of the government of the day.

Although Nigerians at various times have manifested unjustified fear of the government of the day, a lot of stories went round that Wole Soyinka's - the man died had been banned from circulation in Nigeria. It was even reported that the Nigeria police searched bookshops, airports etc all in an attempt to stop the man died. It could be recalled that the man died is a satire of Gowon's regime.

PRAISE SONGS ON THE GOWON'S REGIME

The Daily Times of Nigeria on March 22, 1976 on its front page carried a news item as follows: The management of the Nigerian Broadcasting Corporation has banned with immediate effect the playing of all records and tapes recordings made in praise of the administration of the ousted head of state, General Yakubu Gowon. That was naked censorship. These days such practice remains the same even though no naked censorship is imposed. Praise songs on past regimes at both federal and state levels have been

systematically withdrawn. For example, praise songs on Abacha, Babangida, Chief Sam Mbakwe, Chief Nwobodo Jim etc have all be censored voluntarily by the media houses that used them.

THE NEWBREED MAGAZINE/NEWSWATCH MAGAZINE

The government then in power confiscated many issues of this magazine and eventually banned it from circulation. The government might have genuine reasons but the confiscation began when one of the issues featured an interview with the former Biafran Head of State, retired colonel Emeka Ojukwu and x-rayed the Nigerian security organization. The newswatch was stopped from being circulated because the ruling government sensed that the magazine contained volatile issue that may not be in the interest of the ruling government.

THE ARREST OF PROMINENT CITIZENS

Several Nigerian pro-democracy activists have been arrested and detained at one time or the other because they spoke or made utterance inimical to the government of the day. At one time, after a press conference in Lagos during which he condemned government's handling of the NEPA's strike, the late Chief Ademiran Ogunsanya was arrested by security men. In that press conference he highlighted the sufferings of Nigerian masses while Ribadu road enjoyed light and water from stand by generator.

Gani Fabiwenmi was severally arrested by security men and detained on many occasions after similar press conferences during which he lambasted the ruling government especially during Babangida and Abacha regimes. Many other Nigerian especially journalists like Chris Anyanwu suffered the same fate under Abacha regime for writing or speaking against the ruling government.

Notable among such harsh censorship was the murder of Dele Giwa during Babangida regime for a special issue of Newswatch magazine which was about to be published.

THE BURNING OF NET BUILDING

The burning of the building was associated with the same form of censorship. It was done to cover up large-scale fraud or impropriety in the establishment.

ARREST OF STUDENTS ACTIVISTS AND DEMONSTRATORS

In many instances, security agents have arrested students' union leaders and demonstrating students on the pretext that they were conducting illegal procession but it is widely known that such arrest was meant to stop students from expressing anti-government sentiments,

4.0 CONCLUSION

It is important to note that what censorship seeks to achieve is to ensure that library users are protected from such materials that will be dangerous to them. It is for this reason that censorship is done at various stages in library services to remove such obscene or subversive resources.

5.0 SUMMARY

Under this unit, we have been able to deal the issue of censorship in libraries. The issues treated include definition of censorship, types of censorship, justification for censorship, how Librarians can resist censorship and censorship ion Nigeria.

Self – Assessment

Why should censorship be justified in libraries?

6.0 TUTOR-MARKED ASSIGNMENT

1. What do you understand by censorship?
2. Discuss the types of censorship you know
3. How can librarians resist censorship?
4. Explain with examples censorship in Nigeria

7.0 REFERENCE/FURTHER READING

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UNIT 2: WEEDING OF LIBRARY MATERIALS
CONTENTS
1.0   Introduction
2.0   Objectives
3.0   Main Contents
    3.1 Concept of Weeding
    3.2 Importance of Weeding
    3.3 General Criteria for Weeding
    3.4 Reasons why Libraries do not Weed
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   Reference/Further Reading

1.0   INTRODUCTION
Weeding which is the process of removing les used books from the library collection to provide space for new ones to be easily retrieved is a very essential activity in collection development process. This unit will provide with such things like concept of weeding, importance of weeding, general criteria for weeding and the reasons why libraries do not weed.
2.0   OBJECTIVES
It is expected that by the end of this unit, you will be able to:
➢ Define weeding
➢ State the importance of weeding
➢ Enumerate the general criteria for weeding
➢ Discuss the reasons why librarians do not weed
3.0   MAIN CONTENTS
3.1   Concept of Weeding
Weeding is defined by Goman and Howes (1989) to moan the process whereby the value of the library collection is re-assessed in terms of its current needs with the view of removing little used materials. Slote also defined weeding as removing the non-core collection from the primary collection. The non-core collections are said to be the least likely used materials. On his own part Evans (1979) saw weeding as the purging of the

library materials or officially withdrawing a volume from a library collection because it is unfit for further MM' or no longer needed.

The above definitions centre on the removal of less used hooks from the main collection to allow the most used books and new ones to be easily retrieved. Hence weeding can be defined generally as "The continuous evaluation of library materials and the removal of out-dated books and other materials with the aim of keeping them current and of making room for addition to stock".

3.2   Importance of Weeding

Several authorities in the area of collection development have focused their attention to weeding and its implication in libraries. Among them are McGraw, H.F. who stressed that weeding increases the efficiency and vitality of library collection. Slote on his part observed that unnecessary items weaken a collection.

Evans and Gardener (1981) also supported the idea of weeding library collection which according to them will enhance quick and efficient services. Evans also argues that it is not always that weeded or purged materials are destroyed, they are usually given out as gift or exchange to individuals and organisations. Some are stored in secondary access area or system and reserved for readers and researchers.

Weeding of library collection as an aspect of collection management according to Banta: (1998) is an exercise every library regardless of type should seek to address. This is not only because the exercise saves libraries the cost of new library building, but to satisfy users. Commenting on the essence of weeding Slot further states that the exercise does not in any way reduce the ability of the library to meet its objectives, but rather it increases accessibility, improves collection and services users. In a short communication on weeding need published in the *African Journal of Library, Achieves and Information Science,* the writer stressed the point that libraries will continue to face space problem, and extension of existing library facilities and would require substantial funds. He advised that Nigerian University Libraries should articulate for more storage policies so as to cope with the issue of obsolescence, proliferation of knowledge and little used items.

The replacement of worn-out books from the libraries' collection is necessary because readers want most recent edition of any book and this should be made available. For this reason, worn-out, outdated or obsolete materials in the libraries are collected and removed from the libraries stacks. It is far better to have a smaller collection of live and currently useful materials than larger but stale or less useful ones.

W.C. Benvick in stating the usefulness of weeding said, "Weeding is so essential in a regular, adequate flow of addition to maintain the state of the existing collection, by replacing worn-out copies and retaining copies considered essential". This carefully pruning of the collection helps to erase yesterday's mistakes while leaving a sound structure for future growth.

Weeding, however, is not necessary in all libraries. Each library has its own policy with regard to weeding and such policies depend on the aims and objectives of the parent institution. In academic libraries, there is little or no weeding at all. Bantai (1998) in his study on weeding practices in selected Nigerian university libraries found out that 75% of his total respondents indicated that their collections were never weeded despite having weeding policies. Only.2-5% affirmed that their collections are weeded periodically. Academic libraries are supposed to select, acquire, organize, preserve, and disseminate materials in all areas of knowledge basically for research and teaching. For this reason, all materials are useful for both current and retrospective search and researching. Drastic weeding is only possible when such an institution is changing its programme to a specialized field. In school libraries weeding is only done for the purpose of space and courses that are no longer offered. Besides school libraries do little or no weeding because of the size of their collection. They are usually small which make school libraries feel reluctant to weed.

In public libraries, weeding is done because of lack of space and the nature of their services. The reading needs and interest of the general public or society is dynamic and ever changing, weeding then becomes imperative to create space for new books acquired as a result of changes in reading needs and interest.

In special libraries weeding is most intensively done. Since most special libraries are for business organizations and research institutes, there is always the need for recent and up to date information to support research and learning.

Urguhart and Urguhart (1978), stated that lack of weeding gives the greatest chance for a user to find on the shelves rarely borrowed books than regularly borrowed books. He adds that such collection will induce the user to have no confidence in the library stack and eventually hinders discovery of lively materials. Gorman and Howes state that failure to weed library collection is to contribute to the confusion over the differences between the size of a library collection and its value.

3.3   General Criteria for Weeding
  1. Appearance
It is easier to spot unattractive books and in most cases those are the targets for weeding. This criterion is not error proof because good books are determined by their contents and not by their physical appearance thus any weeding done on that basis will rid the library of several useful books.

  2. Physical Conditions of the Books
This includes looking for mutilated books with torn-off covers etc, sometimes mutilation can be caused by over use but very often it is the result of selfishness or carelessness of some readers. This criterion is good since such books don't have complete pages. If such books are torn with the pages intact, they could be rebound and re-shelved for use. If there is the possibility of acquiring new copies of such books, they should be placed in closed access system as soon as they are acquired.

3. Age

This is rather reliable predictor especially in relation to the speed with which information becomes obsolete or Inaccurate within a given subject field. Period of depreciation in science and technology materials has been estimated at 10 years, Social Sciences/Humanities 15 years and Fiction 5 years.

4. Superseded Edition

All superseded edition of books should be weeded if and when new editions are available. In Nigeria, because of foreign exchange difficulties and the poor state of the book industry, librarians cannot easily get at new edition of books. Because of this, we have to make good of what is available in our library, if the librarian insists on weeding such material simply because they are superseded, users may be left with no alternative which is not good. It should be noted that serial titles should not be weeded no matter how old they maybe because they are useful anytime for academic work.

5. Books that should encourage Juvenile Delinquency

All books that encourage delinquency among juveniles should be weeded or withdraw especially in all collection that are made available for children and- young people. This is a good criterion because we want to build a good future generation in our homes in particular and society in general. Such books may be spotted by the laws governing our society or by individuals representing religious organisations in the country.

6.Duplicate Copies

Books in duplicate should be weeded. In some cases such numerous, copies were purchased because of higher demand at a particular time and when such demand reduce, the number of copies should be reduced. In academic libraries such duplicate copies are usually withdrawn from the circulation department and stored somewhere in secondary storage room or reserve book room.

7. Usage

The usage of books should be a criterion for weeding. This refers to the number of times per year that a book is used. Slote reported his research findings on the weeding of library collection after formulating the shelf time period method. In it he said that the estimate or measurement of the time a book remains on the shelf between successive user is important. To determine usage, the following factors should be considered: circulation, counts, shelf time patterns, in-library use, inter library loan request etc.

8. Space

Space constraints may also be another criterion for weeding library collection. Most libraries are face with space problem and in an attempt to create space may consider weeding some of the collections in order to make room for new and more current ones.

9. Currency

Library collections that may at one time have been considered to be wonderful materials of useful may be rendered virtually useless by the passage of time. Even if the library does not have the resources to acquire new ones or new publications in the area, time may cause books to lose those Intrinsic factors that enabled them to be useful before. It may be better for the library to provide no information source on a topic than to provide incorrect and out-of-date material. Library users seeking current information can be misled by outdated materials.

10. Comprehensiveness

Some materials are replaced not by a newer work in the area, but by one that covers the topic on a broader scope or provides a more in-depth treatment. This occurs frequently infields that are rapidly changing such as those in science and technology.

3.4   Reasons why Librarians do not weed

Whatever criteria one adopts, there are bound to be problems. For this reason, some librarians don't weed their collections even if there is need to do so. Gardener (1981) has tried to rationalize the reasons for this state of affairs as follows:

1. Competition on quantity of collection

Some libraries want to be known by the size of their collections and not necessary by the quality of the materials. Such libraries, therefore, don't include weeding in their duties. The implication is that the bulk of such collection is not used and therefore useless.

2. Lack of time

Some libraries put weeding at the bottom of their priority duties. They always argue that there is no time for weeding since there are other professional duties making heavy demand on their time.

3. Difficulties Involved

The same care and thoroughness required in selection is also demanded in weeding. This can be difficult especially in the absence of sufficient number of professional staff oriented to such duty.

3. Errophobia (Fear of making mistakes)

Some express fear of making mistakes in weeding i.e. errophobia. This is because they don't want to be held responsible for any valuable material that may be mistakenly weeded. Because of that, even if weeding is necessary, it is done with a lot of caution and weeded materials are rarely destroyed.

4. Political Reasons

Political reasons can cause difficulties in weeding. Government changes from time to time so do ideology (ies) change. Which materials should the librarian weed when government changes? After a socialist revolution, will all capitalist books be withdrawn from the

collection? Even if the government would want that done, many readers might still need those books. The world is left to imagine what happens to library collection in Iran after the overthrow of Shar of Iran by Ayatolla Khomeni who brought the Islamic revolution or fundamentalism.

All these political changes can actually make weeding difficult for a librarian. As a general advice, it is important to incorporate weeding in the library collection development policy.

Concerning errophobia, librarians should be courageous and bear in mind that no human being is above mistake as it is said "To err is human". Weeding should be recognized as a very important function of the library in spite of the problems associated with it.

4.0 CONCLUSION
The vitality of any library collection depends on the extent to which such collection is weeded. If the library collection will remain relevant and attract continued patronage, such collection should be weeded off irrelevant, old, and antiquated materials must be weeded.
5.0 SUMMARY
In this unit, we have dealt with the definition of weeding, importance of weeding, general criteria for weeding and the reasons why libraries do not weed.

Self – Assessment
Explain the reason why librarians do not weed

6.0 TUTOR-MARKED ASSIGNMENT
1. What is weeding?
2. Discuss the importance of weeding
3. Outline the general criteria for weeding
7.0 REFERENCE/FURTHER READING
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MODULE 5: EVALUATION OF LIBRARY COLLECTION RESOURCE SHARING AND ICT APPLICATION TO COLLECTION DEVELOPMENT

This module is made up of three units namely; evaluation of library collection, resource sharing for collection development and ICT application to collection development. Evaluation is the assessment of the library collection to see how far it has been able to meet the needs of the users. Resource sharing is a strategy adopted by different libraries to help each other by utilizing their resources together. Information and Communication Technologies application to library services has tremendously changed the speed and efficiency of service.

Unit 1:   Evaluation of Library Collection
Unit 2:   Resource Sharing for Collection Development in Libraries
Unit 3: ICT Application to Collection Development
UNIT 1: EVALUATION OF LIBRARY COLLECTION
CONTENTS
1.0   Introduction
2.0   Objectives
3.0   Main Contents
         3.1 Definition of Evaluation
         3.2 Reasons for Evaluating Library Collection
         3.3 Techniques for Collection Evaluation
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   Reference/Further Reading
1.0   INTRODUCTION
This unit will centre in the definition of evaluation, reasons for evaluating library collection, and the techniques used in evaluating library collection.
2.0   OBJECTIVES
By the end of this unit, it is hoped that you will be able to:
➢ Define evaluation
➢ State the reasons for evaluating library collection
➢ Understand the techniques used in evaluating library
3.0   MAIN CONTENTS
3.1 Definition of Evaluation

Collection evaluation according to Ifidon (1997) is the assessment of the extent to which a collection meets the library's objectives. This exercise is necessary in order to determine the scope, depth, and usefulness of the collection, test the effectiveness, utility and practical applicability of the written collection development policy, assess the adequacy of the collection and thereby highlight the inadequacies and suggest ways of rectifying them; reallocate resources so that the areas that really need them can receive greater attention; convince the library's authorities that the allocated resources are not only being judiciously utilized, but also inadequate; and to identify areas where weeding is required.

3.2 Reasons for Evaluating Library Collection

1. Every library collection needs to be evaluated from time to time to see how the selection policies are working out. If the library is acquiring a lot of materials that are not being used, or if it is not acquiring materials that are needed by users, those involved in collection development need to know this so that they may take corrective action.

2. **Justification for increased funds**

There is always the need to justify budgetary demand. There is always the need for added sum of money to fill gaps in the collection in order to meet user need. Only evaluation can yield the data required to support increase budgetary demands.

3. **Accreditations**

In academic libraries for example, those of the universities and polytechnics and colleges of education, there is need to show an accreditation body that the present institution possesses the necessary materials or facilities to support Instructions and research in certain subject fields or a certain academic levels.

4. **For purpose of comparison**

Libraries have often been interested to see how they compare with other libraries in respect of size and quality of their collection. Some librarians want to say that their libraries art better than or are as good as their neighbours at least in terms of size or number:

Whatever reason is given for evaluation, it is a healthy and necessary task. It can only result in an improved knowledge of the collection and it is hoped to improve library services.

3.3 Techniques for Collection Evaluation

Gorge Bonn (1974), Evans (1979), Magrill (1989) and Ifidon (1997) presented common methods of collection evaluation as follows:

1. Compiling statistics on holding, use and expenditures.
2. Checking standard lists, catalogues and bibliographies
3. Applying library standards [using any of the foregoing methods).
4. Obtaining opinions from regular users.
5. Examining the collection directly.

1. **Compiling statistics on holdings, use and expenditures**

Compiling statistics is one of the commonest methods by which collections are evaluated. They present a picture which cannot be succinctly stated in any other form.

Library surveyors rest their cases mostly on statistics and statistics are easily available and easily understood.

Compilation of statistics is a phenomenon of the 19th and 20th centuries because few library statistics available before this period were library collections. Other types of useful statistics used for evaluation are the optimum size in the size needed to satisfy the requests of a library's clientele. Evaluation of collection by this technique will yield better results and statistics are obtained on different parts of the collection so that specific subject fields can be assessed.

In assessing library collections, librarians also compile statistics on comparisons. These concern studies done at the same library at different times or with comparable libraries in similar towns, cities or institution at the same time. Another type of statistics relates to **library expenditures** for materials. But it is not the total monetary worth of the entire collection that is considered; rather the assessment criterion is based on the current expenditure on books. The final type of statistics that is used for evaluating the adequacy of collections is use **statistics.** Ideally, all types of use should be included in the exercise. It is difficult to regard more browsing as use and it is different to know which books have been extensively used.

2. **Checking lists, catalogues and bibliographies**

List checking has been widely used by surveyors as a means of assessing the quality of library collections. Some of the lists and bibliographies used for this purpose are as follow: **The book lists,** the Molmhardt and Shaw list and **Books for College Libraries, Choice,** C.M. Winchell's **Guide to reference books** etc. The idea behind list-checking is to determine the percentage of titles available in a library's holdings.

The checking of footnotes and references is generally regarded as part of the checking of lists, catalogues and bibliographies against a library's holdings.

3. **Applying library standards**

Another way of evaluating a collection is by applying standards which are the criteria by which library services are measured. Usually, they are regarded as minimum level of adequacy, and one of the many aspects they cover is stock provision. There are numerous standards published in various forms by library associations and other accrediting agencies, governmental bodies, institutions and groups of people. Library standards that pertain to collections can be either of a benchmark nature - that is, measuring existing conditions against some desired model condition that is considered 'good' or of a prescriptive nature - that is, setting goals for the future or providing guidelines for development.

4. Obtaining opinions from regular users

This is another method of evaluating the adequacy of the collections and it is achieved by obtaining user opinions to determine whether reasonable requirements for library service are met. For the purpose of this, the regular users' opinions are sought and information

obtained are used for decisions making process. Equally such information could be used as a yardstick for future development.

4.0   CONCLUSION
It is pertinent to note that evaluation of library collection makes for improvement of library service since it will help to look at the strengths and the weaknesses. Sound knowledge of how this is done is therefore required for tasks ahead.

5.0   SUMMARY
In this unit, we have defined the concept of evaluation, stated the reasons for evaluating library collection and the techniques used in evaluating library collection.

Self – Assessment
What are the reasons for evaluating library collection?

6.0   TUTOR-MARKED ASSIGNMENT
1. Define evaluation
2. Describe the techniques used in evaluating library collection

7.0   REFERENCE/FURTHER READING

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UNIT 2: RESOURCE SHARING FOR COLLECTION DEVELOPMENT IN LIBRARIES

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Contents
       3.1 Concept of Resource Sharing
       3.2 Objectives and Scope of Resource Sharing
       3.3 Need for Resource Sharing
       3.4 Potentials of Resource Sharing
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   Reference/Further Reading

1.0   INTRODUCTION

Resource sharing is a mutual agreement between libraries to exchange resources. Generally, resource sharing is geared towards satisfying the user by giving the less privileged libraries opportunity to get richer materials from their colleagues.

2.0   OBJECTIVES

It is expected that by the end of this unit, you will be able to:

- ➢ Define resource sharing
- ➢ State the objectives and scope of resource sharing
- ➢ Determine the need for resource sharing
- ➢ Discuss the potentials of resource sharing

3.0   MAIN CONTENTS

3.1   Concept of Resource Sharing

Resource sharing is a mutual agreement between libraries to exchange resources. Each library gives its own materials to other participating libraries and also receives same from them, Odini (1991) quoting Ridings (1977) defines resource sharing as the process by which the resources or network of libraries are made available to the sum total of persons entitled to use any of the resources in those libraries. Nwalo (2008) also defines resource

sharing as a formal arrangement by a group of organizations that have common interests, to pull their material and human resources together so as to meet clientele needs much more than they could have done if they were to depend on individual efforts. At inception, inter-library lending constituted the major aspect of resource sharing, Today, it embraces many more activities, Oyelude (2004) identifies the types of sharing as interlibrary loans; joint acquisition; central cataloguing; exchange of library materials; computerized cataloguing schemes; awareness services and joint storage of materials.

Generally, resource sharing is geared towards satisfying the user by giving the less privileged libraries opportunity to get richer materials from their colleague's. .It is through sharing that those resources or networks of libraries arc made available to people who desire them. Sharing therefore makes information available at low cost and consequently reduces frustration of information users. Malhot (1989) avers that sharing breaks down institutional barriers since librarians identify libraries that have what they need and obtain these resources from them. Exchange of collections, equipment, manpower and experience makes libraries richer and more productive.

3.2   Objectives and Scope of Resource Sharing

Underlying principle of resource sharing is maximum service at a minimum cost. Main objectives of resource sharing are to create a conductive environment in which libraries can offer better services to meet user needs within available limited resources. The area of resource sharing is quite wide, which broadly include all of the materials, functions, and services. Materials and functions include reading materials of all types/formats, acquisition, cataloguing, storage and preservation. Services include all the techniques employed in libraries to establish link between the reader and reading material. ILL and book exchanges also fail into this. Following are a few objectives of resources sharing.

1. **Increased Availability and Accessibility of resources:** Clientele of the participating libraries will have an access to resources available in all the libraries. Resources can be moved from one library to another manually or through modern means. This provides an easy access to and easy/free flow of information.

2. **To Diminish Cost:** Resource sharing helps in building specialized collection and all participating libraries need not duplicate the procurement of similar materials. This facilitates availability of larger collection and even the basic material required by the users can be obtained without causing much delay.

3. **Resource Exploitation:** Resource sharing advocates making reading material of one library available to the clients of other libraries. Thus, the resource sharing exposes the reading materials to a wider group of users. Similarly, the services of a library can be exploited by the users of other libraries.
   Co-operative activities like acquisition, exchange, storage, binding, training, reference and documentation services, inter library loans, etc., can also be the part of resource sharing.

On the basis of experience and involvement in resource sharing activities in the area of management, it can be visualized that the management institutes can have the following objectives for their resource sharing initiatives:

o   To provide better services
o   To provide more coverage of collections and facilities
o   To avoid duplication
o   To share experiences
o   To face financial crunch
o   To promote interaction
o   To provide wider access to users
o   To provide high quality library and information support services.

Areas of Resource Sharing

Keeping in view the need of stake holders of the management institutes as well as the potential information needs of the users of library and information support services provided by management institutes, it is essentially required to identify the various areas for resource sharing activities so that the management of management institutes as well as users are able to enjoy the fruits of resource sharing equitably.

The following areas for resource sharing are identified and these may certainly be beneficial to the management institutes' environment:

• Collection Building
• Inter Library Loan
• Reference Services
• Membership
• Contents Page Service
• Centralized Processing
• Human Resources
• Expertise and Facilities
• Data base creation
• Union Catalogue
• Training
• Software

3.3   Need for Resource Sharing

Scientific and research based information has a significant contribution for rapid promotion of research, education and development of various other sectors of the economy. It saves a lot of human effort, financial input as well as application of physical and logistic resources otherwise needed to re-invent the wheel every time. It provides vital technical support to keep going on all the scientific endeavors. Sharing of research information through decentralized internet data input has a significance of its own. It is both economical and time saving not only for users but also for the information professionals and document lists. For the cause of economy, information data is prepared, entered, and processed, stored and

retrieved at a very high speed. Therefore, its utility is many times higher than the conventional means of information sharing.

i. **Knowledge Explosion:** Research institutions, universities, industrial and commercial organizations and others academic institutions are responsible for knowledge generation. Inter-disciplinary, extra-disciplinary research and emergence of new disciplines have become more important and relevant. Professional activities in R & D also have increased considerably. Procuring all published literature by a library is too difficult, but on the other hand the users have been demanding access to all such available literature.

ii. **Increase in Library Users:** Population explosion, influx of people from rural to urban, education, high priority on research and development have shown liberal use of libraries by all. Increase in user population demands growth in libraries and services, but there is a limit to such growth, as libraries cannot grow beyond a certain point. Due to the increase in users' demand for diversified information, the libraries are prompted to investigate ways and means for wider range of service and collections. Resource sharing offers practical solutions to these problems.

iii. **Library Services:** Users in the libraries have become more and more information conscious than ever before, demanding effective quality library services. The CAS, SDl, information repackaging and consolidation would not be possible unless libraries share resources. Also the disciplinary interdependence calls for diverse collections of a variety of disciplines, which is not within the capacities and competence of a single library.

iv. **Acquisition Problems:** Increase in publishing output necessitates large intake in libraries to update their collection. This needs a large space to house the collection. Obsolescence of knowledge also calls for weeding of collection. Co-operative acquisition, storage, and services can eliminate the problems of space, balanced collection building, efficient services, etc.

v. **Economic Resources:** General Price index everywhere indicates the rising trend. Prices of books and journals have zoomed over the years. This has tremendously affected the purchasing capacity of libraries. In spite of governmental and institutional finance, libraries are not in a position to buy all that is required for their user community. Regular budgetary cuts and introduction of new services and maintenance of staff also have affected the procurement of libraries.

vi. **Web Based Resource Sharing:** Computer and telecommunication technology are playing a vital role in the design and operation of resource sharing systems network. A library network means as a group of libraries are inter-related through different areas. Now, resource sharing among libraries has been accepted as a necessity. These are required for working of large systems on national and international levels also.

Web based resource sharing includes the sharing of resources hosted on the net. It is very important for bibliographic control of the explosion of literature and knowledge. It also avoids duplication in purchase of costly documents. Library web

resource sharing is a helpful way to develop the flow of information among the special information centers / libraries and other types of libraries.

The main objectives of web based resource sharing are to:
- Improve the sharing of resources among the member libraries;
- Centralize the information processing system;
- Reduce the communication gap among the libraries;
- Improve in productivity with fewer blind requests, automated creation and tracking of requests, and faster turnaround;
- Control in costs (For one low transaction charge, we can route each request to many libraries);
- Co-operative collection development;
- Increase use of collections with instant local access;
- A way for all group members to contribute, maintain and access information in the group's database.

3.4   Potentials of Resource Sharing

The need for resource sharing in libraries cannot be overemphasized. The benefits accruing from it include:
1. Provision of access to different libraries and resources. Through this, researchers have opportunity to see materials written by experts in their fields and where they can be found. Library patrons can apply for these materials through their librarians. Where the libraries arc near, they can avail themselves of the resources through direct consultation and personal contact.
2. Resource sharing affords librarians the opportunity to exchange services with other libraries in terms of manpower and programmes. Rosernberg (1993) opines that if libraries share work to be done, collections, equipment, manpower and experience, then each library will be richer.
3. When libraries have challenges with specific users' requests, resource sharing helps them to identify libraries that have such materials. The librarian can then make arrangements on how to obtain these resources for the users. This indirectly saves the time, energy and money that the user would have spent in going to such libraries to source for the materials by them.
4. While libraries share materials, the sharing of experiences and ideas is important. Librarians are faced with challenges in the daily execution of their work and no librarian can boast of having all the wealth of experience needed to race present and future demands in the library. It behooves libraries therefore to share work, expenses and also benefits. Each library gains from the money and efforts accruing from active participation, while exchanging materials, libraries with fewer resources have the privilege of enjoying the resources of bigger ones. In addition, it provides wider platform for mutual benefit, irrespective of institutional size and capacity.
   Libraries that share resources stand a better chance to provide robust materials for their readers. This stems from the fact that materials in different formats arc pulled

together so that each participating library accesses them. Ikpaahindi (2006) quoting Rahman (2000) summarizes the need for resource sharing thus:
- ➢ to promote free flow of information resources
- ➢ to ensure better aces to information resources
- ➢ to ensure maximization of information resources
- ➢ to save resources and avoid duplication of efforts
- ➢ to ensure faster provision of information and literature support to users.
- ➢ to facilitate reciprocal exchange of local publications

4.0 CONCLUSION
The era of ICT is an important one in the history of librarianship. It has brought to bear digitization of resources thus making digital exchange possible.
5.0 SUMMARY
In this unit, we have discussed aspects of resource sharing including definition, objectives, needs and potentials of resource sharing.
Self – Assessment
Discuss the need for resource sharing

6.0 TUTOR-MARKED ASSIGNMENT
1. What do you understand by resource sharing?
2. Outline the objectives and scope of resource sharing
3. Discuss the potentials of resource sharing
7.0 REFERENCE/FURTHER READING

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UNIT 3: ICT APPLICATION TO COLLECTION DEVELOPMENT
CONTENTS
1.0   **Introduction**
2.0   **Objectives**
3.0   **Main Contents**
        3.1 Prospects of ICT Application to Collection Development
        3.2 Problems of ICT Application to Collection Development
        3.3 Challenges of ICT use in Developing Library Collection
4.0   **Conclusion**
5.0   **Summary**
6.0   **Tutor-Marked Assignment**
7.0   **Reference/Further Reading**

1.0   INTRODUCTION
This unit will focus on the prospects of the application of ICT to collection development, problems of ICT application to collection development and the challenges of ICT use in developing library collection.
2.0   OBJECTIVES
The expectation at the end of this unit is that you will be able to:
  ➢ Discuss the prospects of the application of ICT to collection development.
  ➢ Ascertain the problems of ICT application to collection development.
  ➢ Explain the challenges of ICT use in developing library collection

3.0   MAIN CONTENTS
3.1   Prospects of ICT Application to Collection Development

Application of ICT to developing library collections has bright prospects as well as attendant problems some of which shall be treated in this chapter.

ICT according to Ifidon (2006) and Schamber (2009) is of immense value to developing library collections as a result of the following prospects.

a. Around the clock access
ICT has the advantage of being accessible 24 hours of 7days of the week for needed information and services.

b. Global resource content
ICT has turned the world to a global village. Users now have remote access to information from any part of the world. It can reduce distances, virtually or physically, thereby enabling libraries to have powerful search utilities to locate information stored on millions of computers around the world in order to generate research, educational or recreational information for use. Without leaving the information system and communication networks, libraries and even individuals can get their goods bought, delivered, used and paid for at a spot.

c. High fortunate and unexpected discoveries

ICT provides access to unlimited information from different sources at a go thereby creating high chances for fortunate and unexpected discoveries.

d. Storage capacity and space
ICT has high storage capacity while it requires very little physical space thereby relieving libraries of the problem of space to accommodate their collections.

e.Transformation of library functions

ICT is transforming the selection, preservation, communication, and liaison functions in libraries. It has transformed libraries from being location specific to being indifferent to the form and location of information by shifting library philosophy from ownership of locally stored resources to provision of access to electronically stored resources thereby reducing the functions of libraries from that of information provision to that of information intermediaries and database managers.

f.Increased durability and accuracy of records and files

With the application of ICT, the problem of record and files being destroyed, due to space problems or disasters, has been drastically reduced. Records and files can be kept for longer periods and protected from disasters or reproduced incase of accidental destruction. And with standardized processing rules, errors are easily detected when imputes are edited and

duplication of efforts is avoided within a library and between libraries thereby increasing the accuracy of records and files.

g. More dependable

With the qualities of being more flexible, not being bored and not having vocation and sick leave, ICT facilities are more reliable and can work longer hours than people.

h. Ease in handling changes

With ICT, it becomes easier to handle changes in policies and processing rules like changing from one catalogue scheme to another.

i. Adequate, easy and fast access to library resources

Both print and multi-media information resource can be accessed at a spot in ICT libraries rather than at different locations in conventional libraries. Storage and retrieval of library information resources (bibliographic, cataloguing, answer to users' queries, etc at different locations is made easy, fast and efficient with ICT application. Moreover, due to the phenomenal speed of ICT's transmission, libraries flow of work (bibliographic checking, ordering and receipt, cataloguing and circulation) are done much more quickly than by manual methods thereby saving the time of users by creating fast access to library resources.

j. Increased and more efficient work production

The detail-intensive and repetitive work that developing library collection entail is eased by ICT application which enhance easy integration of various library activities, accommodates increased workloads, releases the professional staff for the more purely policy and management decisions thereby increasing the range of services offered. This results to increase in and more efficient work output.

k. Current awareness services

ICT ensures the dissemination of precise, concrete and more current information that makes users aware of current trend in all fields of innovation and change thus benefiting library services such as Selective Dissemination of Information (SDI).

i. Inter-library cooperation

ICT facilitates library cooperation and information of library networks. Thus librarians can reach each other with messages and documents independent of the constraint of mail, telephone or fax and also can compare their library's holdings with that of other libraries for evaluation, and collection analysis which in turn facilitates bibliographic verification, checking of new titles and even ordering from a number of university presses. This also

enables them to access, exchange and acquire documents, articles of journals and specialized materials, which required by their users, from other libraries.

3.2 Problems of ICT Application to Collection Development

Just as there are multiple prospects, so also, there are multiple problems associated with ICT as regards developing library collections. Chaudry (1995), Beetherama (2009) and Schamber (2009). According to Gomina and Sambe (2021) some of the challenges of ICT in information dissemination in academic libraries include cyber insecurity, constant monitoring and stay on the job, slow nature of information dissemination and accessibility, unfamiliarity with new technology and lack of system development according to the new environment. The following are problems of developing library collections in an ICT era:

a. Funding

With inadequate and dwindling budgets facing libraries, it becomes a Herculean or impossible task for libraries to acquire ICT facilities to develop their collections.

b. Administrative costs and effort

The high administrative costs and effort in acquiring ICT components, more so when they are manufactured within African countries thus attracting high air freight charges and custom duties, is of intense headache to libraries.

c. Vendor reliability

Libraries are confronted with a large exploitation local 1(!T components market of which most vendors are more Interested in high profit turn-over without consideration for quality nor durability of components supplied and regard the developing countries as a dumping ground for unsatisfactory products. They most often tell the capability leaving out the limitation of their wares.

d. Maintenance and technical software and hardware requirement

High cost of routine maintenance and unsatisfactory after sales maintenance and support is another issue that libraries are grappling with. The issue of multiplicity of softwares for every conceivable routine and application, lack of a single, formal and the rapid growth of application software is a serious hindrance to ICT application in developing library collection.

e. Infrastructural facilities

Inadequate level of infrastructure that is required for the smooth and efficient operation of ICT, such as electricity, is a teething problem.

f. Integration of resources with traditional form

This has been another hard nut for libraries. They are faced with data base conversion problem.

g. Lack of expertise with networking technology

Most of the library staff and users lack or are inadequate in the skills and competencies needed for the use of ICT. They hardly can determine what collection development really means in electronic environment. This, to a large extent, spurs resistance to the introduction and use of ICT in library, operation and services by staff and resistance and failure to adopt ICT in information findings and use by users.

h. Standardization

There is no specific standard in the contents of collection development in the network environment due to lack of a developed system of publication and distribution of electronic resources, adequate controlled bibliography of easy to identify, and well-reviewed electronic resources. Thus quality and authenticity of scholarly next in humanity and copyright issue has become more complex and librarians cannot prevent unhealthy information from reaching the public.

i. Online access for some documents

For some documents, like books and monographs, routine online access is a distance possibility which will be a minus to developing library collection in an ICT era.

j. Health and social hazard

ICT has the resultant effect of fatigue, computer addiction and obsession, cumulative trauma disorders, stress and other occupational safety and health problems as well as social problems like isolation, alienation, depersonalization, etc on the user.

k. The state of networked information

The unstable and chaotic state of networked information due mostly to frequent changes and modification of information technologies is a serious constraint to ICT application developing library collections.

3.3 Challenges of ICT use in Developing Library Collection

In view of the recency of ICT in developing library collection and its attendant problems, libraries have some challenges to content with. Areas of challenges according to Anunobi (2005), Islam (2006] and Okorie (2005).

a. Funding

Due to decrease in funding, Increases in operating costs and dwindling budget, libraries are faced with the challenges to source for funds to acquire, access, maintain and upgrade modern ICT facilities and services.

b. Basic Infrastructure

Libraries are faced with the challenge of how to solve the problem of lacked of or poor infrastructural facilities such as computers, electricity and low network bandwidth.

c. Changing role

Due to the changing role of libraries as conventional library to visual library and inability of a large number of web users to use the library the web efficiently e.g. the challenge of balancing ownership and access, how to develop new skills and accept new responsibilities how to maintain, nurture and optimize library resources with the help of this new technologies, the role they should play in access provision and document delivery, and bow to change their ways of performing various library operations and prepare their staff to meet new challenges, stare them to their face.

d. Training

Due to lack of skills and competencies on the part of staff and users, the need to train staff to learn basic skills, knowledge and use of the ever changing technologies and change their conventional attitudes and assumptions about information transfer coupled with making ICT knowledge available to users by creating e-learning centres within the libraries, becomes a prominent challenge.

e. Preservation of information

Due to the fact that some of the information stored in format or media cannot be accessed or read despite ICT era's infancy, libraries are faced with the challenges of how to preserve ICT resources.

f. Legal deposit

Who is responsible for the long-term preservation of ICT resources is still not clear in many countries which pose a serious challenge of how to regulate authors in ICT environment.

g. Copyright management

The difficulty and sometimes impossibility to detect the movement of works electronically stand as a source of big challenge to libraries on how to make copyright management more workable to prevent a situation of government, under pressure from information produce/, putting in place rigid copyright laws that increase the right of the right holder at the expense of users thereby affecting the provision of access to ICT sources in libraries.

h. Collection development policy review

As a result of the differences between print materials and electronic resources, the challenge of redefining collection development policy in mostly the area of balancing

ownership and access, cooperative efforts, an evaluation so as to integrate both traditional forms of documents and electronic resources, is laid on libraries.

i. Online service delivery

Another area of challenge is planning for and ensuring online service delivery so as to give support to Federal Government learning project and make it effective.

j.Information control

The ease at which unhealthy information, like pornography and information produced for deliberate disinformation, challenges libraries on excluding access to such types of information.

4.0   CONCLUSION
Information and Communication Technology has indeed revolutionized every sphere of human endeavor including collection development. The application of ICT has tremendous improved the collection development activities in libraries.
5.0   SUMMARY
In this unit, we have discussed the prospects of the application of ICT to collection development, the problems of ICT application to collection development and the challenges of ICT use in developing library collection.
Self – Assessment
Explain the challenges of ICT use in developing library collection.

6.0   TUTOR-MARKED ASSIGNMENT
1. Discuss the prospects of the application of ICT to collection development.
2. What are the problems of ICT application to collation development?

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MODULE 6:   LEGAL AND ETHICAL ISSUES IN COLLECTION DEVELOPMENT

This module comprised of three units namely, intellectual freedom, censorship and copyright. Intellectual freedom is the right to seek, receive, hold and disseminate information without restrictions.

Censorship is a situation whereby some published materials are restricted from circulation to the public. Copyright is a form of legal right granted to the author or creator of work to publish, distribute and sell for a given period of time.

Unit 1:   Intellectual Freedom in Collection Development
Unit 2:   Censorship in Collection Development
Unit 3:   Copyright and the Library Collection Building

UNIT 1:   INTELLECTUAL FREEDOM IN COLLECTION DEVELOPMENT
CONTENTS
1.0   Introduction
2.0   Objectives
3.0   Main Content
        3.1   Definition of Intellectual Freedom
        3.2   Purpose of Intellectual Freedom
        3.3   What Intellectual Freedom mean for Libraries?
4.0   Conclusion
5.0   Summary
6.0   Tutor-Marked Assignment
7.0   References/Further Reading

1.0   INTRODUCTION
 In this unit, the major concern will be to provide you with definition of intellectual freedom, and the purpose of intellectual freedom.
2.0   OBJECTIVES

It is hoped that by the end of this unit, you will be able to:
- Understand what intellectual freedom is all about
- Discuss the purpose of intellectual freedom in collection development activities
- Explain what intellectual freedom mean to libraries

3.0 MAIN CONTENT

3.1 Definition of Intellectual Freedom

Simply stated, intellectual freedom mean that people have both the freedom and the right to think as they like and say what they please, without governmental interferences, except where there is a possible danger to others in the community.

Intellectual freedom is the right to seek, receive, hold, and disseminate information from all points of view without restriction, "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"

Article 19 of the United Nations Universal Declaration of Human Rights

"Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinion without interference and to seek, receive and impart information and ideas through many media and regardless of frontiers.

3.2 Purpose of Intellectual Freedom

All human beings have the fundamental right to have access to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts in public. The principles of intellectual freedom are hallmarks of the library and education professionals. For Democracy to thrive there must be free and open access to ideas.

But librarians and teachers sometimes face strong opinions regarding what material people think is appropriate for children and teenagers to have access to in a school library, public library, or classroom,

The profession of librarianship views intellectual freedom as a core activity.

3.3 What Intellectual Freedom mean for Libraries?

It means the Librarians must understand the principles of intellectual freedom, and also how those principles are applied in the real world.

They must be willing to acknowledge their own biases and fears and then move beyond them.

And they must be prepared to defend the rights of children and teens for whom they have a professional responsibility.

Libraries have recognized that the atmosphere of free enquiry and exposure to wide range of viewpoints is essential to the education of students in order for them to thoughtfully participate in a democratic society. However, occasionally, objections to some materials may be made.

4.0 CONCLUSION

It is evident that intellectual freedom is a situation where people have both the freedom and the right to think as they like read what they like and say what they like without anybody or government interfering with that freedom. However, this freedom could be restricted when there is possible danger to others in the society.

5.0 SUMMARY

In this unit, the concept of intellectual freedom has been discussed. Also the purpose of intellectual freedom was deliberated upon as well as the explanation on what intellectual freedom mean to librarian.

Self – Assessment

What are the purpose of intellectual freedom?

6.0 TUTOR-MARKED ASSIGNMENT

1. What do you understand by intellectual freedom?
2. Explain what information freedom mean to libraries

7.0 REFERENCES/FURTHER READING

American Library Association (1995). Code of Ethics of the American Library Association. Retrieved November 9, 2007, from: http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm.

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UNIT 2: CENSORSHIP IN COLLECTION DEVELOPMENT

CONTENTS
1.0 Introduction
2.0 Objectives
3.0 Main Content
    3.1 Concept of Censorship
    3.2 Types of Censorship
    3.3 Points from Code of Ethics from American Library Association
    3.4 Censorship and the Librarian
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment (SAEs)
7.0 Reference/Further Reading

1.0 INTRODUCTION
This unit will focus on the concept definition of censorship, types of censorship prevalent in libraries, the points from code of ethics from American Library Association and censorship and the libraries.

2.0 OBJECTIVES
The expectation at the end of this unit is that you will be able to:
- Define censorship
- Mention the types of censorship
- Discuss the points from code of ethics from the American Library Association
- Explain censorship and the librarian.

3.0 MAIN CONTENT
3.1 Concept of Censorship
Censorship is the attempt to restrict types of materials that are disseminated to the public.

Censorship is a change in the access status of material, based on the content of the work and made by a governing authority or its representatives. Such changes include exclusion, restriction, removal, or age/grade level changes. -ALA Intellectual Freedom Committee.

This principle has existed since the history of the library profession. In this case,censorship becomes a major restriction to the provision of books for all readers because an important principle in librarianship is that "books are for all".

3.2   Types of Censorship
- ➢ Religious Censorship
- ➢ Political Censorship
- ➢ Moral Censorship Crime and violence

Religious Censorship
This takes the form of obtaining materials that provide negative information on certain religions or pose a challenge to some religious group.
For example; Salman Rushdie's Satanic Verses.
The novel provoked a lot of controversies especially in the Muslim communities.

Political Censorship
In the field of politics, censorship can take the form of banning or restricting the circulation of materials that provide negative propaganda on the ruling government.
For example, George Orwell's Animal farm.

Moral Censorship
This often involves materials relating to obscenity, profanity, pornography and indecent exposure. Moral censorship attempts to prevent the exposure of these materials to the general public. For example; Playboy Magazine and Blue Films.

Crime and Violence
In some countries, attempts are made to restrict the circulation of books, films and magazines that show too much crime and violence. This is because of their negative influences on the society.

Ethics & Legalities
These help in ensuring sanity in the dispensation of the librarian's job.An information professional must be aware of what the norms of the profession suggest and what the laws regarding the profession are. IPs must therefore ensure a fair balance between ethics, law and job responsibilities

3.3   Points from Code of Ethics from American Library Association
- ➢ *"... unbiased, and courteous responses to all requests."*

Libraries should create a mechanism to obtain input from users as well as to provide feedback in return. If the library has created a place on its website where users can submit requests for new books, journals, databases, etc., there should be briefguidelines listed as to who is eligible to submit such requests and an acknowledgement that the request was received. Requests coming from unauthorized sources, e.g., an author promoting her/his own book, publishers' e-mail blurbs, etc., need not be acknowledged. If the request comes

through an intermediary, such as a patron at the Reference or Circulation desks, it should be evaluated by the appropriate subject selector before being submitted for purchase.

Selectors need to make sure that it's not always the vocal faculty member that gets their attention. It's important to make a point to keep in contact with all of your faculty who may be less proactive about their library needs and not just the member who sends you a steady stream of requests. Selectors need to keep on top of individual subject budgets so they don't run into a situation where they have overspent or over-encumbered funds- For those who are responsible for purchasing materials for more than one discipline, do not mix your pots of money. You need to make your case at the beginning of each fiscal year to your collections manager if you feel you need more funds for a specific collection area. You're better off making a case for additional resources earlier than trying to explain later why you bought dance books out of your nursing fund.

➢ *"... resist all efforts to censor library resources."*

Public libraries deal with many issues around censorship and intellectual freedom but academic libraries are not immune. Highby[2] raises the question in her article as to when advocacy in collection development trumps neutrality. Do buying racist or bigoted materials add to the overall value of the collection? Can you separate your personal feelings and values when evaluating controversial materials? Do you buy adequate resources that look at both sides of a controversial issue? For example, working at a religious institution might be challenging when it comes to providing information to patrons about such issues as birth control or LGBTI (Lesbian, Gay, Bisexual, Transgender, Intersexed) issues. I have been in the situation where the parent of a student objected to a book that has been purchased as being morally reprehensible. I needed to explain to the parent that it's not the library's role to determine what is morally appropriate, but instead to provide access to enough resources so that each individual can make that decision for her/himself.

➢ *"... prefect each library user's right to privacy and confidentiality..."*

Often we think of privacy and confidentiality within the realm of library services such as reference, circulation and interlibrary loan and not necessarily within the traditional areas of collection development. But as collection development continues to change from an ownership, or just-in-case, model to an ownership plus access, just-in-time model, materials requested by patrons must be kept in strict confidentiality. Collection managers may choose to share interlibrary loan data with bibliographers to have them consider requests as potential collection purchases, but it's important that bibliographers are reminded that any records containing personal requestor information need to be destroyed as soon as possible to protect the privacy of the requestor.

➢ *"... recognize and respect intellectual property rights,"*

Librarians are acutely aware of the issue of intellectual property rights but often students and even sometimes faculty are not. Property rights often come into question when

materials are copied from one format to another, most often with print to digital copies. For this reason, use in-house expertise when possible, either a librarian or a member of your institution's legal counsel, to help determine when it may be appropriate to digitize materials owned by the library. Use due diligence in determining when it might be preferable for the library to purchase an out-of-print item or a digitized copy of an item, rather than making a copy on your own. Collection development librarians need to consistently educate and remind students and faculty about copyright, fair use and intellectual property,

➤ *"…. treat co-workers and other colleagues with respect... "*

Collection managers need to take a role in making sure that the task of collection is handled cooperatively and collegially. Actions of over-eager bibliographers can often be misinterpreted as disrespectful. Constantly recommending new titles outside of one's collection scope for others to purchase may be construed as you not trusting your colleagues' collection development skills. Get to know other bibliographers practices and preferences. Some may not mind your recommendations at all while others will ask you to refrain. Any concerns about selection policies should be addressed by the collections manager with the individual bibliographer. What shouldn't happen is to have librarians buy materials outside their selection scope and out of their own funds in order to purchase books that another librarian has chosen to pass on. It only allows fewer funds for their assigned subject collections in the long run.

➤ *"..do not advance private interests at the expense of library users..."*

In academia, librarians may have an additional Master's or PhD degree in a subject field. These librarians need to check to make sure that their personal research interests don't overshadow their collection development responsibility. Collection managers also have a responsibility in making sure that one part of the collection isn't taking on too narrow a slant. Having a top notch collection in Freudian psychology benefits the library and the user little if a university's psychology department focuses more on cognitive science.

➤ *"... distinguish between our personal convictions and professional duties..."*

Do you buy materials that don't represent your own personal point of view? This can be contentious especially when the materials can be seen as hateful or representing an extreme point of view. It is best to take a step back and ask basic questions about the work. Is it scholarly or well-researched? What are the author's credentials? Does the author ignore current research that might disprove her/his premise? Does the book attempt to discuss both sides of an issue? Is it from a reputable publisher? Etc.

Speaking of publishers, do you avoid purchasing materials from a particular publisher because of exorbitant pricing or other peeves you have? Recently the Max Planck Society decided to cancel its entire electronic journal subscription with Springer[3] due to an inability to negotiate what the society thought was a fair price for the journals. What the society did in good faith was to analyze the usage statistics, compare prices with other important

publishers, and then make a commitment to their scientists to "develop strategies together with the Institute libraries most affected to secure the supply of essential contents on a cost-effective basis."[37] The lesson learned here is to have data to back up your actions as well as the research interests of your users in mind before you take a drastic action.

3.4 Censorship and the Librarian

Censorship affects the librarian in the selection of materials for the library. Although it is realized that the librarian should not compromise his/her professional principles with religious or political activities, this has not always been the case. Government, religious groups or civil society groups have protested over the inclusion of some materials in libraries.

For instance, in the case of children's and public libraries where parents can openly protest the inclusion of certain materials unfavourable for children. The ideas of censorship thus restricts librarians from providing information for all. It must however, be realized that the librarian owes allegiances to the government of the day.

4.0 CONCLUSION

Censorship is a weapon intended to be used to ensure that in collection development process, there will be sanity in the dispensation of the librarian's job. The librarian must be aware of what the norms of the profession suggest so that in the process selecting materials for acquisition, the laws regarding censorship will be strictly followed.

5.0 SUMMARY

In this unit, we have presented the concept of censorship, types of censorship, points from code of ethics from the American Library Association as well as censorship and the librarian.

Self – Assessment

Discuss censorship and the librarian.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define censorship
2. What are the types of censorship?
3. Explain the points from the code of ethics from the American Library Association

7.0 REFERENCE/FURTHER READING

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UNIT 3:   COPYRIGHT AND LIBRARY COLLECTION BUILDING

CONTENTS
1.0   Introduction
2.0   Objectives
3.0   Main Content
    3.1 Concept of Copyright
    3.2 Brief History and Evolution of Copyright
    3.3 Nature of Copyright
    3.4 Purpose of Copyright
    3.5 Materials/Works Eligible for Copyright
    3.6 Copyright and the Library
    3.7 Effects of Copyright on the Library
4.0 Conclusion
5.0 Summary
6.0 Tutor-Marked Assignment (SAEs)
7.0 Reference/Further Reading

1.0   INTRODUCTION
The concept of copyright is meant to protect intellectual property of someone and to stop it from being reproduced and sold by unauthorized persons. It therefore enables the author to enjoy the fruit of his/her labour. Copyright does not protect mere ideas, but it protects the expression of an idea in a tangible form.

2.0   OBJECTIVES
It is hoped that by the end of this unit, you will be able to:
- Define copyright
- Narrate the history and evolution of copyright
- Discuss the nature of copyright
- Explain the purpose of copyright
- Identify materials/works eligible for copyright
- Discuss censorship and the library
- State the effects of copyright on the library

3.0   MAIN CONTENT
3.1   Concept of Copyright
Copyright refers to ownership vested in the creator of intellectual property by law and for which he or she gets paid duly for the inventiveness of the imagination expended.

An intellectual property may be in the form of book, article, piece of music, film, theatre production.

The concept copyright is to protect intellectual property of someone and to stop it from being reproduced and sold by unauthorized persons. It therefore enables the author of the work to enjoy the fruit of his/her labour. Copyright does not protect mere ideas, but it protects the expression of an idea in a tangible form.
However, the unfair taking of the results of the application of human intellect may infringe more than any one single right. Copyright provides a very useful and effective way of exploiting a work economically. It also provides a mechanism for allocation of risks and income from the sale of the work (Bainbridge, 2007)
Copyright is a set of exclusive rights granted by the law of a jurisdiction to the author or creator of an original work, including the right to copy, distributed and adapts the work.
The Black's Law Dictionary 8th edition, defined copyright as the right to copy; a property right in an original work of authorship (including literary, music, drama, choreographic, pictorial, graphic, sculptural and architectural works and sound recording) fixed in any tangible medium of expression, giving the holder the exclusive right to reproduce, adapt, distribute, perform and display the work.
(Miller, 2016) defined copyright as a form of legal construct that fails under the realm of intellectual property law. It is a concept that grants a set of exclusive rights to the author of an original work. These exclusive rights ' mean that the author has the power to, among

other things, make and sell copies of their work. In addition, it also restricts who else 'may do so. Works that can be copyrighted include, but aren't limited to, software, movies, songs, literature, and pictures. Copyrights last for the author's lifetime, plus up to a hundred years beyond his or her death.

WIPO (2016) defined Copyright as a legal concept describing rights given to creators for their literary and artistic works which include books, music, works of fine art such as Paintings and sculpture, as well as technology-based works such as computer programs and electronic databases. A work does not need to be published or 'made available to the public' to be protected. It is protected from its creation. As seen earlier, copyright law protects only the form of expression of ideas, not the ideas themselves. The creativity protected by copyright law is creativity in the choice and arrangement of words, musical notes, colours and shapes.

Some of the exclusive rights that a copyright affords an author include the right to display the work publicly, transmit or display the work by radio or video, to produce and sell copies of the work and create derivative works for the original. Work no longer protected under copyright or created by any government office for civil use is considered in the "public domain" and may be used freely.

The Copyright Act, CAP. 68, Laws of the Federation 2004 does not give clear definition of copyright. It however, recognizes it as a right to stop or debar others from doing something and to restrain others from printing or interfering with ethers work.

It can be inferred from the various definitions that the fundamental purposes of copyright are to control the copying of the intellectual materials existing in the field of literature and the arts, and to protect the writer or artist against unauthorized copying of his materials.

(Norman, 2005) pointed out that copyright protection has a restricted lifespan. It applies for a specific period of time, after which the work is said to enter the public domain. The period of restriction ranges from 25 years to 70 years. This limitation can be justified on the basis that copyright law does not lock away the ideas underlying a work. According to her, copyright initially only applied to published books, but over time, it was extended to other uses, such as translations and derivative works. It now covers a wide range of works, including maps, dramatic works, paintings, photographs, sound recordings motion pictures, and computer programs.

3.2 Brief History and Evolution of Copyright

Sokefun (2001) gave a brief history and evolution of copyright. He reiterated that it has a relatively long history and its roots can be traced back to the period before the advent of technology, which permitted the printing of multiple copies quickly at relatively little expenses. However, the origin of copyright law in most European countries lies in effort by the church and governments to regulate and control the output of printers. Before the invention of the printing press, writing once created, could only be physically multiplied by the highly laborious and error-prone process of manual copying by scribes.

However, before the 15th century, most books were written by hand. Books were expensive and few people owned them. If a person was able, they were free to copy book they pleased. There was no copyright protection. By the mid-century, the printing press invented by

Johann Guttenberg made books more accessible to the public. It also made unauthorized copying more widespread.

In 1662 England began requiring that books be registered and licensed. This is to control writing that could be hostile to Church and Government.

In 1710, the author's rights were first recognized when the British Parliament established, passed a law that the principles of authors' ownership of copyright and preventing a monopoly of booksellers who were able to make fortunes printing books without compensating the authors.

Later copyright laws becoming international, several international treaties were signed; in 1886 the Berne Copyright Convention was formulated with the purpose of promoting greater uniformity in copyright law giving copyright owners full protection in all contracting states. This was revised in 1908, the then universal copyright conversion was first promulgated in 1952.

Nigeria as a nation was not left out of the history of copyright with the promulgation of the Copyright Act in 1970. This was followed by the 1988 Copyright Decree (Copyright Act) CAP.68, Laws of the Federation 1990, which talked generally about the regulation of copyright law in Nigeria. There is also copyright Amendment Act of 1992. The law governing copyright is enshrined in the Law of Federation of Nigeria 2004.

3.3   Nature of Copyright

Literally, copyright is the right to prepare and distribute copies of intellectual production. The essential aspect of this branch of law is the recognition of the fact that writers and authors should enjoy the ownership in their creation; its purpose is to protect from exploitation by other people the fruit of a person's work, labour or skill.

It is age long principle of copyright that there is no protection of ideas per se unless they are embodied in permanent form; Even though one cannot have copyright in ideas or information, nevertheless, any attempted publication of another's idea or information breach of faith or confidence will be restrained by the court at the instance of the originator of the ideas. (Sokefun, 2001) It is in this respect that the copyright Act in sections 5, 6, 7 and 8 gives the owner of a work the exclusive right to control (subject to the exceptions specified in the Second Schedule to this Act) in Nigeria, the reproduction, broadcasting, publication, performance, adaptation or communication in any material form, the whole or substantial part of the work either in its original form or any other form derived from the original.

3.4   Purpose of Copyright

When books were made by hand, published materials were few in number. Therefore the need to preserve the intellectual property of authors was not strongly felt.

This meant that any printer or publisher could reproduce the whole or a substantial part of another person's work without any permission. There were no laws against such reproduction. Sometimes, copying was even encouraged as a means of spreading knowledge.

With the introduction of printing press by Gutenberg, books became very cheap to produce and knowledge spread very fast. That was when authors and writers begun to seek way of protecting their intellectual property. As a result, copyright has become very, important in recent times. Anyone who breaks this law commits a crime of **Plagiarism or Piracy.** The intention of copyright is not to restrict free spreading of information or knowledge. It is to protect the author's right" so that he/she can enjoy the benefits of his/her intellectual creation.

3.5   Materials/Works Eligible for Copyright

Ordinarily, what is being rewarded is the mental decision to create the work coupled with the toil or labour to bring it to fruition. The basic notion of protection works of copyright is that it is confined to the expression of an idea, principles, systems, methods and so on, fixed in any tangible medium of expression or in any material form.

The following works are eligible for copyright protection in Nigeria as listed in the Copyright Act, 1990

(1) subject to this section, the following shall be eligible for copyright) literary works; musical works;

(a) artistic works;

 (b) cinematograph works;

(c) sound recording; and

(d) broadcasts.

(2) A literary, musical, or artistic work shall not be eligible for copyright unless-

(a) sufficient effort has been expended on making the work to give it an original character;

(b) the work has been fixed in any definite medium of expression now known or later to be developed, from which it can be perceived, reproduced or otherwise communicated either directly or with the aid of any machine or device.

(3) An artistic work shall not be eligible for copyright, if at the time when the work is made, it is intended by the author to be used as a model or pattern to be multiplied by any industrial process.

The Copyright Act of 2004 in its section 39 defines literary works to include:
- ➢ Novels, stories and poetic works;
- ➢ Plays, stage directions, films scenarios and broadcasting scripts;
- ➢ Choreographic works;
- ➢ Computer programmes;
- ➢ Text-books, treatises, histories, biographies, essays and articles;
- ➢ Encyclopedias, dictionaries, directories and anthologies;
- ➢ Letters, reports and memoranda;
- ➢ Lectures, addresses and sermons;
- ➢ Law reports, excluding decisions of courts;
- ➢ Written tables or complaints.

According to (Ugocha, 2014) the following basic conditions, qualifies a work to be granted copyright.

1. That work must fall within the category of works protected

2. The work must satisfy the notions of originality
3. The work must be fixed in a definite medium of expression.
4. It must be created by a qualified person.

Copyright law protects the owner of property rights in literary and artistic works against those who' copy' or otherwise take and use the form in which the original work was expressed by the author. To qualify for copyright protection, a work must be original.

3.6   Copyright and the Library
- Effects of Copyright on the Library
- Effects of Copyright on the Library User

3.7   Effects of Copyright on the Library
The library might need to copy some materials for another library on the basis of library cooperation.

The copyright law makes it difficult to copy such materials for exchange purposes.

Sometimes the library might also need to replace mutilated original copies in the collection that are very difficult to come by. The law places restrictions on the number of pages to be made.

4.0   CONCLUSION
Copyright does not protect ideas, but it protects the expression of an idea in a tangible form. However, the unfair taking of the results of the application of human intellect may infringe more than any one single right. Copyright provides a very useful and effective way of exploiting a work economically.

5.0   SUMMARY
In this unit, the concept of copyright was provided along with the brief history and evolution were equally treated. Also the materials/works eligible for copyright were outlined and copyright and the library was discussed. Equally the effects of copyright on the library was highlighted.

Self – Assessment
What are the purpose of copyright?

6.0   TUTOR-MARKED ASSIGNMENT
1. What is copyright
2. Narrate a brief history and evolution of copyright
3. Explain the nature of copyright
4. Outline the materials/works eligible for copyright
5. Discuss copyright and the library
6. Discuss the effects of copyright on the library

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MODULE 7:   MANAGEMENT OF ELECTRONIC RESOURCES, COST BENEFIT ANALYSIS AND INVENTORY CONTROL

This module is made up of two units. They are management of electronic resources as well as cost benefit analysis and inventory control. Electronic resources management is the practices and software systems used by libraries to keep track of important information about electronic information resources. Cost benefit analysis is an important aspect of management and helps in decision making.

Unit 1:   Management of Electronic Resources
Unit 2:   Cost Benefit Analysis and Inventory Control

UNIT 1:   MANAGEMENT OF ELECTRONIC RESOURCES
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1.0   INTRODUCTION

Rapid growth in the number of electronic resources over the years and the complexity of managing e-collections has provided with a new tools for electronic management. The electronic resources such as e-journals, e-databases, and e-books require efficient and effective management.

2.0   OBJECTIVES

It is expected that by the end of this unit, you will be able to:

- Define electronic resource management
- Mention the types of e-resource
- State the advantages of e-resources
- Explain the features of electronic resource management systems
- Discuss e-resources management in the libraries
- Outline the use of e-resources in management libraries

3.0   MAIN CONTENT

3.1   Definition of Electronic Resources Management

Electronic Resource management is the practices and software systems used by libraries to keep track of important information about electronic information resources, especially internet-based resources such -as electronic journals, databases, and electronic books. The development of ERM became necessary in the early 2000s as it became clear that traditional library catalogs and integrated library systems were not designed to handle metadata for resources as mutable as many online products.

Electronic resource management (ERM) is the applications and software systems used by the libraries and information centers to keep track of vital information about electronic resources for instance electronic journals, databases, and electronic books.

No company meets the needs of libraries like Innovative. We were first to market with Electronic Resource Management and continue to lead the pack with an aggressive enhancement schedule. By centralizing and assimilating all of the technical and administrative details of digital resources, Innovative ERM saves staff time, improves collection analysis, and makes the most of scarce budgetary resources,

An ERM system is basically a tool for librarians, but its impact also relates to end users. The information gathered in the ERM system can serve as a starting point for users' interaction with e-resources. Such interaction would be built on the ERM system's integration with other library products, such as a link server, meta search system, or library OPAC. For example, an OPAC could query the ERM system for license permissions to display to the user. However, with a comprehensive knowledge base, such an ERM system may replace some of the roles assumed by other products, such as the generation of alphabetical lists of e-resources. In the near future, we can expect to see the fruits of the committee's work in the ways in which the various players in the information industry build their ERM systems.

3.2   Types of Electronic Resources

Electronics resource include electronics book, electronics journals, electronics database, CD -ROMs, Internet resource resources etc. E-Resources delivers the collection of information as full text databases, e-journals, image collections, multimedia in the form of CD, Tape, internet, web technology etc. In simple sense, E-resources may include e-journals, e-discussions, e-news, data archives, e-mail on the line chatting among many others that can be called e-resource (Imran, 2021). The different types of e-resource are described as follows:

E-JOURNALS are the simple electronics representation of a journal, the library at the University of Glasgow provides the following definition. *"Any Journal that is available over the internet can be called an electronic journal. In case, not. Some electronics journals (e -journals) are freely available; other has changing mechanism of different types. Established publishers issue some"*; other are product from an individual academic's office. As by means of relevance of e-journals, the quality and relevance of e-journals can vary considerably. In other words, e-journals are one, which is available electronically to be used with the help of computer and other communication technologies. Journals available on internet are also referred to as Internet journals are networked journals. They include newsletters, magazines, periodicals and discussion lists. The Full Text e resource is: (i) ACM Digital Library   (ii) ASCE Journals (iii) ASME Journals (IV) IEL online (V) Springer's Link (VI) ASTP (Applied Science and Technology Plus) Electronics journals can be grouped under the following there broad categories.

(i) Online Journals

These are paid journals that are available on pay-as-you-go or cost -par-accesses based via online database, such as EBSCO information services. The user or the organization has to bear the cost of subscription.

(ii) CD-ROMs

These are journals published on CD-ROM, may be bibliographical or full-text. They vary in frequency and are distributed along with search software to access and print.

(iii) Networked e-journals

Networked e-journal are -electronic available over networks, such as Internet or many other commercial networks Many of the networked e-journals are based on mailing list software, such as listserv, majordomo etc. and are distributed in one of the following two ways. The central computer holds a list of list of subscribers and sends them content pages and abstracts by e-mail when a new issue is published. Subscribers can then retrieve articles through file transfer (FTP) and have they delivered to their mailboxes. Subscribers' are automatically sent the full-text of each issue by e-mail (Jesse, 2018).

E-BOOKS: An e-book is an electronic representation of a book, usually a parallel publication of a print copy, but occasionally born digital. The new concise oxford English dictionary (2001).

CD-ROM, or downloadable program. Electronic books are portable computerized devices that allow readers to download text and then read and marked it. E-Book is also referred as paperless book is read a specially designed device such as personal digital assistant (PAD), or a desktop or laptop computer. These are two types of e-books, (i) Those, which represent an e-version of a whole book (Print), (ii) Those, which are effectively database of linked materials.

E- DATABASES

Electronic databases are the organized set of data stored in a computer and can be searched automatically. Database contains usable raw data or description of the sources where data can be found. Database generally refers to machine readable file or bibliography records but may be used more specifically to refer to a shared collection of structured data managed by a se.t of special software. According to Jennifer Rowley, *"Database that might be available to information users in the public arena, and which might be accessed either remotely via an online search service or more locally on CD-ROM can be categorized as follows ".*

(i) Bibliographic database:

in bibliographic database, all those databases are counted in which the information related with documents such as books, periodical, encyclopedias etc. is contained and users use them for access, of information.

(ii) Full text database:

This category contains not only full text of the documents but full source also, hence one can get primary information along with full.

iii) Numeric Database:

Numeric Database is those that contain numeric, statistical or survey type information to give answers of numeric queries.

CD-ROM Today CD-ROM has become a popular e-media for archival, retrieval and distribution of information. Now every possible title on commercial and technology products, entertainment, database, education and business applications are available on CD-ROMs. The rising demand for multimedia applications, due to easy accessibility of PCs is also fuelling its growth.

3.3   Advantages of Electronic Resources
   a.   Information access can be made without wasting any time.

b. Desired information can be retrieved within few minutes at learning desk.
c. Vast collection of information may be stored in a small place.
d. Resource sharing at desired level among the libraries and information centers.
e. Coping with open mouth problem of space and budget etc. in libraries and information centers etc

3.4 Features of Electronic Resource Management Systems

The essential features which an ERM should have are as follows:

Align and report data as appropriate to support the evaluation of the collection and cost analysis.

- It should possess advanced search and thesaurus capability for quick access.
- One other important feature of Electronic Resource Management Systems is in the area of managing, licensing and accessing details from the point of view of subscribing electronic resources.
- Manage and maintain library subscriptions to electronic content including life cycle changes i.e. new, dropped, cancelled, transferred, vendor changes, maintenance of subscription history, and verification of continued access.
- Electronic Resource Management System should be able to gather information about the information providers and access platform.
- It should be able to create the linkages between license resources to resource records.
- Maintaining acquisition and management of electronic resources
- Electronic Resource Management Systems should be able to manage the public interface, it could be separate or integrated with the OPAC.
- It should be able to provide details of resources at the database package level and relate package contents, to the package record.
- Sorting problems with resources and database providers (Wikipedia, 2014)
- Track titles within packages, ^appropriate to institution including parent/child relationships, business terms, and association of titles with deals
- Identify and maintain appropriate coverage and URLs per title; support holdings display in the catalog.
- Provide query-based reporting on desired characteristics.
- Provide clean easy to use interface with consistent displays
- Supporting the e-resources with tracking, reminders, routing and redistribution of workflow and notifications to stakeholders.
- Obtaining, gathering and organizing usage statistics and providing historical statistics
- Management and storing of accessible administrative information such as usernames and passwords
- Provide acquisitions support for 'budget management, fund management, financial reporting, repository of cost data and invoicing.
- Functionality, including linking to the online catalog, integrated ILL request

capability, and compatibility with link resolving software

- Subscription management- Managing and maintaining library subscriptions of electronic databases
- Support a variety of public display options to the public including A-Z journal listing, database lists and article-level linking.
- Store and provide access to ERM related data in one place (Collins &Grogg, 2011).
- Providing contact information for all database providers

3.5 Electronic Resources Management in the Libraries

The development of information technology and the dissemination of Web environments have a dramatic effect on the user behavi'6rs in information usage. The library user requests swifter -and more convenient usage of information beyond the time and space barriers, which changes the library atmosphere. The workflows from acquisitions to user services and the life cycle of electronic resources is quite different from that of print resources since it is characterized by access without holding the physical objects. Also, the functional responsibilities for managing electronic resources are often distributed over departments such as serials, acquisitions, and library systems. As licensing electronic resources has greatly increased in recent years, libraries have struggled to control this information in paper files, integrated library systems, separate databases stored on local computers or network. Under these circumstances, the need to get a better handle on these resources has grown.

During nineteenth century the college librarians were particularly active in making self-surveys and evaluation of their service in relation to instruction. Changes which librarians have developed to effect, have, in fact, taken the lead in, concerns the movement toward library cooperation. Cooperation among libraries has taken several forms:

1. Co-ordination of existing library resources represented by the regional library consolidations, the UGC program, and others;
2. Liberalization of inter. -library loan policies and the provision for full and direct use of library facilities by neighboring colleges;
3. Co-operation in book ordering whereby larger discounts have been made available to individual libraries; and
4. Strengthening of serial resources through publication of regional "union lists".

The primary objective of the college library is to make its services contribute as effectively as possible to the instructional program of the libraries. If this objective is to be achieved, the library must perform certain functions.

a. Provide the study and references materials required for supplementing classroom instruction ' in so far as these needs are not met by the lecture, laboratory, or other college resources. Such material include general reference books, reference books' in special fields, general and specialized books journals, publications. of

associations and societies, government publications, pamphlets, maps, films, slides, music records and scores, radio transcriptions and other materials.

b. Provide the technical and specialized study materials needed to keep the faculty abreast of their fields for teaching purposes. A great deal of this material will be in current, specialized journals whose purchase can seldom be justified on the basis that they are needed for class instruction. Librarians are quick to appreciate the teacher's need of this material in the sciences since it is fairly obvious that the results of original research appear first in the journals.

c. Provide as far as possible the -material for research needed by individual faculty members. This function should not be confused with the preceding, which is concerned only with such needs as the faculty member may have for books and periodicals necessary to keep abreast of developments in his subject of instruction'. In contrast/ this function has to do with resources necessary if the individual faculty member is to make contributions to the extension of boundaries of his field of knowledge.

d. Cooperate with other libraries in strengthening library resources in the region in which the college is located.

3.6 Use of Electronic Resources in Management Libraries

The library professionals have not acquire only the electronic resources but also organize them for optimum access with adequate and appropriate navigation structures to enable their clientele to exploit the Internet resources clientele's maximum advantages. Emergence of Information technology has completely changed- the definition and dimension of library services; "hence we cannot ignore the role of Internet resources in library service. We should prepare ourselves to take the advantages of Internet resources in forth coming time. J-Gate, Emerald, EBSCO and ProQuest are management e-journals which we can access through subscription.

E-resources are invaluable research tools which complement print based resources in any traditional library. 'Electronic resources provide access to information that might be restricted to the user because, of geographical location or finances. Electronic resources also provide access to current information as these are often updated frequently. Through their various search techniques, electronic resources provide extensive links to explore additional resources or related content. In addition, electronic resources are convenient to use since users are able to access information from the library. It is for these reasons, electronic resources are considered as important resources of teaching, research and training. Thus, most of libraries as well as the universities of the present day provide electronic resources for higher education and research. According to Dim (2021). The lack of e-resources collection development policy committee and selection criteria can be traced to inadequate acknowledge and skill of libraries librarians in e-resources management.

4.0 CONCLUSION

The emergence of electronic resource management became inevitable because in the current 21st century information handling, it is obvious that traditional library catalogues, and integrated library systems were not designed to handle metadata for resources.

5.0   SUMMARY

In this unit, we have been able to define the concept of electronic resource management, mention the types of e-resources and the features of e-resource management systems. In addition, e-resources management in the libraries as well as the use of e-resources in management libraries were discussed.

Self – Assessment

State the advantages of e-resources

6.0   TUTOR-MARKED ASSIGNMENT

1. What is electronic resource management?
2. What are the types of e-resources?
3. Explain the features of e-resource management system
4. Discuss e-resource management in the libraries
5. Discuss the use of e-resources in management libraries

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UNIT 2:   COST BENEFIT ANALYSIS AND INVENTORY CONTROL
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2.0   **Objectives**
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      3.1 **Definition of Concepts**
      3.2 **Justification for Cost Benefit Analysis**
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4.0   **Conclusion**
5.0   **Summary**
6.0   **Tutor-Marked Assignment**
7.0   **Reference/Further Reading**
1.0   **Introduction**
 In view of the exponential growth of knowledge and information, libraries are trying their best to acquire all the documents available all over the world. However, paucity of funds

has not allowed them to achieve this. As a result, cost benefit analysis method is inevitable. There is also the need to keep inventory of the resources acquired using the available financial resources.

2.0 OBJECTIVES

It is hoped that by the end of this unit, you will be able to:
- Explain what cost benefit analysis and inventory control mean
- Justify why cost benefit analysis is desirable
- Explain the purpose of cost benefit analysis
- Discuss the procedures in the library inventory control.

3.0 MAIN CONTENT

3.1 Definition of Concepts

Definition of Cost Benefit Analysis

"A library has been rightly enabled with the functions of collecting, preserving, preparing and disseminating knowledge with a certain aim-the aim being the fulfillment of the purpose of the parent body" (Mittal, 1963). The general aim of libraries is the provision of reading facilities to the public so that their personality is enlightened. These aims and purposes differ to some extent in different kinds of libraries. In public libraries, the aim of the library is to provide inspiration, recreation, and information to the readers so that they can become ideal citizens and that they may be able to perform their duties properly. In the case of academic libraries, the libraries have to provide the reading materials particularly in accordance with the curricula of various disciplines to help the students to grasp knowledge for examination purposes, besides their general mental development.

These aims can be fulfilled only if all relevant reading materials including books, periodicals, etc are made available to the readers.

Inventory Control

Stock is the way toward checking the increase er of each book 'in the racks against the library records. Its motivation is to distinguish the books for fix and authoritative, broken down (destroyed), for substitution and getting rid of. Library Accession Record alludes to the archive which contains data of all library assets, for example, the hour of obtaining and bibliographic data. Every asset is allotted with an increase number. Online Databases alludes to library assets which are in electronic arrangement and available through the neighborhood, web and by means of Wi-Fi "association. These are formed electronic magazines/diaries, digital books, procedures, digests, references and different references. Further, these are assets are available on/off grounds, day in and day out. Access alludes to the capacity or right to enter to a library and its accumulation. Additionally, to look, see and recover data from the sites, online databases different sources with the utilization of username and secret key that have been enrolled in the framework. Enlisted Users are understudies/ employees and staff who have enlisted in the library and have library card and access to the library assets and its administrations.

Past due Book alludes to obtained book which isn't returned on determined due date. Late Fine alludes to the punishment as money installments for the unreturned books past due date. Undergrad Thesis alludes to the examination yield put together by the graduating understudies as necessity in their separate curricular program. Graduate Thesis is the Material proposition presented by alumni understudies.

3.2 Justification for Cost Benefit Analysis

Cost-Benefit Analysis is an important aspect of management and helps in decision making. To study the feasibility of any system, to evaluate it or to choose one system out of several alternatives the decision making authorities have to make a Cost-Benefit Analysis. In this process, the total cost involved in terms of equipment's, materials and manpower have to be taken into account including the value of all the benefits i.e. expenditure in terms of money, efforts and time involved have to be calculated. If the value of benefits is more as compared to the cost involved, the system is suitable and if the results are reverse to this, the system is a misfit. It is, therefore essential to use cost-benefit analysis in the libraries instead of blindly following other techniques.

Due to the exponential growth of knowledge and information, libraries are trying their best to acquire all the documents available worldwide. But lack of funds leads the librarians to a situation in which he/she has to take decisions judiciously as to which documents should be purchased and which not to be purchased. It is the responsibility of the librarian to convince the higher authorities and prove the value of the library's collection and services. For this purpose, the cost-benefit analysis method is appropriate. In this scenario to prove the economic value of the library, the librarian's responsibility increases. But with the help of various types of CBA study librarians can prove the worth of the library collections and services.

The periodicals are not only the chief medium for disseminating current information but also serve as an important part of a library collection. These are helpful in fulfilling both the objectives of teaching and research within an organization. Periodicals such as Journals are very expensive to subscribe therefore librarians must take decisions-judiciously as to which journals to subscribe and which not to. University and Research libraries usually spend more than 70 percent of their total budgets on the subscription of periodicals only, Periodicals, a source of current information have become indispensable these days because the results of research being done in different parts of the world are communicated through them (Ravat & Kumar, 2002).

3.3 Purpose of Cost Benefit Analysis

In the present scenario, all types of libraries are facing problems due to the explosion of literature, escalation of prices, growing demands of-users and shrinking budget, etc. To overcome these problems, librarians have to adapt to different ways and means. In this era of decreasing financial resources and increasing demands for accountability, libraries all over the world are facing the challenge of representing and quantifying their value to their funders and stakeholders.

In the context of academic libraries, librarians must prove their value to the institution in order to secure the financial resources necessary to serve the university and research community. As Financial Authorities weigh competing priorities and allocate limited

resources, they need concrete evidence of how the library supports the institution's strategic goals. In addition, they need evidence that helps them weigh the value of new discretion. As the library administrators make budgeting decisions, librarians are asked to prioritize their products and services to focus on those entities that are most effective in serving the institutional mission with increasing financial challenges. In this economic crisis, librarians with the help of management tools such as Cost-benefit analysis can prove the value or worth as well as justify the expenditure of the library's collections and services.

3.4   Procedures in Library Inventory Control

Set up the stock tallies sheets for books. Check the promotion number against the increase number in the spine of the books. Comments are noted with regards to the status of the books. Compromise of the missing books. Present the last rundown of the missing book/s and for substitution. Present the last report to the Heads of the accompanying workplaces: School Director, Property, and Audit. Quality Records include: Accession Records, Library Cards. These Documents are dispersed to Head Administration, Overall Academic Dean, Head of Property, Head of Accounting, Head of Audit, Head of Quality Assurance and Accreditation.

To get to the online databases assets, clients are required to demand the relating username and secret key for the understudy/personnel/staff from the I. T. Division. Enrolled clients can get to the library assets with the relating username and secret key. Rundown of accessible databases will be shown for individual access to: EBSCO online database, IEEE online models database, IEEE CSDL (Computer Society Digital Library), ACM Association for Computing Machinery) advanced library. The library open access indexed (OPAC) can likewise be gotten to from here. These databases are open on and off grounds, day in and day out. The bookkeeper gives help on the most proficient method to utilize the online databases assets by leading directions and library guidelines.

Community oriented library exercises with the personnel are booked to upgrade and encourage the looking through aptitudes of the understudies to the online databases. Updates and declarations identifying with the online databases assets are sent to the office worried through email. Quality Records include: Statistical Report from databases suppliers Comparative Utilization reports. These Documents are appropriated to all units in college. Late fines are as per the following: Borrower/s of the general dissemination books not returned on due date/s will be fined 5 dollars for every day, per book.

Borrower/s of hold book/s not returned on due date/s is/are fined 5 Dollars for each day and with an expansion of 10 dollars for each hour of postponement. The Library staff ought to advise the understudy/workforce/endless supply of-books. Follow up update on fines/s caused ought to likewise be done through telephone or email. The administrator/library staff rounds out the past due slip installment structure or the

installment receipt structure from the library framework and offers it to the understudy/personnel/staff for installment in the college clerk.

Understudy/Faculty/Staff should show the official installment receipt from the bookkeeping office to the administrator/library staff to be encoded in the library framework. The library staff stamps the borrower's library card demonstrating that the past due fines have been paid and returned it to the understudy. Worker/staff library card are being kept in the library card plate in the flow territory. Quality Records include':' Library Overdue Slips, Overdue installment Slip, Official Receipt of Payment.

These records are disseminated to all units in the University. For the Undergraduate Thesis: Secure the affirmation structure from the population guide/bookkeeper. Checking of the total signatories of the postulation, dates and with the going with CD. Fragmented prerequisites won't be acknowledged. Stamp the AR for the theory. Record the AR's as needs be. Encoding of-the population per program. Set up the increz.se number and name the theory. Postulation accumulation is for library utilize as it were. Photocopying is carefully denied. For the Masteral Thesis: Two (2) duplicates of masteral proposal are submitted to the library with going with two (2) CD's. Submit one-duplicate, of-the theory in the Public Library Directorate, and get the confirmation of the accommodation. Present the first duplicate of the authentication of accommodation to the Registrar Office. Hold the one duplicate for the library document. Proposal Collection: Thesis and research yields are for library utilize as it were Log sheet for the utilization of the proposition gathering is accommodated checking purposes.

Refreshed rundown of propositions per curricular program is accessible for the library clients. The increase number of the proposal is accommodated simple recovery of the reference. Quality Records include: Thesis Collection Record, Certificate of the Submission of Thesis. These Documents are disseminated to all Heads of the Academic Cluster, Head of Quality Assurance and Accreditation and Head of Research and Publication Office.

4.0 CONCLUSION
The overall aim of libraries is the provision of reading facilities to the public so that personality is enlightened. The aim can be achieved only if all relevant reading materials including books, periodicals etc are made available to the readers.

5.0 SUMMARY
Under this unit, we have been able to explain the meaning of cost benefit analysis and inventory control and justification for cost benefit analysis. Equally the purpose of cost benefit analysis was discussed and the procedures in library inventory control was discussed.
Self – Assessment
What is library inventory control?

6.0   TUTOR-MARKED ASSIGNMENT
1. What is cost benefit Analysis?
2. Discuss the justification for cost benefit Analysis
3. Explain the purpose of cost benefit analysis
4. Describe the procedures in the library inventory control

7.0   Reference/Further Reading

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