

Nigerbiblios

Volume 16 Numbers 1 & 2 Jan.,- Dec., 2005



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NOTES TO CONTRIBUTORS

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- i. For Monographs: Author (surname first), titles, place of publication, publisher, year of publication, pagination, e.g. Kinglake, A. W. Eothen London: Blackie & Son, 1835 p.40.
- ii. **For Periodicals:** Author, date, title, unabridged title of journal, volume number, issue number (pagination inclusive). Example Adramola, E. S. (2000) "The development of the National Library of Seychelles". Suskka: *Frontiers of Information and Library Science* 1(1): pp. 17 - 21
- iii. **For Dissertations/Theses** Author, title (underlined and followed by Ph.D thesis), Location of Institution, name of Institution, year, and page. Example, Nzotta, Briggs C. The career and mobility of librarians in Nigeria Ph.D thesis, Loughborough University of Technology, 1981, p.120.
- iv. **For Unpublished papers:** Authors, title (underlined) followed by Paper presented at ... date, year and page. These should be followed by the word (unpublished) in quotes.

Contributors must submit three (3) copies of their paper along with one flash drive (without a Password)

NIGERBIBLIOS

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Edited by:

Mr. S. E. A. Sonaike

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NIGERBIBLIOS

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Editorial

Nigerbiblios was resuscitated in 2004, after being off the shelves for some time, with the publication of Volume 15 Number 1 (January/June 2004). Following the resuscitation, efforts were made to continue without any further break, but unfortunately, this did not fall through due to logistic reasons. Consequently, Volume 16 numbers 1 & 2 that should have appeared as separate issues had to be lumped together. The result is a more voluminous issue with many more articles.

The advent of Information and Computer Technology (ICT) has almost resulted in a total abandonment of relevant but traditional practices. This issue of Nigerbiblios tries to give a voice to some such articles. It is no wonder, therefore, that articles such as "Managing past question papers in academic Libraries," by C. V. Anunobi; "Cataloguing and Classification of Monographs: a practical approach," by Abdul-Ghany Adebimpe; "Use and Use pattern of International Standard Book Numbers (ISBN) and International Standard Serials Numbers (ISSN)" by W. Fola Adio are included.

On the other hand, H. O. C. Otokuenfor's "Information Literacy rules the Networked world: the implication for Librarians and Information Scientists;" T. A. Ayo's "Application of Greenstone to the Development of National Library of Nigeria Information Systems," as well as Paul Ibrahim Mamman's "Networking the Departments of the National Library of Nigeria for efficient service Delivery," counterbalance the traditional articles.

It is hoped that our readers will find this combination both acceptable and enjoyable.

S. E. A. Sonaike
Editor-in-Chief

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Nigerbiblios was established in 1981 and has since then been published on a regular basis. It is a journal of the Nigerian Library Association. The journal is published twice a year, in January and July. The journal is published by the Nigerian Library Association, Lagos. The journal is published by the Nigerian Library Association, Lagos. The journal is published by the Nigerian Library Association, Lagos.

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On the occasion of the 25th anniversary of the Nigerian Library Association, the journal is published by the Nigerian Library Association, Lagos. The journal is published by the Nigerian Library Association, Lagos. The journal is published by the Nigerian Library Association, Lagos.

It is hoped that our readers will find this compilation both enjoyable and informative. The journal is published by the Nigerian Library Association, Lagos. The journal is published by the Nigerian Library Association, Lagos. The journal is published by the Nigerian Library Association, Lagos.

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MANAGING PAST QUESTION PAPERS IN ACADEMIC LIBRARIES.

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ABSTRACT

The work discusses past question paper management practices in academic libraries in Imo state, namely Federal University of Technology Owerri (FUTO); Imo State University Owerri(IMSU);Federal Polythecnic Nekede Owerri (FPN); and, Alvan Ikoku College of Education Owerri(AICE). Visits were paid to the libraries where the Schedule officers in charge of question paper management were interviewed on the acquisition, processing, organization and use of the subject. Personal observations were also made to confirm the information provided by the interviewees. The libraries use three methods of acquisition: standing order deposit, request by the libraries and serendipity. On acquisition, past question papers are processed by some of the libraries by stamping and sorting according to the course of study and stored in files, folders and bag envelops. Some of the libraries create access through indexing. Open and close access services are being practiced in the use of past question papers. Lack of cooperation from faculty is one of the problems that hinder complete acquisition. The fragile nature of the materials and constant use pose danger to their preservation. The libraries are also contending with theft and mutilation emanating from open access. The use of Information and Communications Technology is expected to ameliorate the rigour of acquisition while reducing the problems associated with handling.

INTRODUCTION

Information materials housed in any academic library serve two major purposes: for immediate use and for prosperity through preservation. Among the very essential, but often-neglected, information materials found in some academic libraries is the question paper. Its management follows the basic principles of records and archival management. Basically, it involves scientific and systematic control of recorded information involving its creation; maintenance, utilization, storage, retrieval and disposition (Kanter, 1987) The importance of question paper management is revealed by the manner students troop into the library toward the end of every semester in search of past question papers; the production of past question paper pamphlets of large and national examination bodies like WEAC and JAMB; and the manner

in which some teachers make their questions similar to the already existing questions. Furthermore, past question papers could be used to trace the historical development in any body of knowledge or course of study. Legal action against anybody involved in an examination malpractice could be substantiated using question papers. Past question papers could be used to ascertain the strength or weakness of any course of study during accreditation. Hence, Johnson and Kallaus (1987) reiterated that Information materials are stored because the information contained in them helps in making decisions, assists departments in communicating with each other and outside world, provides a record of the past, and supplies data useful for legal purposes.

The management of these important archival materials follows a typical information cycle viz.

- Collection;
- Retention;
- Storage;
- Retrieval;
- Transportation;
- Use;
- Return;
- Destruction

Therefore, the management of past question papers from the academic library parlance involves acquisition, processing, use, and storage/preservation.

The traditional mode of acquisition of purchase, gift and exchange may not apply to past question papers as it were, recognizing that it consists of the university document emanating from the various departments. The processing, use, and storage/preservation may depend on the importance each institution attaches to its archival materials. For the developed nations emphasis is placed on collecting, processing and preserving historical papers, records, books etc. As a result some countries have Special Collection Departments with the sole aim of assisting in preserving their history by selecting and caring for papers, photographs and other related materials of historical importance. ([www . lib. iastate . edu](http://www.lib.iastate.edu)). Some of their practices to ensure the posterity of the needed materials include:

1. Storing the paper in cool, dark places with relatively stable temperature and relative humidity;
2. Avoiding storage in basements or garages;
3. Using of storage folds and boxes; and,
4. Protection from ants, pests and other pollutants.

Jackson County Historical Society (www.jchs.org/preservation.) uses the same method to increase the posterity of documents. The Society and many others appreciate the role archival materials play in the life of a society and take proper care of them. Though the importance of past question papers is quite glaring, not much has been written about its management in academic institutions which are custodians of every archival document from the institutions.

It is against this background that the work seeks to find out methods of past question paper management in some academic libraries in Imo State. Specifically it intends to find out:

- a. The method of past question paper acquisition;
- b. The method of processing and storage;
- c. The mode of use.

Finally, it will proffer suggestions to improve the management of this important material.

METHOD OF DATA COLLECTION

Data for this study was collected through interviews and personal observation. Visits were paid to libraries of the four academic institutions in Imo State, namely Federal University of Technology, Owerri (FUTO); Imo State University, Owerri (IMSU); Alvan Ikoku College of Education, Owerri (AICE); and Federal Polytechnic Nekede, Owerri (FPN). Interviews were held with Librarians in charge of past question paper management. Observations were also made to confirm the availability of these archival materials, the mode of processing and the organization system. Unfortunately no user was observed as the study was carried out at the beginning of the semester when students were busy settling down and others attending lectures.

RESULTS AND DISCUSSION

It was discovered that the libraries of the research institutions have evidence of past question papers at different degrees of management.

Acquisition

Three methods of past question paper acquisition are applied in the libraries under study. Table 1. Shows the methods and the institutions using each.

Table 1: Past Question Paper Acquisition Method in Imo State Academic Libraries

Acquisition method

Acquisition Method	Libraries	Total	Percentage
Standing Order Deposit	AICE	1	25%
Request by the Library	FPN	1	25%
Serendipity	FUTO, IMSU	2	50%

The libraries of FUTO and IMSU have no formal method of acquisition. Rather the materials are collected by any staff that has access to them. In FUTO, question papers of examinations taken in the library are usually collected many of which are engineering and general courses. That justifies the prevalence of more engineering-based past question papers in that library. Examinations are not conducted in IMSU library so there are very few of such materials in the library. The serendipity method is not a healthy method of acquisition especially where librarians are not involved in examination supervision. Such method is a matter of chance. Hence it does not ensure completeness and continuity in any library collection. FPN and AICE employ written communication and standing order methods respectively. Both methods are effective, especially where the institution recognizes the importance of the archival functions of the institution. However, where there is laxity on the part of faculty, written communication is encouraged. Faculty can always be reminded through this method.

Processing and Organization

The libraries of FUTO and AICE house past question papers in the Document Unit of the library. They are located in the Reader Services, at the FPN and IMSU libraries.

Processing and Organization of past question papers in these institutions include stamping, creating of access and storage.

(a) Stamping:

In FUTO, AICE and FPN libraries, question papers are stamped as they are acquired. Such practice is not available in IMSU library as observation shows that their materials are not usually stamped. Stamping is very essential for library materials as an indication of ownership with inherent security

tendency. The position of stamp is at the discretion of the library provided it is located in an area that cannot be easily torn.

(b) Organization:

Two libraries; FPN and AICE have professional methods of organizing these materials. They are arranged chronologically according to faculty/schools; then departments, levels/year and the course. No formal method of organization is used by IMSU while FUTO organizes the materials according to levels (year of study) only. The method of arrangement employed by FPN, AICE is an enhancement from the unarranged method of IMSU. Such will facilitate retrieval by staff and save the users' time. Where question papers are not organized, retrieval becomes cost intensive in view of the number of users that come for these materials.

(c) Storage:

The organization method in AICE and FPN make for ease of storage. The materials so organized are put in bag envelopes/folders conforming to the storage equipment recommended for such materials by Johnson and Kalas (1987). According to them, a continuous collection of past question papers is expected, so these libraries should be mindful of the type and volume; degree of required protection; efficiency and ease of use of the storage equipment (Johnson and Kalas 1987).

(d) Access creation:

AICE creates access for library staff that render the service. Indexes are prepared and pasted on the surface of each envelope. With such index, the schedule officer sees, at a glance, the contents of each folder/envelope. Other libraries have no evidence of index, access point or call number either for staff or users.

Use

The nature of past question paper storage with restricted access, or as in some cases, absence of access points has made the use of past question papers in these libraries an onerous task. At the AICE and FPN, students present their requests to the schedule officer who retrieves the required question paper. FUTO and IMSU allow the students to sort and find the needed question papers. In all the libraries, students are required to deposit their library identity cards for security before they are allowed to make photocopies. The approach whereby students are allowed to sort the question papers themselves creates a problem of disorganization. In such libraries, question papers are rarely in any order. The close access practice by FPN

and AICE presents great pressure to the schedule officers. Evidence of this is when a large number of students clusters to collect these materials.

PROBLEMS

The problems associated with the management of past question papers in the academic libraries are enormous. It ranges from the acquisition through processing, use and preservation. Actually several of such problems have already been touched upon in the body of this paper. It is necessary, though, to recant them.

All the libraries studied have encountered some difficulties in an effort to acquire and preserve these important historical university documents. In some cases, the faculty members are reluctant to release the question papers, a situation peculiar to materials acquired through serendipity. Using the later without co-ordination implies that the schedule officer may not have access to the examination centers always. Heads of Units or Deans tend to forget batching the materials to the library as at when due. Where they are informed through official request, some treat the issue with little or no importance. The result is inconsistency and gaps in the past question papers acquired.

The completeness of acquired information material notwithstanding, its organization and storage justifies the professional prowess of a librarian. Thus the scenario where past question papers are gathered into one storage facility without any in-house method of organization leaves much to be desired. Time and energy of both schedule officer and users are wasted in an effort to retrieve the desired question papers. Furthermore, the wear and tear resulting from continuous shuffling reduces longevity of these materials. Storage facilities are not exempted in the deteriorating problems. Libraries that receive the question papers in batches also have the problem of high labour requirement for sorting and organization of the bulky materials.

The gravity of the problems created by the use of question papers is relative to the nature of access being practiced. Open access operation experiences the major problems of disorganization, theft and rough handling by students. Disorganization requires daily and continuous reorganization. Such problems in addition to theft deprive other students' access to the needed question papers on real time. Though close access practices may not be liable to the above problems, a lot of demand is made on staff that serve these students, especially during revision periods. Situations abound whereby the number of question papers continues to reduce in the library until a complete

disappearance of a set is observed. Also, many of these materials are mutilated by some mischievous students who are not willing to photocopy.

PROSPECTS

As the libraries studied continue to grapple with the problems of past question paper management, they are not without hopes. The optimism is that faculty will get to appreciate the place of academic libraries as custodians of university documents. To achieve this, the library will continue to create awareness. Information and Communication Technology (ICT) is presenting a lot of hopes for the archival functions of academic libraries. Past question papers could be received on-line or scanned into the computer system and stored in a folder. Such can reduce the time and energy employed for its management. The incidence of theft and mutilation will be drastically reduced if not totally eliminated. Workstations will also facilitate use and reduce time, energy and money spent during the retrieval and photocopy services.

CONCLUSION AND RECOMMENDATIONS

The management of past question papers is one of the archival functions of academic libraries. Evidently, the four libraries studied are involved in the functions. Three methods are employed in the acquisition. AICE has standing order deposit agreement with Deans of Faculties /Schools, while FPN makes regular formal requests. FUTO and IMSU collect question papers by chance. Some of the libraries apply professional processing and organizational method on the materials. FUTO and IMSU practice open access while AICE and FPN provide the materials on request. Both practices are not without attendant problems. The future seems very bright for the management of past question papers. Such materials could be posted on-line or scanned and users access them via the workstation.

However, the libraries under study should not wait for the dawn of ICT in the institutions. Collections of today will enhance the services of tomorrow. As such, the following recommendations are hereby made:

1. Efforts should be made to collect every question paper produced in the institution; where faculty members are not co-operative, visits should be paid to Deans;
2. Libraries should apply every processing technique required of archival materials on the question papers. An in-house classification scheme could be developed for them;
3. Schedule officers should pay visits to neighbouring libraries where they can brainstorm on the way forward with reference to past question paper management;
4. Duplicate copies should be made and used to serve students.

REFERENCES.

1. Kanter, J. Management Information Systems, 3rd ed. New Delhi: Prentice – Hall of India, 1987.
2. Johnson, M. M. and Kallaus, N. F. Records Management 4th ed. Cincinnati, Ohio: South- Western Publishing, 1987.
3. "Technical leaflet # 3 preserving your family's Papers". www.Lib.lastate.edu.

CATALOGUING AND CLASSIFICATION OF MONOGRAPHS: A PRACTICAL APPROACH

ABDUL-GHANIY A. ADEBIMPE
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Abstract

Cataloguing is the description of technical features of a publication and the subject matter it treats, while classification is the arrangement of publications to the classes of knowledge they belong to. This paper elucidates the descriptive cataloguing and classification in library science, and it explains, in the simplest terms, the various librarianship parlances that may serve as encumbrances to prospective cataloguers and classifiers.

1.0 INTRODUCTION

Cataloguing is an act of listing various reading materials that exist in a given library or information centre, while classification has to do with the distribution of these materials into various groups of subjects they treat. The essence of these is to enable the library users to discover, among other things, the different types of material that are available in a given library collection and where they could be located.

Defining cataloguing, Hunter and Bakewell (1991) say it is the art of describing and listing materials in such a way as to make them as easy as possible to discover the nature and extent of what is available and, if appropriate, where they may be located or obtained.

According to Sayer (1964) cataloguing is the description of books and arrangement of them on the shelves in the manner that will make them readily identifiable, easily located and examined by those who want to make use of them.

Classification, according to Harrod's Librarians' Glossary and Reference Book (2000), is the arrangement of things in logical order according to their degrees of likeness, especially the assignment of books or other items to their proper places in a scheme of classification.

The importance of cataloguing and classification in a library set-up cannot be under-estimated. A library that has thousands of materials in its collection will definitely find it problematic and cumbersome to organize them properly on the shelves and retrieve them as expeditiously as possible for its clientele without resorting to cataloguing and classification.

Monograph, in librarianship, is a treatise or a book written on a particular subject or subjects. The technical processing of monographs enables the library users to find the books that are written by the same authors; books that have the same titles and books that treat the same subjects. Corroborating this fact, Katz (1978) says it shows what the library has by any given author, on a given subject and in a given kind of literature; it assists in the choice of a book by its form or edition and it specifically locates the items in the library.

Before a cataloguer starts to catalog he has to familiarize himself with the materials he wants to describe. He must read the book technically; he must read both the recto and verso of the title page. He should also go through the table of contents, the preface, the introduction and, perhaps, read one or more chapters of the material to enable him know the topic or topics it treats. The recto page of a book is the page on the right hand side of an open book, while the verso is the back side of the page.

2.0 CATALOGUING SYMBOLS

The cataloguing symbols used by cataloguers are encapsulated in the Anglo-American Cataloguing Rules, 2nd edition (AACR2) and the International Standard Bibliographic Description for monographs (ISBD)m of 1978. Some of the Symbols as enunciated by the two sources mentioned above are:

- i. Comma (,) used after the surname of the first author.
- ii. Equals sign (=) inserted between the title proper and a parallel title.
- iii. Colon (:) used between the title proper and a sub-title.
- iv. Diagonal slash (/) used after the title of the material.
- v. Comma (,) used between the names of two or three authors for a monograph written by joint authors (two or three).
- vi. Semi colon (;) used for subsequent statement of responsibility e.g. History of Nigeria/Isaac John ; edited by J. Ajayi
- vii. Three dots and et al e.g. ... [et al] used after the name of the first author mentioned in a monograph written by more than three authors.
- viii. Period and dash (. _) used after the statement of responsibility.

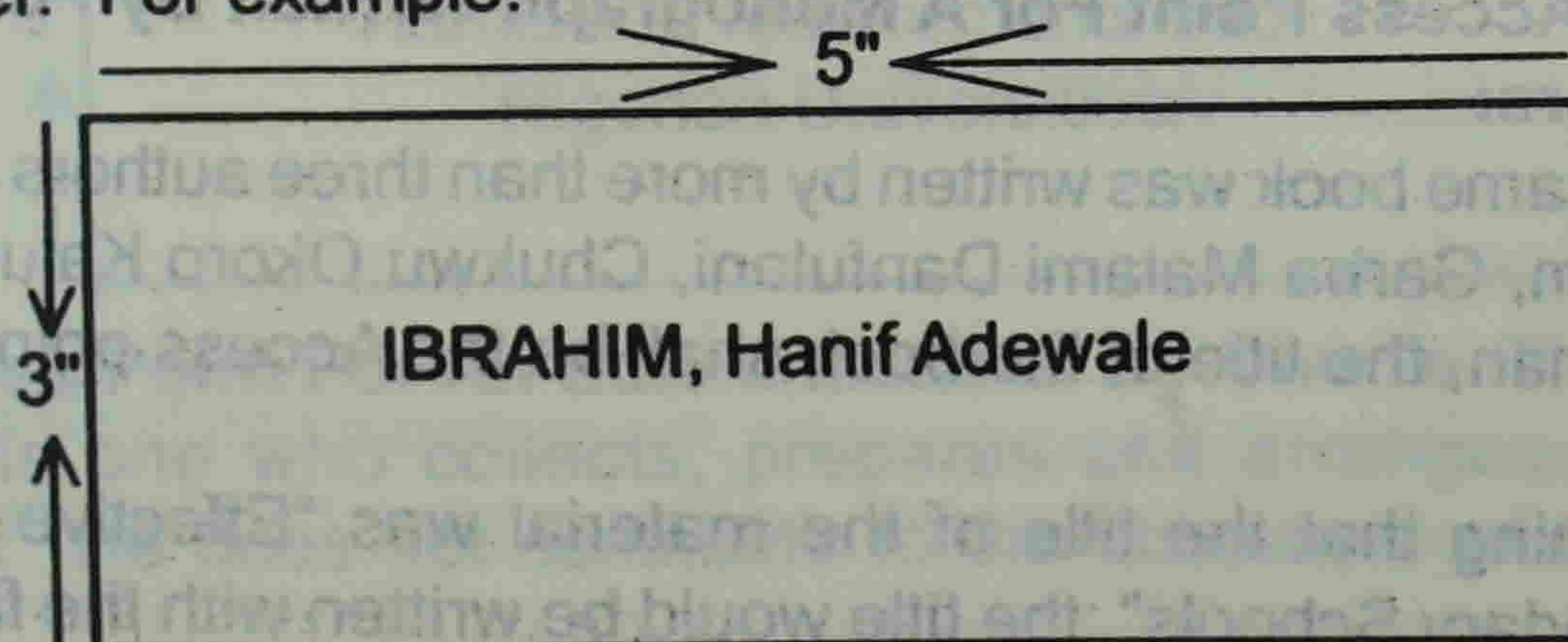
- ix. Edition (ed.) used for any edition of a monograph other than the first edition.
- x. Period and dash (. _) used after the edition.
- xi. Colon (:) used after the place of publication.
- xii. Comma (,) used after the name of the publisher.
- xiii. Period (.) used after the date of publication.
- xiv. Comma (,) used after preliminary pages.
- xv. Colon (:) used after pagination.
- xvi. Semi colon (;) used after illustration.
- xvii. (cm) is an abbreviation of centimeter which comes after the heights of the book.
- xviii. Period (.) used after cm (centimetre).
- xix. Dash (-) used after period of centimetre for a monograph that has series.
- xx. Bracket () used for the name of series.
- xxi. Arabic numbers (1, 2, 3) used for subject headings.
- xxii. Roman figures (i, ii, iii) used for added entries.

3.0 ACCESS POINT OR MAIN ENTRY:

Access point is the heading that the cataloguer chooses for entering the material. It may be the name of the author, the name of the Corporate body or the title of the material itself. Access point is also called Main entry (the name chosen for the basic entry or the fullest information about the principal entry in a catalogue). Access point and Main entry are used interchangeably.

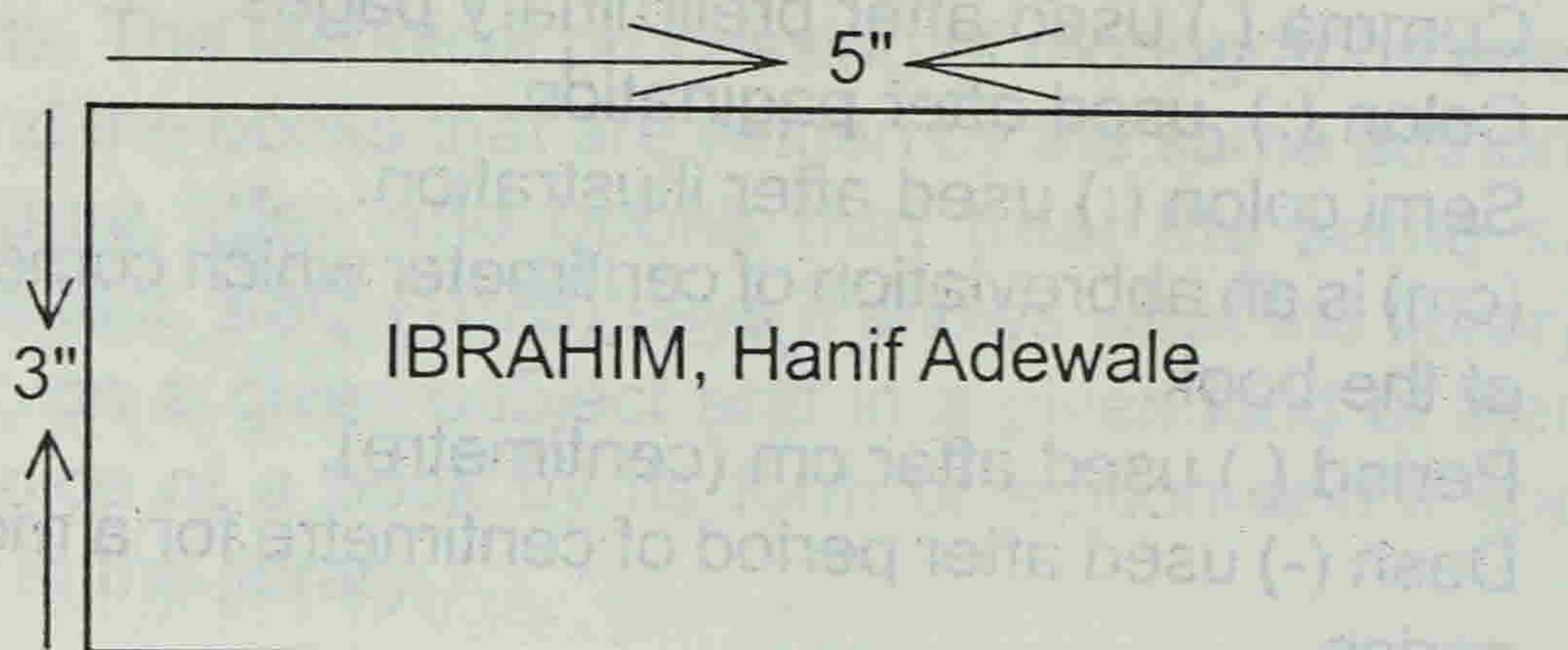
3.1 Access Point For A Monograph Written By One Author (Personal Authorship):

A personal author is the person chiefly responsible for the creation of the intellectual or artistic contents of a book. Assuming that an author, hypothetically called Hanif Adewale Ibrahim, wrote a monograph, his surname, written in capital letters, shall be the Access point. This shall be followed with a comma (,) before his other names or initials are written in small letters. However, the first letter of each of the other names shall be a capital letter. For example:



3.2 Access Point for a Monograph Written by Two Authors (Joint Author):

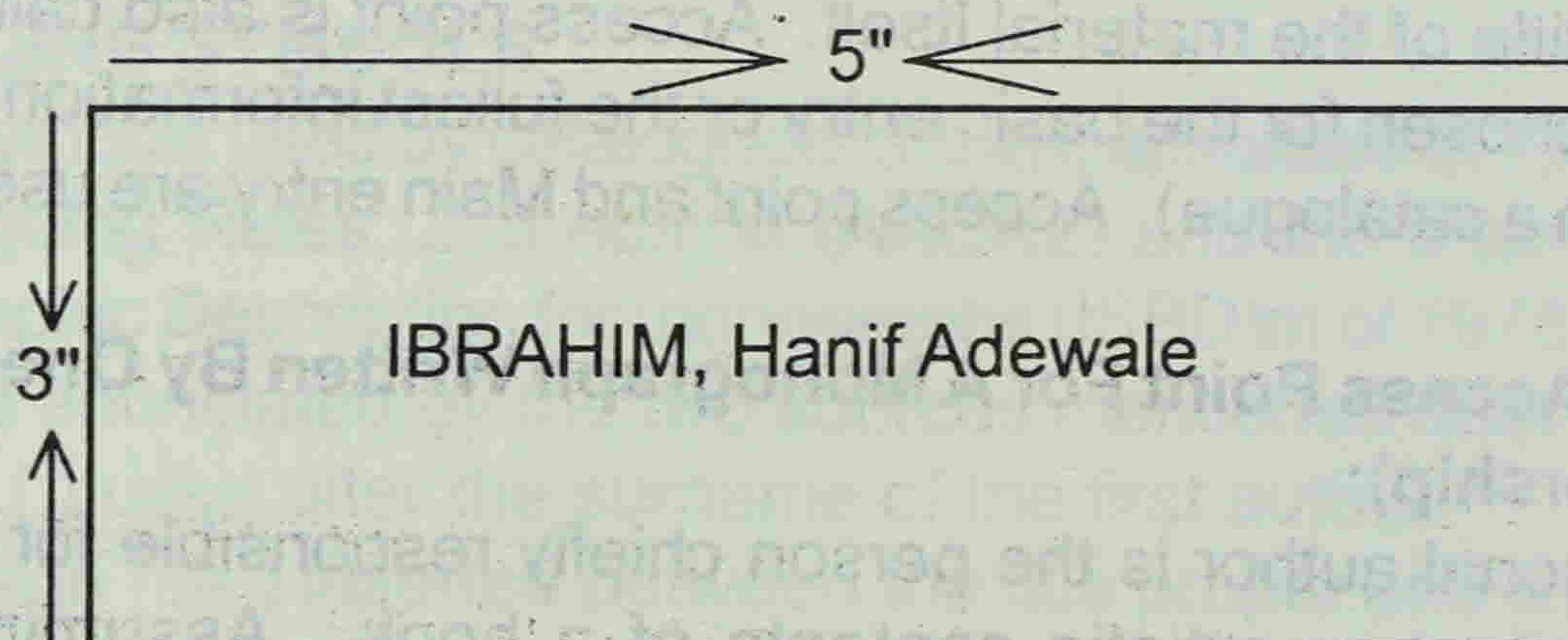
Joint author monograph is one written by more than one author. If the same book was written by two authors e.g. Hanif Adewale Ibrahim and Garba Malami Danfulani, the surname of the first author written in the book shall be the Access point. For example:



The name of the second author will, however, be written in the body of the bibliographic description, and an added entry will be made for him in the Subject Analysis and Added Entries column.

3.3 Access Point For A Monograph Written By Three Authors:

If the same book was written by three authors e.g. Hanif Adewale Ibrahim, Garba Malami Danfulani and Chukwu Okoro Kalu, the surname of the first author mentioned in the book shall be the Access point. For example:



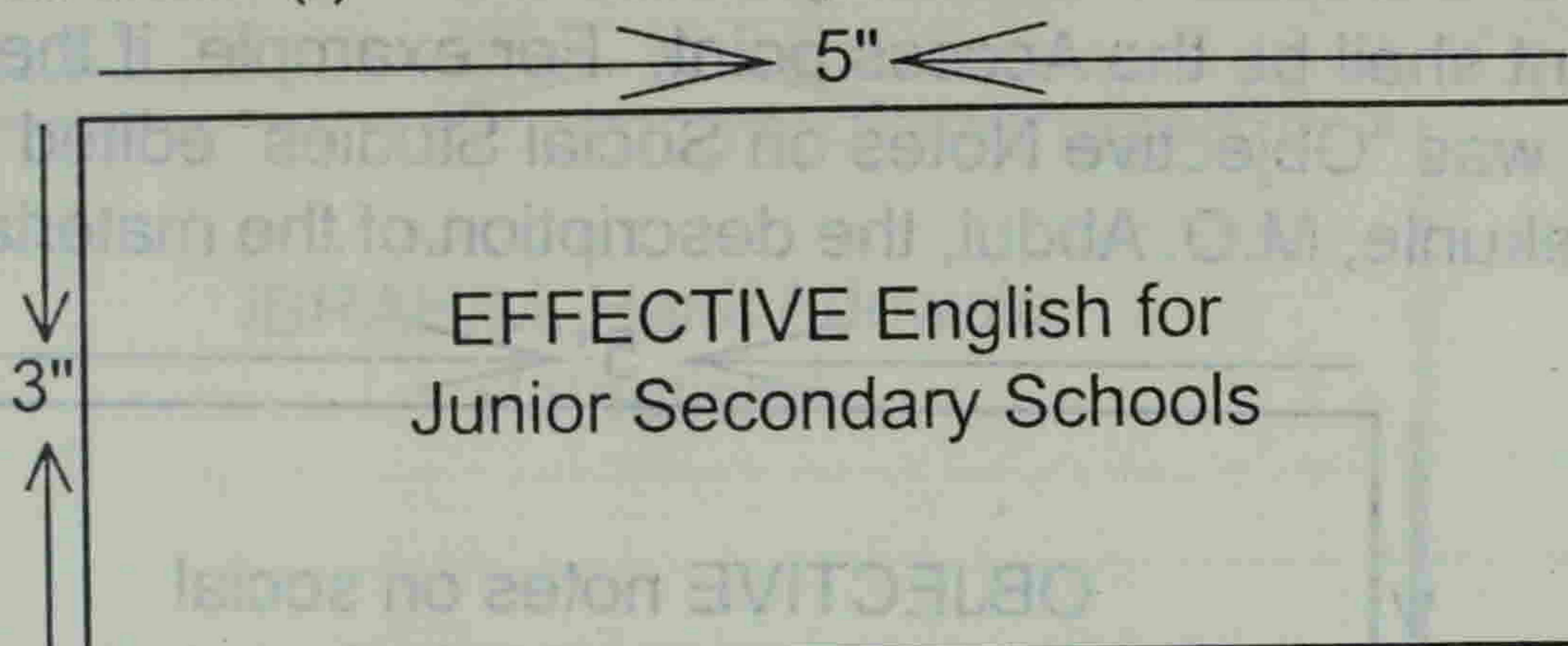
The names of the second and the third authors shall be written in the body of the bibliographic description, and added entries will be made for them in the Subject Analysis and Added Entries column.

3.4 Access Point For A Monograph Written By Four Or More Authors:

If the same book was written by more than three authors e.g. Hanif Adewale Ibrahim, Garba Malami Danfulani, Chukwu Okoro Kalu and Anthony Paul Mamman, the title of the book shall be the Access point.

Assuming that the title of the material was "Effective English for Junior Secondary Schools", the title would be written with the first word of the title

in capital letters in the bibliographic description column. It would be followed by a diagonal slash (/). The Access point would be written like this:

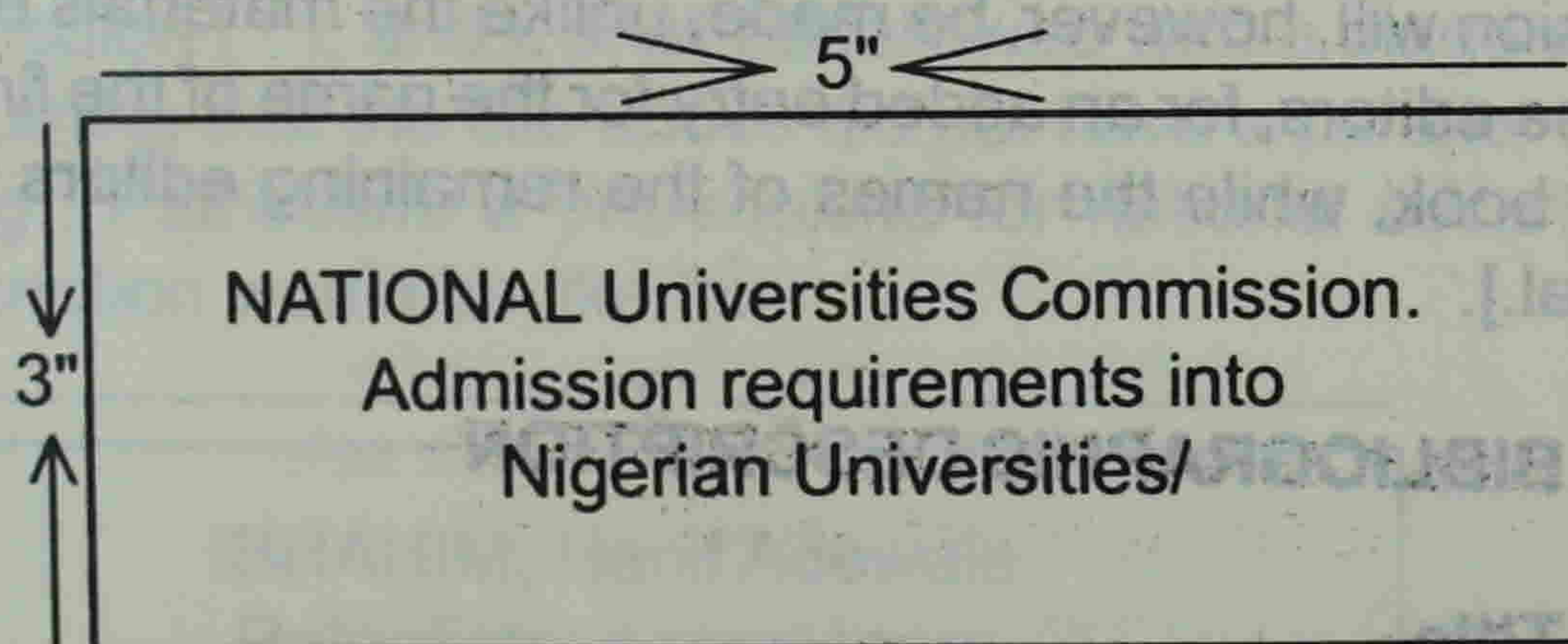


When more than three persons or bodies performing the same function are named in the source used to record the statement of responsibility, only the name of the first author shall be written, followed by "...[et al.]". The expression "et al" is Latin for "and others". It will be put in a square bracket e.g. [et al] because "et al" is introduced by the cataloguer. Any information introduced by the cataloguer while cataloguing a material must necessarily be in a square bracket. An added entry will be made for the name of the first author mentioned in the book, while the names of other authors will be replaced by ...[et al.].

3.5 Access Point For A Document Produced By A Corporate Body:

A Corporate body is a group of people acting together for a common purpose and identified by a name.

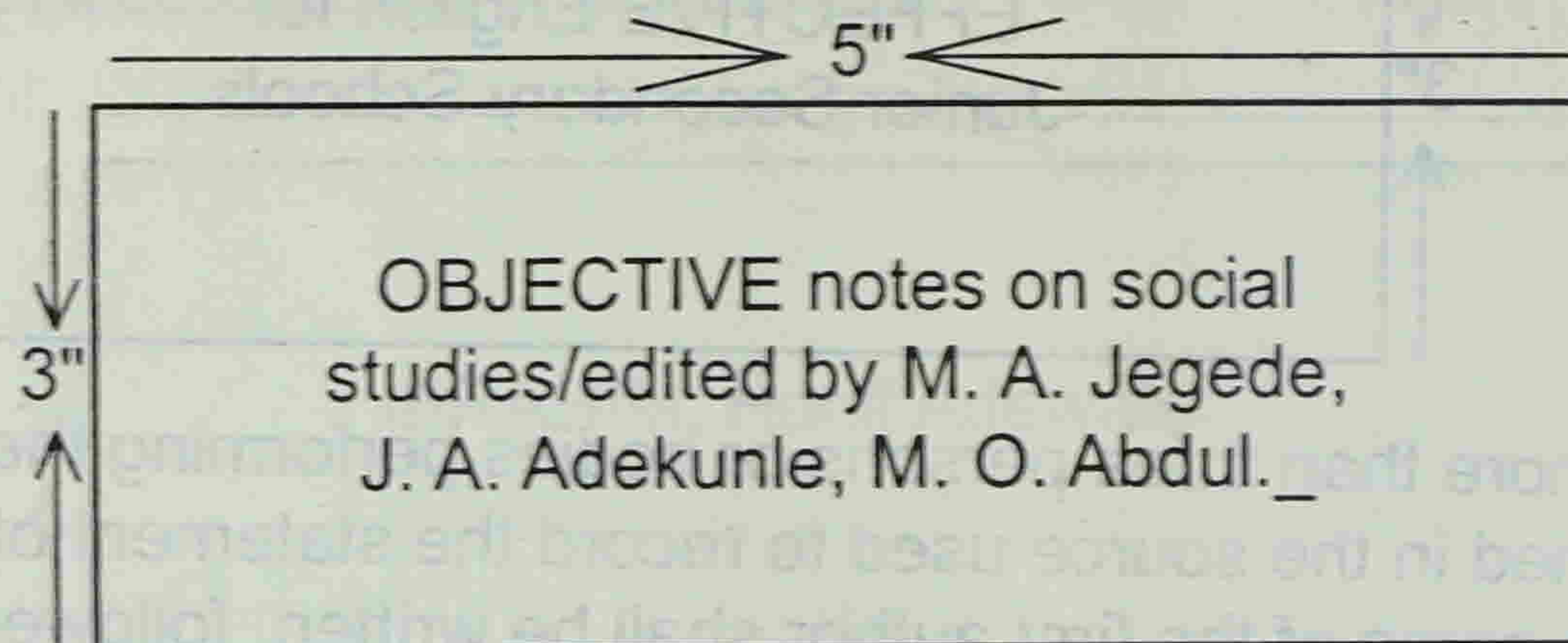
If a document is produced by a Corporate body or Government parastatal e.g. the World Health Organization (WHO), the Nigerian Television Authority (NTA), the National Universities Commission (NUC); or the National Library of Nigeria (NLN), the name of the organization shall be the Access Point. For example, if the National Universities Commission publishes a book titled "Admission Requirements into Nigerian Universities", National Universities Commission shall be the Access point. The description will be like this:



3.6 Access Point For An Edited Material By One To Three Editors:

An editor is one who collects, prepares and arranges materials for publication. He does not contribute to the substance of the text of the

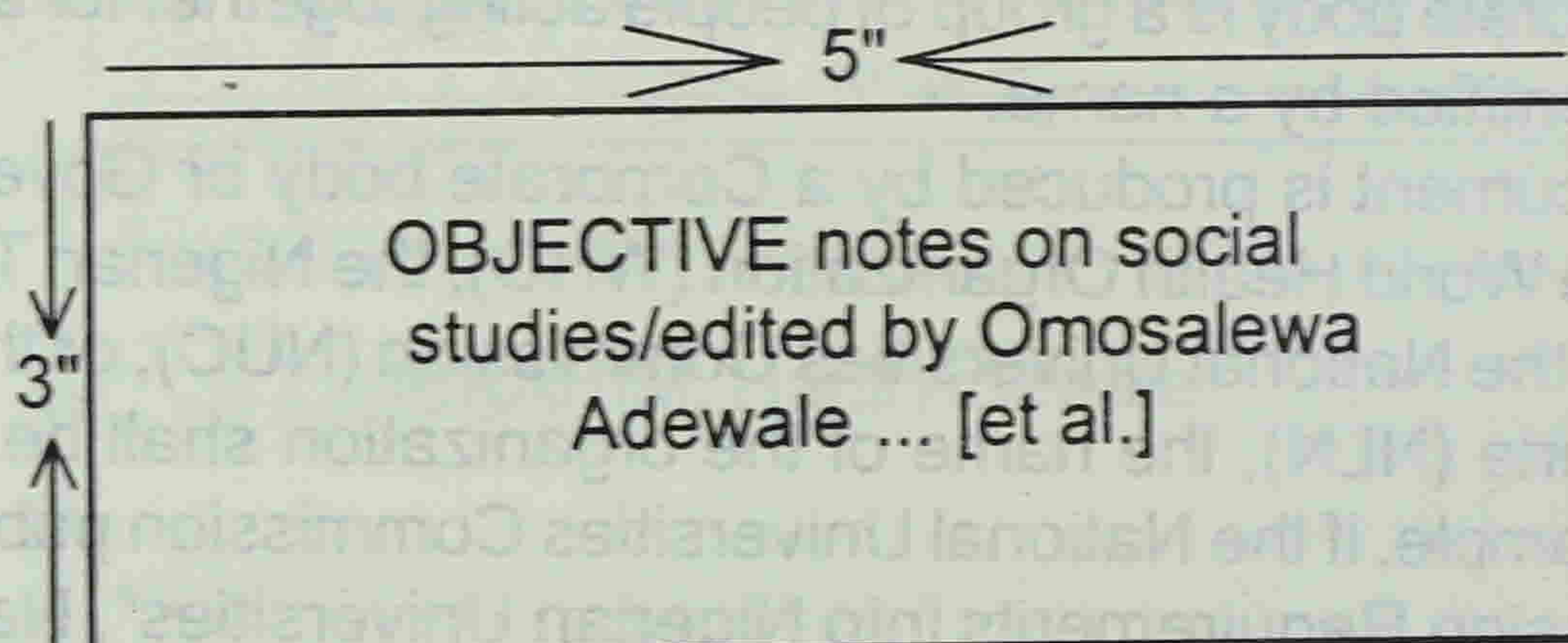
book. In other words, he is not responsible for the intellectual content of the book. If a book is edited by one, two or three editors, the title of the document shall be the Access point. For example, if the title of an edited material was "Objective Notes on Social Studies" edited by M. A. Jegede, J. A. Adekunle, M.O. Abdul, the description of the material will be like this:



However, the names of the editors shall feature in the body of the bibliographic description. An added entry shall be made for the name(s) of the editor or editors, as the case may be, in the Subject Analysis and Added Entries column.

3.7 Access Point For An Edited Material By More Than Three Editors:

If a book was edited by more than three editors, the title of the edited material shall be the Access point. For example:



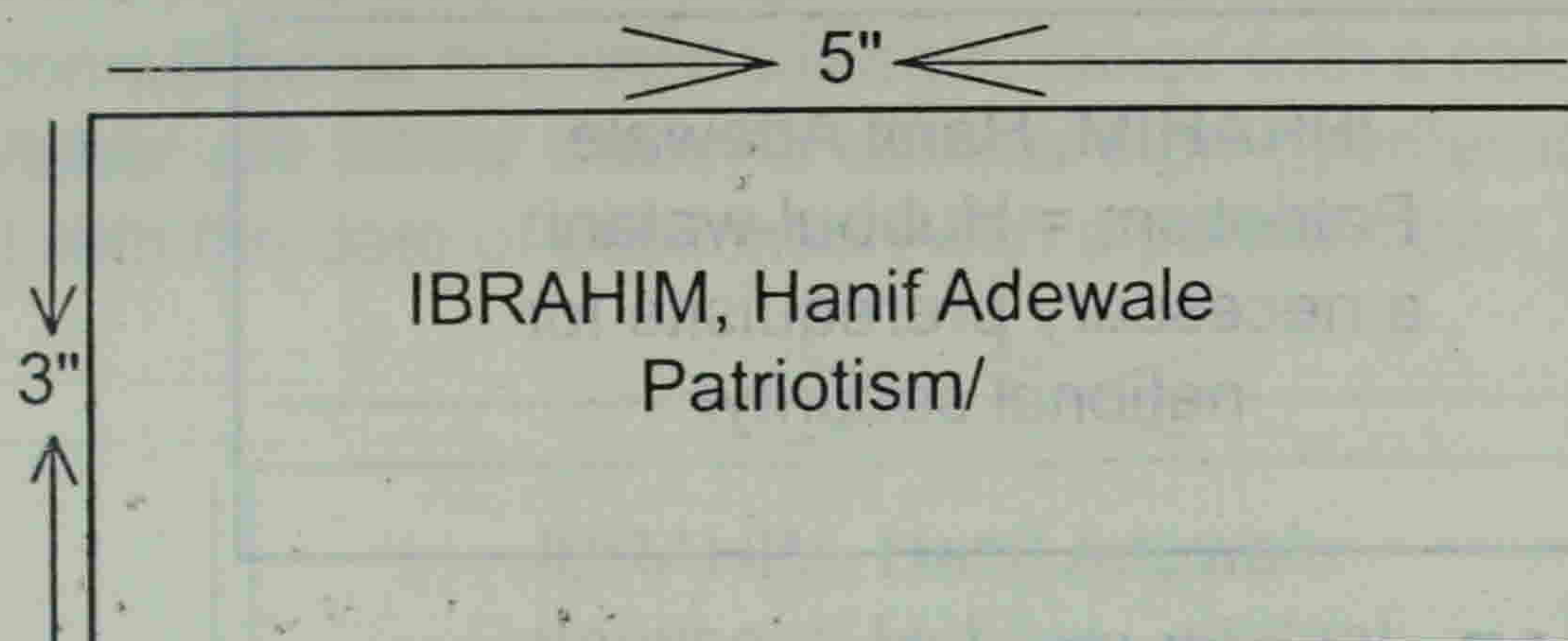
Provision will, however, be made, unlike the materials edited by one or two or three editors, for an added entry for the name of the first editor mentioned in the book, while the names of the remaining editors will be replaced by ...[et al.].

4.0 BIBLIOGRAPHIC DESCRIPTION

4.1 Title

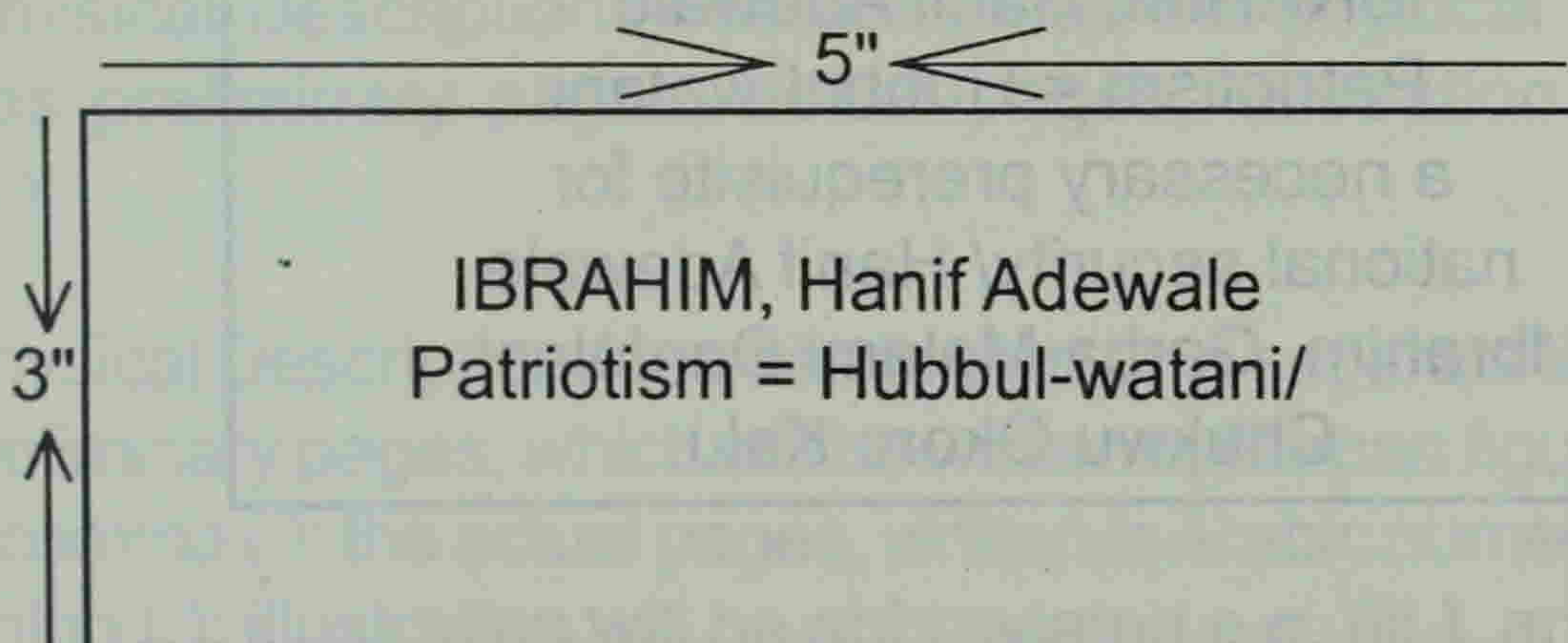
Having written the Access point, the material has to be described in details. This is otherwise referred to as Descriptive cataloguing.

Assuming that the title of the book written by our hypothetical author or authors was Patriotism, the title shall be written in the Bibliographic Description column, and it shall be followed with a diagonal slash (/) e.g.



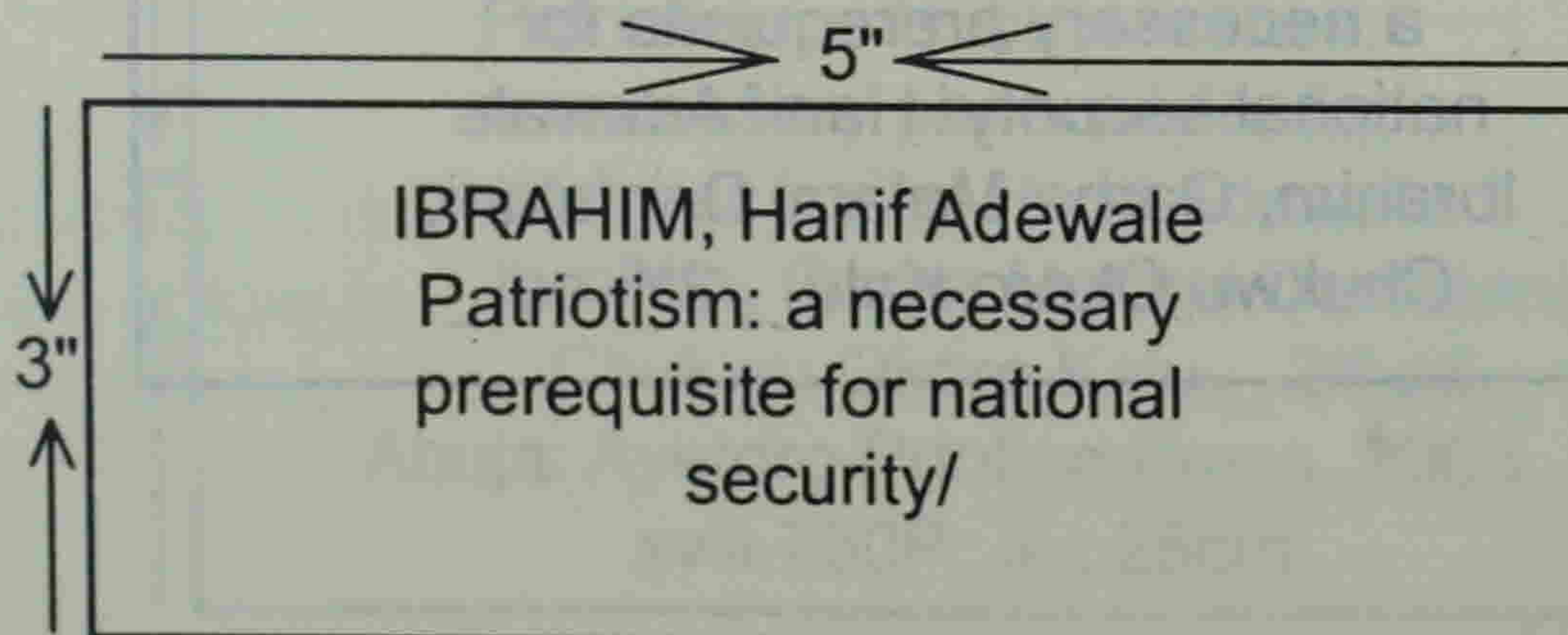
4.2 Parallel Title

A Parallel title is the title proper of an item in another language. Assuming that the above title has a parallel title e.g. Patriotism = Hubbul-watani (Hubbul-watani is an Arabic word meaning "Patriotism"). The Parallel title would be separated from the title proper and from one another by space, equals sign, space e.g. (=) The bibliographic description of the material would be like this:

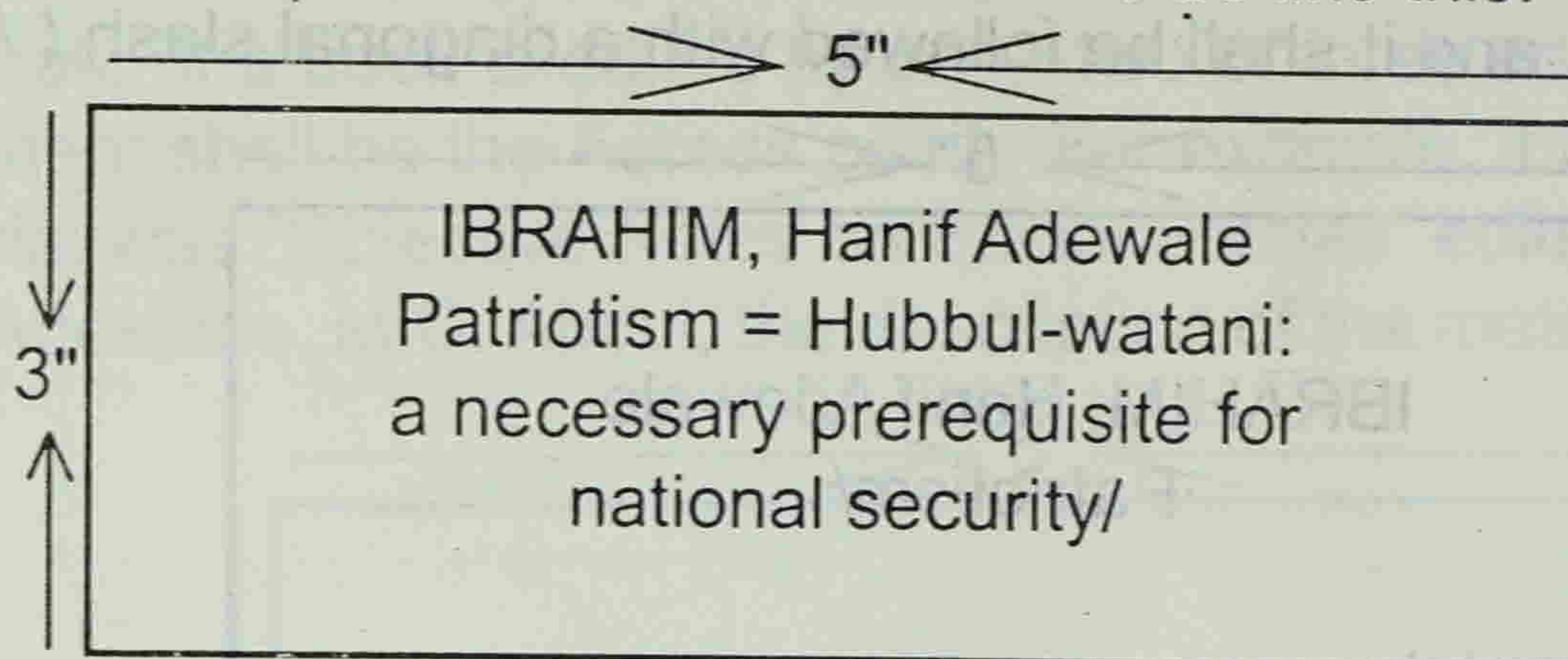


4.3 Sub-Title

Sub-title means an additional title or second title or half title or a subordinate title of a published work. The sub-title is usually differentiated from the original title with a colon (:), and it shall be followed with a diagonal slash immediately. Assuming that the title above did not have a parallel title, but has a sub-title e.g. "Patriotism: a prerequisite for national security", the bibliographic description would be like this:



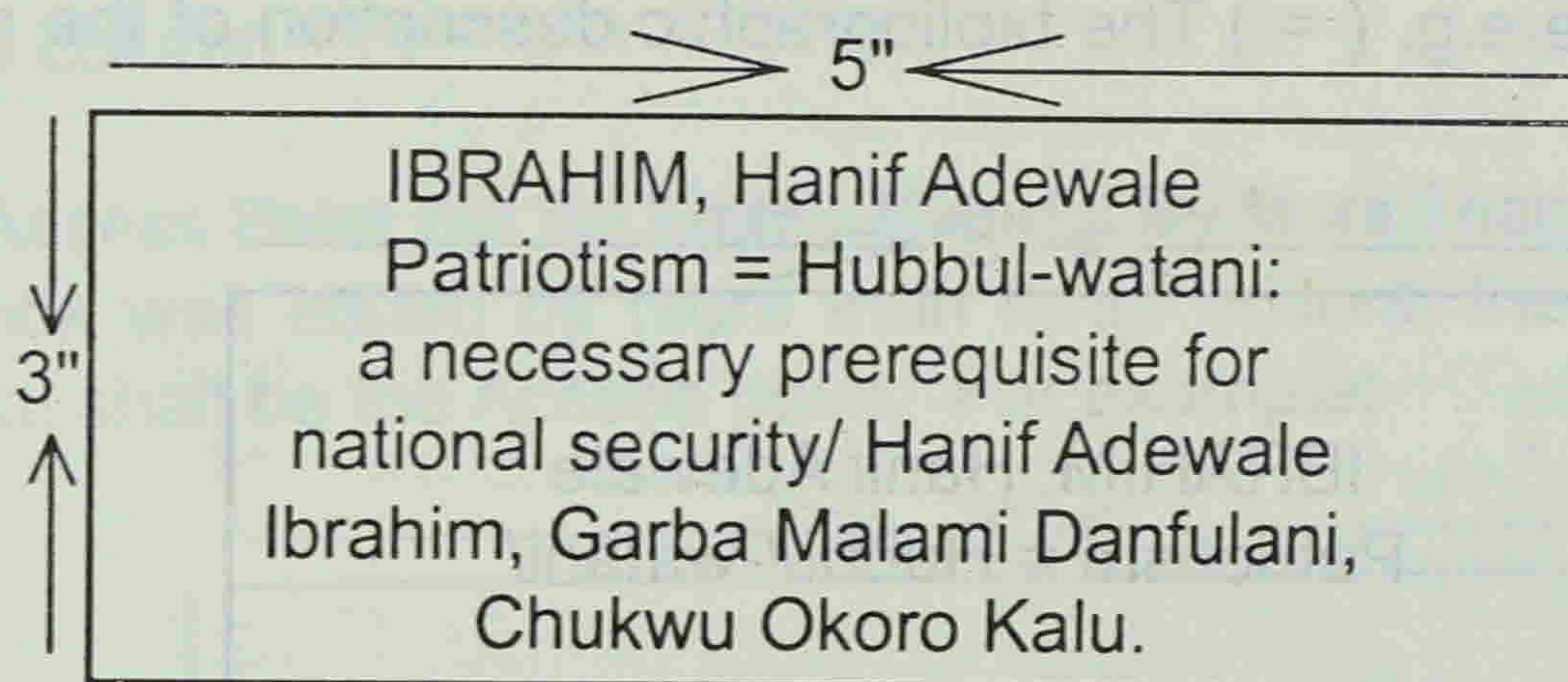
Assuming that the title had a parallel title as well as a sub-title, the bibliographic description of the material would be like this:



4.4 Statement of Responsibility

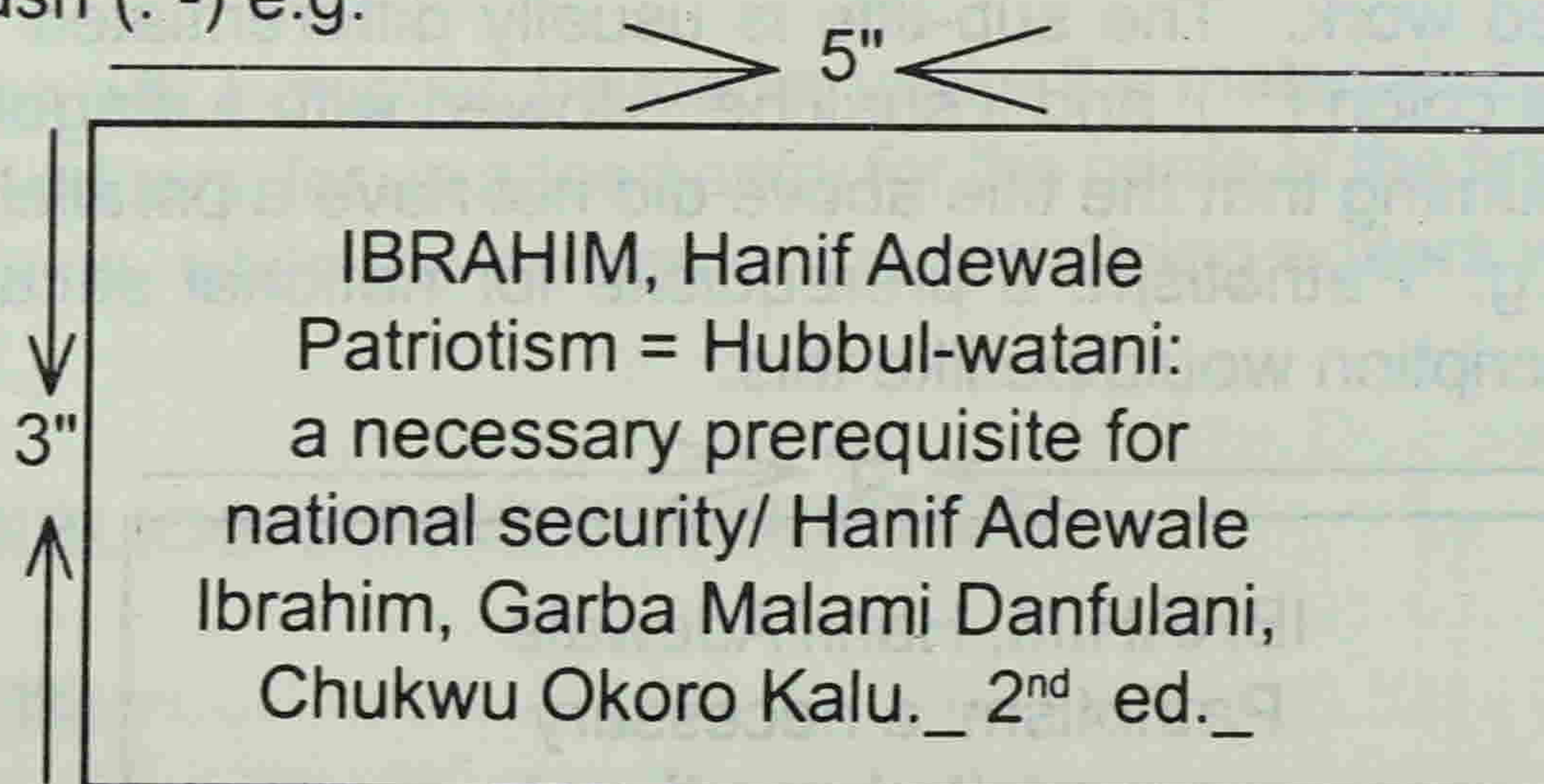
Statement of responsibility is the name of the author or authors, or Corporate body or bodies that wrote the material being catalogued.

The diagonal slash (/) shall be followed immediately with the Statement of responsibility. This will be followed with a period and dash (. -). The description of the material will be like this:



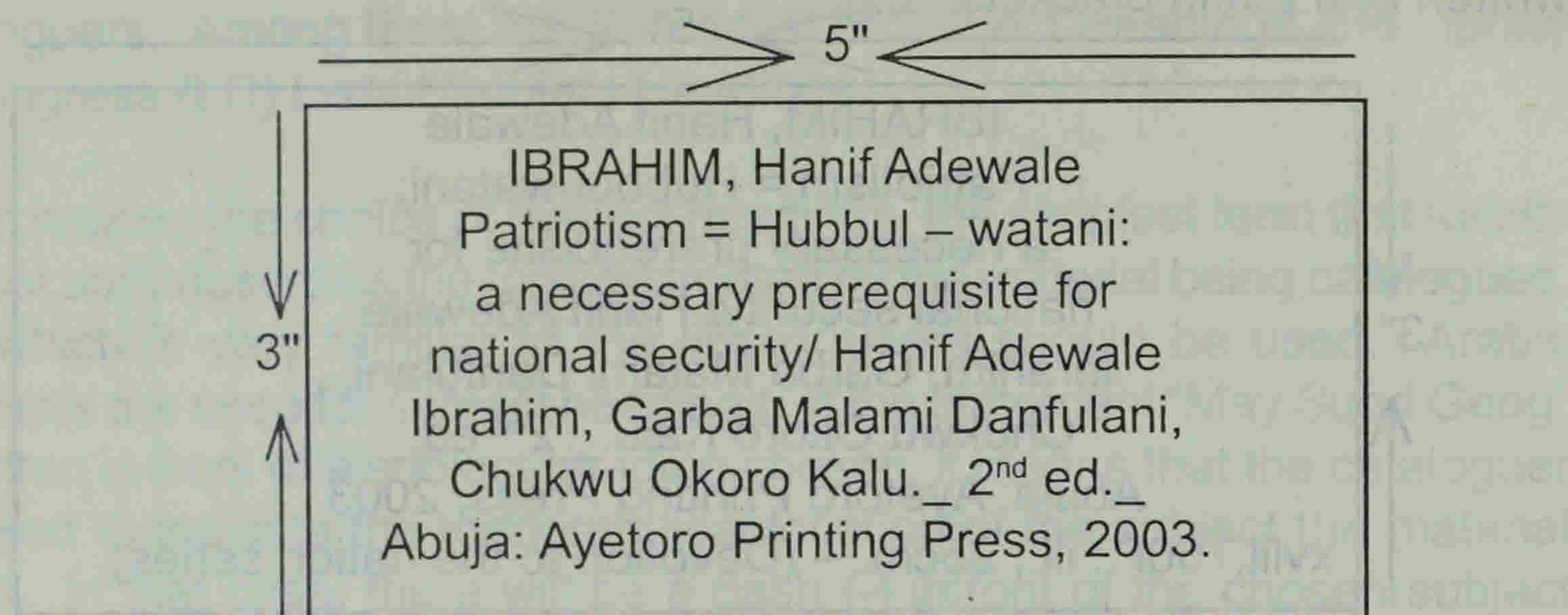
4.5 Edition Area

If the monograph is the first edition, it will not be indicated. But if it is other than the first edition, it has to be stated. The word "edition" has to be abbreviated with a period at the end e.g. (ed.). This will be followed with a period and dash (. -) e.g.



4.6 Publication, Distribution, etc Area (Imprint)

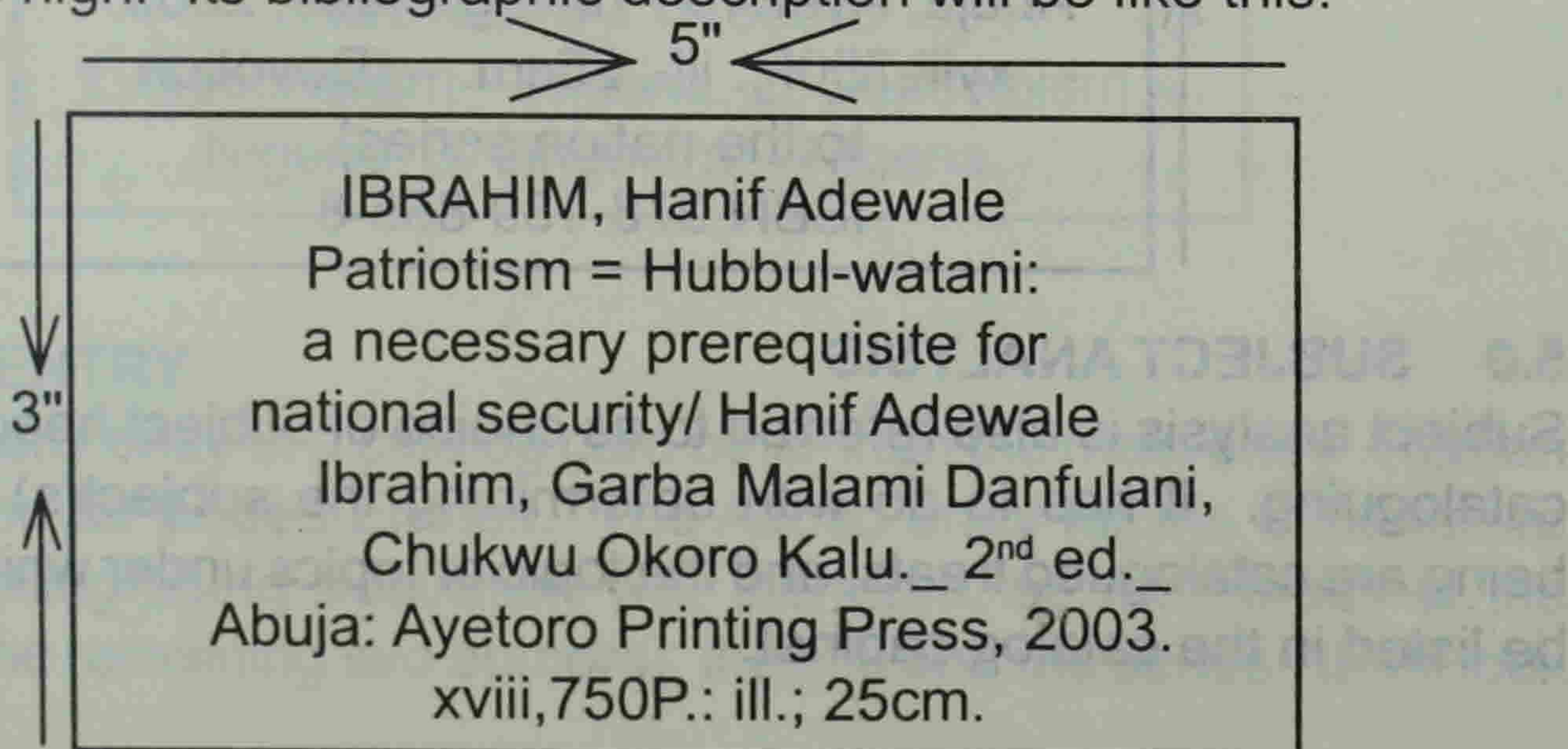
The Publication, Distribution, etc Area includes the place of publication, the name of the publisher and the date the book was published. The place of publication will follow edition; it will be followed with a colon (:); the name of the publisher will follow it with a comma sign (,) after it, and this will be followed with the date of publication with a period sign (.) following it. e.g.



4.7 Physical Description Area

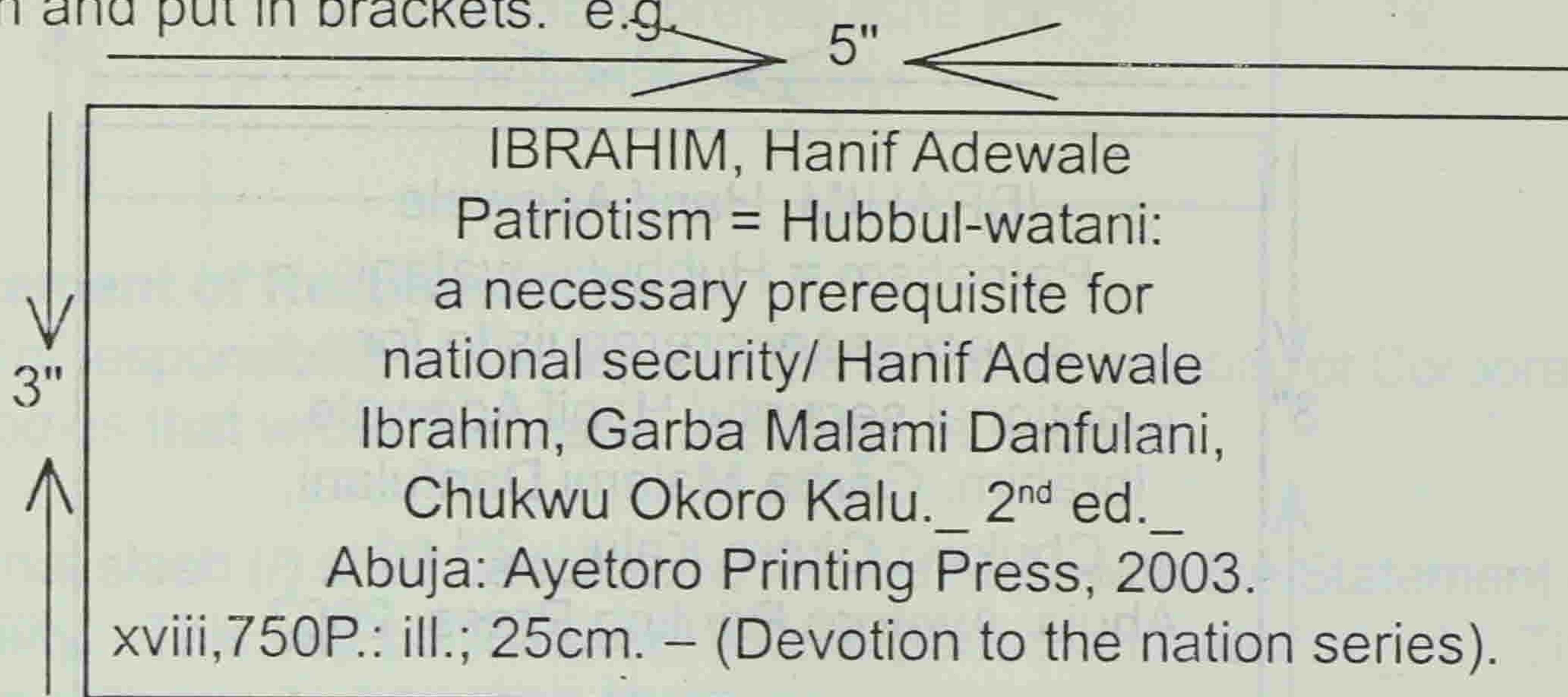
The Physical Description Area describes the physical format of the book such as preliminary pages, actual pages, illustration and length of the material.

The Physical Description Area has to start on a separate line with indentation. The preliminary pages, which will be written in Roman figures, will be followed with a comma (,); the actual pages, written in Arabic numerals, will be followed with colon (:); illustration will be abbreviated e.g. (ill.), and it will be followed with a semi colon (;). The height of the material, which will be measured in centimeters will be abbreviated (cm), and it will be followed with a period (.). Assuming that the book had eighteen preliminary pages (xviii) and seven hundred and fifty pages (750); it is illustrated and is twenty-five (25) centimetres high. Its bibliographic description will be like this:



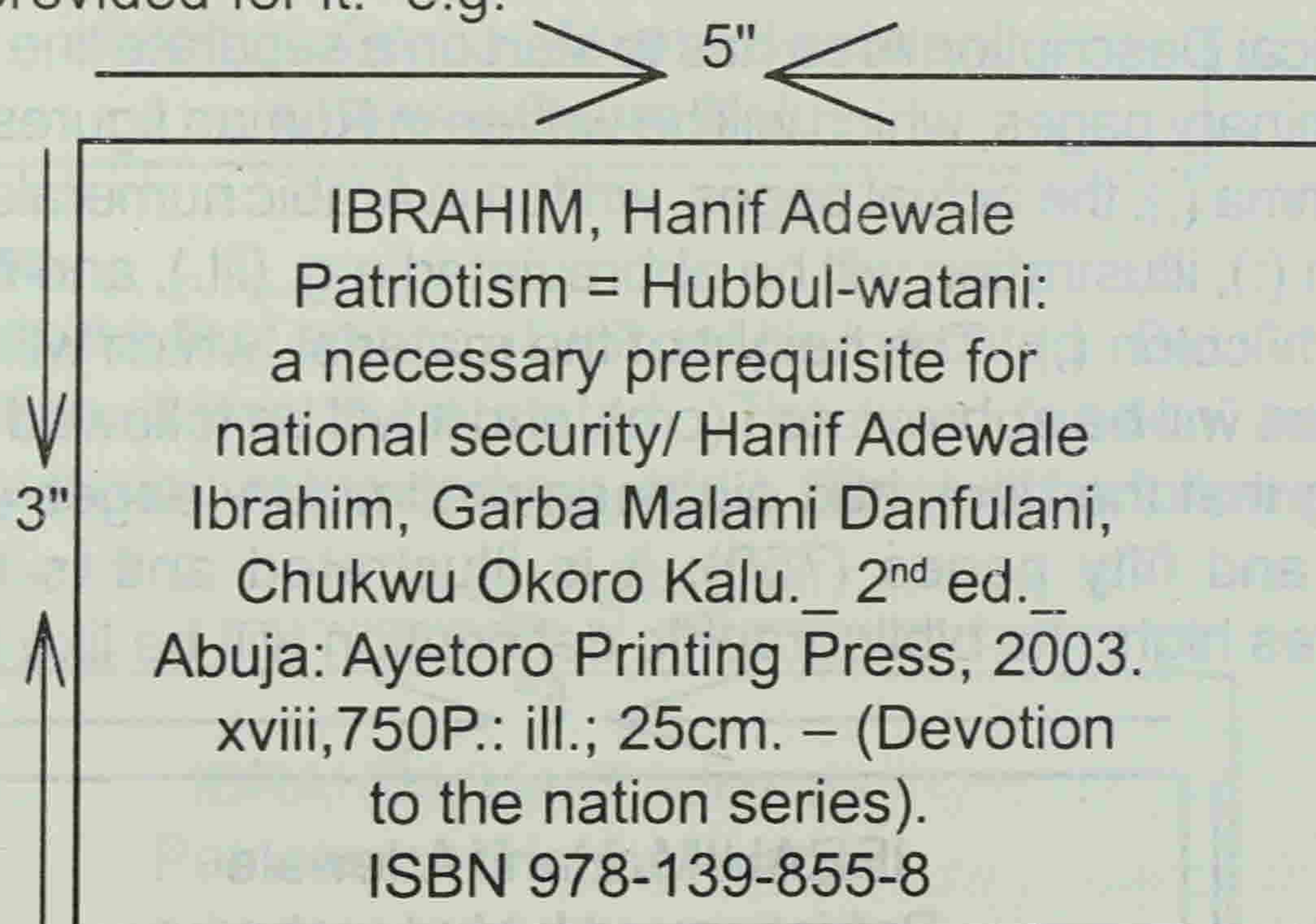
4.8 Series Area

Series is a set of books in similar form issued by the same publishing house or published in a common format. Assuming that our conjectural monograph was in series, and the name of the series was "Devotion to the nation", this has to be indicated in our description. Dash (-) will follow period (.) in front of centimeter (cm), and the name of the series will be written and put in brackets. e.g.



4.8 International Standard Book Number (ISBN)

International Standard Book Number (ISBN) is a unique number (like a number given to a vehicle when it is registered) allocated to each book published for easy identification and, perhaps, computerization in the book industry. The International Standard Book Number (ISBN) will be written in the column provided for it. e.g.



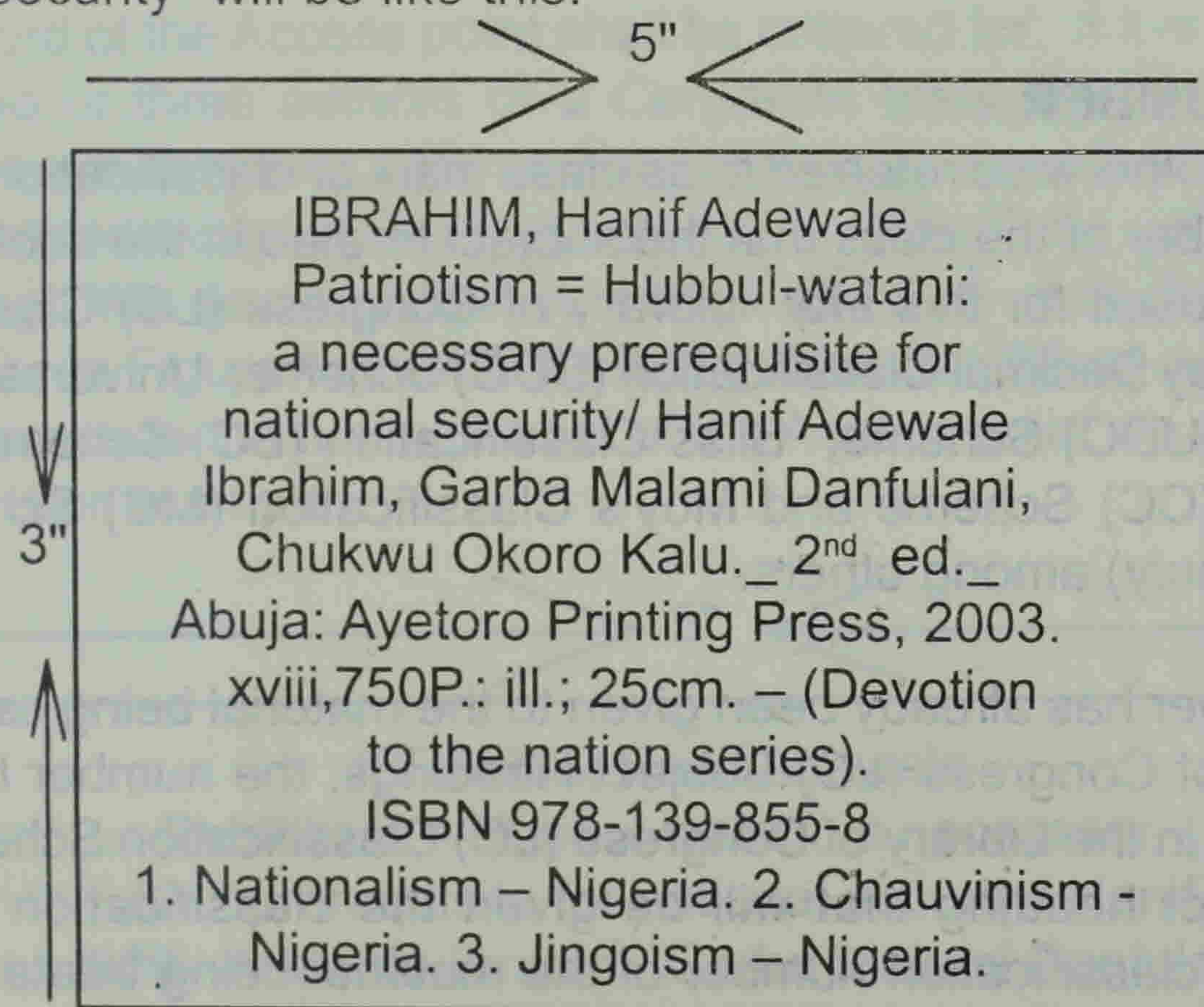
5.0 SUBJECT ANALYSIS

Subject analysis is also referred to as choice of subject heading or subject cataloguing. It has to do with determining the subject(s) that the book being are catalogued treats, and the topic or topics under which they should be listed in the catalog cabinet.

Subject headings are compiled lists of headings on various subjects prepared by librarians and accepted internationally. It is aimed at ensuring standardization and uniformity of Subject Headings among libraries all over the world.

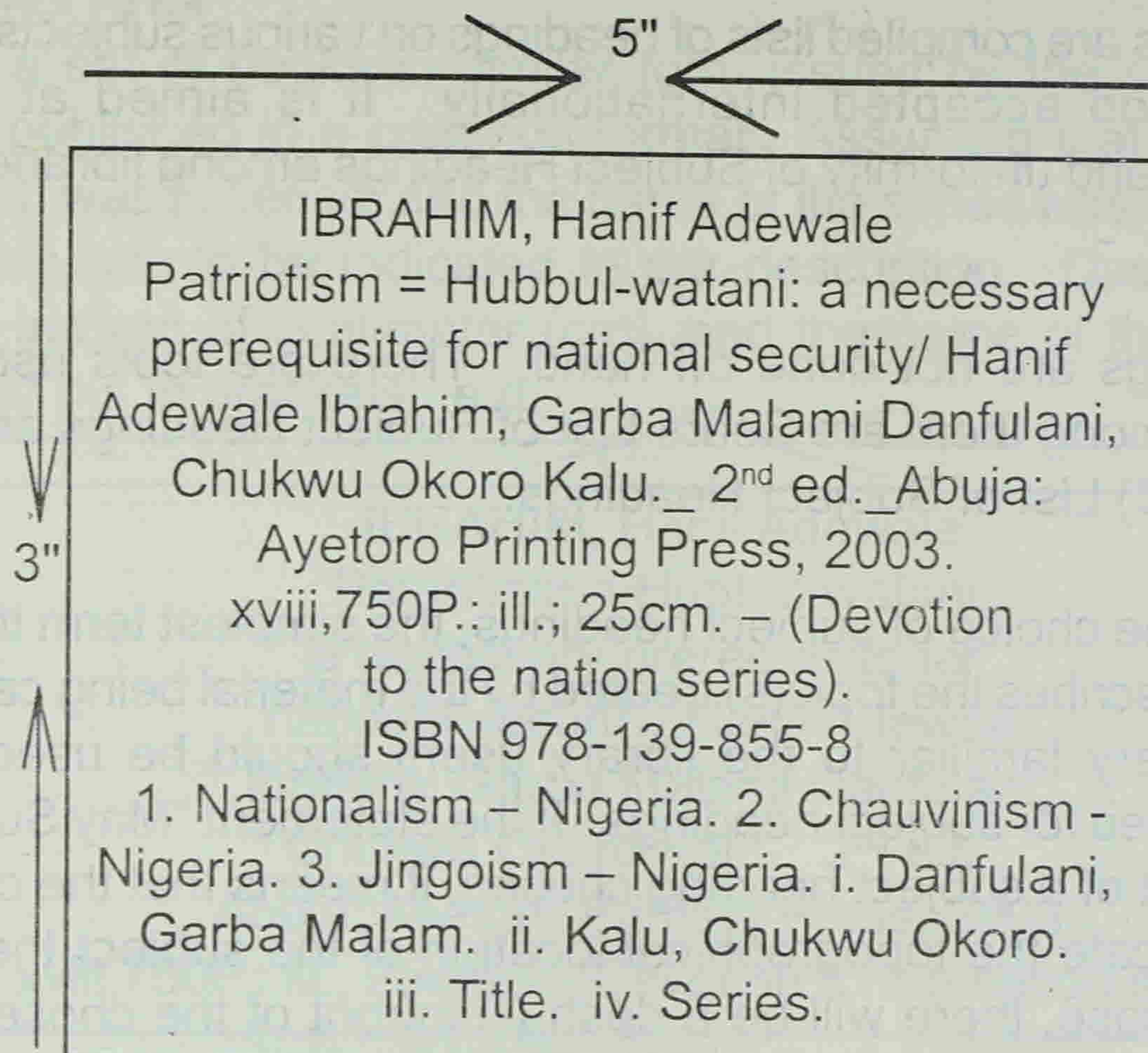
Subject Headings are not done off hand. There are tools used by the cataloguers. Among them are Sears List of Subject Headings and Library of Congress (LC) List of Subject Headings.

When making the choice of subject headings, the simplest term that lucidly or most aptly describes the topic(s) treated by the material being catalogued, and which is very familiar to the library users should be used. Arabic numerals are used for subject headings. If the statement "May Subd Geog" is written in front of a subject heading chosen, it means that the cataloguer is asked to indicate the topographical location of the subject the material treats. In that case, there will be a dash (-) in front of the chosen subject heading before writing the name of the country. Therefore, the subject headings for the material on "Patriotism = Hubbul – watani: a prerequisite for national security" will be like this:



6.0 ADDED ENTRY

Added entry is any entry in a catalog card other than the main entry. Roman figures are used for Added Entries. The Added entry for the material we have been treating using illustration will, therefore, be the names of the joint authors (the remaining two authors), the title and the series. It will look like this:

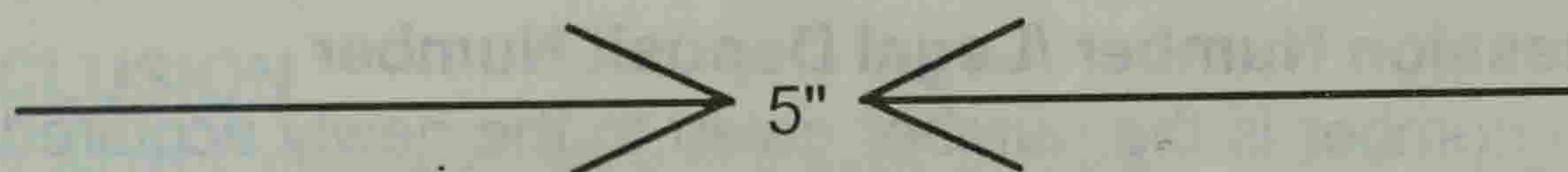


At the end of the exercise, this material will have as many as eight catalog cards in the catalog cabinet.

7.0 CALL NUMBER

Call number is otherwise referred to as class mark or classification number; that is the number of the class that the subject treated in the book belongs to. The tools used for this are: Library of Congress (LC) Classification Scheme; Dewey Decimal Classification (DDC) Scheme; Universal Decimal Classification (UDC) Scheme; Bliss Classification (BC) Scheme; Colon Classification (CC) Scheme and Moy's Classification (MC) Scheme (for law materials only) among others.

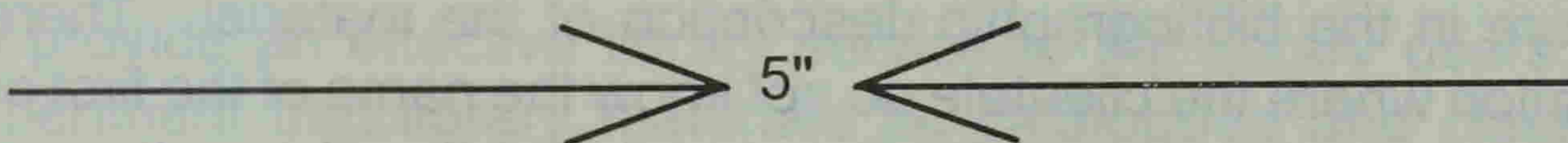
If a class number has already been given to the material being catalogued in the Library of Congress (LC) Subject Headings, the number has to be cross-checked in the Library of Congress (LC) Classification Scheme. It is the first subject heading that will be given the classification number. Therefore, the classification number of the material being treated will be: JC 329



IBRAHIM, Hanif Adewale
 Patriotism = Hubbul-watani: a necessary
 JC prerequisite for national security/ Hanif
 329 Adewale Ibrahim, Garba Malami Danfulani,
 Chukwu Okoro Kalu. _ 2nd ed. _ Abuja:
 Ayetoro Printing Press, 2003.
 xviii,750P.: ill.; 25cm. _ (Devotion
 to the nation series).
 ISBN 978-139-855-8
 1. Nationalism – Nigeria. 2. Chauvinism -
 Nigeria. 3. Jingoism – Nigeria. i. Danfulani,
 Garba Malam. ii. Kalu, Chukwu Okoro.
 iii. Title. iv. Series.

7.1 Cutter Number

The first word of the Access point shall be cuttered for. If it is a book written by one, two or three authors or a Corporate body, the first name of the author will be cuttered for. If it is a book written by more than three authors, or it is an edited material, the first word of the title of the book will be used for cuttering. We do not cutter for a book off hand. It is the C.A. Cutter's Sanborn Three Figure Author Table that guides us. When cuttering, period (.) should precede the first alphabet of the Access point we want to use for cuttering. For example:



IBRAHIM, Hanif Adewale
 Patriotism = Hubbul-watani: a necessary
 JC prerequisite for national security/ Hanif
 329 Adewale Ibrahim, Garba Malami Danfulani,
 142 Chukwu Okoro Kalu. _ 2nd ed. _ Abuja:
 Ayetoro Printing Press, 2003.
 xviii,750P.: ill.; 25cm. – (Devotion to the nation series).
 ISBN 978-139-855-8
 1. Nationalism – Nigeria. 2. Chauvinism -
 Nigeria. 3. Jingoism – Nigeria. i. Danfulani,
 Garba Malam. ii. Kalu, Chukwu Okoro.
 iii. Title. iv. Series.

7.2 Accession Number /Legal Deposit Number

Accession number is the number given to the newly acquired material in the library. All a cataloguer needs to do is to lift the number that is written on the "Received stamp" en bloc into the Accession No./Legal Deposit column in his cataloging sheet. The National Library of Nigeria uses the Accession number for materials acquired through purchase, while she uses the Legal deposit number for materials received through Legal deposits.

7.3 No. of Vol. /Copies

The cataloguer must indicate the number of volumes or copies the material has in the column provided for it. He then writes his name or initials or both, and indicates the date the book is catalogued in the appropriate column.

Having finished the cataloguing and classification of the material, the cataloguer has to pass it to the Head of Division for checking. The officer that revised the job will also write his/her name or initials or both along with the date the checking of the material took place in the column provided for it in the worksheet.

The typist that typed the cards for the material also has to type his/her name or initials or both and the date the cards were typed in the appropriate column.

8.0 SUGGESTIONS/RECOMMENDATIONS

Earlier on, we said that if a book is written or edited by more than three authors, only the name of the first author or editor, as the case may be, will feature in the bibliographic description of the material. There may be a situation where the clientele do not know the name of the first author or the first editor, nor the title of the material, but they know the names of the other joint authors or joint editors. It will be very difficult, if not impossible, to retrieve such material from the catalogue cabinet. It is in the light of this that it is hereby suggested and, of course, recommended that the Authority in charge of Anglo-American Cataloguing Rules (AACR) be requested to review this convention in such a way that all the names of the contributors in the joint authorship and joint editorship that is more than three should feature in the bibliographic description of the material for easy retrieval. This would go a long way to enhance service delivery in the library sector.

9.0 CONCLUSION

The primary aim of library service is to let the library users have an access to the materials they want with little or no tears. The best method used in achieving this is to catalog and classify the library materials which will, in effect, assist in arranging and organizing them on the shelves according to the subjects they treat or according to their classification numbers for easy retrieval.

In other words, cataloguing and classification of library materials are aimed at creating orderliness in library service. In a situation where library materials are not catalogued or classified, the use of guides would be meaningless, and the library clientele would be helpless in fishing out the materials they want.

Among the advantages of cataloguing and classification of library materials are that the various books that treat the same subject are classified in the same class and arranged together on the shelves for easy retrieval. It enables the library staff to return the materials used by them and the clientele to their proper places on the shelves by using the notation or classification number written on the spine or at the back of the material. It assists the cataloguer, the library staff and the library patrons to know the contents of a material because each material is treated according to its subject headings, using a list of Subject Headings meant for classification exercise. Furthermore, it helps the library users, who consult the library catalogue, to locate the materials they want on their own on the shelves with little or no assistance from the library staff.

In order to provide an effective library service to the library users, it is therefore, pertinent that library materials be catalogued and classified because it is a time saving device for the library staff and the clientele.

20 HISTORICAL ORIGINS OF THE WORLD SUMMIT ON INFORMATION SOCIETY (WSIS)

I wish to express here to state that when IFLA participated in the 3rd Preparatory Conference for the IFLA WSIS in November 2003, I knew what the concept of WSIS was all about. I heard a detailed information on the Internet and I was able to develop my experience on the concept of WSIS within a short time. I found out that a Librarian Review

REFERENCES

1. Anglo-American Cataloguing Rules (AACR2). (19..) 2nd edition.
2. Harrod's Librarians' Glossary and Reference Book. 9th edition. England: Gower Publishing Company 2000.
3. Hunter, Eric J. and Bakewell, K. G. B. Cataloguing. 3rd edition. London: Library Association Publishing. 1991
4. International Standard Bibliographic Description for Monographs (ISBD)M 1978.
5. Katz, William A. - Introduction of Reference Work: basic information source. 3rd edition. New York: M. Graw Hill Book Company, 1978.
6. Sayer, W. C. - Manual of Classification for Librarians and Bibliographers. 3rd edition. London: Andre Deutsch. 1964.

THE WORLD SUMMIT ON INFORMATION SOCIETY: WHAT IS IT?

BY

RUTH BATURE

NATIONAL LIBRARY OF NIGERIA

1.0 INTRODUCTION

It is acknowledged worldwide that information is power. It is also pertinent to note that information itself does not confer power but rather it is the possibility of the control of the flow and processing of Information that affords one the opportunity to have the preserve of power.

As people are becoming more information conscious, more information is being generated, acquired and stored. Developed societies are moving from post- industrial age to an information age where information plays a predominant role in governance, economics, business and every day life. It is interesting to note that in the developed societies availability of information is taken for granted, where required information is packaged and granted fast to persons and organizations. The opposite is the case in the developing countries, where information is the preserve of the elite while necessary information is hoarded and jealously guarded. However, both developed and developing countries are bound to be richer and more developed as people utilize information for everyday living.

1.1 The Concept of Global Village

The concept of the global village came about as resources of the super-powers were combined electronically and networked through the use of the Internet in a Worldwide Web (WWW). This has consequently gotten rid of the hitherto problem of time and space.

It is the joy of most developing countries to make needed information graciously available. This is being done trough networking and resource sharing, and to overcome the exorbitant cost of acquisition nowadays, many libraries are coming together as a Consortium. The fact that time and space is no longer a problem, has therefore turned the world into a global village.

2.0 HISTORICAL ORIGINS OF THE WORLD SUMMIT ON INFORMATION SOCIETY (WSIS)

I wish to digress here to state that when IFLA graciously invited me to attend the 3rd Preparatory Conference (on the IFLA/WSIS sponsorship) little did I know what the concept of WSIS was all about. I began to download information on the internet and I was able to dispel my ignorance on the concept of WSIS within a short time. I found out that a Literature Review

was done by Steve Cisler (both on-line and in books) He found out that in San Jose Library, there was a book titled "The Information Society: Issues and Answers" and it was dated as far back as 1978. The Book was a Compilation on the report of The American Library Association's discussion by some invited Scholars on the hot topic of "Information Society: Issues and Answers",

The implication is that the Library profession made a forecast of the impact that Technology would have on librarianship, society and our nations long before now. However, only a few outside the profession knew this fact. We expect, as Librarians, that the final product of the World Summit on Information Society will result in a huge number of resources flowing into libraries all over the World. We thus can save others their time and energy by what we knew 27 years ago.

There are two major events that could be seen as the basic foundation that led to the commencement of the WSIS plan. These are -:

A conference of the International Telecommunications Union (ITU) held in Minneapolis in 1998, which came up with "Resolution 73 asking this pertinent question :-

"Is an agenda of holding a World Summit on the Information Society on the agenda of the United Nations Administrative Committee on Co- ordination, with a view to meeting the necessary conditions for holding such a summit before the next Conference?"

The Civil Society held a Conference in Bamako in year 2000 and came up with a Bamako Declaration 2000, proposing the organization of a world summit on information society in the year 2003 in Geneva.

2.1 The United Nations Resolution

The United Nations adopted a resolution (Resolution 56/183) at the United Nations General Assembly on the World Summit on Information in 2001. The International Telecommunications Union (ITU) headquarters in Geneva was asked to implement the formation of the WSIS Executive Secretariat and to assume leadership role in the preparations for the summit.

A second Resolution was passed (Resolution 57/238) in December, 2002 to confirm the 2001 resolution. This Resolution invited Countries to get represented at the highest political level of the Summit.

3.0 WHAT THEN IS THE WORLD SUMMIT ON INFORMATION SOCIETY AND WHAT DOES IT STAND FOR?

WSIS is a World Summit on Information Society organized by the International community to take place in two phases.

Phase I: held 8th -12th December, 2003 in Geneva, Switzerland.

Phase II:scheduled to come up 16th -18th November, 2005 in Tunis.

Generally speaking, the Information Society is at the heart of political, social, cultural and economic questions facing the entire world in the 21st Century. The focus of the Information Society Summit is not technical in nature. It is rather looking at the global society in which the emancipation of the human being is in part related to the possibility of communicating and exchanging information.

On the other hand, being inter-connected cannot solve the entire problems of the world today. There are thus a number of pertinent posers which the International Community needs answers to:-

- v What values do we embrace to ensure that the information society becomes a vehicle for democracy, justice, equity and equality?
- v What about the respect for the right of individuals and different cultures?
- v How can the information society help social development, the emancipation of the individual and collective prosperity?
- v What is the role of communication in shaping the future of the society we want to build?
- v How do we value the differences between cultures and build a united global society?
- v How do we give culture the space and vision necessary in order to be involved in collective dynamics of change?

These and many more questions are what the World Summit on Information Society launched out to address. The important thing we should all note is that every individual is relevant to the summit. And all persons are free to express themselves and contribute their ideas during the summit.

4.0 HOW DOES IT WORK?

Going by the Resolution (Resolution 56/183) the summit aims at adopting two framework documents. These are:

i) The Declaration of Principles

A declaration using ethical principles and Codes of Conduct that different actors from different sectors want to use to put the Information Society in Place.

ii) The Plan of Action

The action plan will formulate the operational priorities and concrete steps to be taken by the Countries of the South just as the Countries in the North so that all can benefit in an equal manner from the new opportunities linked to the Information society. Worthy of note is the fact that the Geneva Phase of the summit was expected to have approved the two documents mentioned above. So for us as Librarians, it is worthy to note that only passing and unsatisfactory references were made to Libraries and Librarians (We will consider this issue later). It is very necessary to convince and persuade the decision-makers of the relevance of libraries.

iii) Evaluation

It is expected that the final phase of the summit coming up in Tunis in 2005 will measure the progress made on the action plans agreed in Geneva, during the December 2003 summit.

5.0 WHO IS THIS SUMMIT MEANT FOR?

As mentioned earlier, every human being, no matter which country he/she comes from, is relevant in the process. It goes without saying, therefore, that this includes you and I. The following are however penciled down as participants:

- All relevant UN Bodies
- ICT Task force
- Inter-governmental organizations
- International and Regional Institutions
- None Governmental Organizations (NGOs), including IFLA and other library associations
- Civil Society
- The Private Sector
- Etc.

6.0 THE PREPARATORY PROCESS FOR THE SUMMIT

To ensure that all people hear and get involved, the preparatory process involved two mechanisms.

On one hand, there were regional conferences as follows:

Bamako, Mali	-	May 2002
Bucharest, Romania	-	November 2002
Tokyo, Japan	-	January 2003
Santo Domingo, Dominican Republic	-	January 2003

At another level a process was put in place to allow for the largest participation possible from the local level to the global level, hence three

preparatory Committee (Pre-com) meetings were held before the Geneva Summit.

The first Pre-Com meeting was concerned with procedural matters, while the second concentrated on the declaration of principles and plan of draft proposals.

Because the degree of involvement of Civil Society was only allowed through NGOs like IFLA, the degree of participation by the Civil Society was not adequate enough to address that problem. As a result of this the Civil Society had to create an International Civil Society Bureau during the 2nd meeting.

7.0 ROLE AND POSITION OF LIBRARIES IN THE WORLD SUMMIT

Ross Shimon the former Secretary General of IFLA wrote an article on the "Role and position of Libraries: World Summit on the Information Society". The article is posted on the Internet.

http://www.ifla.org/iii/wwsis_a.html

The article was conclusive that Libraries have a definite role to play in the World Summit on Information Society. She quoted Ted Hughes (1997) who wrote that:-

"Even the most misfit child who's chanced upon the Library's worth, sits with the genius of the earth and turns the key to the whole world"

A cursory look at a compilation by IFLA also reveals that there were only eight (8) references made to (the role of) Libraries in the WSIS Draft Plan of Action, version 22 of August 2003.

This document can be accessed on: -

http://www.itu.int/wwsis/document/doc_single.asp?lang=en&id=944

Since these references equally affect us, it is suggested that we consider them.

SECTION REFERENCES

- 9e) All public libraries should be connected (to the Internet) by 2006 and all Cultural Centers, Museums and Archives by 2010.
- 11c) To improve connectivity for institutions that are accessible to the public, such as Schools, Universities, Libraries, Post Offices, Community Centers, Museums etc.
- 16 All Stakeholders should support the diverse networks of existing Libraries and Archives and should support those countries that plan to develop their own information and

- records management is a necessary condition for good governance. A modest level of investment in new technology, training and, above all, content provision, could kick-start the information revolution in many regions by broadening access and developing skills.
- 16 a) Government should establish Multi-Purpose Community Public Access Points, providing affordable or free of charge access for their citizens to the Internet, and possessing sufficient capacity to provide assistance to users, in libraries, educational Institutions, public administrations and other public places.
- 16c) Creation and development of Public Library Service, adapted to the digital era should be supported.
- 20b) Design specific training programmes in the use of ICTs and revise [Library schools and other training programmes] curricula for content, [for] Workers [Stakeholders and other professionals] such as Archivists, librarians, scientists, teachers, journalists and other media workers.
- 41d) Develop national policies and laws to ensure that libraries, archives, museums and other cultural institutions can play their full role of [providing the needed] content. [This] includes [the roles played by] traditional knowledge-providers in the information society, more particularly by providing continued access to recorded information.
- 41e) Develop an international framework for the preservation of digital heritage, including developing systems for ensuring continued access to archival digital information and multi-media content and support archives and libraries as the memory of human kind.

IFLA STAND:

IFLA is of the view that the 2015 deadline for meeting targets is too far away. She also notes that funding mechanisms are yet to be identified. We thus need to have a sense of urgency and set closer and realizable deadlines. A rapid and high return on a modest investment will be beneficiary if we build on the existing global Library Network. Both big and small Libraries are found in most Communities throughout the World. The following roles are penciled down:-

- v Providing community access points where knowledgeable staff assist and train users throughout the world in their own languages.
- v They (community access points) need to be re-enforced by providing affordable Internet bandwidth.

- v Providing low cost or free access to high quality information, resources for training and development, and mechanisms for stimulating the creation of local, cultural and linguistic content.
- v Kay Raseroka (President of IFLA) drawing on her life experiences in Botswana in South Africa is well aware of the need for children and young adults in the developing world to have access to knowledge just as their counterparts in the developed countries.
- v Kay is also aware of the health challenges faced throughout the world especially HIV/AIDS epidemic in Sub-Saharan African. She said that we see our young ones die prematurely without access to information.
- v Again, if we wait for the 2015 dead-line to ensure worldwide access to information then another generation will be dead, hence we need to give the required information to the communities now and whenever they need it.

We therefore need a five-year programme to strengthen Libraries, such that they can show considerable progress by the time that the Tunis 2005 phase of the summit comes up. IFLA had no choice thus, it had to act fast to remedy the situation.

8.0 WHAT HAS IFLA CONTRIBUTED TO WSIS SO FAR?

- (a) IFLA was not even represented at the procedural Prep-Com 1. She was however present in both Prep Com 2 and 3. There, 8 members operated on a shift basis throughout the duration of the two-weeks meeting.
- (b) To ensure that the voices of Librarians are heard IFLA formed alliances and partnerships with other organizations e.g.
 - International Council on Archives (ICA)
 - International Publishers Association (IPA)
- (c) IFLA produced a series of position documents to aid anyone who is participating in the World Summit on Information Society either at local, regional or even international levels. (The documents are copyright free but their usage needs to be acknowledge. They are available on <http://www.ifla.org/III/wsis.html>).
- (d) IFLA participated actively in five (5) consultative meetings held by UNESCO. IFLA invited Mr. Adama Sammasekou, President of the WSIS Preparatory Committee to address IFLA members at IFLA 2003 Conference in Berlin, Germany. UNESCO Open forum at the IFLA 2003 Conference also held an open session devoted to the World Summit.

- (e) IFLA also developed a Tool kit for Librarians to use in advocating the role of libraries in the Information Society available on http://www.ifla.org/III/wsis_toolkit.html
- (f) IFLA contributed proposals for inclusion in the Draft Declaration of Principles and draft Action Plans.
- (g) IFLA played an active role in Planning for the involvement of Librarian's in Prep Com 3 and the actual summit itself.
- (h) IFLA participated in the Planning of publicity events during the summit, to highlight the importance of libraries and librarians in the WSIS.
- (i) IFLA also contributed to the WSIS by preparing a beautiful leaflet on the "Role of libraries in the Information Society".

8.1.1 IFLAWSIS PREPARATORY CONFERENCE TAGGED "LIBRARIES AT THE HEART OF INFORMATION SOCIETY: PRELUDE TO THE WORLD SUMMIT"

The International Federation of Library Associations and Institutions (IFLA) organized its own preparatory conference which took place at the Meeting Hall of the General Assembly at the United Nations Headquarters in Geneva, 3rd -4th November, 2003.

IFLA is of a strong conviction that libraries and librarians have a key role to play in delivering equitable and global information to the society, based on the fact that most countries already have a network of many types of Libraries. (There is an estimate of 90,000 libraries in all the current member states of the European Union. On that basis, there must be well over 250,000 libraries around the world).

IFLA took pains to compile an 18-Page document titled "Draft Global statistics" dated September, 2003. A cursory look at some statistics reveals that there are 440,000 library service points in Europe; 5,000 in South America and only 11,200 in Africa.

Another statistics revealed that there are 1.1 trillion loan transactions in Europe, 48 million in South America and 485 million in Africa, etc. The long and short of it is that IFLA came up with a communiqué which stated that:-

The Nations of the world should support and extend the existing global network of library and information services to make available and preserve knowledge and cultural heritage, to provide information access points and to develop the 21st century libraries which are essential to the realization of the

information society. High quality library and information services provide access to the information required by the communities they serve: a modest investment in them would quickly return significant dividends.

The Geneva forum provided a chance for knowledgeable librarians who are powerful advocates of the potential for libraries in the rapidly developing information society to meet. Librarians were given an opportunity to brief their country delegates on practical steps that libraries and librarians can take to put in place ideas behind the concept of Information Society. This forum was necessary, because IFLA noted with dismay that much of the Preparatory Conferences concentrated on protocols and procedures. As a delegate put it, "the Conferences were concerned with the pipe that carries the information rather than the information that those pipes could deliver".

Despite strenuous efforts of librarians, libraries received little or no attention at all. There is a clear danger that dazzled by the lure of new technologies, delegates will only be concentrating on re-inventing the wheel.

9.0 HOW DOES THIS WORLD SUMMIT ON INFORMATION SOCIETY CONCERN LIBRARIANS?

This is indeed a one million-dollar question. It is crystal clear librarians in the developing countries cannot afford to be sitting on the fence. We can carve out a position for ourselves, by taking a cue from the moon.

The moon has no illumination on its own but positions itself at a correct angle to the sun, receives the sun's rays, which subsequently illuminates it and it receives all the glory.

Kay was very passionate about this point at the Geneva Preparatory Conference. She decried how librarians remain passive to events happening around them: many sit in their offices and wait for events to come and meet them or for someone to invite them. She suggested that librarians go out and make sure they get themselves noticed and involved in all the current events, especially as it concerns the library profession.

At this juncture, it is suggested that we review the summit's declaration of principles, as pencilled down by the African group which met in Paris, composed of members of the Bureau of Bamako 2002 and other participants. They adopted a list of 21 priorities for Africa. These priorities in their majority represent the African pre-occupation. They are as follows:

- (a) Provision and maintenance of infrastructure and equipment.
- (b) Human Resources development and capacity building.
- (c) Gender issues and women empowerment in the use of ICT.
- (d) Partnership between public and private sectors.
- (e) Debt conversion (to back up ICT development).
- (f) Environmental protection.
- (g) Open and free software.
- (h) National Information and Communication Strategies with special support to the African Information Society Initiative (AISII)
- (i) Sectoral Applications
- (j) Support to NEPAD
- (k) Digital solidarity fund
- (l) Technology transfer, particularly South-to-South transfer
- (m) Research and Development.
- (n) Investment Strategies
- (o) Content Development
- (p) Internet governance
- (q) Relations between the traditional media and the new ICT
- (r) Legislative and regulatory framework (s) Intellectual property rights
- (t) Security
- (u) Regional Co-operation

9.1 WHAT CAN WE DO AS LIBRARIANS IN NIGERIA?

Having looked at the priority areas, a definite line of action based on the tool kit developed by IFLA is hereby suggested.

a) THE ROLE OF WEST AFRICAN LIBRARY ASSOCIATION (WALA) AND NIGERIAN LIBRARY ASSOCIATION (NLA)

So many regional and national associations held their own preparatory conferences in order to sensitize their members on how to participate in the World Summit. Much as Phase 1 of the summit has come and gone it is high time we woke up and organized activities to sensitize our members in preparation for the Tunis Phase of the summit as 2005 is already here with us. IFLA/WSIS headquarters should be informed of such activities.

b) NIGERIA'S ICT POLICY AND OTHER HOME-BASED WSIS ACTIVITIES

To prepare for Geneva Prep conference "Libraries @ the Heart of Information Society" it was necessary to download Nigeria's ICT policy. A close examination of the policy revealed that both

Libraries and Librarians were not mentioned in the entire document.

This observation was made in addition to other contributions at the Geneva Prep Conference meeting. Librarians should find a way of addressing this anomaly.

Also worthy of note was the WSIS Prep Com organized and hosted by Nigerian Information Technology Development (NITDA). The conference tagged "E-Nigeria" was hosted here in Abuja, right at our doorsteps. It was surprising that some librarians with whom the matter was discussed, knew next to nothing about it.

c) **COUNTRY DELEGATES TO THE WSIS 2003**

It is also unfortunate to note that there were no librarians among Nigerian delegates to the Summit. It is now up to librarians to lobby and ensure that Librarians are included among the subsequent Country Delegates to attend the Tunis 2005 phase of the Summit. It is also important that we identify the country delegates and encourage them to attend the Summit and also educate them about the role of the libraries/librarians in providing both content and human resources.

d) **PUBLICITY**

It is within our power as librarians to write articles about the Summit and IFLA's position in newspapers, television, magazines and newsletters. This will go a long way towards informing our government and legislators that libraries and librarians cannot be left out of the World Summit activities.

e) **FEED BACK**

Every activity planned should be covered by the press and relayed to IFLA/WSIS Headquarters.

f) **TAKING ADVANTAGE OF OPPORTUNITIES**

We are to be on the look out for opportunities, visit the IFLA and WSIS websites, get involved and take advantage of every opportunity that is available to us. When sponsorship opportunities are advertised for the Tunis 2005 phase we should be on the alert so as to apply. Kay Raseroka was very passionate about this point. She observed that librarians wait for activities

to meet them rather than going out to ensure that they get involved.

g) Develop for presentation at Tunis 2005, a frame-work document for the information society particularly to be used for measurements and analysis.

h) Being proposed in 2004 is a stakeholders meeting on the digital solidarity agenda. We are expected to illustrate how stakeholders (especially in Nigeria), can contribute to the implementation of this Agenda.

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NETWORKING THE DEPARTMENTS OF THE NATIONAL LIBRARY OF NIGERIA FOR EFFICIENT SERVICE DELIVERY

PAUL IBRAHIM MAMMAN

NATIONAL LIBRARY OF NIGERIA

Abstract:

The National Library of Nigeria is distinct from other types of library in the country because of its functions vis a vis its unique branches and the locations of the branches.

Networking will enhance an open house communication between the staffers and the institution and provide open access to the resources of the library to the general public.

This will in a way facilitate effective sharing of intellectual resources.

This paper considers the implementation of a cooperative network in the departments of the National Library of Nigeria worth trying. This will in effect enhance the sharing of resources for the operational tasks being provided by the departments. It will also boost the resources available in the branches.

INTRODUCTION

Information is useful only if delivered to the right audience, at the right time, in the right manner and in the right place. Nigeria, ostensibly since the early 1980s, has accepted Information Technology (IT) as a veritable resource in the quest for development technologically, economically and socially. Everywhere in the world today, Information Technology (IT) is regarded as a resource essential for the efficient and smooth running of government, industry and institutions. No wonder its exponential proliferation in every sphere of the country's activities. In the library environment, efficient and quick information dissemination is a critical element that should be unwavering. The exchange of skill, knowledge, research efforts and results among academicians, of which librarians are a part, saves a lot of time and duplication of research efforts and results.

Today, the world is a global village, thanks to the information revolution and the subsequent Computer Based Messenger System (CBMS), which have evolved into electronic networks, for information, business services and entertainment. The advent of electronic networks, in the words of Akide and Adagunodo (2001) sees Information Telecommunications and

Communication Technologies as being linked to have revolutionised communication. Virtually the world over, the advantages of ICT are enormous, particularly from the point of:

- (i) Access to database: ICT Networks enable users to tap into numerous databases, whether private company databases or public databases available online through the Internet.
- (ii) Better communication: one of the greatest features of ICT is electronic mail (e-mail). With e-mail, everyone on a network can easily keep others posted about important information.
- (iii) Security of information: Before ICT becomes commonplace in a given organization, an individual employee might be the only one with a particular piece of information stored in his or her desktop computer. If the employee was dismissed or if a fire or flood demolished the office the company would lose the information. Today such data would be backed up or duplicated on a networked storage device shared by others.
- (iv) Sharing of peripheral devices: peripheral devices such as laser printers, disk drives, and scanners are often quite expensive. Consequently, to justify their purchase, management wants to maximize their use. Usually, the best way to do this is to connect the peripheral to a network serving several computer users.
- (v) Sharing of programs and data: In most organizations, people use the same software and need access to the same information. It is less expensive than for a company to buy a separate word processing program for each employee. More so, if all employees have access to the same data on a shared storage device, the organization can save money and even avoid serious problems. If each employee has a separate machine, some employees may update customer addresses, while others remain ignorant of the changes. Updating information on a shared server is much easier than updating every user's individual system.
- (vi) Speed: Among the basic advantages of ICT is the speed of processing data. Computers can be used to perform any operation in the shortest possible time.
- (vii) Versatility and flexibility: computers are used in performing any function prescribed by the user once the formats of instructions are given.

WHAT IS A NETWORK?

A network is conceived of as a collection of objects or systems that work together or are connected to achieve a common goal.

In the library context, the word 'network' has long been used to describe a group of libraries, which collaborate or interact with one another for such purposes as inter lending, acquisition and so on.

Networks, which consist of combinations of computers, storage devices, and communication devices, may be divided into three main categories, differing primarily in their geographical range. These are: Local Area Network (LAN), Wide Area Network (WAN) and Metropolitan Area Network (MAN).

LOCAL AREA NETWORK (LAN)

This is a data communication system that (a) lies within a limited spatial area (b) has a specific user group (c) has a specific topology, and (d) is not a public switched telecommunications network, but may be connected to one. LANs are usually restricted to relatively small areas, such as rooms, buildings, ships, and aircrafts. An interconnection of LANs within a limited geographical area such as a military base is commonly referred to as a campus area network. An interconnection of LANs over a citywide geographical area is commonly called a Metropolitan Area Network (MAN). An interconnection of LANs over a geographic area, such as nationwide, is commonly called a Wide Area Network (WAN).

WIDE AREA NETWORK (WAN)

This is a network that provides data communication to a large number of independent users that are usually served by a Local Area Network (LAN) and is usually spread over a larger geographical area than that of a LAN. WAN may be nationwide or worldwide.

METROPOLITAN AREA NETWORK (MAN)

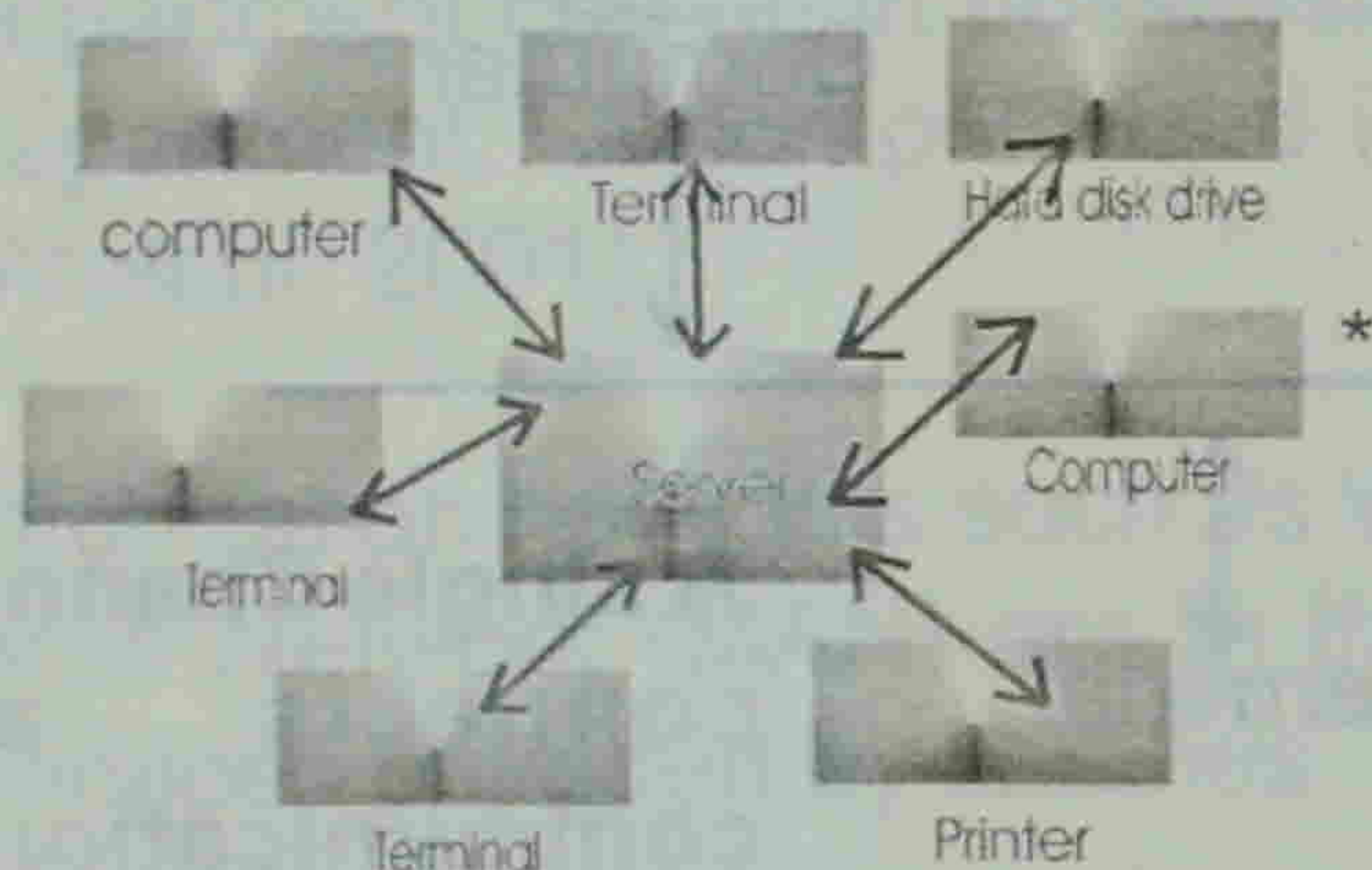
This is a WAN that serves all the users in a metropolitan area. Experiments indicate that the introduction of electronic Networks changes both the way researchers interact and the way they exchange information. Electronic Communication Technologies have opened up new means of cooperating on a global scale and providing services at an affordable price. The exchanges of ideas and references have improved research and development as well as technological productivity. Electronic Communication is also improving the coordination of sharing and organizing of non-computer resources such as money, books, etc for institutions. Joint projects and research projects are beginning to be carried out using e-mail among researchers in Africa and those in developed countries.

TOPOLOGY OF LANS

Networks can be laid out in different ways. The logical layout, or shape, of a network is called a topology. The three basic topologies are star, ring and bus.

- (i) STAR NETWORK: A Star Network is one in which all microcomputers and other communications devices are connected to a central server (see figure 1). Electronic messages are routed through the central hub to their destinations. The central hub monitors the flow of traffic. The PBX is an example of a Star Network.

The advantage of a Star Network is that the hub prevents collisions between messages. More so, if a connection is broken between any communications device and the hub, the rest of the devices on the network will continue operating. However, if the hub goes down, the entire network will stop.



This arrangement connects all the network's devices to a central host computer, through which all communications must pass.

Figure 1. A Star Network

- (ii) RING NETWORK: A Ring Network is one in which all microcomputer and other communications devices are connected in a continuous loop. (See figure 2). Electronic messages are passed around the ring until they reach the right destination.

The advantage of a Ring Network is that messages flow in only one direction; thus there is no danger of collisions. The disadvantage is that, if a connection is broken, the entire network stops working.

This arrangement connects all the network's devices in a closed loop.

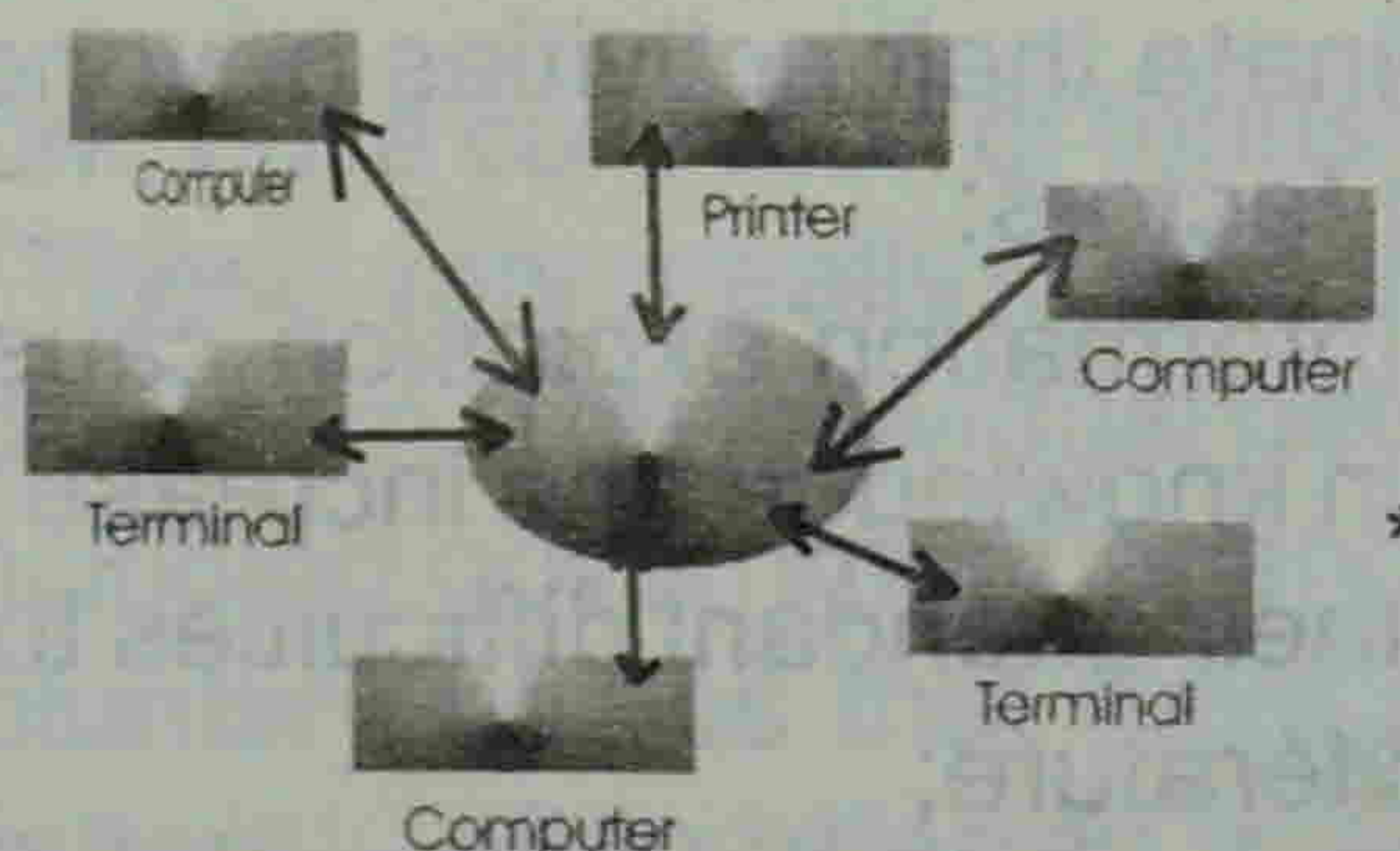


Figure 2. A Ring Network

- (iii) **BUS NETWORK:** The Bus Network works like a bus system at rush hour, with various buses pausing in different bus zones to pick up passengers. In a Bus Network, all communication devices are connected to a common channel.

In a Bus Network, there is no central server. Each communication device transmits electronic messages to other devices. If some of those messages collide, the device waits and tries to transmit again.

The advantage of a Bus Network is that it may be organized as a client server or peer-to-peer network. The disadvantage is that extra circuitry and software are needed to avoid collisions between data. Also, if a connection in the bus is broken, such as when someone moves a desk and knocks the connection out, the entire network may stop working.

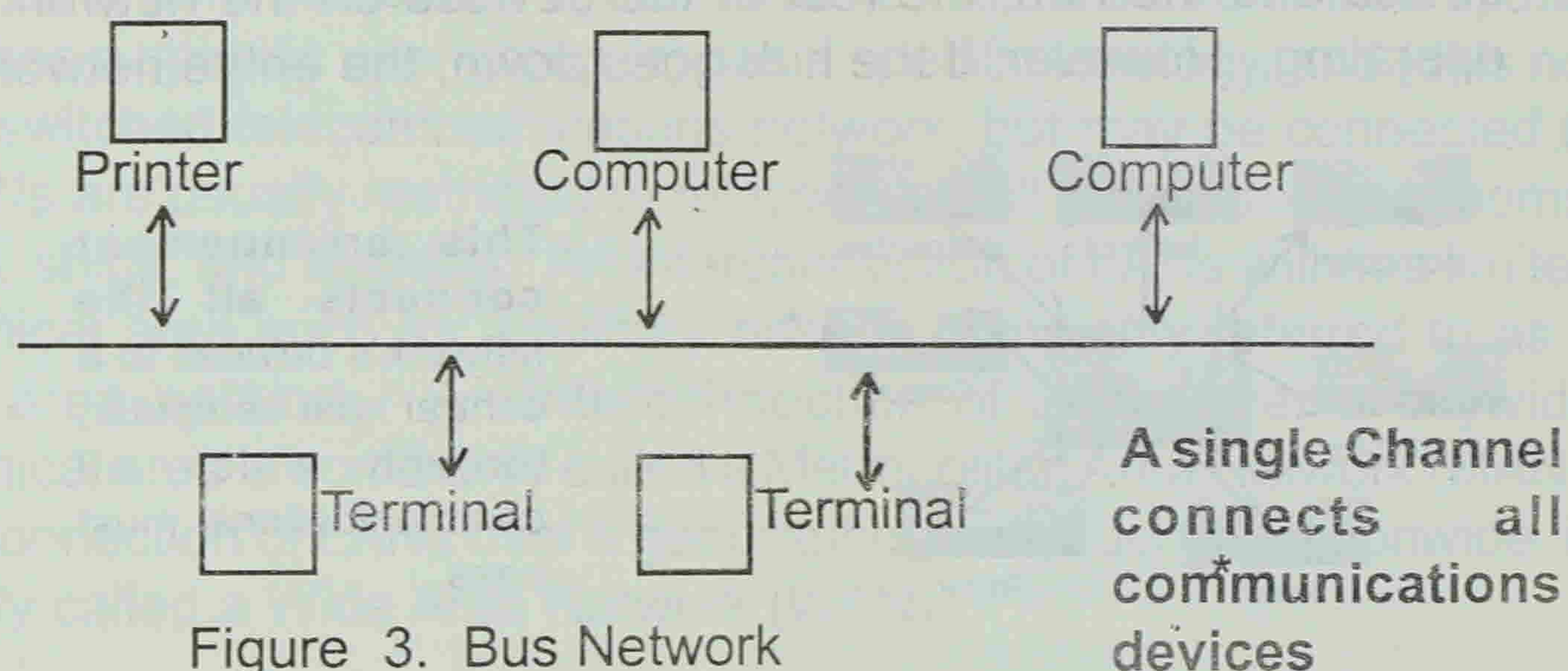


Figure 3. Bus Network

NETWORKING IN THE LIBRARY CONTEXT

Once libraries appropriate to different needs have been established, it is necessary to have their resources pooled in a network so that clients in another library can, without any physical movement, share the resources in such a library. According to Udekwe (2002) Networking is about sharing and sharing in library context requires a willingness to be open-minded and have enough confidence in one another for the benefit of others.

Libraries coordinate their activities beyond their individual boundaries due to the following factors:

- (a) Information explosion caused by the tremendous increase in knowledge and increase in publishing the world over, with their attendant difficulties to control the number of published literature;
- (b) The spread of education at different levels leading to greater and more complex demands on library and information services by the public; and,

- (c) The advance of information technology with its effects on industry and commerce, and the necessity for employees to develop new skills (Ozuluonye, 1987)

It is important that libraries should have their resources networked so that potential users can have access to the desired information through any point in the network. Many academic libraries, particularly at the tertiary level of educational institutions, operate the main library and branch library concept. When the main and branch libraries are automated or computerized, with the former serving as the headquarters of the network, a Local Area Network is said to have been established. This kind of network within one library can be referred to as INTRANET. It also applies to libraries whose various departments collaborate or interact with one another through the use of the computer. The basic concept of this network is that of providing a communications link. The rationale of this network is that no individual department can be in possession of all the information required by such a department. A computerized information system facilitates this objective (Afolabi, 2001).

Information networks such as Wide Area Network (WAN) and Metropolitan Area Network (MAN) are in the form of Internet. Internet enhances the services provided by libraries.

Librarians are able to inform their clients on the location of information materials (either in the main or branch library), an important service that facilitates access to information sources. This leads to the optimal utilization of information sources.

Intranet enables a participating library to provide input into the Internet through connectivity to the Internet. When connected to the Internet, the library on intranet has the advantage of having its collection accessed on the Internet

WHAT IS THE INTERNET?

The Internet is not a single network, but a collection of thousands of computer networks, throughout the world. These vary greatly in size and in the number of computers that are connected to them. The individual networks are owned by a variety of organizations, including government agencies, universities, commercial companies and voluntary bodies that have decided to allow others to connect to their computers – often referred to as SERVERS - to share their information. It is up to each of those contributing bodies to decide what information they wish to make available and how (Norton &

Smith, 1998). Along with the computers that store information, there are thousands of others known as routers. A router is a computer dedicated to receiving information and sending it on along its route across the networks to its destination. These are the ones that keep the Internet traffic flowing. There is no one single owner of the Internet. The nearest thing to a governing body are voluntary organizations such as the Internet Society or the Internet Engineering Taskforce, although neither of these bodies exercise control in regulatory or legislative sense.

The most widely used Internet function is e-mail - an alternative to post, telephone and fax. Another is the newsgroup and discussion lines that enable people who are physically remote from each other to come together on the Internet to share and debate common interest. The other function of the Internet, which has captured the imagination, is the World Wide Web (WWW), a program which lines and retrieves data of all kinds, such as text, graphics and sound, from the inter-connected computers.

The Intranet, as earlier mentioned, enables a participating library to provide input into the Internet through connectivity to the Internet. When connected to the Internet, the library on the network has the advantage of having its collection accessed on the Internet. However, the level of development of Intranet among libraries in Nigeria is low indeed. The bibliographic database (or catalogue) of many libraries cannot be accessed on the Internet. In many parts of Nigeria, there is no network of computers, except, to some extent in the banking sector.

Access to the Internet implies access to a number of basic services. These include

- i. E-mail
- ii. Tele/video conferencing (interactive conferencing)
- iii. Access to information resources
- iv. Ftp (the transfer protocol) down loading software distribution
- v. News groups and discussion groups
- vi. Telephoning, fax, directories
- vii. Audio broadcasts, real time audio
- viii. Telnet remote access, network computing
- ix. Imaging 3-dimensional live voice and video text
- x. Archiving
- xi. Integration with directory services
- xii. Interactive (real time calculators, converters, searching, etc)
- xiii. Hypertext linking
- xiv. Online ordering, invoicing and payment

- xv. Intranet add-ons
- xvi. Push technologies for internet channels
- xvii. Airline information travelocity, the trip
- xviii. Weather information and satellite imaging
- xix. Maps
- xx. Electronic book store catalogues, book purchase with full bibliographic information
- xxi. Electronic libraries
- xxii. Games, military, entertainment
- xxiii. Mailing lists (Daniel 1999)

Following its various capabilities, the Internet has become so user-friendly that a user could almost become autopilot (Afolabi, 2001)

ORGANISATIONAL STRUCTURE OF THE NLN

Having come thus far, it is now necessary for us to look at the organisational structure of the National Library of Nigeria [NLN]

The National Library is structured by way of departmentalisation in which functions are carried out and the attainment of institutional goals pursued. The NLN has seven departments viz.:

- i. The National Bibliographic Control Department (NBCD)
- ii. The Research and Development Department (RDD)
- iii. The Finance and Supplies Department (F&A)
- iv. The Collection Development and Processing Department (CDPD)
- v. The Reference and Users Services Department (RUSD)
- vi. The Administration Department (AD)
- vii. The State Branch Services Department (SBSD)

Under each department, there are divisions, sections and units. Above the departments, however, is the office of the National Librarian.

The departments in the establishment are not located in the same place. While some are in Abuja, others are in Lagos. Others still have presence in Abuja and Lagos and to some extent in the State Branches.

Outline of the departments/locations

<u>Departments</u>	<u>Locations</u>
1. The National Bibliographic Control Dept.	Lagos
2. The Research & Development Dept.	Abuja, Lagos

- | | | |
|----|--|---------------------------------|
| 3. | The Finance and Supplies Dept. | Abuja, Lagos and State Branches |
| 4. | The Collection Development & Processing Dept. | Lagos |
| | <i>(The branches and Abuja also collect by way of Legal Deposit)</i> | |
| 5. | The Reference & Users Services Dept. | Lagos, Abuja |
| 6. | The Administration Dept. | Abuja, Lagos and State Branches |
| 7. | The State Branch Services Dept. | Lagos and the State Branches. |

Looking at the structure of the National Library of Nigeria and the locations, one will be convinced that there is the need for networking for efficient service delivery. This is not to say that the institution has not been networked or that the departments are islands of their own. But rather, what we need to consider is the computerization of the departments and the consideration of which departments cum branches that ought to be networked. Oketunji (2001) quoting Awe [1997] highlighted five areas in which computers are needed. According to him:

- i. There is need for more accurate and cost effective knowledge to assist decision making;
- ii. It is difficult to get results through manual operation due to either time constraint or sheer magnitude of work;
- iii. There is need to reduce mental and physical efforts in tackling certain tasks,
- iv. There is need to improve on customer services; and,
- v. There is need for cost effectiveness and efficiency through elimination and reduction of inefficient practices. The above service functions of computers apply to the library departments, the administration and the finance department.

To be specific, Oketunji (2001) identified the advantages of library automation as follows:

- a. It allows co-operation and the formation of library networks;
- b. It facilitates integration of various activities within a library and between libraries in a network;
- c. It helps to avoid duplication of efforts;
- d. It helps to increase the range of services;
- e. It ultimately may serve and or generate money;
- f. It increases efficiency (and effectiveness); and,
- g. It eliminates some uninteresting and repetitive work in a library system.

It is essential therefore to see that the various departments of the National Library of Nigeria are computerized and networked by way of LAN, MAN and WAN. The departments that exist in the same town/city should network their services and activities. For example, the Reference and Users Services, the Research and Development Department, the Administration and the Finance Department that are located in Abuja should be metropolitanly networked, since they are just a few kilometers apart and mostly occupying the same building. On another angle, the National Bibliographic Control Department, the Collection Development & Processing Department and the State Branch Services Department, that are in Lagos, should also be metropolitanly networked.

Wide Area Networking is applicable to departments that are hundreds of kilometers apart; they are those located in different cities of the country. It is important that every staff of the National Library of Nigeria at any location gets to know about the developments, information and services of each department without necessarily traveling to the locations of the departments. Networking implies a high degree of coordination of different activities and departments working towards the same goals.

The National Library has taken giant steps to provide Internet facilities at the Reference and Users Services Department Abuja, the Research and Development Department also in Abuja and the State Branches. However there is no Intranet in place. The bibliographic database or catalogues of the collections of the National Library is not available electronically. Even the physical presentations of the databases are incomplete, not to talk of being on the Internet. The National Library of Nigeria's Web Site is still at its infantile stage. It is therefore difficult for other users of the Internet to get to know much about the National Library of Nigeria and its services. This goes to say that we can see others but others cannot see us. The introduction of Internet Services into the various departments will greatly enhance the efficiency and effectiveness of library services. Clients will get satisfactory answers to their queries within the shortest time. Librarians will equally perform their functions more efficiently.

CONCLUSION

The goals of the National Library of Nigeria cannot be fully attained when the departments that make up the institution can only access the documents available and information generated by them alone. The use of e-mail and Internet for information dissemination is an innovation, which has brought a lot of enhancement to library and information services. These innovations have made the use of databases and entries based in several information and documentation centers possible in many countries of the world. It is therefore the responsibility of the librarians and the management of the National Library of Nigeria to look inward and see the need to acquire the necessary skills to enable them provide effective and quality services through pooling of resources

There is an immediate need to equip all the departments and locations with computers to enable them computerize their resources and services, so that the input of the departments can be networked.

Above all, computer literacy is no more a choice; hence it should be made compulsory for all staff of the National Library of Nigeria.

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USE AND USE PATTERN OF INTERNATIONAL STANDARD BOOK NUMBER (ISBN) AND INTERNATIONAL STANDARD SERIAL NUMBER (ISSN) IN NIGERIA

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Abstract

International Standard Book and Serials Numbers are unique. Not all Nigeriana bear either number correctly.

The study aimed at examining the use and use pattern of each number on Nigeriana and proposing ways of ensuring their correct application. Opinion of 150 randomly selected publishers was surveyed through questionnaire and interview. 800 monographs and 200 serials were examined. Mode and percentages were computed.

National Library controlled application of the numbers. Most publishers applied valid numbers correctly on title page and front cover for ISBN and ISSN respectively. Few printers erroneously applied them. Promotion was, by advertisements and workshops by National Library. National Agency should intensify its technical advice and assistance while publishers should make their publications and invalid numbers known.

1. INTRODUCTION

1.1 Background Information:

International Standard Book Number (ISBN) is a universal system of numbering books for purpose of their identification and easy retrieval. Each set of numbers is unique to a specific publication and made up of 10 digits that are divided into 4 parts of variable length separated by a hyphen or space and preceded by ISBN. The 4 parts from left are:

- (i) Group identifier - a prefix and identifies the national, geographic, language or any other grouping in which the book is published. 978 is assigned for Nigeria.
- (ii) Publisher identifier - identifies a particular publisher within the group.

- (iii) Title identifier - identifies a specific title or addition of a title from a publisher.
- (iv) Check digit - a single digit that provides for computer an automatic check on the correctness of ISBN.

A publisher, for the purpose of ISBN administration, is defined as any person, company, partnership, association, group or body of any kind whatsoever, issuing and publishing books and pamphlets. The location on books of ISBN, its scope and formats are so specific to avoid ambiguity in its application.

Professor Foster of the London School of Economics, in May 1966, reported clearly the need for the introduction of a standard numbering system into the book trade and the benefits that accrue to all parties there from. Thereafter, the British scheme was worked out in 1967. In September 1968, a meeting was held in London to include United States, U.K., Ireland etc to work out an international application for the numbering system. The proposals were considered and accepted at a plenary session of the International Standard Organisation (ISO) in Stockholm, and there emerged the ISO Recommendation setting out the principles and procedures for the International Standard Book Numbering. In 1974, an ISBN National Agency in Nigeria was set up at the National Library of Nigeria charged with the responsibility of allocating numbers to the publishers. Similarly, a Nigerian National Serials Data Centre (NNSDC) was also set up in the National Library of Nigeria for the issuance of ISSNs.

1.2 Statement of Research Problem: In its capacity as a Bibliographic centre, the National Library of Nigeria set up bodies for the administration of ISBN/ISSN, made advertisements in the dailies to provide information on the numbering system and made contacts with the Nigerian Publishers Association. As a result, many publishers had applied for and had been assigned ISBN depending on their declared publishing output. Despite these, an examination of Nigerian publications revealed non-application of ISBN on some of them. When some publications carry the number, the application did not conform with the laid down guidelines for the application. The non-use or non-conformity with the guidelines undermine the use of the standard numbers in identifying specific publications and their retrieval.

1.3 Objectives:

General Objectives: To investigate the degree and manner of use of ISBN/ISSN by Nigerian Publishers and propose how to promote and improve the use of the numbering system among the publishers.

Specific Objectives: To identify:

- (i) the various location of ISBN/ISSN on Nigeriana;
- (ii) Identify the mode of advertisements by the National Agency;
- (iii) Establish correctness and validity or otherwise of ISBNs/ISSNs found on Nigeriana;
- (iv) Suggest ways to promote and improve on the use of the numbers.

1.4 Justification for the study:

For growth of knowledge to be meaningful to mankind, whatever is published should be made accessible and available to its prospective users with ease. In order to facilitate retrieval of such work for consumption, it should be identifiable in any part of the world. This is made possible universally by the ISBN or ISSN which is specific to the publication, since no two publications bear the same ISBN/ISSN.

Furthermore, ensuring the correct use and application of correct and valid ISBN/ISSN will promote the quality of Nigerian Publications. It will also improve the standard of their bibliographies, effective bibliographic control, universal availability of the publications; and, cooperative schemes such as inter-library lending, cataloguing practices among interested libraries and foster standardisation of library practices among them.

2. METHODOLOGY

Two sets of populations were considered for the study. These are publishers nation wide and Nigeriana i.e. publications emanating from Nigeria. Sample units were randomly selected from each population. From the population of the publishers a total of 150 units were selected. This includes individual and corporate publishers, government and non-government publishers. The individual publishers were those personal authors or joint authors who were also direct publishers of their work. The corporate ones include the government departments and such publishers as University Press Ltd (UPL), Africana-FEB Publishers, West African Book Publishers, Macmillan Nigeria Ltd., Evans, Longman Publishers, Heinemann, Board Publications of Nigeria etc. Personal visits were made to the publishers and each was interviewed on their use of ISBN/ISSN. Visits were also made to publishing warehouses, Bookshops and Nigerian depositories from which a total of 1000 publications were examined to identify, on each publication, location, correctness and validity of ISBN/ISSN.

In analysing the data, tables of frequency were drawn for the responses and other data. Mode and percentages were thereafter

computed to show trend on the use pattern. In order to check the correctness and ascertain the validity of each ISBN found on publications, it is assumed that the check digit i.e. the last number of ISBN is calculated on modulus 11. The modulus is with weight 10 - 2 using X in lieu of 10 where it would occur as a check digit. The first 9 digits excluding the check digit of ISBN was each multiplied by a number ranging from 10 - 2 and the product divided by 11. For an ISBN to be correct and valid the sum of the products obtained plus the check digit must be divisible by 11 without remainder.

3. FINDINGS AND DISCUSSION:

3.1 Users of ISBN

95.5% of the publishers surveyed were already in use of ISBN on their publications. However 2.5% of those who applied the number on their publications are mere authors who ignorantly sought ISBN from other publishers. For instance few lectures of University of Ilorin, Nigeria sought for and used the ISBN meant for the University Library as a publisher. Contrary to the guidelines that the ISBN is not meant for printers, except in rare cases where a printer is also the publisher, few printers (1%) who are not publishers applied for ISBN from the National Agency at the National Library of Nigeria. The allocation of ISBN to such printers was made possible because they did not disclose their true identity as printers. They claimed to be publishers in their application. The impersonating printers revealed that such use of ISBN on their publications improved the standard of the format of their printed work and resulted in high revenue generation from higher patronage for printing. One percent (1%) of the publishers did not make use of ISBN on their publications. Such publishers include Omolayo Standard Press, Board Publication, Bakibinga etc.

3.2 Publishers Categories:

The publishing output and future projection of each publisher was the basis of extent of ISBN allocation. Three categories of publishers are identifiable in Nigeria through the use of ISBN.

- (i) 100-199: One hundred publishers identifier of 3 digits in length. Their title identifier is 1,000.
- (ii) 2,000-2999: One thousand publishers' identifier of 4 digits in length whose title identifier is 100.
- (iii) 30000-99999: Five thousand publishers identifier of 5 digits in length and title identifier is 10.

The smaller the publishing out-put, the longer the publisher identifier group. 65% of the publishers belong to the one-hundred identifier group. This includes Macmillan (Nig.) Publishers. University Press Ltd., Heinemann Educational Books (Nig.) Ltd., Evans, Longman (Nig.) Africana-FEP

Publishers etc. Thirty percent (30%) belong to one thousand publishers identifiers. This includes Shebiotimo, B. T. Associates, Omoniyi Ayeni and Gbabeaks Publishers. Three percent (3%) belong to 5-thousand publishers' identifier. They are mainly sole author publishers.

The serial titles are assigned ISSN on receipt of a sample copy (i.e. vol i no i) of a particular serial or a photocopy of its title page to ascertain the real existence of the publication.

3.3 Promotion for Use:

The attention of Nigerian Standard Organisation (NSO) and Nigerian Publishers Association (NPA) was drawn to the existence of the ISBN and ISSN for registration and their use by the National Agency (National Library of Nigeria) through advertisement in newspapers, radio and television. Letters were also sent to the publishers identified through legal deposit obligations.

Eighty percent (80%) of the publishers agreed that periodic advertisements in newspapers proved useful to them. However, 95% of the publishers agreed that the inclusion of the publishers' list of those already assigned the numbers proved most useful to them and encouraged them to apply for and use both numbers on their publications. Good relationship between the publishers and the Agencies promote the use of the standard numbers. To enhance the correct use of the number, publishers indicated that they either wrote or visited The National Library of Nigeria to clarify problems that might arise on the application of the numbers. The National Agency also organized workshops occasionally to educate the publishers and promote the use. Publishers agreed that such workshops fostered greater cooperation between them and the National Library of Nigeria and facilitated the use of the numbers among them. The first kind of such workshop took place on February 1st 1978 and it gave birth to expressed desire by the publishers to apply ISBN on Audiovisual materials.

The serials assigned ISSNs are usually listed in 'The Nigerian File of International Standard Serials Number' which was usually published bi-monthly to disseminate and update information on serials assigned ISSN. It served as the most authoritative source of ISSN for serial titles. Also the names of publishers whose journals had been assigned ISSN were usually published in The National Library Diary.

3.4 Scope of Use

According to the ISO, the materials on which ISBN should be applied include printed books and pamphlets, microfilm publications, Braille

publication, mixed media publications and machine-readable tapes while ISSN is for serial publications. Physical examination of the various categories of materials revealed that only printed books carried ISBN. Publishers whose books bore no ISBN had never applied for or been assigned ISBN. This was due to unawareness on the part of the publishers in question. The serials are academic journals, school magazines, government serial publications, states statistical yearbooks, Annual Reports of government organizations etc. 58% of the serials are academic journals. The high proportion of such serials was due to the desire of the lecturers to have publications for their promotion and advancement. Government serial publications constituted 33% of the serials that carried ISSN. This was facilitated by the ease by which such publications lent themselves to legal deposit obligations.

3.6 Location of Number on the Publication:

The recommended location of ISBN on a publication include back of the title page, foot of the title page, foot of the outside back cover, foot of the back of the jacket or any other prominent position on the outside such as base of the spine and back of the cover. Those of ISSN are in or on the front cover, back cover and title leaf. The most preferable place is either on the top right hand corner or the front cover of the international bibliographic strip where used.

The most desired location indicated by publishers was the one that would promote aesthetic perception of their publications, which is in line with Bartley (1982). Verso of the title page was the most frequent location for the ISBN. 78% of the sample units had their ISBN on the verso of the title page, 19% on the front of the outside back cover and 3% on the back of the dust jacket.

In agreement with Fowowe (1985), the most predominant location for ISSN was the top right hand corner of the front cover page of serial publications. 80% of the sample units bore their ISSN on the front cover page. 9% on the back cover, 5% inside the front cover and 4% on the content page.

For example

“Orita: Ibadan Journal of Religion = ISSN: 0030 – 5596” and “Kwara State Statistical Yearbook ISSN: 1118-7913” bore the serial number on the top right hand corner of the front page.

“First Bank Monthly Business and Economic Reports = ISSN: 1115-5341” and “Annals of Borno = ISSN: 0189-2195” inside the front cover; “West Africa = ISSN: 0043-2962” and “News Watch = ISSN: 0189-8892” on

the content page. Contrary to Fowowe (1985), 90% of Nigeria Newspapers displayed the ISSN on the bottom of their last page.

3.7 Use by Printers

Few printers impersonate publishers in the use of ISBN on the publications firmed out to them for printing. They wrongly applied for and were assigned ISBN. Such printers claimed that application of the standard number on their finished products improved the standard of their format and increased revenue generation of their business.

3.8 Miscellaneous Findings

Generally, libraries in Nigeria had adopted application of ISBN and ISSN in their descriptive cataloging to ensure full bibliographic details of their holdings. The National Library of Nigeria in her efforts to encourage the use of the standard numbers, set up within it, both National Agency for ISBN and National Serials Data Centre for ISSN and handled relations with the International Agencies on behalf of all Nigeria Publishers. Schedule officers at the centres were sent abroad for workshops to enhance training in the operation and facilitate standard in the use of both standard Numbers at home. The National Library at its centre for the standard Numbers maintained a register of publisher identifier's names and locations as well as list of serials already assigned ISSN. The library also provided manual instruction for both ISBN and ISSN operations and computer printout of ISBN to publishers.

In the desire of the publishers to inculcate the culture of applying the standard numbers on their publications, each publisher usually applied for the allocation of the relevant number. They informed the library of their publishing output, obtained print-out of list of numbers from the ISBN National Agency/NNSDC and administered numbering of its own books. The publishers were required to forward a list of their publications ISBN/ISSN assigned them to the National Agency and each publication received through legal deposit obligation was usually examined for correctness and validity of ISBN/ISSN carried.

Ninety-five percent (95%) of the sample monographs had their ISBN in correct format. However, the use of hyphen was more favoured than that of space in separating the four groups that constitute an ISBN. However, 4% of the monographs had wrong format of ISBN either by having the number divided into 3 groups as against 4 and/or having the check digit lumped with the title identifier.

Examples of publications with wrong format are:

OBASANJO, Olusegun (1990). Not my will, Ibadan: UPL ISBN: 978 2491616

YEROKUN, Olusegun (1986). Insurance: general principles and some aspects of insurance law in Nigeria ISBN 978-30268-011.

The above number for Yerokun (1986) contains 11 digits as against 10. The number is therefore incorrect and invalid.

Other invalid/incorrect numbers are

ISBN 978-132-243-8. This is invalid because the sum of the products and digit is not divisible by 11 without leaving a remainder.

ISBN 975-2792-48-9. This number has wrong group identifier.

Eighty eight percent (88%) of serials sampled carried correct ISSN. Each serial number was found to consist of 8 digits divided into 2 groups of 4 digits and separated by a hyphen. However, ISSN was wrongly applied on few serials such as 'New Nigerian' = ISSN 03382755. The eight-digit number is not divided and separated into 2 groups by hyphen. Guardian bears ISS No. 181-6125 as against 8 digits and the correct version of ISSN 0181-6125. The Nigerian Tribune bears 3 digits i.e. ISSN 271 rather than 8 digits of 2 groups of 4 digits each, while Atoka Igbomina: a monthly newspaper carried ISBN instead of ISSN. The publication was not registered with NNSDC. Each publication obtained through legal deposit obligation was usually examined. Any incorrect or invalid number detected was usually cancelled and new one assigned. The National Library usually published regularly in National Library Diary and annual cumulative issues of National Bibliography of Nigeria (NBN) a list of publications with their assigned standard numbers i.e. ISBN/ISSN.

This study revealed that most Nigerian Publishers have accepted the use of ISBN/ISSN without reservation. A few are of the opinion that the National Library of Nigeria should be organizing workshops more frequently to assist them and other new publishers clarify problems that might arise on the numbering of their books.

4. CONCLUSION AND SUGGESTIONS

From the findings outlined above, there is no gain saying that the use of ISBN and ISSN has been fully established in Nigeria and that Nigeria has taken a renewed position in the world of bibliographies. Though, with few problems on their application, much advantage has been derived from the use of the numbers.

For the continual use of the two numbers for maximum advantages, the author of this paper is of the opinion that

1. Attempts should be made by publishers to avoid errors either by omission or commission in the application of the numbers;
2. In order to ensure the proper use of the numbers by the publishers, the National Agency and the Nigerian National Serials Data Centre (NNSDC) should provide the publishers technical advice and assistance from time to time. This should be supplemented with manual instructions;
3. The Agency and the Centre should also offer to number all the backlist to facilitate retrieving and/or identifying all the published works;
4. Publishers should be above board in forwarding lists of their publications with their ISBN or ISSN to the issuing body and informing the same body of any invalid number(s) rather than applying the numbers(s) wrongly on their publications;
5. For the ISBN/ISSN to serve its purpose maximally, every library in Nigeria should provide ISBN/ISSN on all their cards as found in the books or serials. Also, an ISBN/ISSN index, which should be updated periodically and made available to all participating libraries, should be put in place;
6. Efforts should be made by the National Library of Nigeria with the coöperation of other Nigerian Libraries to publish the second edition of the National Union list of serials (NULOS) as well as the first edition of the National Union Catalogue (NUC). This is to assist in tracking down publications that do not bear Standard Numbers with the aim of assigning them the number;
7. Well-informed libraries and other groups on the use of both numbers must always assist in educating the publishers and other would-be users of the numbers. If the users and quality control were enhanced, most publications (especially serials) would not perished unnoticed and Universal Availability of Publication (UAP) would be greatly enhanced; and
8. The use of ISSN and ISBN is relevant to the book trade in general. All the participants in the book trade should join hands to promote and embrace the use of the Standard Numbers in accordance with International Standard guidelines.

In conclusion, the use of ISSN and ISBN and adherence to its guidelines will continually enhance the quality/accessibility to and facilitate the retrieval of publications emanating from Nigeria both locally and internationally.

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**THE READING HABITS OF UNDERGRADUATES AS DEDUCED
FROM THE USE OF THE LIBRARY: A CASE STUDY OF THE
UNIVERSITY OF ADO-EKITI, NIGERIA**

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ABSTRACT

The paper examines the reading habits of undergraduates as deduced from the use of the Library. Different kinds of books make different kinds of contribution to a man's education. Utilitarian reading helps to pass examination and to obtain good results and certificates, while reading for pleasure (leisure) things like newspapers, novels, story books, etc, improves one's spoken and written English, as these books entertain, inform and educate.

A sample of 110 undergraduates, (male and female) reading in the Library, as at the time of this survey, was drawn for the study, out of which 97 responses, representing 88% were received and used. The study shows that undergraduates engage in utilitarian reading as 73 (75.26%) of the sampled population confirmed this. Eighty (82.47%) claimed that they use the library more during the session, an indication that undergraduates normally desert the Library the moment they are through with their examinations at the end of a semester or session.

Recommendations were made as to what could be read for pleasure to complement utilitarian reading and to cultivate the reading habit in our undergraduates.

INTRODUCTION

The reading habits of undergraduates, particularly at the University of Ado-Ekiti, as deduced from the use of the Library, showed that the Library is normally heavily used (densely populated) by readers when examinations are at hand. Some readers do not mind sitting on the bare floor when there are no seats during examination periods, while some normally pair up with their colleagues on a seat, practices which the Library frowns at and discourages.

Conversely, the Library is normally sparsely populated with readers when examinations are over and during vacations; an indication that undergraduates engage more in utilitarian reading than reading for pleasure.

THE SITTING CAPACITY OF UNAD LIBRARY

The University of Ado-Ekiti Library can conveniently sit six hundred and sixty (660) readers at a time. The various sections and the number of seats in each are as tabulated below:

S/N	SECTIONS	NO OF SEATS
1	Arts and Social Sciences	200
2	Law Library	152
3	Reference	68
4	Science and Technology	184
5	Serials	56
	Total	<u>660</u>

LITERATURE REVIEW

So many scholars have written on reading and the import of reading. Adedeji (1983) opines that very few Nigerians read for pleasure and that the apathy to reading can be observed not only in adults and young adolescents, but also in children. Adedeji thus observed that if people read at all, it is not for the pleasure of reading, it is because they want to pass one examination or another, hence, the books they read are prescribed texts. As soon as they have passed their examinations, obtained their certificates and are comfortably settled at their places of work, it is goodbye to reading of any sort.

Muhammad (1982), the then chairman of the National Library Board, Nigeria, said in his goodwill message on the occasion of the National Reading Week that reading is the key to discipline, self-reliance and national unity. He asserted that the dictum: "Reading maketh a full man" is relevant here in Nigeria. He also observed that in Nigeria, people only read when preparing for examinations or when their job demanded it inspite of the fact that books are available for innumerable uses – for information, knowledge, enlightenment and even for entertainment. In his view, it was the reason why, even though huge resources were invested on education, illiteracy did not appear to decline in the society.

Likewise, Usman (1982) while declaring close the ceremony of the National Reading week, as the then Minister of State in the Ministry of Education, observed that the Reading Promotion Campaign was aimed primarily at encouraging reading and inculcating the reading habit in Nigerians for

purposes other than the sheer utilitarian ones of formal education or examination purposes.

The campaign according to Usman was also aimed at ensuring that enough reading materials in form of books and other reading matters were available to the average Nigerian in adequate numbers and variety and to make sure too, that what was available was relevant to cultural and situational needs.

Banjo (1982) observed that different kinds of books, make different kinds of contribution to a man's education. He opined that, if your ambition is to become an Engineer, books on engineering will help you to realize that ambition and consequently give you a good income. As a further consequence, you will be placed in a good social class. But you may turn out to be very good, and therefore quite a rich and comfortable Engineer while being quite a horrible human being, if all you ever read are books on engineering. You will be improving one part of your personality while neglecting another important part.

Abimbola (1979) remarked that reading, like all educational processes ends in the grave, that throughout life, one is a student learning to perform the one act at one time or the other. Abimbola thus observed that reading is basic to learning and its process is not only tedious and gradual but also endless. Whilst reading is basic to learning, learning itself is also basic to survival, hence the lack of reading is disastrous, because it is the most efficient way of gaining knowledge; a commodity which is free in places like libraries. It connotes "power" and distinguishes "those who know" from "those who do not know".

Busayo (1996) cited Bakare (1970) as saying that, in learning any school subject or any material, three stages of learning are usually distinguishable. First, there is the acquisition stage when the material is studied; that is, "taken in" or "absorbed" by the student. Second, there is the retention stage, when the material studied is stored and the third stage, which is the reproductive stage; that is when the materials studied and stored is produced (recalled) when required during tests and examinations. These three stages of learning are closely inter-related. If for instance, a school subject is poorly studied at the acquisition stage, it will be poorly retained and produced at the reproduction stage.

Fanoiki (1985) opined that the reading habits of Nigerians, generally, and Nigerian adolescents, in particular, should be a matter of great interest in our educational and other aspects of development, as a nation. Fanoiki noted that if we want to conquer poverty, hunger and disease in the world, we have to conquer illiteracy first, as it is the most serious handicap for economic, political, social and individual development. Fanoiki, in her survey, quoted Elujobade as saying that the Nigerian adolescent engages in "utilitarian reading" as opposed to general reading, which is reading for pleasure (a way of spending one's leisure) and this cuts across various subjects or disciplines.

WHAT IS READING?

Osunkoya (1985) quoted Gray as defining reading as "a highly complex activity including various important aspects such as recognizing symbols quickly and accurately, apprehending clearly and with discrimination the meanings implied by the author, reacting to and using the ideas secured through reading in harmony with the readers purpose".

This definition implies that reading for the development of one's intellect involves complex activities in which the eyes, the mind, the brain or the central nervous system collaborate in the process of perceiving, analyzing, reasoning, interpreting, integrating and problem solving.

WHY READING?

The importance (advantages) of reading cannot be over-emphasized. Reading has become an indispensable skill in the modern world, the more reason why great importance is attached to the skills of reading nowadays.

Commenting and emphasizing on the importance of reading, Adedeji (1983) observed that reading is needed for effective functioning in the society. She opined that it is a tool for learning and studying and that it is an intellectual activity which helps to develop the mind and personality of human beings. She reiterated that reading is an aid to language development, individual development, socialization and civilization and that reading has the following identified importance or values:

- i) Social values
- ii) Linguistic values
- iii) Moral and Intellectual values

SOCIAL VALUES OF READING

Reading makes an individual function effectively in the society – Adedeji (1983). Many of the activities of ordinary life require the ability to read, for

instance, in the big cities where simple activities such as finding one's way around, shopping and even the enjoyment of one's leisure may depend to a great extent on one's ability and willingness to read. Without reading the newspapers, one is completely ignorant of what is going on in the country. If one is able to read, he can derive the benefit of knowing about different countries, different ages and different cultures. Likewise, through the reading of different types of literature, one is able to appreciate the culture of one's own people as well as that of other lands.

LINGUISTIC VALUES OF READING

Reading enriches our understanding of how language can be used. Language is best learned in real situations. Books present us with situations in which language is seen or heard in use and for which language must be used. By reading we improve our spoken and written language, and its effect can be evident in the active use of the language by children and adults. This fact is not easily appreciated by pupils in schools whenever they are asked to read "wide" – that is, to read other things that are not directly related to their studies. The student of chemistry, geography or commerce cannot understand why teachers encourage him to read for pleasure in order to improve his use of the English Language. But reading does have a great effect on the reader's use of language for, consciously or unconsciously, the reader acquires language from what he reads and in that way develops his own use of the language.

MORAL AND INTELLECTUAL VALUES OF READING

Reading is an activity which helps to develop the mind and personality of human beings, it enriches their intellectual lives. It provides an insight into human problems. It influences the readers' behaviour and attitudes. Books can, and do influence our outlook. In the case of children, the ideas that they absorb from determining the kind of people they will be. In other words, reading helps to mould their character. This, of course, emphasise the need for reading the right type of books – books that entertain but which at the same time inform and educate.

THE PURPOSE OF THIS STUDY

Reading, no doubt, makes a complete and adequate scholar. For one to be a total man, he must be found worthy in character and in learning – this, reading does. Therefore, reading for examination, and for pleasure should be seen as "twins". As such, the two types of reading should be seen as inseparable and one should not be favoured at the expense of the other.

This study is intended to find out the following information from the point of view of the undergraduates.

1. Why students (undergraduates) read;
2. The importance of Reading;
3. The advantages in reading for pleasure;
4. The materials often read;
5. The value attached to certificates;
6. The importance of the Library; and
7. The patronage (use) of library.

RESEARCH METHODOLOGY

A fifteen (15) item questionnaire was designed and distributed to the undergraduate students (both males and females) who were physically present and reading in the University Library as at the time of this survey. One hundred and ten (110) copies of the questionnaire were administered on the readers out of which Ninety-seven (97) responses, representing 88% were duly completed, returned and used for this study.

The students (readers) were simply asked to tick (✓) either "Yes" or "No" to match their choice of answer in each case.

DATA ANALYSIS

Tables 1 to 7 show the results of the study.

Table 1: Why undergraduates read.

Question: The emphasis on paper qualification encourages me to read.

S/N	FREQUENCY OF RESPONSES	PERCENTAGE
1	Yes 61	62.89
2	No 36	37.11
3	Total 97	Table 1 100.00

The responses in table 1 show that 61 (62.89%) of the sampled population read because the society places emphasis on paper qualification, while 36 (37.11%) claimed that they do not read for that reason.

Table 2: The importance of Reading

Question: Reading helps one to pass examinations.

S/N	FREQUENCY OF RESPONSES	PERCENTAGE
1	Yes 95	97.94
2	No 2	2.06
3	Total 97	100.00

Table 2

Table 2 shows that virtually all the respondents appreciate the importance of reading as 95 (97.94%) of them agreed that reading helps them to pass examinations while only two (2.06%) disagreed.

Table 3: The advantages in reading for pleasure.

Question: Reading of newspapers and novels improves one's spoken English.

S/N	FREQUENCY OF RESPONSES	PERCENTAGE
1	Yes	94
2	No	3
3	Total	97

Table 3

Table 3 stresses the advantages of reading for pleasure. Here 94 (96.91%) of the respondents agreed that reading of newspapers and novels improves one's spoken English while three (3.09%) disagreed with this claim.

Table 4: The materials often read.

Question: During examinations, I read only my handouts and the prescribed textbooks for my courses.

S/N	FREQUENCY OF RESPONSES	PERCENTAGE
1	Yes	69
2	No	28
3	Total	97

Table 4

Table 4 seeks to know what students often read. 69 (71.13%) of the respondents claimed that they read their handouts and the prescribed textbooks during examination, while 28 (28.87%) of them said it wasn't so.

Table 5: The value attached to certificates

Question: I enjoy my reading more when I have an examination to write.

S/N	FREQUENCY OF RESPONSES	PERCENTAGE
1	Yes	73
2	No	24
3	Total	97

Table 5

Table 5 clearly indicated that undergraduates attach importance to the ownership of certificates as 73 (75.26%) of the sampled population claimed that they enjoyed their reading when they have an examination (utilitarian reading) while 24 (24.74%) of them claimed otherwise.

Table 6: The importance of the Library

Question: The Library is a conducive place for reading

S/N	FREQUENCY OF RESPONSES	PERCENTAGE
1	Yes	84 86.60
2	No	13 13.40
3	Total	97 100.00

Table 6

Table 6 confirmed the fact that silence is the golden rule in the Library, as 84 (86.60%) of the sampled population claimed that the Library was a conducive place for reading, while 13 (13.40%) claimed that it wasn't so.

Table 7: The patronage (use) of the Library

Question: I use the Library more during the session than at vacation

S/N	FREQUENCY OF RESPONSES	PERCENTAGE
1	Yes	80 82.47
2	No	17 17.53
3	Total	97 100.00

Table 7

Table 7 shows that undergraduates use the Library more during the session, particularly, when examinations are approaching. Here, 80 (82.47%) of the sampled population confirmed that they use the Library more during the session than at vacation, while 17 (17.53%) of them claimed otherwise.

DISCUSSIONS

One can deduce from this study that undergraduates in our universities engage in utilitarian reading, because the society places emphasis on paper qualification as can be seen from Table 1. Table 2 also buttresses the fact that reading is very important because it helps one to pass examinations.

Table 3 shows that reading for pleasure (leisure) things like newspapers and novels improves one's spoken English, while Table 4 confirms that undergraduates read mainly for examinations, their handouts and the prescribed textbooks. Table 5 further clarifies that undergraduates read because they attach great value to certificates; thus, they engage in serious reading when they have an examination to write.

Table 6 shows that the undergraduates recognize the Library as a conducive place for reading. A place where silence was always maintained. Ironically, Table 7 confirmed that undergraduates use the Library more during the session and desert the Library during vacation when there was no examination write.

REASONS WHY THE LIBRARY IS HEAVILY USED DURING THE SESSION

The use of the Library resources is not limited to the undergraduates alone. For instance, the categories of people that are allowed by law to use the University of Ado-Ekiti Library as spelt out in the student's handbook (2001) are:

- i) Members of the University Council;
- ii) All Senior members of Staff of the University;
- iii) All Students of the University;
- iv) Graduates of the University of Ado-Ekiti, who may use it for reference only;
- v) Students attending seminars, conference or part-time courses in the University who can use the Library for reference only; and
- vi) Any other person permitted by the University Librarian

However, from the above-mentioned list of eligible Library users, the undergraduates form the bulk. Below are some of the reasons why the Library is heavily (densely) used during the session:

1. Eagerness to read and pass examination;
2. The rush for the limited seats available;
3. Availability of prescribed reading materials;
4. Consultation of past examination questions;
5. Opportunity of photocopying services;
6. Conducive reading atmosphere;
7. Reference services;
8. Limitation of peers (bandwagon mentality); and
9. Examination phobia which leads many to the Library.

RECOMMENDATIONS

Reading, regardless of which trade or profession in which one finds himself or herself, has become an indispensable skill in the modern world. For instance, artisans, petty traders, and others in such categories, need to be able to read and write, how much more undergraduate students.

Our undergraduates, apart from utilitarian reading, should also engage in general reading, which is reading for pleasure (leisure) or recreational reading. Failure to do this will imply that one is improving one part of one's personality while neglecting another important part.

The following are therefore recommended:

1. The importance of reading must be stressed to undergraduates during their orientation program. This will immensely help to curb examination malpractices.
2. The University Counseling Center must inculcate in the undergraduates the habit of reading both for examination and leisure.
3. Lecturers must not favour their students unduly with marks or examination questions. Such indulgence can lead to laziness and half-baked graduates.
4. The Library should make reading materials available in diverse forms both for leisure and examination purposes.
5. The Library staff must not be harsh on the students but should not compromise either.
6. The library opening hours should be extended beyond 6.30p.m. daily, as this would serve as an extrinsic motivator to the undergraduates to read.

CONCLUSION

The importance of reading cannot be over-emphasized. Reading both for pleasure and examination complement each other, thus one should not be left to suffer at the expense of the other, as knowledge itself is dynamic. It is often said that the man who ceases to learn, ceases to live.

Undergraduates in our respective tertiary institutions should not play away their time during vacations, under the guise that examinations are over. They should engage in recreational reading rather than roam about the streets or join the multitude to do evil or some other unprofitable task. It is said that an idle mind is the devil's workshop, therefore, students should conquer illiteracy by cultivating the habit of reading not only for examination, but also for leisure (pleasure).

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REPOSITIONING STATE BRANCHES OF THE NATIONAL LIBRARY OF NIGERIA FOR IMPROVED SERVICES

SALAWU, B. A.

NATIONAL LIBRARY OF NIGERIA

ABSTRACT

State Branches are branches of the National Library of Nigeria established in various states of the Federation. Their establishment was informed by the need to extend library and information services to all parts of the country in line with the National Library of Nigeria Decree No. 29 of 1970, which establishes the institution as national depository and bibliographic agency. State branches render services directly to the public and liaise with publishers, other libraries and institutions. They provide insight into the operations of the institution.

There is therefore, the need to pay great attention to the development of the branches in order to boost their operations and thus enhance the public image of the institution. The whole institution and the state branches, in particular, are faced with problems, which need to be addressed squarely. This will reposition them for a more effective and efficient service delivery in their areas of operations.

This paper therefore examines the functions of, and problems confronting the branches. It also proffers solutions as a way forward.

1. INTRODUCTION

The National Library of Nigeria was established by the Act of parliament otherwise known as National Library Act (No. 6) of 1964 which was revised by Decree No. 29 of 1970. The institution is charged among other things with the following functions:

To assemble, maintain and extend to users, a collection of books, periodicals, pamphlets, newspapers, maps, musical scores, films and recordings as the Board considers appropriate for the library of highest standing; to establish and maintain a branch of the National Library of Nigeria in each state of the Federation; to make the facilities of the National Library available to members of the public and others on proper terms and to be responsible for the development of National Bibliographic services.

The above functions provide the basis for the establishment of branches across the nation. At present, the country is divided into four zones with branches in every zone. There are nineteen branches so far with hope of establishing more in the future. The existing nineteen branches are: Kaduna, Niger, Kwara, Kano, Sokoto, Ondo, Ogun, Edo, Oyo, Osun, Enugu, Imo, Cross Rivers, Rivers, Plateau, Bauchi, Borno, Adamawa and Taraba (see Appendix). The branches render library services to the members of the public in their respective states.

Initially, the state branches constituted an integral part of the Reference and Users' Services Department (RUSD), which oversaw their operations. However, owing to expansion in services, which translated into increase in the number of branches, there arose the need for restructuring of the institution for functional and operation effectiveness, hence, the State branches Services Department (SBSD) was created in February 1996 to replace the then Department of Planning, Research and Statistics. The department was charged with the responsibility of supervising and coordinating the activities of the branches in order to ensure a more effective and efficient service delivery. It is also to prepare budget to take care of the basic needs of the branches.

2. FUNCTIONS

The state branches play a vital role in the library and information services of the institution. In fact, their importance can hardly be over-emphasized. A thorough examination of their functions will shed more light on this.

a) Reference and Users' Services

The libraries are open to members of the public from all walks of life who are at liberty to make use of the library collections consisting of local and foreign reading materials to be read on the library premises.

The branches have competent and experienced professional staff who respond to readers' enquiries thereby assisting them in locating the needed information from the collections. They also engage in other activities that enable readers to locate and use reading materials. These include comprehensive indexing of newspapers, correct filing of catalogue cards in the catalogue cabinet; shelf reading and compilation of bibliographies.

The branch libraries also render photocopying services to their clientele since books are not loaned out to members of the public. However, the libraries take cognizance of the copyright law in discharging this function.

b) Collection of Legal Deposit Items

The Decree setting up the apex institution mandated it to collect three, ten and twenty five copies of books published in Nigeria by private publishers / publishers, state and Federal government respectively within one month of publication at their own expense. Consequently, the branches go on legal deposit drives to collect the material published in their respective states and environs on behalf of the institution and then forward them to Collection Development and Processing Department (CDPD) for processing in accordance with the requirements of universal Bibliographic control. The branches thus, remind the publisher of their obligations to the institution and the need to obtain International Standard Serial number (ISSN), International Standard Book Number (ISBN) and Catalogue In-Publication (CIP) data for their new publications. They are also expected to maintain registers of publishers in their areas of operations and update such from time to time and forward such register to Collection Development and Processing Department in Lagos.

c) Link Between ISSN/ISBN Centre and Publishers

As the National depository and bibliographic agency, the institution carries out some international programmes on behalf of the International Federation of Library Association (IFLA) and UNESCO for effective national bibliographic control of the country aimed at achieving Universal Availability of Publication (UAP). These include issuance of International Standard Serial Numbers (ISSN) and International Standard Book Number (ISBN) to Nigerian publications. These are unique codes assigned to serials (Journals, newspapers, magazines) and books respectively in order to distinguish them from any other publications of the same kind. This makes for easy identification and location of the publications throughout the world. The records of serial titles and publishers registered for ISSN and ISBN are then forwarded to the international centres in Paris and Berlin respectively where they form part of international databases.

For now, this function is highly centralized and cannot be performed by the branches. However, they have continued to serve as a link between publishers and the institution's ISSN/ISBN centre. The branches connect publishers with the centre. Thus, the publishers are able to obtain their codes with ease. In fact, many branches have assisted publishers in obtaining the codes for their new publications thereby saving them the trouble of having to embark on long journeys to the centre in Lagos.

d) Displays and Exhibitions

The branches render current awareness services by mounting exhibitions and displays on notable and topical issues. Similarly, new publications are put on display to arouse and stimulate the interest of users in reading. Also, branches maintain current awareness board, which are regularly updated with topical issues in the news to keep patrons abreast of the development in the world.

e) Subpoena/Certification

Branches take active part in subpoena services. Staff from branches, in response to subpoena summons, go to courts to tender documents as evidence in cases of litigation. Similarly, branches certify documents for individuals and organizations for the same purpose.

f) Inter Library Cooperation

In furtherance of inter library lending programme, branches establish relationships with other libraries in the same location. This is to facilitate exchange of information resources in order to meet the information needs of their clientele since no library is self-sufficient.

g) Consultancy Services

Branches render professional assistance in the establishment and development of libraries in their areas of operations. They have in fact assisted many schools and organizations in setting up libraries of their own. This also includes training of personnel to run such libraries.

h) Organization of Seminars and Workshops

The branches do organize seminars and workshops with a view to broadening and updating their knowledge in their professional callings. This can be in-house seminar meant for members of staff only or an all-inclusive seminar, which extends participation to professional colleagues from other libraries in the same location. An important feature of this is paper presentation by distinguished professionals and scholars who may be members of staff or outsiders. They serve as forum for discussing issues of professional importance. In addition, branches organize lectures for secondary school students.

i) Selection of Books

Branches are expected to take part in selection of books for the institution as part of their inputs to the collection development processes. Their interaction with the members of the public and proximity to the grassroots

give insight into the needs of their clientele. As such they are in a position to recommend for purchase certain reading materials that will satisfy the information needs of their clientele. To this effect, they are expected to liaise with the book industry.

j) Clearing House Service

The above functions also establish the state branches as clearing house service points for the apex library. They attend to the patrons' enquiries and link them with other departments for their needs. They serve as collection points for legal deposit materials and assist publishers in obtaining ISSN and ISBN for their new publications. They offer professional assistance in library establishment. They assist in the circulation and marketing of National Bibliography of Nigeria published by the National Bibliographic Control Department of the institution. The Research and Development Department also requires their assistance for any seminar or workshop organized outside Abuja and Lagos.

In addition to the above functions, branches play hosts to schools and institutions who visit them on either school excursion or to acquaint themselves with the operations and services of the National Library of Nigeria. The branches have continued to discharge their statutory function in their various areas of operation. In fact, reports show that they enjoy high patronage and their clientele have continued to increase over the years. But the branches are, however, face with myriads of problems, which militate against effective operations and tend to undermine their impact in their various locations.

3. PROBLEMS AND CHALLENGES

According to Omolayole (2001) all libraries whether academic, school, special, public or national are predicated on four principal pedestals namely, purposely-built physical structure, personnel (adequate in number and qualifications), collection (adequate and current in number and varieties) and services (efficient and effective in delivery).

The above submission beautifully captures the major problems and challenges bedeviling the branches. Hence, it is within this context that the problems and challenges will be under the following subheadings:

a) The Building

The institution needs to set high standards not only in its information services but also in other things including the physical structures of the buildings as befits the foremost institution. Therefore, the buildings need to be kept in

good shape at all times for the comfort of library with all paraphernalia of modern library such as elegant tables and chairs, cabinets, show glasses, display stands etc. Every now and then, some branches complain of inadequate tables and chairs, broken-down photocopiers and inadequate staffing, while the authorities try to meet their needs with the provision of the required items. However, there is always room for improvement in view of the fact that establishment of branches is a continuous exercise. Therefore all the required items cannot be provided at once. In fact, the newly established branches have been mostly affected in this regard. All these items need to be adequately provided and maintained including power-generating sets and air-conditioners.

At present, out of nineteen branches, only the Zonal offices, which are four in number, have prototype buildings, while the rest are occupying temporary buildings donated by the various state governments. Some of these buildings are posing a lot of problems in spite of the huge some of money being spent on their renovation. The authorities often have to carry out repairs on these buildings even after renovation at one time or the other, a pointer to the fact that the buildings are either none too good architecturally or none too suitable for library services since they were not designed for that purpose. The general complaints are either that of leaking or blown off roof, or part of the buildings getting dilapidated. Even with the prototype buildings, leakage through the roof have been a problem. Water as a result of leakages poses a menace to the library as it can damage the collections as well as the arrangement. Secondly, the reading rooms and the halls become water logged. This is affecting patronage and scaring away patrons from making use of the halls and auditoriums, which are sources of revenue for the branches. In the same vein, a situation whereby a branch has to change location as a result of quit notice will surely affect its smooth operations. In fact, some branches are facing threats of ejection from the temporary sites. Cases in point are Ogun, Imo, Taraba and Cross River State Branches. Apart from the psychological effects of the threats on the members of staff, the branches stand the risk of loosing some of their collection, while some of their audio-visual materials and ICT equipment can easily get damaged in transit. The Cross River State Branch commenced operation again in 2003 after it had been closed down for two years on account of its renovation.

Although this problem is receiving the attention of the authorities, one is of the view that the only lasting solution is the construction of the prototype buildings. The temporary buildings occupied at present by many branches are makeshift since they were not built for library services. It is noteworthy

that some prototype building projects are nearing completion. However, cognizance must be taken of the need to undertake the roofing of the buildings with more solid materials that can withstand heavy rainstorm. Also, the elegance of the building should be sustained through regular face-lifts.

Closely related to the above is that some plots of land allotted to the institution for prototype buildings are under threat of revocation by the donors. This suggests the need to develop the pieces of land on time and putting adequate measures in place to safeguard the land from being taken over.

b) Inadequate Collections

The strength of every library lies in its collections and information service to the people. In other words, a library will be adjudged good or otherwise by its ability to meet, to a large extent, the information needs of its clientele. To be able to do this effectively, the library must be well stocked with adequate reading materials relevant to the needs of the community. Considering the status of the National Library of Nigeria as custodian of the nation's intellectual output, the branches need to stock assorted books that can serve everybody in the community, be it government, intellectuals or professionals.

However, it is observed that the collections in many branches are inadequate to cope with the information and research needs of the clientele. While zonal offices and some other branches are fairly well stocked, information resources in the rest, especially the newly established ones, are scanty. This problem is further compounded by lack of networking that can facilitate exchange of information and resource sharing between the branches and other departments within the institution on the one hand, and branches and other libraries on the other hand. Even with networking, there is still the need to update and enrich the collections.

Again, the acquisition policy of the National Library of Nigeria needs to be reviewed to include modern media. It is observed that many branches lack audio-visuals such as microforms, reader/printers, televisions, videotapes and cassettes, film projectors, etc.

For instance, provision of television sets will provide users opportunity of television viewing. This is a new dimension to information dissemination as global live programmes such as the Olympics World Cup etc can be watched on the television. This will surely endear users to the libraries. Furthermore, a combination of television, video-tapes and cassettes will

enable the clientele to watch educative cum informative and recreational films, for library should not only serve as fountain of knowledge but also as a means of recreation and relaxation. In addition, videotapes and cassettes can be given out on rentals. This can serve as money-spinners for the institution in general and branches in particular.

c) Non-Enforcement of Legal Deposit Law

Failure or reluctance on the part of publishers to comply with the legal deposit law usually necessitates Legal Deposit drives by the branches. It is noted that while some reluctantly comply, others remain defiant. This is another problem being encountered of the punishment on the defaulters. The fact that no publisher has been prosecuted for default, which is put at 50 pounds equivalent of N12,500.00, in my own view, is stiff enough to serve as deterrent to defaulters if it is enforced. The institution needs to prosecute a publisher as a test case. If this is done, it will empower the branches to enforce compliance with the Legal Deposit law in their various areas of operation. In this connection, it is necessary to put in place an enlightenment/awareness campaign in order to sensitize the publishers towards their legal deposit obligations to the institution. To this end extensive media publicity will be required.

d) Decentralization of Issuance of ISSN and ISBN to Nigerian Publications

As earlier mentioned, the National Library of Nigeria, on account of its status as the apex library serves as the international agency for issuance of ISSN and ISBN to Nigerian publications. The ISSN/ISBN centre of National Bibliographic Control Department of the institution located performs this function. This implies that publishers will have to travel down to Lagos to obtain the codes for their new publications. Although, the branches cannot perform this function, they have continued to serve as link between the centre and publishers from where they are directed to the centre in Lagos after being briefed on the procedure for obtaining them. Many publishers, however, do not find this convenient because of the marathon distance journey involved; a situation which has forced many heads of branches to often assist them in securing the codes for their publications. This situation partly accounts for the illegal sale of the codes by unauthorized persons. Consequently, it has been suggested that the function be delegated to the branches, as this will save the publishers the troubles of obtaining them directly from Lagos. However there has been a lot of argument against this suggestion. One such argument is that decentralization will not give room for proper accountability.

In case, there is certainly the need to fashion a better and easier modality that will enable publishers to secure the codes with ease. It has even been argued that automation and networking will address this problem. In that case, the earlier this was put in place, the better.

e) **Transportation and Communication**

Branches lack official vehicles to facilitate movement in the course of discharging their statutory functions. For instance, provision of vehicles will enhance easy supervision and coordination of branches and conveyance of the materials down to Lagos. This is than the present method of dispatching the consignment through public transporters. Although, it may not be possible to provide all the branches with vehicles considering the lean purse of the institution, at least, the zonal offices should be provided with vehicles so that conveyance of the Legal Deposit materials can be done on zonal basis.

Again, in the year 2002 the branches head office in Lagos took over responsibility for the distribution of processed books to the branches in order to ensure their safe and timely delivery. These materials have to be collected from NBCD, packaged and then dispatched through the public transporters. This modality is certainly not the best considering the risks involved. For one, the safety of the materials is at stake. For another, it is less economical, considering the high charges. Provision of a vehicle for this purpose is surely a better alternative.

For now, the only means of communication with the branches is land phone, which is sometimes disconnected by the organization that provides the service due to logistic problem. This needs to be supplemented with mobile phones (GSM). Provision of other facilities like e-mail and fax machines is equally essential.

f) **Adequate Training for Branch Staff**

Branches render professional assistance in library establishment and development in their respective states. The branches need to be well equipped and staff adequately trained towards a more effective and efficient performance in this regard. It has been observed that most of the branches lack the necessary tools for this job. Branches might need to liaise with either NBCD or RDD or other libraries in the same location in order to carry out this job. This may slowdown the pace of their services in this wise. A better alternative is the provision of all necessary facilities and adequate training for members of staff in order to acquire the dexterity in core areas of librarianship such as cataloguing and classification, indexing and

abstracting, etc. it is hereby suggested that members of staff be exposed to these areas before and after being posted to the branch.

g) **Automation and Networking**

There is no doubt that the National Library of Nigeria with seven departments and numerous branches is overdue for automation and networking. The relationship between the different departments is symbolic or mutually dependent since their services are directed towards the same goal i.e. development and provision of library services in the country. While other departments perform technical activities, the branches serve as nationwide service points for provision and dissemination of processed information by other departments. Besides, the branches serve as links between the institution and members of the public including publishers and other libraries. There is usually the need for branches to link up with other departments in the course of discharging their statutory functions.

In the light of the foregoing, there is the need for good working relationship between the various departments. This calls for close contact, co-operation and interaction for the purpose of resource sharing and exchange of information. This becomes necessary in view of the fact that the information materials in the branches, which are situated far away from the headquarters, are inadequate to meet the information needs of their clientele.

However, lack of centralized headquarters and networking tend to undermine the concept of cooperation and resource sharing between the component units. These branches are the worse off in this regard. Thus, it becomes impossible to access information in other departments especially Reference and Users' Services Department (RUSD), Abuja and Lagos, which house the bulk of the institution's information resources if the need arises. In addition, lack of Internet connectivity deprives the branches access to information within Internet public domain. This situation makes it difficult for branches to satisfy, to a large extent, the information needs of their patrons. This implies that branches will keep referring them to other libraries.

Computer networking through Local Area network and Wider Area Network including Internet connectivity will, by and large, address this problem and enable branches to provide services online thereby expanding library services across the country. This will boost their services and enable them to reach many more that have not been reached before, for it will afford them the opportunity to render email and online reference services.

Furthermore, networking and eventual transformation to virtual library will afford the institution the opportunity of contributing more to the distance learning programme of the government and educational developing of the country in general. For instance, the National Open University, which is meant for the general public requires the support of all libraries to function effectively since libraries meant to support the programme cannot be built in every nook and cranny of the country. The students will certainly benefit from the services of the institution through its branches. With networking, the institution will be able to liaise more effectively with other libraries and national organizations such as the Education Tax Fund (ETF), the Universal basic Education (UBE), the National Teachers Institute (NTI) etc.

Above all, branches will be transformed into virile and dynamic resource centres as it will boost their operations and services and consolidate the position of the institution as a "library of highest standing"

4. THE WAY FORWARD

Finance

All the problems highlighted emanate from inadequate funding, which of course, is not of the institution's making. As the library keeps expanding more money is needed for provision of more facilities needed for effective operation. This calls for progressive increase in the annual subventions. Again, the institution, like others, needs to undergo automation and networking. The cost of procuring the ICT technologies in addition to the cost of training and retraining members of staff for capacity building is enormous. With the dwindling finance of the institution, it becomes difficult to procure all the materials required for the smooth operations of the branches and the institution as a whole since the institution works within the limit of its budget.

The problem of finance must be addressed squarely. Donations from well-to-do Nigerians, national and international organizations will certainly improve the funding of the institution. In fact, the Education Tax Fund has been of immense assistance in this wise. In the other hand, the institution can generate funds through the provision of Internet services, printing and binding of books, organizing training and workshops for other libraries and consultancy services. Branches should also be allowed to run these services in order to generate funds to supplement their allocations and then spend part of it on the maintenance of their respective offices.

5. THE ROLE OF GOVERNMENT

The institution as the nation's bibliographic agency deserves more attention from the government than any other similar institution since the institution was set up by an Act of parliament, which provided for establishment of a branch in every state of the federation. For now, the nation is made up of thirty-six (36) states with the institution covering only nineteen (19). This implies that more branches will be established in future. The government needs to be sensitized towards the financial implication and the need for improved budget. Furthermore, since the government assumes the greatest responsibility for information, the government, both at the Federal and State levels stands to benefit immensely from the services of the institution, taking a cue from the role of the Library of Congress in America. It will therefore, be in the interest of the nation to give greater attention to the development of the whole institution so that it can fulfill the goals for which it was established. To this end, transformation to virtual library is certainly the ultimate. The onus rests on the authorities to make a proposal for funding towards the realization of this project.

6. OBSERVATION AND CONCLUSION

The operations and services of the State Branch Services Department confer on it a unique position in the hierarchy of the National Library of Nigeria from the readers viewpoint. First of all, the branches are the organs through which the institution extends its services to all parts of the country in line with the decree setting up the institution. They render services directly to members of the public and act as a link between other arms of the institution and publishers, other libraries and books sellers. They serve as windows through which the public peeps into the operations of the institution. Therefore, the worth of the institution will largely be judged by the performance of the branches. In this wise, they are the image-makers for the National Library of Nigeria.

However, the problem of finance must be tackled head-on. This becomes imperative considering the fact that, on the part of library users, financial constraints may not be an acceptable excuse for not rendering good services to them, because not many of them have insight into the institution's problem. As the apex library of the nation, people will certainly look up to the institution for the best services. Even though the branches will complement and supplement the public libraries, the National Library of Nigeria needs to set the pace for them in its services. It is gratifying to note that the able and indefatigable authorities of the institution have continued to square up to

the problems and challenges bedeviling the branches in spite of all odds. Recently, the Educational Tax Fund (ETF) supplied computers, photocopying machines and typewriters to some branches through the efforts of the National Library of Nigeria Management. The institution has and its still enjoying book gifts from the same organization. Moreover, computerization and networking of the headquarters has begun. It is hoped that this will be extended to Lagos offices and branches in the near future.

APPENDIX

NATIONAL LIBRARY OF NIGERIA

STATE BRANCHES AND THEIR LOCATIONS

Zone A

<u>Branches</u>	<u>Locations</u>
1. Kaduna State Branch	Kaduna (Zonal Headquarters)
2. Niger State Branch	Minna
3. Kwara State Branch	Ilorin
4. Kano State Branch	Kano
5. Sokoto State Branch	Sokoto

Zone B

6. Ondo State Branch	Akure (Zonal Headquarters)
7. Ogun State Branch	Abeokuta
8. Edo State Branch	Benin
9. Oyo State Branch	Ibadan
10. Osun State Branch	Osogbo

Zone C

11. Enugu State Branch	Enugu (Zonal Headquarters)
12. Imo State Branch	Owerri
13. Cross River State Branch	Calabar
14. Rivers State Branch	Port Harcourt

Zone D

15. Plateau State Branch	Jos (Zonal Headquarters)
16. Bauchi State Branch	Bauchi
17. Adamawa State Branch	Yola
18. Taraba State Branch	Jalingo
19. Benue State Branch	Makurdi

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DOCUMENTATION SERVICES FOR NATIONAL DEVELOPMENT IN THE NATIONAL LIBRARY OF NIGERIA THE CASE OF RESEARCH AND DEVELOPMENT DEPARTMENT

ANTHONIA C. ONUOHA
NATIONAL LIBRARY OF NIGERIA

ABSTRACT

The need for planned industrialization in Nigeria, has made investment in research and development of crucial importance. Therefore, while allocation for research has increased in recent times, it is recognized that not merely investment in research and development, is the issue, but utilization of the results of research is important to national productivity and economic growth.

Consequently, the Research and Development Department of the National Library of Nigeria offers documentation services whereby Abstracts and Indexes are compiled and disseminated with a view to fulfilling the functions of both information retrieval and announcement.

However, in order to achieve these objectives, certain hurdles will have to be overcome. These include development of information and communications infrastructure, 2) human resources development; 3) inadequate finance, 4) promotion of cooperation among all the stakeholders and appropriate government strategies.

INTRODUCTION

According to Aguolu (1998)¹, development involves economic growth, modernization, and equitable distribution of income, national resources, and socio-cultural, educational, political and social advancement of the people.

Aguolu (1989)², further maintains that, Libraries are social agencies designed to conserve knowledge, preserve cultural heritage, provide information, support education and research, and serve as fountains of recreation. The National Library of Nigeria, as the apex library of the nation stands at the focal point of the nation's information, bibliographic and documentation

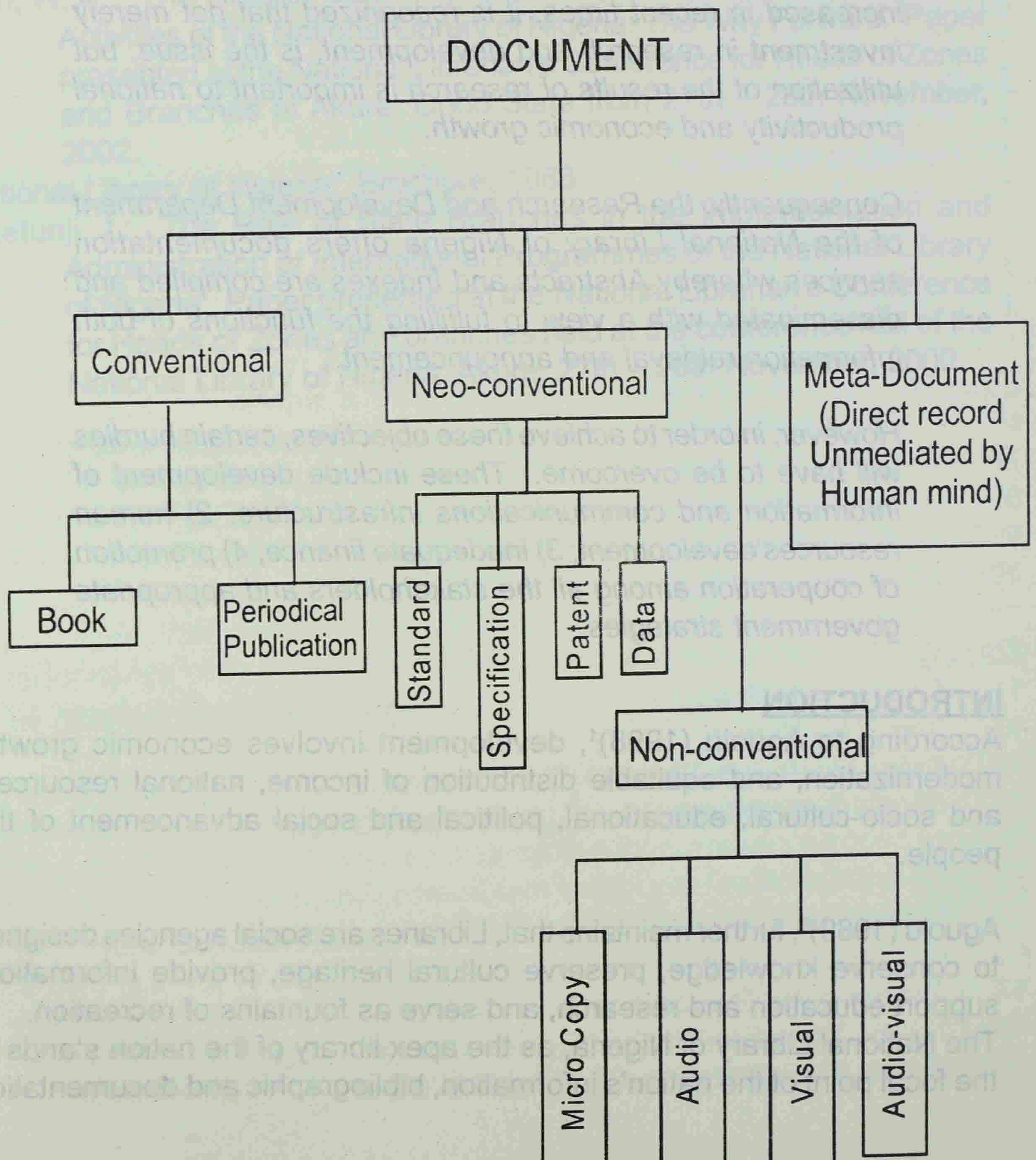
system. In this role, it is responsible for providing researchers with the means to carry on the necessary research and development and to provide policy options to the government and society.

DEFINITION OF TERMS

DOCUMENT

Document is any kind of record, whatever its data, or form, and whether it is on paper, parchment or film or any other material.³

SCHEMATIC REPRESENTATION



DOCUMENTATION

This is the act of collecting, classifying and making readily accessible the record of all kinds of intellectual activity. It is the act of facilitating the use of recorded, specialized knowledge through its presentation, reproduction, publication, dissemination, collection, storage, subject analysis, organization and retrieval.

Documentation is a copy of library activity. Therefore, the five laws of library science govern documentation. These laws originally formulated by Ranganathan (1931)⁴ are:

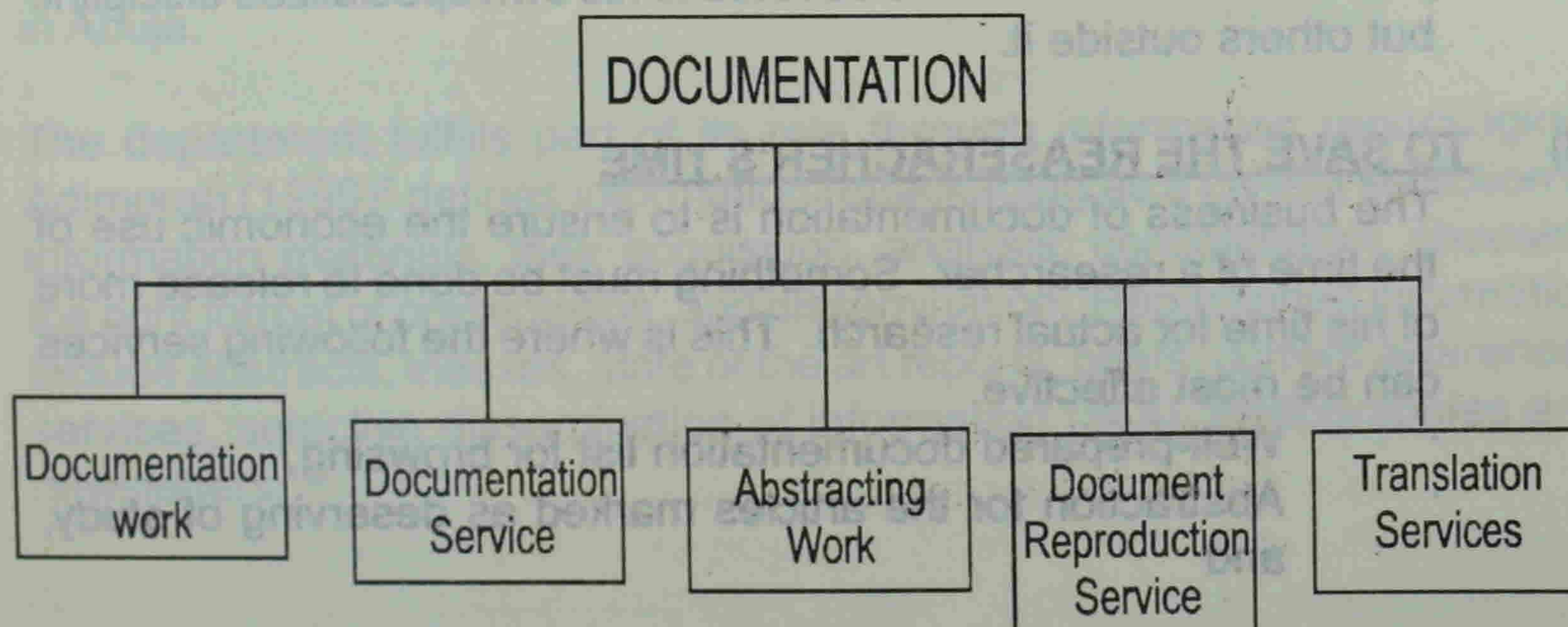
- (1) Documents are for use;
- (2) Every reader his document;
- (3) Every document its reader;
- (4) Save the time of the reader; and
- (5) A library is a growing organism.

Document is used to replace book.

Ranganathan⁵ has also identified 5 facets of documentation as follows:

- Documentation work (the work of preparing a documentation list or bibliography especially subject bibliography)
- Documentation service (Intensified reference service or long range reference services)
- Abstracting work
- Document Reproductive Service (Making copies of a document for a specialist reader)
- Translation Service

SCHEMATIC REPRESENTATION



REASON FOR DOCUMENTATION

a) NEED FOR PLANNED RESEARCH

About a century ago, research was largely spontaneous and application of the results to economic ends and social problems was casual. Today, as in many countries, there is need for planned industrialization in Nigeria, and this calls for planned research in the sciences, technology, transport, management etc. Results of these research works need to be documented, preserved and packaged and made available to relevant bodies for application to economic ends and social well being of the nation.

b) EXPONENTIAL GROWTH OF LITERATURE

Increase in planned research has given rise to huge quantity of research output both in the country and universally. The numbers of learned articles published annually have increased, likewise the periodicals. This rapid rate of growth in research output and documents by itself created problems in storage, retrieval and service. Researchers need to keep abreast of work done by others. Therefore, the Documentalist needs to keep tract of what is published by paying attention to bibliographic control devices.

c) LITERATURE SCATTER

According to Aguolu (1989)⁶, bibliographic studies have shown the scatter of relevant literature in various disciplines. While most of the relevant information on a certain subject may be found in a small number of core journals, other relevant information is scattered in numerous other journals, not necessarily within the known discipline of the literature searcher. The researcher finds it difficult to keep up-to-date in his field, since he may have to read not only journals or other materials devoted to his own specialized discipline but others outside it.

d) TO SAVE THE REASERACHER'S TIME

The business of documentation is to ensure the economic use of the time of a researcher. Something must be done to release more of his time for actual research. This is where the following services can be most effective.

- Well-prepared documentation list for browsing,
- Abstraction for the articles marked as deserving of study, and

Producing the articles marked for detailed study after perusal of the abstract.

For instance, if a chemist is furnished with a well-classified, well featured, periodicals documentation list of articles published in all the periodicals – including those in the fringe of chemistry but carrying articles of chemical interests – he would be able to cover a wider number of periodicals in his search.

e) **TO PREVENT DUPLICATION OF RESEARCH WORK**

Conducting a research is very costly and consumes time. Documentation is a necessary tool for preventing duplication thereby saving time and scarce resources. For instance, if a researcher knows what grounds have been covered in his field, he will be able to channel his energy to areas that require new break.

RESEARCH AND DEVELOPMENT DEPARTMENT (RDD) OF NATIONAL LIBRARY OF NIGERIA

A National Information and Documentation center (NIDOC) was established in 1991 as a department in the National Library of Nigeria to serve as a national focal point of excellence for the storage, retrieval and dissemination of information related to the national development efforts of Nigeria.

Consequently, NIDOC was expected to contribute to national development by providing the government, ministers, parliamentarians, and researchers etc with better access to scientific, technical and other information.

In 2001, NIDOC was renamed Research and Development Department. Currently, the department is made up of three divisions. Research and Publication Division; Documentation Services Division and Development Services Division. Research and Publication Division is located in Lagos while the Documentation Services and Development Services Divisions are in Abuja.

The department fulfills part of its role through information repackaging. Adimorah (1999)⁷ defines information repackaging as a careful selection of information materials, their acquisition, analysis, consolidation, choosing the right format of presentation, and dissemination. Repackaged information include abstracts, indexes, state of the art reports, briefs, current awareness services, selective dissemination of information (SDI), bibliographies and newsletters.

ABSTRACTING SERVICES

An abstract can be defined as abbreviated accurate representation of the contents of a document without added interpretation or criticism and without distinction as to who wrote the abstract. Thus, a well-prepared abstract enables readers to identify the basic content of a document quickly and accurately, to determine its relevance to their interests, and to decide whether they need to read the document in its entirety. Readers for whom the document is of fringe interest often obtain enough information from the abstract to make their reading of the whole document unnecessary.

Abstracting services are principally for providing versions of publications, which have been produced in a particular subject, over a period. The services provide a current awareness function of keeping users, researchers, scholars, policy makers, up-to-date with new development and discoveries in their field. Several abstracting services have been developed in recent years by government institutions, commercial concern and international organizations. Some of these are listed below:

- ^ Education Abstracts (UNESCO)
- ^ Geological Abstracts (American Geological Institute, Washington, DC)
- ^ Abstracts of "701" Planning Reports (US Department of Housing and Urban Development, Washington):
- ^ Abstracts of Soviet Medicine (Excerpts Medical Foundation, Amsterdam and New York),
- ^ Abstracts of Swiss Patents (US Business and Defense /services Administration, Washington D.C.)

Abstracts by Nigerian Institutions Include:

- ^ Thesis and Dissertation Abstracts 1962-1978 (Ahmadu Bello University)
- ^ Symposia of Abstracts, PhD Thesis 1993-1995 (University of Ibadan)
- ^ Abstracts of thesis accepted by O.A.U. 1985 '88, '89, '90 (Obafemi Awolowo University)
- ^ PhD & M.phil Thesis/Dissertation Abstracts 1970-1995 (University of Lagos 1997)

RESEARCH AND DEVELOPMENT DEPARTMENT (RDD) SYSTEM

When NIDOC was established, the vision of its first director (Mr. E.N.O. Adimorah) was to involve other libraries in Nigeria who would be co-operating as nodal points. These individual nodal points would become

part of the NIDOC system as collection centers and would additionally prepare abstract and indexes of materials in the possession of project officers in national organizations and government ministries in their locality. Even though this vision could not materialize, it could still be considered relevant today. Presently, the work of documentation in RDD is carried out by the few documentalists in the department. Therefore, meaningful and timely coverage of all national research and information outputs is impossible. Also the cost of keeping track of these materials is much since they include both published and unpublished materials, and the main means of acquiring them is through visiting. The RDD span of work encompasses primary endogenous literature of all subject areas (Agriculture, Science and Technology, Social Sciences, Humanities, Health science, Education etc.)

These materials were collected by the documentalists from libraries, government ministries, parastatals, and technological gatekeepers, Universities, etc, throughout the country by means of visitation. However, when finance was not available to visit these institutions and for making photocopies of relevant documents, the department resorted to using national newspapers. The materials collected were then evaluated to determine their research and information value before they were abstracted or indexed as the case may be and entered into the appropriate databases.

RESEARCH AND DEVELOPMENT DEPARTMENT (RDD) DATABASES

The database of each of the subjects was designated using the micro CDS/ISIS (Computerised Documentation Service/Integrated Sets of Information System) 3.07 software developed by UNESCO. Thus in the RDD system are the following databases:

- 1) Nigerian Education Abstracts, 1992, 1995, 1998
- 2) Nigerian Banking, Finance, Auditing and Actuarial Science Abstracts, 1992
- 3) Nigerian Social Science Abstracts – 1995
- 4) Nigerian Political Science Abstracts
- 5) Nigerian Rural Development Bibliography, 1995
- 6) Nigerian Economic Development Abstracts
- 7) Nigerian Herbal Remedy Abstracts
- 8) Nigerian Information Technology Abstracts
- 9) Nigerian Editorial Opinion Abstracts
- 10) Nigerian Dissertation Abstracts
- 11) Laws of Nigeria, Acts and Decrees
- 12) Nigerian Policies and Politics
- 13) Compendium of Library Legislation

Among the shortcomings of these publications are lack of continuity and currency, which is caused by delays in production.

THE INPUT WORKSHEET

A worksheet is the electronic form used for entering data in a database. In RDD, the worksheet used in the data capturing process are created by the system analysts in consultation with the documentalists to ensure full bibliographic description of entries and to avoid garbage in the system. While the documentalists use the worksheet to record their entries, the data entry staff enter the records into the appropriate databases. The documentalists handling specific databases edit the entries.

INFORMATION ABSTRACT

The RDD system uses the informative type of abstract. The informative abstract summarizes the major arguments and principal data and conclusions which the abstractor considers valuable contributions to knowledge or which is considered to be of use to readers interested in the reported study. It is intended to obviate the necessity of consulting the original work. This no doubt enables users to identify the leading subject of the document; objective of the study, experiment, etc. nature of the problem investigated; methodology; results of the findings; conclusions reached; recommendations for future action; points of view from which the document was written and the period covered.

INDEXING

Indexing is a detailed subject analysis of a document, identification of the concepts and the translation of these concepts into a special pre-designed vocabulary. The purpose of indexing is to facilitate retrieval and to lead to required information as outlined in queries or requests. Therefore, to exploit abstracts fully, their indexing needs to be of a very high standard. For RDD system, the structure of the micro CDS/ISIS permits indexing for key words in all the fields that have been made searchable. This makes retrieval of records relatively easy.

MARKETING OF RDD INFORMATION PRODUCTS

Once production of the abstracts has been completed, they are sent to the National Bibliographic Control Department which will assist in creating awareness through displays at conferences, workshops, seminars, etc. Another method of marketing the products could be through the Internet, World Wide Web, CR-ROM, Digital Audio, Video and other forms of new media. Writing on "Libraries and the Development of an Information Society

in Nigeria:" Brigid O Connor (1998)⁸ maintains that the role of Libraries is by providing content and developing and deepening the market for the product and services of the Internet, National Library would be providing the much-needed Nigerian specific content on Agriculture, Banking, Economy, Medicine, Ecology, Wild Life Behaviour and Traditional Healing Methods. However, competitive distribution of content will require technical and creative staff, direct marketing position, and marketable website.

FACTORS THAT AFFECT DOCUMENTATION SERVICES DEVELOPMENT IN NIGERIA.

1) ADEQUATE FUNDING

Finance plays a big part in documentation services development. The financial backing for the services is crucial owing to high cost of equipment, qualified manpower and production. For instance, because the National Library of Nigeria lacks the finance to shoulder the enormous expenses, information and documentation projects would require, foreign grants were sought and promises of sponsorship and support were received from some agencies such as United States Information Service (USIS). However, the department could not meet initial conditions such as adequate infrastructure, trained computer system staff etc. Failure to meet these conditions discouraged potential sponsoring agencies. When sponsorship was not forthcoming, the department embarked on projects like organizing National Training Workshop on Indexing and Abstracting, Standardization in Information Handling, Consultancy Services and Sale of Abstract Journals to become self-supporting. These efforts however, did not yield much fruit due to funds to execute the projects and poor patronage. Lack of adequate financial backing made the department to abandon most of its projects.

2) SHORTAGE OF DOCUMENTALISTS

Availability of good documentalists to prepare abstracts is a major factor in documentation service development. For instance, a good Documentalist should be something of a subject specialist. Thus if a qualified scientist is recruited for this work, he needs to be given additional training as a Documentalist. If a Librarian/Documentalist is recruited, he needs to be encouraged to increase his basic knowledge in relevant subject areas so that he is fully familiar with the practices, jargon and technical language of those fields.

The department had few experienced and qualified documentalists, and many learned while on the job. Besides many people are not

interested in abstracting work due to its tedious nature. There is the need to educate staff on this aspect of library work and to provide incentives such as more training conducive environment and monetary benefits to attract people to documentation work.

3) **NEED FOR SUBSCRIBERS**

Subscribers are needed to ensure the use of abstracts, indexes, bibliographies and other products that emanate from documentation work. Because of few individual subscribers, access to the abstract journals is mainly through Libraries. In this case, high subscription rate will militate against full exploitation. Possible solutions could be offering special discounts to non-profit making or educational organizations, voluntary cooperation of neighboring libraries, and provision of access.

The cost of preparing and issuing abstracts and indexes is so high that 100% use is essential if efficient organization of information sources is to be realized.

4) **NEED FOR MORE USERS AND USER STUDIES**

Even if the documentation services are made fully accessible, it is up to those benefitted to use them. It can be observed that many people who could benefit from documentation services are initially not aware of their existence. Even when their attention is finally drawn to the services, they still have little idea of its full capabilities or even of its coverage and arrangement.

The present educational system could be blamed for not giving initial training to students in this field. The right time to acquire knowledge of the resources and methods of using Library and documentation services is while attending university. But the effect of such training even where they exist loses part of its force if the companies among whom the graduate works make little use of these aids. Collison (1971)⁹ has noted that the mere increase or initiation of bibliographical instruction at universities and technical colleges will not remedy the situation completely, since many employers and employees remain unconvinced of the value of abstracting and indexing services. To achieve better understanding more needs to be done to reach established scientists, technologists and scholars, through professional journals, conferences, meetings etc.

Furthermore, Adimorah (1999)¹⁰ has observed that library services are based on the idea of mass users, that is, that all our users have

the same needs without resource to segmentation. This view often leads to mass information failure. There is thus need to segment out user types and offer services that are needed by the various segments according to needs. Thus, for the researcher to be fully convinced of the value of documentation service, more studies in depth must be done to ascertain their needs.

5) COOPERATION IN DOCUMENTATION SERVICES

In order to achieve comprehensive service, specific requirements of groups and ensure effective organization of information sources, cooperation on national and international bases is needed. This can be in form of interchange system ranging from permission to copy each other's products to full-scale exchange of tapes. Cooperation is also needed from government institutions, university and research institutions, private enterprises, etc, in the area of access to information. The attitude of these institutions tends to inhibit maximum information diffusion. For instance, when RDD staff embarked on preparing the dissertation abstracts of Nigerian universities, most of the university workers were reluctant to allow documentalists access to the documents due to fears of loosing autonomy in terms of copying matters as has been reported by Sonaike (1999)¹¹. However, national welfare requires full exploitation of all information derived from the expenditure of public funds.

6) NETWORKING

A computer network consists of computers connected together in such a way that these computers communicate with one another, that is, the user of one of the computers can access data/information in any of the others if permitted.

Onyekwelu¹² identifies types of networks to include: Local Area Network (a configuration in which the network covers a small geographic area e.g. a school building, Metropolitan Area Network (the computers are located in a city) and Wide Area Network (the computers are located several kilometers apart, covering a large geographic area).

Adimorah (1999)¹³ observes that there is need for the National Library of Nigeria to be fully computerized and be interconnected so as to pool our resources and be able to embark on collaborative activities with other libraries and librarians.

Major constraints to computerization include: poor physical facilities and human resources; poor or non-existent procedures for

equipment procurement; inadequate maintenance of hardware; and lack of established centres dedicated to developing software in Nigeria. The way forward is for the government to provide an enabling environment such as good governance, rule of law, and the respect for human rights; to ensure transparency and accountability in public administration. Also government policy should focus on reducing import duties and sales taxes on computer hardware and software for the benefit of end users.

7) INTERNET CONNECTIVITY

The main network at the international level is the Internet. According to Akhigbe (1995)¹⁴ Internet is a global computer network that links together thousands of universities, government and corporate networks, as well as large computer communications networks such as CompuServe, American online etc. There is an urgent need to link the National Library, her branches, and other libraries in the country through modern data communication equipment so as to provide speedy access to local, regional, and international information sources.

Oduote (1995)¹⁵ has noted that creating appropriate national databases is a necessary ingredient in Internet participation. This is because free flow of information is an essential part of the Internet; participants get involved in retrieving and supplying information thereby building appropriate databases. If effectively carried out, the government, for effective decision-making, could access such databases. However, the poor telecommunications networks in the country accounts for its low usage of Internet facilities. Massive investment is required in telecommunications alone and may exceed public sector capacity. Thus, private sector intervention is needed in meaningfully by ensuring access to the Internet.

CONCLUSION

The problem of documentation services development is a national one. There is need for us to participate fully in the global exchange of information for socio-economic development and the best way to start is by developing our own content and disseminating it to the global community.

Therefore, a change of attitude on the part of the government, business organizations, research and university institutions, technological providers, and libraries, is a sine qua non of effective documentation service.

Also, fairer distribution of the cost of documentation projects among all the stakeholders in a way that all could share the burden of cost should be considered.

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ABSTRACT

The paper looks at the concepts of education and the provision of educational services to the provision of special educational services which is related to the concept of inclusive education. It discusses the role of the government, the private sector, and the community in providing educational services to the provision of special educational services. It also discusses the role of the government, the private sector, and the community in providing educational services to the provision of special educational services. It also discusses the role of the government, the private sector, and the community in providing educational services to the provision of special educational services.

INTRODUCTION
The aim of giving a child education is to assist him to achieve the dream and to be able to develop his potential. The Oxford Advanced Learner's Dictionary (2000) defines education as a process of teaching, training and learning. It is a process of acquiring knowledge and developing skills. In the educational system, according to Taylor (1997), there are various interactions between independent bodies, voluntary agencies, teachers, organizations, the children, parents and the general public. Voluntary organizations, which are not about libraries and librarians, play a role in the system. However, the system is going more complex in the sense that some other educational issues have been identified such as formal education.

The objective of this study is to identify the role of libraries in the provision of educational services to the provision of special educational services. The main aim of education is stated in the opening paragraph to give children (adults and children) the opportunity to acquire knowledge and skills which they will use in their lives. But in the process of teaching or learning, knowledge in schools, some groups are identified as special needs children. These include the deaf, the visually impaired, the mentally retarded, the physically handicapped and the learning disabled as distinct from the others commonly referred to as normal children, hence the need for greater educational integration in special

THE ROLE OF LIBRARIANS IN THE ACCOMPLISHMENT OF INCLUSIVE EDUCATION IN NIGERIA

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ABSTRACT

The paper looks at the concepts of education and the problems from it in the provision of education to children of school age. It equally discusses the problem of special needs children which resulted to the idea of inclusive education in place of mainstreaming and or integration. It then suggests what should be the role of librarians in the running of inclusive education. Finally, the paper advises the government, Ministries of Education, non-governmental organizations and all the stakeholders in special education to kindly assist libraries with grants so as to enable them be fully involved in supporting inclusive education in Nigeria.

INTRODUCTION

The aim of giving a child education is to assist him achieve his dreams and be able to develop his potentials. The Oxford Advanced Learner's Dictionary (2000) defines education as a process of teaching, training and learning, especially in schools or colleges to improve knowledge and develop skills. Educational system according to Taiwo (1980), is a complex one of interactions between independent bodies, voluntary agencies, teachers organizations, the children, parents and the general public. Nothing or no mention was made, whatsoever, about Librarians and Libraries. Today, however, the system is getting more complex in the sense that some other educational issue has been identified such as Nomadic education.

The main aim of education as stated in the opening paragraph is to give individuals (adults and children), the opportunity to acquire knowledge and skills which they will rely on for a successful living. But in the process of teaching or imparting knowledge in schools, some groups are identified as special or handicapped children. There include the deaf; the visually impaired; the mentally retarded; the physically handicapped and the learning disabled as distinct from the others commonly referred to, as normal children, hence the need for greater educational integration in special

education for such group of individuals based on the principle of inclusive education.

What is Special Education

The National Policy on Education 1981 (revised 1988), defined special education as education of children and adults who have learning difficulty because of different sorts of handicaps: blindness, partial sightedness, deafness, hardness of hearing, mentally retarded, social maladjustment, physical handicap... due to circumstance of birth, social position, inheritance, mental and physical health pattern or accident in life.

INCLUSIVE EDUCATION

Inclusive education, integration and mainstreaming sound like birds of the same feather but in actual sense do not connote the same idea or meaning. Integration which is British and mainstreaming which is American mean the same thing in special education. That is, where a "normal school" or "regular school" system decides to bring in special children into the regular system to share the same facilities while special provision is made for their teaching requirements. But inclusive education is quite different from the above explanation.

According to the National Association for Special Education Needs (1999), inclusion is not a simple concept, restricted to issues of placement. Its definition has to encompass broad notions of educational access and recognize the importance of catering for diverse needs... moreover, inclusive principles, highlights the importance of meeting children's partnership with pupils and their parents/careers and of involving teachers and schools in the development of more inclusive approaches. In line with the above, the Salamanca Conference report (1994) on special needs education: access and quality held in Spain, discussed the acceptable definition of inclusive education and to distinguish it from integration or mainstreaming.

The submission was that the essential element of the concept inclusion was concerned with systemic changes at the level of the school and the school district, as well as in planning of educational provision at the level of local and central government. The above suggest a school system that brings both handicapped and the normal children under one school programme with occasional assistance from other professionals which includes the Librarians.

ROLE OF LIBRARIANS

While library is defined as a place where one can interact with the dead and the living (Quadri and Maduagwu 2003). Librarians are the administrative personnel in the library where books and non-book materials are kept for reading. They understand best, how reading materials find themselves into the library which is the nerve centre of any educational institution. Therefore, they have roles to play in inclusive education. They are to support inclusive education as follows:

1. Accommodation:

Librarians must ensure, that in an inclusive education environment, the library must have enough space and good physical environment that will enable free movement among the children, bearing in mind, their handicapping conditions and that "everybody" is represented.

This is to prevent overcrowding and to make room for adapted materials and other facilities.

2. Provision of Adjustable Equipment

In an inclusive educational environment, adjustable equipment are important. Librarians in their selection of book shelves, chairs and reading tables should make provision for "user friendly" shelves of not more than 5 feet, good reading tables and adjustable reading chairs. This will allow both the visually impaired and the physically handicapped who are at a disadvantage to move around the library with their assistants and on their wheel chairs respectively, interact, with the materials in the library like their normal counterparts.

3. Provision of Reading Materials

- Books

In performing its function, the librarian ensures adequate resource availability by acquiring instructional materials in various formats like books, journals and non-book materials and in various subjects to cover courses offered in such schools. These materials find their way into the library through direct purchase, gifts, exchanges and donations.

The above is done, to bring fulfillment to Dr. S. R. Ranganathan's five laws of library science as stated in Quadri and Maduagwu (2003), which state as follows:

a) Books are for use

- b) Every reader his book
- c) Every book its reader
- d) Don't waste the time of the user
- e) The library is a growing organism.

The implications of the above are that:

- i) Books are for use means library books are for use and consultation irrespective of who you are: normal or handicapped, there are no demarcations on library book usage.
- ii) Every reader his book means that as long as one is a registered user of a library or a pupil in an inclusive education system, he should be able to get a book of his choice in the library to read. This is reflected in different titles being acquired by the library.
- iii) Every book its reader is the direct opposite of every reader, his book. Somehow, someday, somebody will come for a book that has not been touched for months.
- iv) Don't waste the time of the user. This means that through the organization of materials by librarians in form of cataloguing, classification, indexing and abstracting services, access register, Selective Dissemination of Information (SDI) as well as library automation, library users should find it very easy browsing and searching for information or locating book titles of their choice.
- v) Library as a growing organism here means, that as long as new titles are published, the library grows in volumes and titles by the librarians acquiring them, both in Braille form or print.

- **Talking Books (Voice Tapes)**

Talking books or voice tapes are alternative ways of presenting information. They are not in print form but recorded. They should be provided by libraries, because very important texts and reference materials are provided not only in print form.

Librarians can work with volunteers to prepare voice tapes or talking books. This has been supported by Kremer (1990) who stated that Libraries for The Blind which produce their own materials already has some 500,000 titles on cassette. Here in Nigeria Inlaks library can beat its chest as having come close to such a figure.

There are other reports of achievements similar to the above, Tanaka and Kitagawa (1988), reported that since 1986 Japanese articles in librarianship are being put on tape monthly by volunteers. Dister (1988), reported the case of 300 volunteers employed by the Dutch library in the same direction. Nigerian librarians can borrow such ideas in order, to sustain inclusive education.

Apart from the provision of talking books, electronic newspapers are now available. Sturt (1990), and Smith (1990), gave accounts of the origin of electronic or talking newspaper services for the blind in the United Kingdom in 1970, and the provision of text newspaper for the blind, by the Royal National Institute for the Blind in Britain librarians should work towards providing such facility, here in Nigeria

- **Large Print Books**

Large print books are important for the partially-sighted. There should be a policy statement for the acquisition of materials so that large print books are given some percentage.

4. **Improvisation of Materials**

Most libraries cannot boast of having adequate and current reading and instruction materials. That wise, Librarians can improvise materials like Brailled books by using old calendars to Braille reading text. According to Maduagwu and Kazeem (2002), where a library cannot afford to buy Braille books due to its cost, which has made publishers uninterested in its production, (The library) can improvise by transcription of exiting books into Braille, using old calendars where thermoforms are not available.

5. **Inter-Library Loan/Cooperation**

Librarians can support and make inclusive education survive through the practice of inter-library loan or cooperation. This means getting materials not available in one library from others that have, through an agreement to share resources.

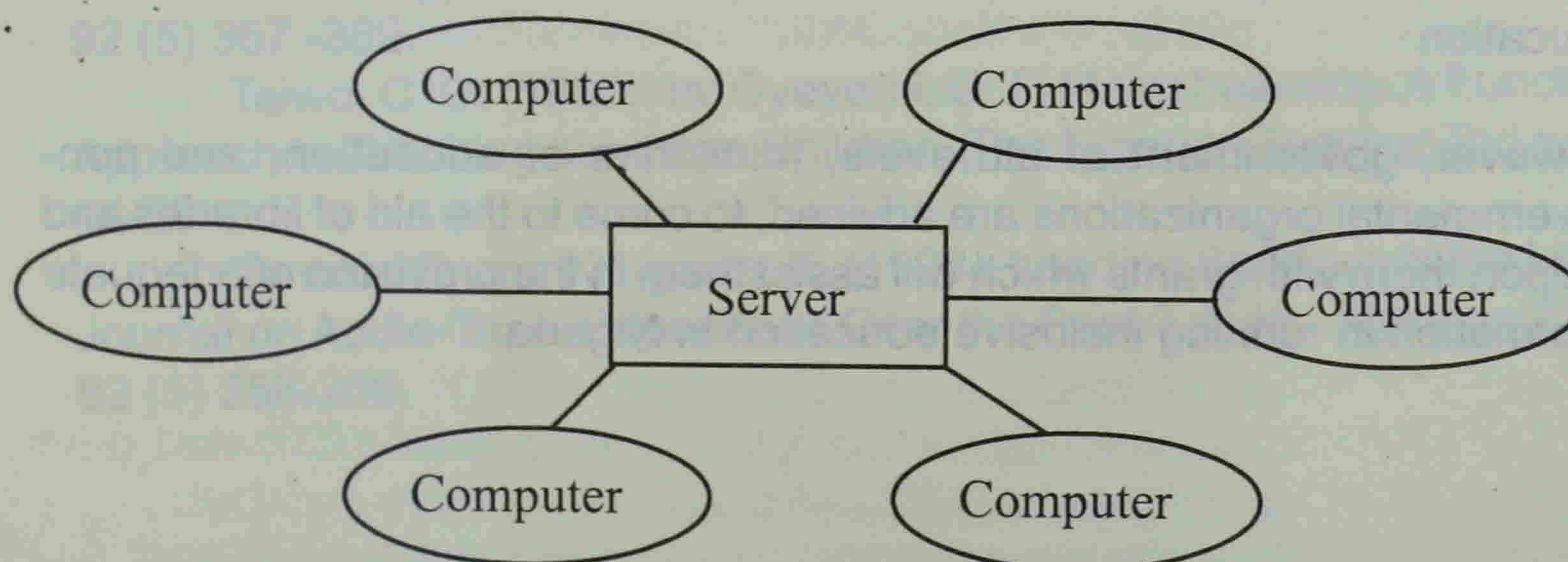
6. **Library Automation**

Library automation, according to Maduagwu (2003), is the use of computers in providing library services. To support inclusive education librarians should get their libraries automated. This could be achieved with about 12 computers, depending on the size of the library to allow for free browsing and searching. These computers

should be deployed in such a way that all the units or sections of the library will benefit.

Library automation will assist users including the visually impaired, physically handicapped and others to sit and have independent study and searching. The issue with automation is the use of user-friendly software and good or appropriate networking. Networking, in this case, is inter-connection of all computers in such library with a central server. An ideal software one would want to recommend is the X-Lib software. The software is an indigenous software produced by Raw Material Research and Development Council (RMRDC) Library Abuja. To Omotosho (1998), RMRDC developed version 1 of the above software in 1996 and the 2nd version in 1997. To Maduagwu (2003), X-Lib automates the management of a library in totality, which enables duly authorized individuals or groups to make requests for books and other publications of the library.

The librarian should guard against using a wrong topology for networking. There are many of them. We have the ring, star, linear/bus, mesh and tree topologies. Star topology should be appropriate because it has the advantage of continuous operation. When a cable connecting a work station or computer is having problem other work stations are not affected because of the central server.



STAR TOPOLOGY

7. Smartview Processor

Smartview processor is a reading aid for the partially sighted to read texts. It has to be connected to a computer monitor of any size but preferably a 15-inch monitor. It could be used for photographs

as well as newspapers. It has a size control for the smallest magnification which allows characters to be comfortably and clearly seen.

Libraries should provide this smartview since it allows for best reading speed. Smartview is a product of Putse Data International Limited, Christchurch, New Zealand.

8. Adapted Computer

Libraries can acquire adapted computers for the visually impaired to use. Though expensive, this equipment is adapted to emit verbal message or information on the computer screen. Equally, the otacon can convert print to Braille while the Braille "N" print converts brailled materials to printed form.

9. Telecommunication Devices for the Deaf (TDD):

This is an electronic device for the deaf which allows typed phone messages through network to be relayed on the screen of the Television.

CONCLUSION

Provision of information and other reading materials, to make a library functional, is the job of Librarians. The involvement of librarians in inclusive education will afford a group of professionals the opportunity to always show case the professionalism in them in their support for inclusive education.

However, government at all levels, ministries of education, and non-governmental organizations are advised, to come to the aid of libraries and support them with grants which will assist them in the provision of adequate information in running inclusive education in Nigeria.

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STRENGTHENING AND REFOCUSING PUBLIC LIBRARIES TO COPE WITH THE INFORMATION NEEDS IN A MODERN INFORMATION SETTING

BY

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ABSTRACT

In a democracy that is information driven, people seek information from the library. The Library must be equipped to provide this information promptly. This paper traces the situation where the Librarian serves as the information scientist positioned to retrieve, package and disseminate information through modern Technology.

The paper prescribes the necessary entry behaviour for Librarians, in service training, mastery of ICT equipments and satisfactory input and output equation. It ensures full exploitation of the bibliographic data base in various Websites for the clientele.

1. INTRODUCTION

Over the past decades library development has evolved tremendously as more and more governmental agencies and communities realize the place of library and librarians as agents of positive change. Libraries, as the repositories of human knowledge, have proved to be a desideratum for economic, social, political and other development of any community.

Traditionally, the duties of a librarian, to the public, have been, to keep books etc in an orderly form and discharge them to the clientele.

The checklist of a very good library should include:-

- Development of users profiles
- Selective dissemination of information (SDI) and other current awareness services
- General reference and information services
- Inter-library loans
- Reprographic services
- In some cases, professional advisory services
- Conservation and preservation.

These basic functions of the library have by and large, satisfied the reading community of the past. But this seemingly simple duty of the librarians has been expanded tremendously to include conscious selection, acquisition,

organization, and provision of access to materials to the readers through electronic and manual means. Many libraries, in spite of restricted budgets, have found these advances in the library operation and function quite effective in meeting the educational and reference needs of the clientele. Many libraries with scarce and very limited resources have decided to prioritize the needs of the information seekers and not provide everything. All the same, no matter the priorities adopted, the information explosion of the information age cannot be fully accommodated. The libraries and librarians must be strengthened and positioned to accommodate the global information order. This can be achieved through selective training. Ayodele (2000) posits that to strengthen the library to achieve the purpose of which it is founded, the following should be observed:-

- it should not be business as usual.
- Librarians must innovate, plan, design and maintain.

This paper is intended to explore the adjustments that should be made to make libraries and librarians relevant and capable to generate, retrieve and disseminate information in a modern age. It will explain why this vital shift must need daily management and implementation by full-time professional whose skills lie in their ability to manage information. Libraries will be strengthened to play the roles as information providers rather than being storehouses for those who care to use them.

2. INFORMATION ROLE OF LIBRARIANS

About a decade ago, practicing librarians in the country were asking and guessing the place of computers in the library environment. The computer, they felt, was for engineering designs, space technology and mathematics, while questions from all these areas are to be answered from books on the shelves. The librarian of today must be conversant with computer technology as a means of answering reference questions. Nigeria is fast becoming an information conscious society. A society where information is regarded as an important resource for personal, organizational, national and international decision-making, strategic planning, competitor intelligence and revenue yielding product. Information is a resource and is jealously guarded to become a product that has the capability to edge out people who are not serious with it, from business, industry and technology, hence the packaging of information has become a big market not only in Nigeria but all over the world and it is targeted to a very wide audience. This has promoted the transaction in such areas as in various types of computer hardware/software such as printers,

scanners, CD ROM (compact Disc Read only memory and CD-ROM production equipment.)

The Library is an information storehouse and has fully accepted the interplay of the above equipments to package information. Now the libraries have gone further to effect connectivity of computers and interconnectivity to the world wide web (www). The World Wide Web has become a tool for referral and information source through various search engines.

As a result of these, new services have been created such as electronic mails (E-mails) Bulletin Boards, electronic publishing, teleconferencing and access to information sources in the world. By implication, the information revolution has brought information generation as widely rated as petroleum or gold. Most disturbing, however, is the apathy of some librarians and some library schools towards computer technology and information management. The schools should make themselves relevant when they emphasize areas of satellite technology, information systems management, information resources management or information science.

We must insist on public access to global information networks. There is little reservation to this pronouncement bearing in mind the skeletal funding of most public libraries. However effort should be put into sensitizing governments and communities to invest in information generation and dissemination, which could even yield returns in cash. With the increasing changes in information scenario in the world, there is increasing demand on librarians to be information gatekeepers by acquiring what it takes to be information scientists. Therefore staying by the side while others are changing is disastrous to the profession.

3. BASIC SKILL REQUIREMENT

The basic skill requirement of a librarian is training on computer technology. We are now talking of the librarian who can fit into the new information order. This can only be done through training and exposure to experiences that transform him or her. Ikpaahindi (1999) stated the fundamental skills required to operate in the library that makes desirable impact. They include:

- Knowledge of the computer
- How it functions

- Inputting and retrieval of information from it
- Knowledge of the keyboard
- How to navigate the screen etc.

Computer training is the general practice in almost all the libraries in the country including the National Library of Nigeria. The general procedure is to contract a computer literate instructor to give the basic in-house training. This will lead to some staff becoming proficient in keyboard and cursor handling and eventually empower them to navigate the screen. Retraining of staff will be done in various seminars and workshops such as one organized by the British Council in Abuja for librarians and library officers. This new position must be embraced by all libraries.

Computer plays many roles in the lives of librarians. Computer literacy requires that we understand how computers affect our lives, the organization and the society at large. Today most jobs in the library require application of computer knowledge. Schools in developed countries require students to be computer literate. Most products, cars, gadgets are now computerized. Therefore to live a normal interactive life in a computer society, we need to be computer-literate and require competence in computer application. Librarians need it more now. Such competence includes:-

- Evaluating the appropriateness of specific applications;
- Selecting and using computer programmes as needed
- Collecting and studying necessary information to make wise decisions on how we need to use the computer
- Knowing what we want the computer to do for us and its limitations
- Being able to discuss computer to people in an information age

To make training worthwhile emphasis should be on training of most senior members of the profession. Most of them may have been long with manual systems and may be skeptical about the idea of computer technology. This is supported by Vickers (1975) that the success of a computer-based library system depends on the existence of a key person to provide strength, intelligence and enthusiasm for the new system. The hypothesis may have informed the wisdom of the National Library of Nigeria to have, over time, injected into the service key staff members who are at home with information technology (IT) to move the library forward.

4. INFORMATION COMMUNICATION TECHNOLOGY (ICT)

There are basic steps to be taken to embrace information communication technology in a library. These include

4.1 SOFTWARE CHOICE AND TRAINING

The software choice and training of staff are administrative responsibility of the library's management.

However, the choice is usually governed by replaying and studying the experiences of other libraries that have been automated. A wide range of library software such as TINLIB, CDS/ISIS, GLAS (Busicon, 1988) are available for public libraries which have a very wide range of clientele. The choice of software is usually a big project. But it is a task that must be done to remain relevant.

4.2 NETWORKING

The computers in the same library or library system should be networked to ensure coordination and monitoring. The entire library holding can be accessed at every workstation. The librarian, as well as clients at every point of the system should be able to share resources of the library system.

4.3 TRAINING ON THE INTERNET

We know that Internet is the inter-connectivity of thousands and thousands of computers online. Training of librarians on the internet is to enable them acquire the technique of exploiting the contents of the computers on-line. Hence we talk of searching the World Wide Web (www). Frankly, it is by appreciating the powers of the Internet that librarians can make the concept of digitized library, the paperless or e-library a possibility. And this time e-library is the ultimate.

To find one's way into the web is to be able to get a web address. This can be picked up everywhere-through the media, from friends, colleagues, radio and TV.

What is important is to locate the address that specifically deals with the narrow angle of the subject matter. That is why one needs the various search engines that get one there, Hence we have various general sites such as Yahoo, Alta Vista, Excite, Hotbot, Infosec, Lycos etc. with their search engines.

No search engine can be relied upon to satisfy every query. The choice of a search engine depends on the information source. Various queries can be answered if appropriate search engines are

applied. For example information on World Bank can generally be accessed using search engine [www. World bank. org.](http://www.worldbank.org), but their specific areas like information sources will be located in [http//www.wds. world bank.org.](http://www.wds.worldbank.org)

So also for other specifics like:

- World Bank indicators
- Getting job with world Bank etc.

4.4 INTRANET

Intranet is the use of internet technologies within an organization to achieve results other than with the conventional means of data access and transfer. Intranet helps in cutting costs, easy and fast accessibility of day-to-day information. Generally speaking an intranet is different from internet. Whereas Intranet is a network within an organization, Internet is a worldwide network.

Intranet has access to internet but not vice versa.

4.5. CREATING A WEBSITE

It is important that library should have a web site on the internet. This is the place where the services and activities of the institution could be located and accessed. The staff should also be trained on how to design the website as well as exploiting it. This includes making alterations and updating it. It is important that the information on the web site should not be static. It has to be visited frequently.

4.6. e-LIBRARY AND ON-LINE SEARCHING

It is already in the news that the open university system in Nigeria has started operation. Public libraries should brace up for support of the University. There cannot be effective learning in a university of this nature without electronic library (e-library). The orientation of facilities available to the reading public in a more modern and cost effective way can make a lot of difference. The public library will fill the gap readily. Given the distance of the learner to the University Headquarters, there is no other way except the existing public libraries making the facilities available on-line. The idea is to make services customer-driven.

5. CUSTOMER-DRIVEN EMPHASIS

This is a special competence that is demonstrated when libraries associate with Information Communication Technology (ICT). Libraries of this time should be customer-driven. And to sustain the

customer-driven emphasis, the performance evaluation should include such appraisal clauses, as does:

- employee provide customer driven services which is courteous, prompt to internal and external customers.
- employee routinely deliver service that exceeds customers expectation with accuracy and efficiency.

In addition, levels of performance will be measured by explicitly stating whether an employee meets these expectations of performance at a satisfactory level.

For example, outstanding performance is demonstrated – when an employee delivers service that exceeds customers expectation and always strives for continuous improvement.

6. RURAL COMMUNITY INFORMATION CENTRE

The public library in this strategic drive will not neglect the rural area as an important area to be covered. It is expected that at a later stage of development, the rural area will enjoy the Local Area Network of Intranet of an existing public library. When it realizes this as a special responsibility, the following are the focus:

- Identify the information needs of the communities, extension workers, policy makers and NGO's involved in rural development efforts;
- Identification, collection and repackaging of relevant development support information for intellectual and practical efforts towards rural development;
- Capacity building for development agents through training in information service and management skill; and
- Production of rural information media resources i.e. posters, photographs, audio-visuals, pamphlets, etc., to educate, inform and entertain the rural dwellers.

7. TRAINING ON THE USE OF LIBRARY

The public, including the policy makers, should be educated on library use. Several packages of the libraries and technical in nature items like Bibliographies, statistical information, directories, and research reports are always available and should be presented by library staff by drawing attention to them in several ways. Selective

dissemination of information (SDI) is useful only when the targeted patron receives the information directly and timely.

RECOMMENDATIONS

To have a purposeful public library system that can serve a large information community the following are specifically recommend:

1. The design and purpose of the library should be what it will be used for and by whom. A statement of purpose should be completed before beginning research on any particular hardware or software products.
2. Staff should spend time in training to ensure that what is in place should serve the public with staff in full control.
3. The budget of the library should have full financial backing from the sponsoring body. The budget itself will focus resources on central goals of the library.
4. NGO's should be made to have interest in library development
5. The end users and those asked to provide support should understand the role they are expected to play in support of the public library.
6. Recruitment of more experienced staff should be embarked on as a necessary step to achieve efficiency and productivity.
7. A User friendly environment must be created. Libraries should not only have academic content but the grounds should also beautified with flowers and trees.
8. Regular self-appraisal workshops should feature as a morale-boost for members of staff that are above average.

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APPLICATION OF GREENSTONE TO THE DEVELOPMENT OF NATIONAL LIBRARY OF NIGERIA INFORMATION SYSTEM

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ABSTRACT

Information services are frequently associated with the empowerment of people, and libraries strive to provide information to diverse users and their needs. This paper highlights the essence and goals of Greenstone Digital Library Software, an open source package. It provides a new way of organizing information and publishing it on the internet or on CD-ROM by digital technologies. It also attempts to outline some of the main issues surrounding digitization with particular reference to National Library of Nigeria bibliographic databases and other collections as a basis for creating virtual library to speed up access to her textual information.

INTRODUCTION

The Development of Information Age and Virtual Library

The capturing of technologies with input devices that collect and convert information into electronic format has progressed immensely. Powerful devices for storage and retrieval of information such as hard disk, zip drive, floppy disk, optical disk, compact disk and smart cards have also revolutionized today's information management. System application software and communication technologies reinforce these. All these combine into a network of devices for transmitting information in electronic format. According to Rowley (1999) information retrieval applications of the information age were originally designed to provide ACCESS to information as distinct from documents. While it suffices to say that the devices give direct access to information, it has been argued that those devices also provide text embedded in electronic format. A typical example is the Greenstone Software Package for digital library.

The Greenstone Profile

The Greenstone is a digital library software package. It is designed specifically for documenting, searching and browsing information. The technology was developed to assist users in exploring information and meeting their requirements for knowledge. One would have been satisfied with Internet searching, but it has been confirmed that the Internet system itself is weakly structured. Searchers encounter a messy information

environment, in which it is necessary for them to identify the range of sources that are appropriate and to locate information that are relevant within those sources. Because of the above, the Greenstone Software was developed by the New Zealand Digital Library Project, University of Waikato with the support of UNESCO-Paris and the Human Info NGO based in Antwerp. The Greenstone is an open source software and its information is accessed by default through a standard web browser. Approach to the system is multilingual. Presently, there exist access in Chinese, Maori, English, Arabic, French, German, Portuguese and Spanish. It is also revealed that new languages can be easily added.

Another major feature is that full text of documents can be perused and there are flexible browsing facilities through the metadata available in each library. For example, author, title, date, key words, organizations, etc are the major indices for searching. The management of information such as data input, browsing, system configuration etc is automatic, because they are built directly from the contents themselves.

Each collection built may contain thousands of pages of documents that have been compressed together, thus, representing a new way of organizing and publishing information. The aim of any information retrieval system is that it should be used by the group of people for whom it has been designed. Greenstone design recognized that there are different categories of users, especially those in developing countries who may not have access to the Internet. Thus, a custom built web server has been provided on each CD and it makes information available through the web browser already installed on the computer.

Who Is Using It

Many information packages have been produced with the Greenstone Software. They include UNAIDS Library of current documents on HIV/AIDS, Food and Nutrition Library 2.1 a (40,000 pages of information on food, nutrition, research and policies for developing countries). Energy for Sustainable Development, East African Development Library. Apart from United Nations publications for developing countries, many other developed countries have embraced the usage of Greenstone. For example, Project Gutenberg, a collection of Shakespearan to Dickens Literature in England, CISTI Mirror hosted by the Canadian Institute of Scientific and Technological Information amongst others. I will use the East African Development Library for demonstration and as a reference point because of National Library of Nigeria's intention to produce a similar package.

East African Development Library

The East African Development Library (EADL) is a comprehensive information package project, produced with the assistance of UNESCO and funded by DANIDA. It is implemented in cooperation with numerous international organizations and agencies. The library contains 592 publications of 55,000 pages from and about East Africa, focusing on developmental issues for non-specialized readers. The objective of this package is to have access to information not published by commercial establishments yet very useful to various aspects of socio-economic life of the East African populace and beyond. The library provides access to information related to agriculture, breeding, fishing, food, communication, information, science and technology, culture, history, education, health, water, energy, economics and finance, state and civil service of Tanzania, Uganda and Kenya.

How to Build a Virtual Library

In order to appreciate the features built into an electronic document, it is useful to look at the process involved. This will guide eventual decision in producing a digital library such as the one produced by the East African Development Library. According to Stuart D. Lee (1999), it should be noted that the steps require technical input from system administrators, information scientists, librarians, curators etc.

A general software similar to Greenstone requires the following steps, according to Rowley (1999).

1. **Content identification:** Decisions on the contents to be published is paramount. It has to take into consideration needs of the target group. This will be followed by collaboration with the content publishers of those documents.

Approval has to be sought for the use of their materials. Social and ethical issues are to be reflected upon, information should not be offensive to a particular community neither should it be obscene generally.

2. **Database Set-up:** At the outset, decision must be made on the suitable set of standards to be used. In this case, the Greenstone Software may be chosen. Title is given to the library e.g. the Food and Nutrition Library, Info USA and brief information guiding the product.

3. **Configuration of Database:** Collection will be carefully programmed on an easy-to-use search engine for searching information in different ways. For instance the display format and the source of indexing techniques are decided on.
4. **Internet Enable:** Once the documents are configured and appropriate internet connections are made, an HTML input is created to allow information to be accessed and downloaded in an open and dynamic environment. At this stage, the information can be compressed into CD-ROM format apart from being browsed on the browsers.
5. **Process Search Request:** At this point, the user takes over to submit search requests, which are then processed by the software.
6. **Result Presentation:** The above results in the display of a result list, from which the user selects one or more documents to view or download.

The steps enumerated above are required to manage complete documents, including graphics and images, control access as well as maintain security policies and establishment of consistent application properties. Most proprietary software are designed for this purpose.

Implementing National Library of Nigeria Virtual Information with Greenstone

The National Library of Nigeria was established by Act No.6 of 1964. This was subsequently revised by Decree No. 29 of 1970. In view of the decree, we are basically established to collect, document, disseminate and preserve both local and selected international recorded knowledge regardless of the format in which the material is packaged.

In addition to that, the National Library of Nigeria is mandated to provide necessary support for intellectual efforts in all activities directed towards progress and development of library functions, technicalities and management.

The ability to make these national treasures accessible to her numerous clienteles at the right time necessitated the application of Information and Communication Technology (ICT) to National Library of Nigeria operations towards the tail end of the last century. Such innovations are visible in the

production of the National Bibliography of Nigeria (NBN) with ICT application since 1997. Other databases are Educational, Political and Socio Economic Development (EPSED); National Union Catalogue (NUC); National Dissertation Abstract; Laws and Edicts of Nigeria; Digitized Information and, the last but not the least, the recently established Resource Centre. The last two projects need no conversion into any format before their information can be made virtual. Others need to be considered for virtual library process.

Perhaps the greatest strength of the National Library of Nigeria collections ready for immediate conversion is the NBN; albeit in a bibliographic format. While not disregarding other in-house databases, NBN remains prominent and constant. All effort should be directed into creating a virtual library out of its CD that is already in circulation.

The future aim, however, is in the building of textual virtual library mainly with our Nigeriana. This ambition may look formidable, but it will remain a task to be accomplished by the National Library of Nigeria. Agreed that the procedure is cumbersome, it can be done in phases with technical support from international agencies. After meeting up with all necessary ethical and technical requirements such as content identification, scanning to an international standard, copyright issues and right staffing, textual virtual library will be the best option of generating and disseminating information by the National Library of Nigeria, going by what other National Libraries are producing. For example the Library of Congress 20 million documents are virtual. Similarly, the British Library's 18 million documents are virtual.

Building Virtual Library with Greenstone Digital Software

Earlier, we looked at general steps taken by proprietary software to build virtual library. Let us take a look now at the Greenstone and see if there is much difference between an open source and the proprietary technology tools. However, one still urges the National Library of Nigeria to embrace an open source software, because it is free and can be modified to suit our purpose compared with the costly and licensed proprietary type.

a. Collection Development

It is assumed that the users' needs are well known by the virtue of our collections and operations. Our users are highly knowledgeable and information conscious. As a result of this, the type of information should cut across all subject spheres such as those enumerated below, especially, when considering a textual option.

1. Library and Information Sciences
2. Journalism
3. Ethics and Para-psychology
4. Religion (Comparative) and Arts
5. Democracies
6. Economics
7. Public Administration
8. Legal aid
9. Community Education
10. ICT (Communications, ICT policies)
11. Sociology and Nigerian Culture
12. Raw Materials Resources in Nigeria and their uses
13. Health Sciences (AIDS, Pregnancy, Malaria etc)
14. Agriculture (policies, management etc)
15. How to (processing of Adire, Bee-keeping, Cane-making, Brick-making, Shea-butter etc.)
16. Historical and Cultural events.

After confirming the subject groups, the selection has to be made and that includes taking permission from the original publishers to grant us the right of digital publishing. In this regard, these will include local and international governments and other non-commercial publishers. It is of great importance to note that no commercial publisher will give permission without a negotiable pact towards making profit on his products. It will also be illegal to use one without permission, especially by an organization like ours.

b. *Securing Copyright permissions*

Using some of the documents in another format must require permission from the original publishers.

c. *Preparing Documents*

Documents have to be prepared by removing dust, humid cleaning and drying, removal of pins and straightening out of pages. In short, they must be in good and neat condition before they can be converted into electronic format, either by re-typing, scanning or OCR (Optical Character recognition).

d. *File Formatting*

Converting all documents to a format that integrates text and images e.g. HTML, PDF and word Processing. They must all be converted into a format recognizable by Greenstone.

- e. **Tagging**
The chapters, paragraphs and images of the content in the digital library have to be made i.e. organizing the collection into an optimally structured digital library.
- f. **Configuration**
Building the digital library using the Greenstone software through the collector which guides through a sequence of interactive pages.
- g. **Distribution**
The collections are compressed into CD-ROM or enabled over the internet by using search engines and other plugging. (Web browsers).

One will realize that this is similar to the commercial and general virtual library building as stated earlier. Only in this case, the software is free and it is an open source package that can be explored by any interested user.

Standard and Flexibility

The Greenstone Software allows update to the existing collections. This is easily carried out, because there was no link inserted manually at the building process. Thus, when new documents in the same format become available they can be merged into the collection automatically.

Similarly, during the building process, users can modify. However, it is advisable not to delete carelessly. Once deleted, Greenstone can not bring the collection back. Access to certain complicated areas is controlled mainly by the administrator or collection builder who is allowed to use the software in creating a collection. In this regard, every doubt to its flexibility has been removed.

Searching the Greenstone Software Library Collections

There are several ways to find information on Greenstone products. These include:

1. typing a particular term or words/phrases;
2. search through subjects;
3. access by title by pressing a-z button;
4. access by organizations contributing contents;
5. access by countries involved in the project; and,
6. access by 'how to'

A user can access information on any document right from the front cover of the book. This is because the package allows the cover page to be scanned and captured. By its side is the table of contents with an arrow marking where the user is. The table is expandable. Underneath the book cover is the text of the current section. When the user has read through it,

there are arrows at the bottom to take him on to the next section or the previous page. Also, below the book cover are three buttons. The buttons help the user to view a section of the contents or to go to the next or the previous sections by avoiding flipping through the pages of the contents.

Where to get Greenstone

New Zealand Digital Library (NZDL) directly distributes many copies of the package on request or through the Internet so as to reduce the financial burden of distribution. The policy is to promote the use of the software in as many countries as possible.

Conclusion

In the last decade, the National Library of Nigeria applied bibliographic database software into her holdings. The attempt was designed to articulate with management information services of that time. Today, libraries are a hub of activities using new media for service delivery. Physical books and bibliographic databases are being converted into virtual library by technology tools. The application of a free and open source tool such as Greenstone Digital Library Software should be used as a springboard for current information service delivery by the National Library of Nigeria.

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INFORMATION LITERACY RULES THE NETWORKED WORLD: THE IMPLICATION FOR LIBRARIANS & INFORMATION SCIENTISTS.

BY

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ABSTRACT

This paper attempts to demonstrate the significant role of information literacy in the networked world of the 21st Century. The growth of the Internet and the "digitization of society" are producing an ever increasing number of library clientele using digital technologies. The impact of this phenomenon on Nigerian university libraries and librarians as the key and significant actors in the use of ICTs is reviewed. The paper also suggests solutions to the operational problem of information illiteracy amongst Nigerian librarians and information scientists.

INTRODUCTION

In the networked world of the 21st century, librarians and information scientists that are not both computer and information technology literate are living in a fool's paradise and are a potential national development risk. Potential national development risk because they cease to be literate professionals. They become non-literate professionals because literacy in the networked world is defined in the levels of reading, writing, computer and information skills. The widespread integration of information and communication technologies (ICTs) into the larger society determines success in the Networked World, Therefore, as individuals begin to accept and understand ICTs usefulness, they generate new value propositions that are ICT based. A change in attitude and behaviour is a crucial factor in creative solutions and new models in ICTs that can radically reshape the workings in librarianship and information science. More than enough energy and resources have been dissipated blaming inadequate funding and infrastructure to the detriment of survival issues of the profession. Meanwhile, other professions are forging ahead, having come to realize that information is the most valuable single resource in the world today, Timely availability of relevant and accurate information is known to make a difference between success and failure in all aspects of the life of individuals, organizations, institutions, and the nation. The present pervasive role of information is what has given birth to the Information Ages. (Akinde: 1999).

A change of mindset is needed because the convenient excuses that have always been made are no longer tenable. For instance, "information famine"

in Africa, including Nigeria/with particular reference to lack of access to current journals is now becoming an attitude. (Levey: 2002). No library anywhere in the world can subscribe to enough journals. Ifidon (2004) demonstrated that a researcher whose home university library can satisfy 9.2% of his or her research information needs is not handicapped; because with ICT applications the remaining 90.8% of his needs can be met from outside electronic resources. Levey (2002) says no academic with even minimal access to the ICT tools in the: year 2002, can plead lack of access to current journals as an excuse for ignorance. Therefore the problem is not the lack of access to current journals rather it is the lack of computer literacy and information literacy especially among practicing Nigerian librarians and information scientists. This paper suggests solutions to this operational problem of information illiteracy amongst Nigerian librarians and information scientists.

What Is Computer Literacy?

For the purpose of this write-up computer literacy refers to the levels of computer knowledge of individuals and the degree to which such knowledge can be used in problem solving. At this point in time, it is the degree to which practising Nigerian librarians can use computers in accessing the intranet and internet.

Information Literacy

Information literacy is defined by the American Library Association as a set of abilities which require the individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information. In the Information Age, information literacy is a survival skill that forms the basis for lifelong learning. It is common to all learning environments, disciplines and levels of education.

Information literacy is what makes learners content masters, enabling them to extend their investigation; more self-directed and assuming greater control over their own learning (ALA). Information literacy is the ability to find, to locate, and use information from print sources, computers and other media being the keystone of lifelong learning. Ultimately, information literate people are those who have learned how to learn. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand (ALA Presidential Committee on Information Literacy, Final Report). Information literacy for Nigerian librarians and Information Scientists is the ability and skills to comfortably navigate the web in search and identification of free sites where literature could be located by clients.

The Networked World

The networked world is the turning of the world into increasingly interconnected network of individuals, firms, schools, universities, communities, governments, nations communicating and interacting with each other through a variety of channels by emerging technologies like the internet, personal computers and wireless telephone. The nature of global relationship, competitive advantages sources, economic and social development opportunities have been changed basically by ever-evolving and increasingly powerful information and communication technologies (ICTs). The world has become a place where the potential to reap the benefits of connectivity to the network is made available to everyone irrespective of his or her location on the globe.

The Changing Role of University Libraries and Librarians

The networked world and corresponding growth of the internet and the "digitization of society" have resulted in more and more library clients using digital technologies. They are now in a position to access the global information resources via the World Wide Web. As a result of the hugeness of the amount of electronic information available on the Web, information users are generally overwhelmed. This is more in Nigeria where a good number of web users are unable to effectively and efficiently use it (Chisenga: 2004). Library services' emphasis has moved from the old use of the librarian being the store house of knowledge to that of empowering the user to access the information directly through the applications of appropriate information and communication technologies (ICTs). In the networked world, the capabilities to access information and adapt it for local problem-solving are the real developmental dividends as against information possession (Saint: 1999). University libraries and librarians therefore are key and significant actors in the efforts of using information and communication technology application to raise the quality of higher education and research in Nigeria.

It takes more than having mere access to the internet. This is a crucial point often overlooked by African Universities when embarking on ICT implementation. How to use ICT to improve teaching, research and learning is the real driving force behind any ICT implementation. In applying ICT in the areas of teaching, research and learning, the first step involves using ICT to access information (Levey: 2002). In accessing information on the internet, university users (Faculty and Students) lack information-retrieval skills and so do not know the information resources most appropriate for their needs. Therefore, they need to be trained in electronic retrieval skills. While computer literacy could be acquired anywhere including cyber cafes, information literacy cannot. Information literacy can only be acquired in the university libraries through university librarians. University librarians cannot

train others if they themselves have not acquired the skills. Here lies the problem that must be solved promptly as time is running out.

THE WAY FORWARD

1. A changed mindset

As mentioned above, there is the need to have a changed mindset by Nigerian University libraries and librarians. Members of the university community are not sympathetic to the library course especially the university administrators who will rather install VSA T and the internet everywhere else except the library. Help is not readily going to come from outside the library. Librarians should embark on aggressive self development. They should explore every avenue to become computer and information literate to avoid being overtaken by the current wave of intruders. There is great incursion into the library and information profession by others who do not belong to the information service providers group. These are aggressively and progressively capturing library clientele. Among the clientele are members of the universities who are becoming dissatisfied with the obsolete services they receive from their libraries and librarians (Ochai: 2000). This calls for a change in mind set that will readily invest sacrificially in the acquisition of requisite skills for professional competence and sustainability.

2. Self-Help Projects

The university library as a matter of uttermost urgency should constitute a strategic planning team or committee. The team should be made up of forward looking librarians with a vision for the growth of the library in the field of ICTs. The team should be given the mandate of creating a vision of where it would like the library to reach within a time frame. It should also map out how to get there in terms of both human and material resources through "self help projects". "Self help projects" means other forms of project funding outside the Federal Government through the NUC. In the prevailing circumstance where funding is drastically reduced, while the cost of equipment and materials required for efficient library services are increasing exponentially, university libraries must invent ways of providing best possible services for their teaming clientele. This can only be achieved if they generate funds internally to augment whatever they receive from their parent institution. Where the goal is to get the library connected to the Internet, the team should realistically cost what is needed to achieve results. What viable and suitable options are available to the library within her geographical location in order to get connected?. How long will it take the library to get there in terms of financing it solely from the

library's internally-generated fees; like the student library bench fees paid along with the annual school fees, over due charge and library ticket levy? A federal university with a student population of twenty thousand charging five hundred naira per session for library levy will generate a million naira annually. Therefore the team should come up with a well articulated strategic plan for the judicious use of this fund which is outside the 10% Library Development Fund (LDF). Oloruntoba (2002) refers to it as users' levy which is capable of bringing some financial relief to libraries where the collection of the money is effectively done and correctly appropriated. Some of these libraries are also into the production of library handbook which is another way of internally generating funds within the university system. Such funds could be strategically planned for. The resultant plan should be well prepared and documented with its principle sold to the university management for approval and implementation.

3. Library Public Relations Unit

The time has come for Nigerian university libraries to set up Public Relations Units within their libraries. The unit should develop strategic plans to sell the image of the library to the university community through positive community services. Marketing of libraries, activities is taking a central position in the delivery of efficient library and information services (Aina: 2004). As academic staff, they are legally qualified to contest for committee positions. For example, statutorily they could get elected to university council through congregation. The University Librarian as a member of senate could also be elected to council as senate representative as short term measure while lobbying through the Committee of University Librarians of Nigerian Universities (CULNU) to be statutory member of council ultimately. University librarians should play an active role in the politics of their parent institutions. Lobbying is becoming an essential component of democratic political set up including the university community environment. University libraries and librarians that possess marketing skills will be better placed to lobby policy makers and management in order to raise the library's profile resulting in generous funding (Aina: 2004). Therefore the Library Public Relation Units should strategically identify key committees which librarians could use as stepping stones for the promotion of library's activities and programmes.

4. Aggressive Research

Academic status was granted to libraries in Nigerian Universities by the 1993 Academic Staff Union of Universities (ASUU)/Nigeria Federal Government's agreement. Since then, librarians in Nigerian Universities have been enjoying the same privileges as their faculty

counterparts. However, they are yet to demonstrate and convince the university environment the justification for the acquired status by way of research and publications. Recognition and advancement of academic staff in any university environment globally is determined by both research and publications (Ochai and Nedosa: 1998). Therefore, it is time for these librarians to wake up and engage in aggressive relevant research works that produce publications. Any member of the academic community that is a prolific writer as results of good research works is respected and commended. Librarians must work very hard to earn the respect of the other members of the university community. The 21st century has opened up so many aspects of the profession in the Nigerian environment that are interestingly begging to be researched into. All the problems and obstacles confronting librarians in Nigerian University libraries need to be researched into in order to find suitable solutions. Until librarians in Nigerian University libraries engage in aggressive research, their relevance to the University community will remain questionable and unappreciated.

5. ICT Champions

These are those who push for ICT implementation. University libraries should identify such persons within and encourage them. They may not hold high administrative posts but are interested, therefore their voices can be heard. According to Levey (2002) such "ICT Champions" make their faculties, departments or units to benefit first and may be greatest from ICT implementation citing the example of the medical library at the University of Zimbabwe (UZ) where the medical librarian took the initiative to send a proposal to the Carnegie Corporation of New York requesting \$25, 000 and started using CD-ROM at least two years before the main library did (Levey: 2002).

CONCLUSION

In the networked world, a university library's work is no longer based on the number of volumes possessed but in the ability to locate, access, adapt information produced globally to local need. Nigerian university librarians therefore need to be both computer and information literate for them to effectively assume their changing role. Without appropriate infrastructure, facilities, equipment, and staff expertise, the task is almost impossible (Bazillian:2001).

The paper has attempted to proffer solution by giving five recommendations of :

- * A changed mindset
- * Self-help projects
- * ICT champions
- * Aggressive research

* Library Public Relations Unit.

The time has come for Nigerian university libraries and librarians to take their destiny in their hands. They must learn to do a lot more things for themselves and be ready to blow their trumpets as no one else would.

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- i. ISBN Publishers Directory
- ii. National Bibliography of Nigeria (NBN)
- iii. Nominal List of Practicing Librarians in Nigeria
- iv. ISBN Users Manual
- v. ISBN Brochure 2003
- vi. Nigeria File of International Standard Serial Number 2003
- vii. National Library of Nigeria Occasional Papers
- viii. Directory of Libraries in Nigeria
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