LAGOS STATE UNIVERSITY

Centre for General Nigerian Studies

GNS 101

USE OF LIBRARY

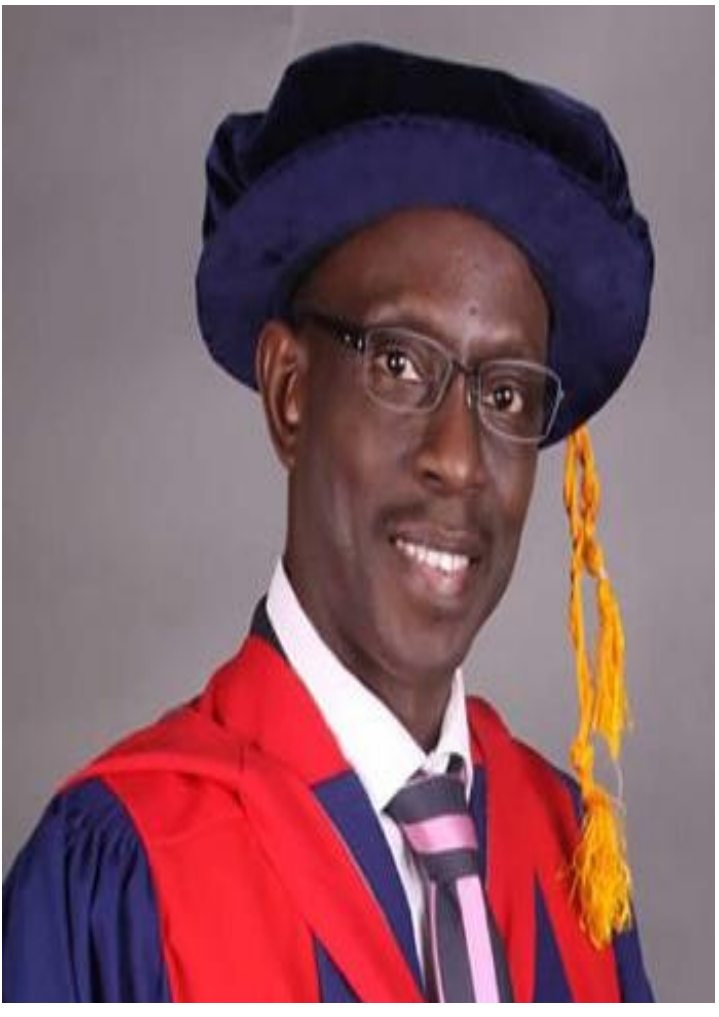
LECTURE SUPPLEMENT

© CGNS, Lagos State University, 2018

All rights reserved. This book, or any part thereof, may not be reproduced in any form without permission in writing from the Centre for General Nigerian Studies, Lagos State University.

Centre for General Nigerian Studies
Lagos State University
PMB 0001, LASU Post Office,
Ojo, Lagos, Nigeria.
gns@lasu.edu.ng

ISBN



Professor Olanrewaju Adigun FAGBOHUN

Vice Chancellor,
Lagos State University

THE CENTRE, THE COURSE

The Centre for General Nigerian Studies is one of the key Academic Centres in Lagos State University. We teach and mentor for excellent and quality performance.

All registered Degree programme students of the University, in every Department, Faculty, Centre and School are expected to register for, attend lectures, and pass General Nigerian Studies (GNS) courses to qualify for graduation, following the National Universities Commission's Benchmark Standard. **GNS 101** (**Use of Library**) is one of such Courses specifically designed to enhance optimum use of the Library for quality knowledge acquisition.

Students are expected to carefully study this handy electronic pack as an instructional supplement to ensure adequate dose of University education. Let me emphasise that this electronic instructional material, though packaged by experts in the different areas of the Course, is never designed to take the place of the classroom interaction between the student and the Course Lecturers.

With the warm support of the Assistant Directors in the Centre – Dr. Ladipo Lawal and

Dr. Pius Akhimien, and the Centre's Administrative Secretary, Mr. Lanre Bamgbose, I welcome you to this new learning technology.

Please enjoy this *USE OF LIBRARY* pack as you relate the content with your Lecture notes on GNS 101.

Have a pleasurable reading experience!

Professor Biodun Akinpelu, PhD
Director, Centre for General Nigerian Studies
Lagos State University
April, 2018

In this pack, you will read about the following topics:

- Historical Development and Types of Library
- Organisation and Arrangement of Library Materials.
- Reference Sources in the Library
- Procedures for organising Information Sources
- Libraries and Research Activities
- Copyright and its Implications for Libraries.
- Information and Communication Technology in the Library.
- The Library and Education.
- Branch Libraries in a Multi-campus Environment: Case Study of the LASU Law Library
- Information Technology
- The Internet
- Educational Technology and Learning: An Overview
- Electronic Commerce.

CHAPTER One

HISTORICAL DEVELOPMENT AND TYPES OF LIBRARIES

T. O. OKUSAGA AND K.O. AKALUMHE

Introduction

The multi-volume libraries found in different parts of the world today are the result of man's need to preserve his records. Such records date as far back as 3000 years in some instances. The growth of man's record has accelerated since the Renaissance, and their quality has similarly improved. Since the 19th century, Librarians have been faced with increasingly complex problems, which can be solved only by mechanization, standardization and co-operation. However, an understanding of the holdings and services of modern libraries would look difficult to achieve without knowledge of their contents and how they came to rest in their present buildings.

Libraries of ancient times started as places where the business, legal, historical and religious records of a civilization were kept. Today, libraries have emerged as a far-reaching institution of information resources and services that do not require a building. The use of information communication technologies such as computer, telecommunication etc. have changed the earlier concept of the library and made it possible to store and retrieve information in many different forms and from different places with a computer and telephone connection. The introduction of digital library and virtual library have made it possible for people to access the vast collection of information over the Internet, cable television or some other type of remote electronic connection.

This article attempts to give a history of libraries from the ancient times through the 20th century when technological advancement radically reshaped library development. It looks at the development of libraries in Nigeria and the different types of libraries with emphasis on the University Library.

Evolution of Libraries

The formation of a library, as distinct from a collection of archives, presupposes the

existence of a literature, irrespective of its form of preservation. Therefore, it is no exaggeration to say that the library is older than books, older than paper and older than prints. Evolution of libraries dated back to the ancient times when information was stored in the memory of human beings passed from one generation to another via songs, poems, chants, stories, recitations and rituals. It then moved to the use of materials such as scrolls, papyri, clay tablets, cuneiform, ideographic, stones, for recording and preserving information; and then paper, as we know it today.

Ancient Times

The origin and development of libraries have been traced to the early civilizations of Egypt, Samaria, Greece and Rome. The Sumerians developed the method of producing clay tablet "books", and in the process had to provide places (archives) to store the tablets so that they could be used and be passed on to future generations. These early archives developed into the first libraries. By 270 BC, the Sumerians had established not only government libraries, but also private and religious libraries. The clay tablets were stored in baskets or boxes and a label listed the contents therein.

The Egyptians were credited with having the greatest library in Alexandria, with its thousands of papyrus. This library attracted keen scholars from all over the world. The enlightened rule of the Ptolemies in the 3rd century BC furnished a mighty impetus to the translation and editing. King Ptolemy I established a museum, which was an academy of scholars under the royal patronage, dedicated to learning with a library being an integral part of the museum. The objective of the museum was to collect all Greek texts and manuscripts in any language from all parts of the world and provide the resources for writing and copying of books. Archeological discoveries have enabled us appreciate the extent of the writing in Egypt, as scrolls have been discovered in the tombs of the Egyptian rulers.

The Phoenicians, who were travelers, also contributed to writing and the development of libraries. Their exposure and enlightenment through their travels influenced the Egyptian and Babylonian civilizations. They were known as very good keepers of business records and developers of an alphabet.

In Greece, written literature, such that cannot be brushed aside existed for a long time as they benefited from the earlier civilizations. By the 15th century BC, the Greek culture had become a force to reckon with. Papyrus and parchment were used to produce substantial literature and much copying took place, hence the development of libraries.

Rome took over a lot of library collections as spoils of war. Educated Greeks were also captured as slaves to organize the materials and to produce more for the libraries.

To Julius Caesar goes the honour of proposing public libraries for Rome. The objective of the library was to preserve books and records, and make such available for learning and the enhancement of cultural influences. Caesar died before his plan was carried out. However, this plan was effected during the reign of Augustus. Prominent citizens of Rome also built private libraries.

Medieval Times

The period of the middle ages began when the West Roman Empire ended in 476 A.D. and lasted until the 14th century. There were basically three types of libraries in Europe during the period that is:

i. Monastic Libraries
ii. Cathedral Libraries
iii. University Libraries.

Monastic Libraries

In the early middle ages, Christian monasteries preserved libraries and learning in Europe. In the monasteries' writing rooms, monks copied the Christian and secular writings, preserving many ancient manuscripts which would have been lost. Bibles were copied along with other religious works at the scriptoria. A *Bible* codex, now in the British Museum, written in the 4th century was found in a monastery in the Sinai Peninsula in 1844. Manuscripts were kept in chests and cupboards according to subjects. For reading purpose, the manuscripts were taken out and chained to the reading desks, which were like lectern. Reading was done standing. Books were lent to other monasteries and even to the secular public.

Cathedral Libraries

From 12th to 14th centuries, great cathedrals (churches) were built and with them came the establishment of educational institutions with its complement – the library for the tutors and pupils. The major subjects taught at the educational institutions then, were Latin, classics, grammar and literature. Surprisingly, the collections of these libraries were more secular than religious.

University Libraries

During the 13th century, the modern University began to develop in Europe. The libraries of these newly founded universities along with those of the monasteries were the main centers for the study of books. The need to carry out research work brought about the development of libraries to help teachers and students gain information and knowledge. Book dealers and scribes became an important part of every university. The scroll and codex form of textbooks were used. The establishment of universities also aided the preservation of classical literature. Many universities came into being and contributed to the preservation of reading materials and the generation of more knowledge through the production of books by their scholars.

Renaissance

Under the influence of renaissance humanism, and aided by scholars who in their pursuit for the literature of the past tracked down texts in the neglected monasteries of Europe; the book trade expanded rapidly in the Western world. As such, knowledge was re-awakened and libraries became more important.

With the invention of the printing press by Gutenberg of Germany in 1450, many more books were produced thus making reading materials less expensive. In little time, libraries had thousands of books and the number of libraries increased rapidly even to the working class. The increase in the number of books in libraries forced the organization of the library to change. The old practice of chaining books to their cases was gradually abandoned; and books were now arranged, standing on the shelves with their spines facing outward. By the late 19th century, modern classification schemes were developed.

History of Libraries in Nigeria

Before the commencement of formal development of libraries in Nigeria, there had been archives or book collection center which, can be traced back to the collections of Arabic and Islamic books in different parts of Northern Nigeria much earlier than the 20th century.

In the late 1920s, the Lagos Book Club was formed by a group of expatriate civil servants and a few literate Nigerians with the aim of circulating books among themselves. The Book Club was a public library to which some subscription fee was paid. As far back as 1929, Sir Allan Burns, The Chief Secretary of Nigeria observed that there was need for a library in the country. He contacted, and was able to persuade the Carnegie Corporation of New York to provide a grant for the establishment of a library in Nigeria. In 1932, the Carnegie provided a generous grant of 1,650 pounds for library development in the country. The book club metamorphosised into the Lagos Library with the grant received from the Carnegie Corporation of New York in 1932. The library was opened to the public on 29th September 1932.

In December 1943, the British Council came to Nigeria. Its library was opened in Lagos that same year to serve as an information center during the World War II. Branches were later opened up in the North, South and Mid-Western zones of the country.

The University College, Ibadan, which later became the University of Ibadan was established along with its library in 1948. It was the first University library in Nigeria. The college library performed some of the functions associated with National Libraries. The Publications and Ordinance Act passed in 1950 made it compulsory for

publishers to deposit two copies of every title published in the University College library. Thus the library became a national depository for Nigerian publications. The library started the publication of Nigerian works, which later became the National Bibliography of Nigeria.

The National Library Act of 1964 established the National Library of Nigeria. The doors of the library were opened to users that same year. However, some lapses were not observed in the act, which among other things did not make the library a national depository, nor did it make it compulsory for it to publish a national bibliography. The observed lapses led to the promulgation of the National Library Decree of 1970, which widened the scope of the activities of the library.

Types of Libraries

The categorization of libraries can be delineated according to the services they render, the nature and level of their collections, the clientele or people that patronizes such library as well as, the establishment, institutions or organizations they set them up.

In this regard, the following types of libraries are identifiable:

(1) Academic/University Libraries
(2) National Libraries
(3) School Libraries
(4) Special Libraries
(5) Public Libraries
(6) Private Libraries

Academic Libraries:

Academic libraries are libraries that are attached to higher institutions of learning such as Universities, Polytechnics, 'Monotecnics', and Colleges of Education etc. The libraries are as varied and as distinctive as the institutions they serve, for instance, the university system is required to carry out three basic functions of teaching, research and community service. The system is expected to generate and test new ideas, methods and products for industry and society at large. The library in the University system acquires, makes available relevant materials as well as provides relevant services for the attainment of the goals of the University.

Objectives of University Libraries

University libraries are set up to fulfill the following objectives:

a. to provide learning materials for all the academic disciplines at the University that set them up.
b. to provide a conducive study area for academic staff and students.
c. to embark on effective lending services to its clientele
d. to educate newly admitted students on the use of library for effective utilization of the library materials.

e. to assist the faculty staff (academic staff) in developing the necessary bibliographic knowledge needed for the pursuit of their teaching and research activities.
f. to keep close touch with current publications and also to ensure that such materials are acquired to meet the research and teaching efforts of the University.
g. to serve as a depository for University publications like handbooks, calendars, staff publications etc.
h. to cooperate and share resources with other University libraries.

Organisation and Administration of University Library

The University library is administered by the University Librarian who is a principal officer of the university, with a Library Committee which in most cases, play an advisory role.

Most universities have a number of branch libraries, college or institute and departmental libraries e.g. Law Library. School of Communication Library, Medical Library etc). The University Librarian is usually responsible for the overall administration of these libraries.

The following departments or divisions may be found in a typical university library:

(a) Administration Department
(b) Collection Development Department
(c) Technical Services Department
(d) Readers' Services Department
(e) Education Department

Each of these departments consists of several units.

(A) **Administrative Department**

This department is centered around the office of the University Librarian. It is responsible for the coordination of human and material resources of the library. The department is responsible for recruitment of personnel both professional and Para-professional to the library; training and evaluation of staff; security of library materials and properties. The department is usually made up of the following units:

(i) Systems Planning Unit
(ii) Personnel/finances Unit
(iii)Publications Unit

(B) **Collection Development Department**

This department acquires books and non-books materials that are suitable for teaching, learning and research efforts of the university community. It keeps records of books ordered and books received. The department consists of the following units:

(i) Acquisitions Unit

This unit is responsible for the selection and ordering of relevant books and non-book materials. It takes delivery of ordered materials. All materials received must be checked, stamped and accessioned before passing them to the Technical Services Department.

(ii) Gifts and Exchanges Unit

The unit receives on behalf of the University Librarian books and non-book materials from local and international donors. The donors may be individuals, associations, companies, government agencies and/or international organizations. Such donations are acknowledged, processed before sending them to appropriate unit for further processing. The department also exchanges publications from its parent institution with those from other institutions.

(iii) Serials Unit

The Serials unit is responsible for processing periodicals. Serials include journals, annuals and memoirs, newspapers and magazines. The unit keeps in **Kardex**, records of all serials in the library.

(iv) Documents Unit

The responsibility of this unit is to take custody of vital publications either from governments (federal, state or local) or organizations (local and international). It also takes custody of the University documents such as University Calendar, Handbooks, Convocation speeches, and Inaugural lectures, Seminar, Workshop and Conference Proceedings. Materials collected are processed and stored for easy retrieval. In this unit can be found maps and manuscripts.

(C) **Technical Services Department**

Activities in this department are usually carried out behind the door, i.e., out of sight of the library's clientele. The department is made up of the following units:

(i) Cataloguing & Classification Unit

Library materials received from the Collection Development are catalogued, classified and labeled here. The unit produces catalogue cards for each material; maintains and updates the library catalogue.

(ii) Bindery/Printery Unit

This unit has the responsibility of binding back sets (issues) of library journals, magazines and newspapers; and carries out basic repairs on worn out libray books. The printery (where it is available) prints the institution's official publications and documents.

(ii) Audio-Visuals Unit

The unit is responsible for the custody of audiovisual materials in the library. It keeps regular maintenance of the materials and makes them available and makes them available wherever and whenever they are needed.

(D) Readers' Services Department

The Readers' Services Department is the usually the public relations department of the library. The work in the department is probably the most interesting and demanding because it involves meeting and interacting daily, with large number of users of different characters.

This department renders such services as helping the reader to use the library, using the literature to provide answer(s) to users' query(ies), etc. The department is made up of the following units:

(i) Circulation Unit

The circulation unit is the public image of a library. It is the unit that is mostly patronized by users. This is where users' registration takes place; materials that go out on loan are charged to clientale and discharged upon return to the library.

(ii) Reserved Book Unit

This is where study/research materials that are in short supply but constant and extensive demand are kept for in-house use.

(iii) Inter-Library Cooperation Unit

No library in the world can acquire all the materials it desires. Therefore, libraries go into cooperation to share resources among themselves. This responsibility rests in this unit. It takes on loan from other libraries, required materials that are not available in its library, for use by its clientele.

(iv) Reference Unit

This unit is responsible for keeping reference materials and making such materials available to users. It provides reference services such as advising readers on materials to use for their research work and teaching them how to use such resources.

(v) Reprography Unit

This unit renders cheap and clear photocopying service to readers. Usually, consultation of reference materials and reserved books are restricted to the library. For the library to provide unfettered access to such resources, parts of such works are allowed to be reproduced through photocopying. However, copying of materials are strictly guided by the copyright regulations.

(2) **National Libraries**

The National Library of my country can be defined as the library which has the duty of collecting and preserving for posterity the written production of that country. It is the central station for the assembling and service of thought energy.

These libraries are established, by the central government of countries through legislation, like Act of Parliament, Decrees. Examples of National libraries are:

a. National Library of Nigeria established in 1964 through the National Library Act.
b. Ghana National Library established in 1950.
c. Bibliotheque National (France) established by the French Kings in 1376, was opened to the public in 1692. It is one of the most important libraries in the world.
d. British Museum (English) is the National Library of England
e. Library of Congress established in 1800 is the National Library of USA.

(3) **School Libraries**

School libraries embrace all libraries found in primary and secondary schools, teachers training colleges as well as technical colleges. They usually provide materials covering all the subjects included in the curriculum and other materials for recreation.

These libraries are established by the owners of the school/college to provide materials for the teachers to effect teaching and learning process, and to place the at the disposal of the students, adequate resources to carry out class assignments, for reading, listening, viewing, as well as for independent research and inquiry.

(4) **Special Libraries**

Special library is the term used to denote those libraries whose collections are of specialized nature and tailored to serve specialized group of users. These libraries vary in forms and sizes. However, some have collections numbering thousands of volumes. Examples of special libraries in Nigeria are:

1 International Institute for Tropical Agriculture (IITA), Library and Documentation Centre, Ibadan.
2 Central Bank of Nigeria (CBN) Research Library, Lagos State University Library
3 Teslim Olawale Elias (Law) Library, Lagos State University
4 Nigerian Institute of International Affairs (NIIA) Library, Lagos.
5 Federal Institute of Industrial Research Oshodi (FIIRO) Library, Lagos. School of Communication Library, Lagos State University.

5. **Public Libraries**

The public library is the local gateway to knowledge and provide a basic condition for

lifelong learning, independent decision-making and cultural development of the individual and social groups.

While other libraries are established for a specific group of users, the public Library is not restricted to any group of users. It is expected to serve all kinds of people including children, artisans, and people with disabilities, the literates and non-literates. Public libraries are usually established and funded by governments through various ministries, agencies and departments. Communities can also establish public libraries.

Characteristics of Public Libraries are:

a. They provide free service to all registered users
b. They are to support the civic and cultural activities of the community where they are established.
c. They are to encourage registered users to be involved in recreational activities.
d. They are to serve as source of information for adult education, vocational training and community education.

6 **Private Libraries**

These are libraries owned and financed by private individuals. They usually reflect the bias of owners or financiers. The focus is on the special interest and philosophy of the founders. The owners are usually the one that determines the nature of collection in areas like politics, Law administration. Examples of private libraries are:

1 Sopolu library established and funded by the late Chief Obafemi Awolowo.
2 Late Dr. Nnamdi Azikiwe Library
3 Gani Fawehinmi Law Library.

References

1. Aina, L. O. (2004). *Library and Information Science Information Science Text for Africa.* Third World Information Services Limited.
2. Encyclopedia Britannica Inc: (2003) The *New Encyclopedia Britannica Vol. 22 Chicago*
3. Lagos State University Library, *Library Guide.* Lagos: LASU Library (2005).
4. Ogundipe O. O. (2005). *Librarianship of Developing Countries: The Librarianship of Diminished Resources. Lagos: Ikofa Press.*
5. Olanlokun S. O. and Salisu, T.M. (1985). *Understanding the Library A Handbook on Library Use Lagos: Concept Publications Limited.*
6. Oyinloye, A. M., (2001). *Libraries: A Functional Approach.* Lagos: Tadpole Books.

CHAPTER TWO

ORGANISATION AND ARRANGEMENT OF LIBRARY MATERIALS

E.A. ADEKANYE AND J.A. ADIGUN

Introduction

Organization of knowledge with respect to the library collection (books and non-book materials) and their maintenance take piace in the Technical Services Division of the library. The library materials that are received from the Collection Development (Acquisition) Division of the library are passed on to the Cataloguing Unit (Workroom) of the Technical Services Division for further technical processing – Cataloguing and classification.

Cataloguing:

However careful and scholarly the methods used in building a collection, without export guidance to its access and use, the collection remains difficult to approach. Hence cataloguing and classification, well-tried disciplines provide the needed guidance to access the collection. These techniques have been in use as long as libraries have existed, and their value in this information age has been enhanced by the use of computers.

The function of the catalog is to identify all the items in a collection and to group like items together. A Library catalogue consists of a file of entries or records of materials contained in a library. Each entry contains a certain amount of information about the item recorded, sufficient to:-

a) Identify the document i.e. to differentiate it from any other item, and to distinguish one edition or version of a work from other editions or versions, and

b) Characterize their document i.e. convey some impression of the nature of the work-both its physical make up and the intellectual content.

These aforementioned results can be achieved by means of three major types of work;

1. Selection of subject headings and other subject classification;
2. Preparation of input to the master catalogue files of holding
3. Automatic selection of some descriptors as substitutes for subject headings

Library catalogue is therefore a record of materials held by the library ranging from books, magazine, journals documents, theses and dissertations to non print media resources. It functions area:-

1. Allows access to the collection and provides service to its users
2. Enable a user to find a book or other library materials if he knows
   i) The author's name
   ii) Title of the work and
   iii) The subject

Cataloguing Systems

Despite a steady, if slow, trend toward standardization, various forms of catalogue continue to exist. The first is the Dictionary Catalog in which the author, title and subject and any other entries are filed in a single alphabetical sequence. This is popular in the US and in public libraries generally and probably presents the least amount of difficulty for the general and causal reader. The second is the Divided Catalogue, still in alphabetical sequence but with subject entries in a separate file. The third is the Classified Catalogue, which is more popular in many developing countries. All the entries are filed in the sequence of a classification scheme.

Types of Catalogues

The types of catalogue differ on the basis of information provided in the entries, but the actual physical form may also vary.

1. ***Book catalogue:*** Take the same form as the books they listed; being made of the same material, the catalogue was an extra item of the collection itself. The main problem of the book-type catalogue was the insertion of entries for new acquisitions.

2. ***Card Catalogue***: This is the initial solution to the book catalogue; the creation of a card catalogue, each having its own card and each card containing only one entry. In principle, such cards can grow in size indefinitely; any new entry can be filed between any two existing entries. Thus, the catalogue offers the opportunity to have a completely up-to-date file: an entry can be made in the catalogue immediately after a book has been purchased. Card Catalogues are made up of 3 by 5 inches cards on which the cataloguing information is printed, typewritten or photocopied. The cards are arranged and filed alphabetically in trays or drawers – called catalogue box.

3. ***Computerized catalogue***. The advent of computerized catalogue, offers more practical approach because the storage capacity and the operating speed of even small machines (Computer) overcome the main drawbacks to card services: delays in production and the labour of filing the cards when they are produced. Computer technology makes it possible for the details of any document to be entered into a file at any; point and be transmitted to a central data file from which other libraries can obtain details by means of telecommunication links. The information from this catalogue can be alphabetized or put in order by year of publication and printed out as a book list.

The system that accommodates this type of search is known as OPAC. (On line Public Access (computer) Further development of this system has made it possible to integrate other library records with the OPAC, so that users can reserve materials that are still on order and can determine if items in the library's collection are already on loan.

Online Public Access (catalogue (OPAC)

It is simply searching the public access catalogue in the library online. The OPAC replaces the conventional card catalogue in the Library. It is supposed to be placed in many points in the library to ensure that as many users can search the library database as simultaneously. It can be in a Local Area Network (LAN) within a small geographical area or Wide Area Network (WAN) for wide geographical spread.

The card catalogue however is inadequate as an information storage and retrieval system because of the following reasons:

a. Modification of the record of an item on the card requires considerable efforts in withdrawal of cards, repetitive correction of the same information and retyping;
b. Catalogue maintenance becomes complex and expensive with increasing tendencies for cooperation in cataloguing, with the attendant standardization, and dynamic rules;
c. Card catalogues easily become untidy and cumbersome to use as cards and inks deteriorate with handling and age;
d. In large and fast growing libraries, catalogue cabinets are known to constitute physical space problem;
e. Resource sharing through union catalogues is very costly and difficult with card catalogues;
f. Card catalogue system does not normally allow access from more than one site;
g. Many items of information like journal articles, chapters in books cannot be entered with reasonable expenditure of time, space and money; and

h. Elaborate, responsive indexing is not feasible with card catalogue.

Public-access computer systems are based on computer, database and telecommunication technologies, which are evolving rapidly. An OPAC utilizes a specific computer operating system and application software, storage technologies, input/output devices, and data communications system to provide users access to a database. The unique mix of technologies and the quality of database determines the capabilities of an OPAC.

Features of OPACs

Generally, modern OPACs have the following features:

1. Access to the whole database offered by the library which may show availability status of all items.

2. User-friendly and efficient search systems which enables the user to retrieve needed information.

3. Printing facilities with appropriate billing systems.

4. Textual analysis software to assist the user in packaging retrieved information.

5. Ability to download information to the user's computer

6. Simultaneous access by multiple users

7. Remote access to needed information and services from offices, homes, and other locations.

8. Round-the-clock availability of system resources.

The online public access catalogue can be searched by author, title, subject, keyword search and combination search.

For an effective online public access search, well-defined search strategies would be developed. Such developed search strategies include the following:-

i) **The pre-search interview**: - A proper search depends heavily upon a correct understanding of the client's precise needs. The interview preceding an online search is more important than other kinds of reference interview as the powerful capabilities of online retrieval systems coupled with the heavy connect costs experienced with online hosts can create problems for the ill-prepared searcher. Somerville (1977) lists seven skills which the searcher should possess if the pre-search interview is to be

successfully negotiated: an ability to conduct person-to-person communication; conceptual skills; analytical skills; knowledge of file organization; understanding of indexing policies and vocabulary control; knowledge of sources; and subject knowledge. The first is perhaps the most important; the ability to establish a rapport with clients, which at once puts them at ease and demonstrates a sincere desire on the intermediary's part to locate the information, is crucial to the successful outcome of the search.

It is also important to discuss the general subject area of the query in some detail. However, it is not required that the searcher should become an expert in the subject, but understanding of the specific query must be attained. This is necessary not only to develop the initial strategy but also to evaluate any references retrieved.

ii) **Database Selection**: - While clients might have some ideas about the database(s) to be used in the search, it is less likely that they will appreciate the wide range of databases, which is now available. The proliferation of databases means that even experienced professional searchers must lean heavily on directory of databases that are available from time to time when required to search outside subject areas personally familiar to them.

When selecting a database, a number of factors are considered:-

1) How frequently is the database updated?
2) Are the documents referenced in the database readily available or are likely to require interlibrary loan requests?
3) Are the documents referenced likely to be concentrated in particular languages, from particular countries, or in particular documentary forms?
4) Are the comments likely to be of a scholarly or a popular content?
5) Does the database include a long retrospective coverage?
6) How reliable and detailed is the indexing?
7) How reliable and detailed is the data (particularly in the case of numeric database)
8) Are search aids such as thesauri readily available?
9) What are the search costs (hourly connect rates, cost of printing records, etc.)?

iii) **The Search**:- No matter how carefully structured and conducted the pre-search interview, whenever possible it is best to conduct the actual search in the presence of the client. It would be easier to react to search results and amend the strategy, the client would be able to judge the usefulness of the records retrieved and suggest alternative search terms if necessary.

Search Strategy

The first step in writing an essay, a research or term paper is to do a literature search i.e. identify all the resources in the library collection which are relevant to the topic. The best way of ensuring that the search is fruitful is by adopting a search strategy.

1. Determine the subject headings under which the subject may be listed. Ensure that you understand the topic.
2. Consult the subject catalogue for what the library may have on the topic.
3. Use the appropriate bibliography to identify additional sources which may not be available in the library catalogue e.g. chapters of a book, reports, pamphlets, e.t.c.
4. Consult a dictionary for definitions or terminologies, special dictionaries for phrases, synonyms, e.t.c and language ones for foreign terms.
5. Find an overview of the subject in an encyclopedia.
6. For recent journal articles, use indexes and/ or abstracts.
7. Learn the present state of the subject through review articles, yearbooks, current awareness tools.
8. Search special types of literature like dissertation abstracts, patents, standards.
9. Seek expert advice through popular textbooks, research reports, conference proceedings.
10. Keep personal notes (note inter-library loan and photocopying services)

The concepts identified in the pre-search interview as being most relevant to the query must be represented by search terms. This can be done by

a) Selecting terms from natural language to be used in a free-text search;
b) By choosing terms from controlled vocabulary used by the database in order to conduct a search on indexing terms.

In practice, searches probably use a combination of both approaches.

Free-text indexing has a number of advantages namely: (a) When exhaustive search is required, free – text searching enables records to be retrieved on a topic even if those terms had not been considered sufficiently central to the topic to have been assigned as index terms; (b) it is the only approach to be adopted when a concept is too new to have entered the indexing languages of the database e.g. bio-informatics.

However, free-text searching has a number of disadvantages. All natural languages are replete with homographs (words with the same spelling but different meaning, singular and plural versions of words and variant spellings of the same word. Generic and hierarchical relationships are particularly difficult to cope with in free-text, whereas a good indexing language will have made some attempts to take account of them.

Index searching: According to Cleverdon (1984), the effectiveness of the search is dependent on the reliability of the indexing because two indexers dealing with the same document may well arrive at different decision. Index terms are likely to be more reliable in 'hard' subject areas where the terminology is more standardized and rigorously defined than in 'soft' subjects where terminology is less consistently applied. In very general terms, science and technology can be considered 'hard' areas and the humanities 'soft' areas, with the social sciences placed somewhere in between.

The choice of free text or index searching has an important impact upon the search results. One commonly used method of assessing the performance of a search is to measure the results in terms of **recall** and **precision.**

The search could be combined together with the Boolean logic – use of AND, OR, NOT, truncation could be used.

iv) **Search Failures**: A search can fail for a very wide variety of reasons. Some of the more common reasons are poor database selection, unwise selection of search terms or inadequate attention to synonyms and spelling variations, especially when free-text searching. The searcher should be suspicious of null or very low postings for terms, which might be expected to produce much higher postings. This might suggest that **line noise** has caused problems in data transmission and it is worth inputting the term for a second time. Inexperienced searchers would be well advised to break search statements into individual steps rather than compounding many terms into one long statement. Inexperienced searchers should avoid mixing of Boolean operators in one statement. All hosts have a priority for dealing with mixed operators, DIALOG, for example, gives priority to the AND operator before the OR even though in many searches it is necessary to override this priority and take the OR operator first (because OR is often used to deal with Synonyms).

v) **Command languages and Menus:-** Traditionally, online systems have been command-driven: the searcher passes instructions to the computer through a command language, which has its own vocabulary and syntax. The would-be searcher must master this language and there are almost as many command languages as there are online systems. The language is normally quite exacting and mistakes in syntax or vocabulary will result in search failure.

One consequence of command-driven systems has been the restriction of online searching to professional searchers who have the responsibility to acquire a familiarity with one or more command languages and to carry out searches for their clients – the users of the information sought. In order to simplify searching and to attract end-users, some online hosts have introduced menu-driven rather than

command-driven systems. Menu-driven system, the user is constantly expected to make a selection from a list of possible actions. Though this obviates the need to learn a command language, it is rather slow and can be tedious to use. All the skills that are acquired by the searcher would better be put into use when menu-driven system is being used. The simplicity of menu-driven online systems is perhaps more apparent than real.

In both the command-and menu-driven systems, the prefix-coded fields would enhance easy retrieval of information from the system. Depending on the host database or software, the prefix coded fields could be as follows:-

Title	=	TI
Descriptors	=	DE
Year	=	YR
Subject	=	SU
Author	=	AU
Journal Name	=	JN
Language	=	LA
Classification number	=	CL

Online searching is not a panacea for all information needs, but it can provide the best technique for answering many of them.

An online search offers many advantages to users. Among such advantages are:-

i) It is especially helpful for a user with a complex multi topic search e.g. the effect of food additives on the behaviors of hypertensive adults – terms for additives, hypertensive and adults are matched together by computer during the search.

ii) Online search can limit search by year or publication, type of publication etc.
iii) Online search can retrieve on topics, which are not included in Subject Indexes.

iv) It increases the number of sources available to find answers to users' questions. Many online indexes are available online, they have no print format.

v) It is subject to immediate modification at the terminal. If results are not satisfactory, if a significant parameter of the query has been overlooked, adjustments can be made as soon as the problem is identified.

It is tempting to think of online searching as a magical tool, which will effortlessly unlock the mysteries of the universe, but the idea that the computer and databases will

solve all of our information needs is a fallacy. Users must be aware that the majority of databases are bibliographic in nature; they produce citations, not facts. An online search service produces a list of references, which may not be near the user's library or community

Classification

Schemes of classification have a more general application in arranging documents in a sequence that will make sense and be helpful to the users. It is defined as the systematic arrangements of objects; ideas, books or other items which have similar qualities or characteristics into groups or classes. The similar characteristics may be size, colour, type, form, content or some other features. The main purpose of a classification system in a library is to provide a basis for organizing books and other non-book materials so that they can be found quickly and easily by those who use the library. It is a means of bringing materials on the same subject together for easy access and convenience of users. Hence the use of a variety of Classification Schemes.

The list of such Classification Schemes include the following:-

1) The Dewey Decimal Classification Scheme.(DDC)
2) The Universal Decimal Classification Scheme (UDC)
3) The Library of Congress Classification Scheme (LC)
4) The Bliss
5) The Colon
6) The Marxist
7) Moys classification scheme (for Law materials)
8) National Library of Medicine Classification(for Medicine & Medical Library Materials)

The Dewey Decimal Classification Scheme (DDC):- was devised by Melvil Dewey in 1873 and published in 1876. This Scheme embodies two of Dewey's many contributions to the theory and practice of librarianship. First, he recognized that a systematic arrangement of books on shelves should make sense to users; his scheme therefore reflected the dominant pattern of current thinking, exemplified by the classificatory sciences. Secondly, he used decimals as notation symbols, which illustrated the way in which subjects were divided hierarchically, from main classes to specific topics. DDC uses Arabic numerals decimally to signify the various classes of subjects. Dewey divided all knowledge into ten broad subject areas assigning numbers to them as indicated below Broad subject areas:-

000 - Generalities
100 - Philosophy and related disciplines
200 - Religion
300 - The Social Sciences

400 - Language
500 - Pure Sciences
600 - Technology (Applied Sciences)
700 - Arts
800 - Literature and Rhetoric s
900 - General Geography and History

DDC is used in academic, special and public libraries.

Library of Congress Classification Scheme (LC)

The Library of Congress was founded in 1800. It was to supply information to Congress, the law making body of USA. It also became the USA national library and legal deposit library for all items published in USA. In 1897 a new scheme of classification was proposed. 1899 Dr. Herbert Putman became librarian and encouraged the scheme. In 1902 the first volume Class Z bibliography was published. Most of the other classes were published by the 1920's except K—Law. The scheme is developed by classifiers in the LC library in the course of their daily work. The Scheme is used widely in US and some scholarly libraries elsewhere have found the scheme attractive for its in depth of detail, in as much as it is based on a very large library. Most academic libraries in Nigeria use the Library of Congress Scheme. It combines letter of the alphabet and Arabic numerals. It started from a base of 26 letters but at present letters I, O, W, X and Y are not used but reserved for further expansion. LC classification scheme are identical in their divisions, each classification is in fact a separate classification. LC is used in academic libraries for these reasons:-

1. It caters for all aspect of knowledge
2. It has a comprehensive index
3. It is expandable
4. Each discipline is divided into volumes
5. It is frequently revised

The only disadvantage of the scheme is that it does not cater well for African and Nigerian publications.

Library of Congress Classification Schedules

A - General Works
B-BJ - Philosophy, Psychology
BL-BX - Religion
C - Auxiliary Sciences of History
D - History: General and Old World (Eastern Hemispheres)
E-F - History: America (Western Hemisphere)
G - Geography, Maps, Anthropology, Recreation

H-HJ	-	Social Sciences: Economics
HM-HX	-	Social Sciences: Sociology
J	-	Political Science
K	-	Law (General)
KD	-	Law of the United Kingdom and Ireland
KE	-	Law of Canada
KF	-	Law of the United States
L	-	Education
M	-	Music
N	-	Fine Arts
P-PA	-	General Philology and Linguistics, Classical Languages and Literature
PA	-	Supplement – Byzantine and Modern Greek Literature Medieval and Modern Latin Literature
PB-PH	-	Modern European Languages
PG	-	Russian Literature
PJ-PM	-	Languages and Literatures of Asia, Africa, Oceania, American Indian Languages, Artificial Languages.
P-PM	-	Supplement – Index to Languages and Dialects
PN, PR, PS, PZ	-	General Literature, English and American Literature, Fiction in English and Juvenile Belles Letters
PQ Part 1	-	French Literature
PQ Part 2	-	Italian, Spanish and Portuguese Literatures
PT Part 1	-	German Literature
PT Part 2	-	Dutch and Scandinavian Literatures
Q	-	Science
P	-	Medicines
S	-	Agriculture
T	-	Technology
U	-	Military Science
V	-	Naval Science
Z	-	Bibliography, Library Science

Some of the classes above can be broken down into various disciplines e.g. Q – Science.

Q	-	Pure Science
QA	-	Mathematics
QB	-	Astronomy
QC	-	Physics
QD	-	Chemistry
QE	-	Geology
QH	-	Natural History

QK	-	Botany
QL	-	Zoology
QM	-	Human Anatomy
QP	-	Physiology
QR	-	Microbiology

Moys Scheme

This is for law collections. The scheme treats jurisdictions whose legal systems are based almost entirely on the English Common law as a unit, rather than a series of completely separate systems. The legal systems of all other modern jurisdiction are treated as separate individual systems.

The outline of the scheme is:-
General and multinational systems
Jurisprudence
Comparative law
International law
Religious legal systems
Ancient and Medieval law
Modern Legal Systems
Common law
Preferred jurisdiction
Other jurisdictions (by continent and regions)

List of Classes

K	-	Journals and References Books
KA	-	Jurisprudence
KB	-	General and Comparative Law
KC	-	International Law
KD	-	Religions Legal Systems
KE	-	Ancient and Medieval Law, Modern National Legal System, Common Law, Primary Materials.
KF	-	British Isles
KG	-	Canada, US, West Indies
KH	-	Australia, New Zealand, Treaties
KL	-	General
KM	-	public Law
KN	-	Private Law, Other Modern Legal Systems
KP	-	Nigeria
KR	-	Africa
KS	-	Latin America
KT	-	Asian and Pacific
KV	-	Europe

KW - European Communities
KZ - Non-Legal Subjects.

** Class KP has been set aside for use by any library, which finds that the provision in the schedules for the law of its own country is inadequate.*

Below is an example as is used in Lagos State University Library.

KP – 1-60 Primary Materials Federation only
KP 61-66 Legal System
KP 77-81 Constitutional Law
KP 90-93.5 Criminal Law and Procedure
KP 100 Tort
KP 103 Property
KP 126 Equity
KP 147 Evidence

Call Number

The class number and the author number make the Call Number. The last letter and numeral combination is the author number e.g.

HB
371 - Class Number
K58 - Author number

The Call Number is the combination of alphabets and numbers at the top left hand of the catalogue Card. The various letters and numbers represent various aspects of the subject, author's name and title.

HB - Broad subject area
371 - Further narrows down the subject
.K58 - The Cutter number 58 following the first letter of the author's last name.

Books are arranged on the shelf according to the classification and within each class, alphabetically by author. No two titles have the same call number. The Call number of a book consists of the letter (or letters) of the subject based on the LC scheme being used in LASU and a series of Arabic numerals and a combination of such letters and numbers.

Cutter Numbers are named after Charles A Cutter, an American Librarian on whose orders LC Classification scheme is based. These numbers are allocated to each item in the library and this allows for orderliness in shelving items within a particular class.

References

Adeyomoye, J. I.; Azubuike, A. A.; Osaniyi, O. O. and Adekanye, E. A.(1991) *Online* "public access catalogue: IITA experience". Paper presented at the 29th annual Conference of the Nigerian Library Association (NLA) Ilorin, 18th – 22nd March 1991 22.

Aina, L. O. (2004) *Library and information science text for Africa. Ibadan:* Sam – Adex Printers.

Armstrong, C. J. and Large, J. A. (Eds) (1985) *Manual of online search strategies*, Aldershot: Gower, 183

Bailey, Charles W.(1989) "Public access computer systems: the next generation library automation systems". *Information Technology and Libraries* 8(2): 179-185.

Cleverdon, Cyril (1984) "Optimizing convenient online access to bibliographic databases". *Information Services and Use*, 4(1): 37-47

Encyclopedia Britannica (2003) *Encyclopedia Britannica Vol. 22 Macropaedia.* London: Encyclopedia Britannica, 950-960.

Maloney, James J. (Ed) (1983) *Online searching technique and management.* Chicago; American Library Association, 191

Markuson, B. E.; Wagner, J., Schwartz, S and Black D. W. (1972) *Guidelines for Library automation: a handbook for Federal and other libraries.* Santa-Monica, California: System Development Corporation. 78

Nielsen, B and Baker, B. (1987) 'Educating the online catalog user: a model evaluation study'. *Library Trends*, 35(4): 571-585

Oyinloye, A. M. (2001). *Libraries: a functional approach*, Lagos: Tadpole Books, 142

Shaw, M., Dent B.; Evans, D. and Smith, D. (1978). *Using ACCR2 – a step by step algorithmic approach*, London: Library Association, 13.

Somerville, Arlene (1977) '*The Place of the Reference Interview in Computer Searching: The Academic Setting*'. *Online,* 1(4): 14-27