

As such, the idea remained ever-relevant in that context. But the need for advancement from an historical perspective was long over-due; as we needed to rise above our inability to conceive of the book in its most widely generic sense. The huge confirmation of the position is evidently rooted in the fact that:

the library is older than the book as we now know it, older than paper, older than print. It extends back to the scrolls, papyri, and clay tablets that appear near the dawn of writing-back to ancient Mesopotamia and Egyptian civilization.³

From the above, it becomes clear that the “book” in its multi-dimension of variants had always occupied a centre-stage in the business of all the libraries that have existed. As much as this assertion remains incontrovertible, it is certainly not in the rather cheap sense of taking the book to mean the printed pages as they are known to us today alone. Otherwise, it will remain substantially difficult to arrive at a better conception and representation of the idea of a library.

There is yet another angle to the issue which needed to be addressed for a good starting-point to be established, which is the perception of a library as a bookstore or a place where books are kept for their safety mainly. While not disputing the age-long custodianship responsibility of the library and the librarian towards the effective safe-keep of the library material contents, the situation whereby such a responsibility was positioned to sub-merge the functionality of the library’s materials (typified in their use), remained absolutely contentious. Probably in anticipation of the occurrence of this rather distorted perception, Ranganathan, in his Five Laws of Library Science, posited “**books are for use**” as his very first. By this First Law emphasizing use, Ranganathan has super-imposed the use (i.e. service) aspect of the library’s responsibility/function above all others, more than anything else.

A careful look at this definition reveals that not only did it also underscores the “use” component but went further to touch on library professional personnel, duties and responsibilities, among others. This organization, as far as Sharr was concerned, comprises “one or more trained people” (referring to professional personnel), whose material stocks have been “carefully selected”, (acquired) and organized. Then is the variety of information materials to be found in the library ranging from “books, periodicals and other familiar materials” (i.e. unlimited and unrestricted in coverage). Lastly is the multitude of uses to which these information materials are put by all categories of users namely; for “meeting needs or desires, the information, enrichment or delight”, which are derivable from such uses generally.

Similarly, Aguolu, in yet a functional approach to the subject, defined a library as “collection of records of human culture in diverse formats and languages, preserved organized and interpreted to meet broad and varying needs of individuals for information, knowledge, recreation and aesthetic enjoyment”.¹⁰ As the one just before it, this definition essentially points at the functional ingredients of a library as they are geared towards spelling out the fundamental responsibilities of a library.

From the foregoing therefore, it is apparent the term “library” is in almost everybody’s vocabulary and an institution, which is a part of almost everybody’s experience. However, the meanings that the individuals bring to it depend largely upon the nature and extent of their experiences. Thus, the library has been frequently referred to, albeit variously, as the “heart of the institution”, “the mind of society” ... “the only effective repository of ... the racial memory”;¹¹ a live depository of the cultural past and sustainer of the intellectual activity that anticipates the future”.¹²

38. [Sassanid's ancient Library of Gondishapur](#) around [489](#).
39. [National Library of Iran](#), 1937.
40. [Powell Library](#) at [UCLA](#), part of the [UCLA Library](#).
41. [Russian State Library](#) in [Moscow](#), 1862.
42. [Royal Library](#) in [Copenhagen](#), 1793.
43. [Seattle Central Library](#)
44. [Staatsbibliothek](#) in [Berlin](#)
45. [State Library of Victoria](#) in [Melbourne](#)
46. [Sterling Memorial Library](#) at [Yale University](#), 1931.
47. [Vatican Library](#) in [Vatican City](#), [1448](#) (but existed before).
48. [Widener Library](#) at [Harvard University](#) ([Harvard University Library](#) including all branches has the largest academic collection overall.)
49. The St. Phillips Church Parsonage Provincial Library established in [1698](#) in Charleston, South Carolina, was the first public lending library in the American Colonies.
50. [Boston Public Library](#), an early public lending library in America, was established in [1848](#).
51. [Haskell Free Library and Opera House](#), which straddles the Canada-US border.
52. St. Marys Church, Reigate, Surrey houses the first public lending library in England. Opened [14 March 1701](#).

countries and institutions that have strategic intervention programs funded by the Corporation. “The public library revitalization program supports the development of selected public libraries in order to create ‘model centers of excellence’ that help their system lobby for greater resources and public support of library services”. Based on criteria such as relevance to the country and community, types of library services provided and strength of leadership, the Corporation, to date, has provided support to public library systems in Kenya, Botswana and South Africa.

In addition to its library program in Africa, the Corporation-while not maintaining a program of support for U.S. libraries-has continued to make special-initiative grants to domestic public libraries in recent years. Some highlights include: in 1999, the Corporation awarded \$15 million to promote literacy services to children and adolescents, preservation and special collections at The New York Public Library, Brooklyn Public Library, Queens Borough Public Library and libraries in 22 other cities serving large, culturally diverse populations. The grants commemorated the centennial period of Andrew Carnegie’s gifts to establish public libraries in New York City and more than 1,350 other communities across America. Almost all of the grant recipients were originally funded by Andrew Carnegie between 1899 and 1906. All were chosen according to the size and diversity of population served, geographic spread and/or historical relationship to Andrew Carnegie, according to Corporation president Vartan Gregorian.

In May 2003, the Corporation made a \$4.5 million grant to support the book collection at The New York Public Library and at the Brooklyn and Queens libraries in memory of those who lost their lives on September 11th. It was the second award made as part of the Corporation’s \$10 million pledge to support the unmet needs of the communities in New York and Washington, D.C. following the terrorist attacks. Each book purchased through this challenge fund will have a bookplate commemorating those who died in the World Trade Center and the

CHAPTER FIVE

THE LIBRARY AND THE BOOK: A RELATIONSHIP ESTABLISHED

Introduction

It goes almost without saying that the primary concern of the library, right from the very beginning, has been the communication of knowledge, ideas and thoughts from one person, group of persons or generation to the other. Even so it is for the book, which originated as a sort solution to the social problem that storing and transmitting information from one person, culture or geography to another became in the ancient world. That was the time when the only key instrument for information storing and transmitting was the human memory with its attendant shortcomings. Thus, there is a parallel between the library and the book as both served as information storage and transmitter.

But then, the knowledge, ideas, information and thoughts, which the library seeks to store and transmit are essentially intangibles which could not be handled unless they are encoded and embodied. Consequently upon this, it is only expected that they find embodiment in such physical objects as book and other non-book formats. Our inability to rise above the challenge of distinguishing between the physical object and the intellectual content, which is the reality, probably accounted for the equation of libraries with books.

The Issues

The critical issue here is that a book, by itself, is no more than a physical representation of the author's thoughts and ideas, just as its utility varies from one reader to the other, especially regarding what the individuals bring to it in understanding. Considering its three cardinal functions throughout history namely: to collect, preserve and make-available, it becomes abundantly clear that the

potentials of books for immortality. By this, we mean that the library, more than any instrument of society, opens to public use, the treasury embedded in books. Furthermore, it can be gleaned from the above that without libraries, perhaps only the rich and the wealthy would be availed exclusive access to a wide range of books. Even at that, it is significant to note that the most that any man of great wealth will be able to command can only amount to just a fraction of the intellectual riches open to any user of a reasonably good library”.²

Thus, in general, libraries are said to have come into existence primarily, in response to society’s need for an agency to:

1. Preserve and make widely accessible the records of human experience.
2. Stimulate thoughtful people everywhere to come up with positive insights and values from the past and to assimilate them into the new order.
3. Identify relationships in this fast-changing world.
4. Maintain the records of new ideas, technologies and values, so that individuals and institutions can perceive and then control the direction of change as it relates to each person’s particular life experience.³

The Significance of the Library

People are what a library is all about. A library serves all who use it and reaches out to all who do not or cannot. That is what the materials in a library, and the people who work there, are for. It is common for a public library to have story hours for children, including preschoolers. There are also picture books for them to page through, filmstrips and films to watch, and records to listen to. Children can see an exhibit of dolls or mobiles, watch a puppet show, or take part in an art contest. Some public libraries even have educational toys to play with and to take home. Tables, chairs, and shelves in a children's department are built to smaller

and more convenient scale. Children's librarians introduce children's books to parents and help children choose books that are right for them. Sometimes storytellers are sent out into a community, and children in some places can call on the telephone to have a story read to them.

For those attending school, there is the school as well as the public library. Books and where these are available-records, even cassettes and cassette players, can be taken home. Study booths and tables allow youngsters to work alone or in groups. Screening rooms in some libraries are for viewing of films, filmstrips, and videotapes. For sound tapes and records there are usually special listening areas. Both school and public librarians teach students how to use a library.

From secondary school on, young people are served by many kinds of libraries. Public libraries may have young adult sections with books and other materials of interest to young people. Young adult librarians plan film programs, pottery or karate workshops, and discussions on topics that concern the young in that particular community. In a few school and academic libraries, a student can dial to get a foreign language lesson or hear a lecture that has been stored in an information retrieval bank.

Research libraries, when not part of a university, usually do not loan their materials. But all types of materials can be checked out of many other libraries. What cannot be checked out can often be borrowed through interlibrary loan or photocopied-many libraries have photocopy machines, or copiers, for people to use. There may also be machines called microfilm, micro-card, and microfiche readers. With these, a person can read books, magazines, and newspapers that have been photographed and much reduced in size.

Adults, too, are served by many kinds of libraries. Film programs and discussion groups, concerts and plays held in library auditoriums, and art exhibitions often are planned. In many places, women's groups, business

2. A Library makes it possible for us to show the experiences of many other persons by reading about their thoughts, ideals, feelings, opinions and achievements.
3. The information sources in the holding of a library give us the ideas and facts that have collected for thousands of years.
4. Libraries also provide up-to-date information in all fields with collections of books, journals, newspapers, magazines, pamphlets, photographs, records, motion pictures and other Information Technology related databases.
5. The library has been described as the “memory of the human race”. It is like a giant brain that remembers all that scientists, historians, poets, philosophers and others have thought and learned.
6. It is a meeting place for the ideas and words of persons who have influenced the human race and his world.
7. It also serves as a place where the experience of the past can meet the needs of the present.
8. Libraries served us in our school work, as aid in our daily undertaking and for pleasure in our leisure time just as young people learn to use the library as part of their everyday school activities.
9. Libraries are one of the most conducive atmospheres for reading, studying and researches.
10. The library is one element in the total communication system by which a society is held together and a culture is created and maintained.⁴

domains and techniques focus on structures of relevance, ways in which information can be traced within bodies of knowledge, and ways of charting the various channels of knowledge flow through social systems.

The ALA Glossary defines library science as "the knowledge, demands and skills by which recorded information is selected, acquired, organized and utilized in meeting the information needs of a community of users." Library science is a study of the principles relating to the generation, collection, organization and classification of information for storage and retrieval. Major responsibility is for dissemination of all forms of information to appropriate audiences. Library science is the knowledge and skill needed to recognize, collect, organize and utilize printed records in terms of the patron need; collecting rather than accumulating, organizing rather than arranging library materials. The library is defined as "an organized collection of the carriers of knowledge."

Library science is an interdisciplinary science incorporating the humanities, law and applied science to study topics relating to libraries, the collection, organization, preservation and dissemination of information resources, and the political economy of information. Historically, library science has also included archival science. The distinction between a library and an archive is relatively modern. This includes how information resources are organized to serve the needs of select user groups, how people interact with classification systems and technology, how information is acquired, evaluated and applied by people in and outside of libraries as well as cross-culturally, how people are trained and educated for careers in libraries, the ethics that guide library service and organization, the legal status of libraries and information resources, and the applied science of computer technology used in documentation and records management.

Academic courses in library science include Collection Management,

CHAPTER EIGHT

THE DIFFERENT FEATURES OF THE LIBRARIAN

Introduction

A librarian does three main kinds of work: selecting materials for the library, organizing them so that they will be easy to find and use and helping people get materials or information they need. To select materials, a librarian finds out what the library's users and potential users need. Rarely, if ever, can a library afford to buy all materials needed. So the librarian must be an expert not only on what materials are available but on which are more dependable, more useful to the library than others. To make room for new materials, the librarian regularly reviews the library collection, removing materials no longer useful. A good collection offers many points of view on any given subject. An important part of the librarian's job is to resist pressure from special groups who want to get rid of-or add-materials because of the point of view.

The Librarian as a Generalist

If it were not arranged, if it did not have a catalog, a library would be a trackless jungle of information. That is where the organizer of materials comes in. This librarian examines every new book, record, film, or other item to determine what it is about. After the librarian decides what the subject is and how the item is related to other materials in the library, the item is catalogued, or described. Most libraries use card catalogues, but some modern libraries use a book catalog made and printed by computer.

Helping people get materials or information they need is circulation and

reference work. The librarian in charge of circulation supervises the use of all materials. In many large libraries, this librarian works behind the scenes in a private office. Clerks usually issue library cards, lend and receive materials, keep records of materials borrowed, collect fines for materials that are overdue, and even help people find materials they want. The way in which each such job is done is determined by the librarian in charge. Much circulation work is automated in libraries today-there are computerized systems to keep a record of materials lent and returned, for instance.

Nobody knows all the answers. The librarian in reference pursues a deeper wisdom-to understand all the questions. To learn what exactly the questioner is trying to find out, a reference librarian must be an expert interviewer. The whole point of reference work is personal assistance, either finding the answer or guiding a person to it. The same question may call for different types of help-for people of different ages and backgrounds, for example. Much reference work can be done by phone.

The Librarian as a Specialist

The three main kinds of library work are part of every librarian's education. But, as in other professions, many librarians become specialists. An acquisitions librarian specializes in locating and ordering materials, a cataloger in organizing materials, a reference librarian in helping people get information. In many school and public libraries, there are media specialists and readers' advisers. A media specialist is an expert on the use of all materials, both print and non-print. A readers' adviser helps choose materials or prepares a special reading list for a particular person. Readers' advisers in hospital and prison libraries practice bibliotherapy, helping treat the sick, the disturbed, the downhearted with books

understanding of children or young adults, school librarians need a background in print and non-print materials. In many places also, a school librarian must be qualified as a teacher. This is especially important as the school library becomes more and more a learning laboratory, an extension of the classroom.

The Librarian as an Information Scientist

A librarian is a mover of ideas, of information from one mind to another. So it is not enough to know library science. A librarian must understand the bigger picture called information science, of which library science is only a part. To teach the use of a library, a librarian must understand how people think when they attack look-it-up problems. That is part of information science. To index a vertical file a librarian must understand how language works. That, too, is part of information science.

A librarian often has to know something about computers to work with them. In addition, he or she may need some mathematics to use computer language. Both mathematics and computer technology are part of information science. To run a library, the librarian must learn techniques for analyzing and improving a system. Information science includes systems management, too. Many librarians who work in automated libraries are called information scientists. But the term is not used by all such librarians. Basically, every librarian must be an information scientist.

The Librarian as a Person

The libraries of the world have room enough-and work enough-for many types of people. There are reference jobs for the I-want-to-work-with-people type; jobs with the underprivileged for the I-want-to-improve-the-world type; jobs as

CHAPTER NINE

CATEGORIES OF LIBRARY COLLECTIONS

Introduction

There are different types of library materials especially the reference books, differently arranged. Each answers different kinds of questions.

Library Collections

A Dictionary answers questions about words. It gives meanings and spellings of a word, tells how it may be pronounced, breaks it up into syllables, shows where it came from, even lists synonyms and antonyms. At the tops of pages, guide words show first and last words on a page. They help in finding words faster. In the back may be special sections-facts about famous people, facts about places. In the front, how to use the dictionary is usually explained.

A General Encyclopedia is usually a set of books, covers just about every subject. It has information about people, places, and things. Like a dictionary, an encyclopedia is alphabetically arranged. Every year parts of it are brought up to date, and a yearbook that goes along with it is put out. To help find information, an encyclopedia has outside guides (letters printed on the spine of each book, showing what part of the alphabet it covers), inside guides (guide words on top of each page), headings and subheadings to break up larger subjects, and an index. Some encyclopedias are devoted to only one subject, such as religion, the sciences, psychology, or art. These are called subject encyclopedias.

An Atlas is a book of maps. It also contains charts, tables, and other geographical facts. There are political maps to locate countries and cities, rivers and mountains; physical maps to show the highs and lows of the land; economic maps to show farming and business and industry; historical maps to show

Science, Industry and Business Library, located in the Manhattan business district on Madison Avenue. The rare books and manuscripts division, housed in the Center for the Humanities, maintains a strong collection of Americana, especially books printed before 1801.

Notable rarities include the only known copy of the 1493 Barcelona, Spain printing of the letter by Italian Spanish explorer Christopher Columbus announcing his arrival in the New World; the Bay Psalm Book, printed in 1640, which was the first book printed in what would become the United States; and a copy of the first printing of the Declaration of Independence in 1776. The division also has a complete copy of a [Gutenberg Bible](#), printed sometime between 1450 and 1456, as well as impressive collections in the fields of English and American literature, children's literature, and science fiction. The library's manuscript holdings include British and American historical documents and excellent examples of medieval [illuminated manuscripts](#).

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CHAPTER TWELVE

IMPLICATIONS OF THE TRENDS FOR LIBRARY SERVICES DELIVERY

Introduction

Libraries throughout the world provide citizens with public access to networked information. With the adopting of emerging technologies, libraries seek to facilitate information retrieval more thoroughly, effectively and attractively. Libraries need to establish a service profile across the community. They cannot afford to be tucked away in intimidating buildings or on obscure sites. They need to increase the visibility and accessibility of their services. For instance, library information kiosks need to become a regular feature in shopping centres, licensed clubs and community facilities.

The Implications

In the past, learning institutions were designed to disperse information and knowledge. Educators assumed that students were like an empty vessel. Rote learning simply had to be poured into them. In the future, learning institutions will need to help people to manage information. The vessel is, in fact, already full. The challenge for the education system is to draw out and develop the learning interests and capabilities of its students. Information management is critical to this task. It is possible to conceptualize two types of knowledge: the subjects we already know well; and the ones we know how to find out about. This reflects the true meaning of the information age: information access is power.

Libraries are well suited to this challenge. They offer a range of learning resources, rather than formal courses. They have the capacity to act as learning brokers-building their services around individual users; customizing the delivery of

seeking information. In return for paying taxes or library fees packaged with University tuition, library members should expect reliable "customer support" in exchange for their dues. Librarians are indeed very important in servicing their visitors. And still today, there is no equivalent replacement to the library, which provides access to mountains of content that is not available through search engines or even Google Books Search, which only provides snippets and links to retailers where books can be bought.

14. *We just cannot count on Physical Libraries Disappearing*

Physical libraries would not ever go away. Even as Google Book Search [picks up the pace](#) and libraries finance their own digitization projects, the future of physical library space continues to be necessary. This is because many libraries are not digitizing yet and many may never digitize. There is a good reason: it is expensive. At a low estimate of [\\$10 per book](#) (and probably much more for older, more delicate works), digitizing an entire library of, say, more than 10,000 books—well, [it adds up](#). And for many library users, they still depend on this traditional, effective approach to pinpointing information with onsite computers or librarians available to assist them.

15. *Google Book Search "don't work"*

If a Google-style indexing of all the world's books were to mirror the company's well-known search service, one might have that much more fodder for the argument against keeping libraries around. After all, Google has great technology for searching the web, right? Could we not just bypass libraries? But [experts point out](#) that Google Book Search is far off from such user-friendliness as experienced with the company's Internet search service. The lofty ideals of information-for-everybody are hindered not only by copyright lawsuits, but by the

as well as Google Book Search. For decades, society has been seeking a more holistic understanding of the world, and increased access to information.

The search for new methods of organizing educational structures (including libraries) has long been active. And while libraries might not be on many peoples' "Top Ten Cutting Edge List" , they have been adapting. Washington State University Director of Libraries, Virginia Steel, for example, is a proponent of maximizing the [social and interactive](#) nature of physical library space. Group study, art exhibits, food and coffee—talking, not whispering; this is the new library. It is not obsolete, it is just changing.

18. Eliminating Libraries would cut short an important Process of Cultural Evolution

The library that we are most familiar with today is a public or academic institution that lends out books for free—is a product of the democratization of knowledge. In the old days, books were not always so affordable and private libraries, or book clubs, were a privilege of the rich. This started changing during the 1800s, with more public libraries popping up and the invention of the Dewey Decimal Classification system to standardize the catalogues and indexes. Libraries began blossoming under the watch of President Franklin Roosevelt, in part as a tool to differentiate the United States from book-burning Nazis. This increased interest in building a more perfect, liberal society culminated in 1956 with the Library Services Act, which introduced federal funding for the first time. Today there are tens of thousands public libraries in the United States.

19. The Internet isn't DIY

It could be said that the Internet has endowed society with a giddy sense of independence. Access to all the world's information—and [free search engines](#) to

Furthermore, the economic incentive to manipulate library collections is much less fierce than on the internet. It is estimated that only [4% of book titles](#) are being monetized. Meanwhile, Google alone is experiencing [incredible earnings](#) through online advertising, not to mention everyone else positioning for a piece of the Internet pie. But libraries simply are not facing this kind of pressure. Their way of providing information, therefore, will inherently be less influenced by corporate interests.

25. Libraries' Collections employ a well-formulated System of Citation

Books and journals found in libraries will have been published under rigorous guidelines of citation and accuracy and are thereby allowed into libraries' collections. These standards are simply not imposed on websites. They can show up in search results whether or not they provide citation. With enough research, the accuracy of web resources often can be determined. But it's very time consuming. Libraries make research much more efficient.

26. It can be hard to Isolate Concise Information on the Internet

Certain subject areas like medical conditions or financial advice are very well mapped on the web. Quality sites for more marginal subject areas, however, are less easy to find through web search. One would have to know which site to go to, and Google isn't necessarily going to serve you exactly what you are looking for. Wikipedia, which ranks well for a wide variety of specialized subject areas, is improving web concision. But Wikipedia is just one site, that anyone can edit, and its [veracity is not guaranteed](#). Libraries retain a much more comprehensive and concisely indexed collection of research materials.