

KENYA TECHNICAL TEACHERS COLLEGE

INFORMATION STUDIES DEPARTMENT

LIBRARY USER EDUCATION

MANUAL

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INTRODUCTION

Library User Education is one of the subjects taught by Information Studies Department to all KTTC Technical Education students. It is for this reason that we in the department decided to create a teaching manual that will be useful to all technical education students.

This manual therefore is as a result of a great effort and dedication by lecturers of Information Studies Department.

The concepts discussed in this manual have been clearly explained using simple and easy to read language.

It is our hope that this manual will go a long way to ensure that the wide scope of the Library User Education syllabus will be covered fully and much more efficiently within the time allocated.

We welcome constructive criticisms which will make future revision of this manual more comprehensive.

I wish to use this space to most sincerely appreciate the following officers who have ensured this manual has seen the light of day:

Charles Imbali- Principal
Esther Muria- Deputy HOD
Harriet Kamau- Lecturer
Cecilia Irungu- Lecturer
Tabitha Mwanzia- Lecturer
Abraham Njeru- Lecturer

To all our students, it is my sincere hope that this manual will come in handy as you navigate the world of information and scholarship.

John Mwaura Ireri
Head of Information Studies Department

TOPIC ONE

INTRODUCTION TO LIBRARY USER EDUCATION (LUE)

Learning objectives

By the end of this topic the learner should be able to:

- a) Define key terms used in library user education
 - b) Highlight the purpose and objectives of library user education
 - c) Appreciate the importance of library orientation programme
 - d) Identify all the KTTC library sections and explain their functions
- 

Definition of terms

The following are some key words relevant to the course whose meaning would be beneficial to the users.

Library:

This term can be defined in two ways depending on whether it is the building or information resources being referred to as shown below

- Library is a collection of books, periodicals, films recordings, computer database, or other media, organized for study and reading
- A library is a building that houses collection of books, periodicals, films, recording, computer database, or other media systematically organized for study or reading

Library user:

any person registered in the institution as a student or engaged as an employee.

Library user education:

a programme designed to provide the necessary knowledge skill and attitude library users to enable them to effectively and efficiently utilize the resources of a particular

library.

Purpose of library user education programme

When students join the college for the first time, many of them exhibit lack of knowledge regarding availability of useful learning resources and facilities contained in a library. This situation, according to investigations, emanate from lack of exposure to library facilities when in secondary schools. Many schools in the countryside/rural areas are disadvantaged and lack managed libraries. This poses some challenges to the learners when they join institutions of higher learning.

This course serves to introduce students to the Kenya Technical teachers College (KTTC) library early in their training so that they are adequately equipped with enough knowledge and skills to make use of the learning resources available. It also aims at equipping them with requisite skills for organizing school libraries at primary and secondary levels.

ACCORDING TO AN OLD CHENESE PROVERB;

"If you give a man fish, you feed him for one day

If you teach a man how to fish, you feed him for a life time".

This is the essence of KTTC Library User Education programme.

General Objectives of library user education

1. To create awareness to the users regarding resources available in the library
2. Establish a link between syllabus topics/subjects and library resources
3. Equip library users with skills to access information e.g. acquisition of Online Public Access Catalogue (OPAC) retrieval skills; E-books usage, internet browsing skills; research skills etc.
4. Spare both library users and librarians time in information access and retrieval
5. Enable users to be self reliant
6. Create a reading culture in library users

7. Develop confidence in users regarding care and handling of library resources

KTTC library orientation programme

The library services department at KTTC has a formal Orientation programme for its users. This is executed in either the first or second week of the term depending on scheduling of activities.

Orientation involves taking users for a tour in the library as opposed to teaching them about the library services in a classroom setting. However, education course students undergo both classroom instructions as well as library orientation.

The library staffs, in collaboration with Library User Education Lecturers from the Information Studies department decide on the most appropriate time for the orientation of the new students. After this is done the library staff plans how to carry it out.

How is library orientation carried out?

- ◆ All the students are divided into manageable groups after arriving in the library.
- ◆ Each Section head in the library is assigned a group of the new students to discuss what the section offers. After finishing with each group another group comes up and the same is done.
- ◆ At the end of the orientation exercise, each student is expected to have covered all the library sections and their services as follows:

- | | |
|---|---|
| 1. Circulation section, | 4. The storage sections/storage area |
| 2. Reference section | 5. The reading area |
| 3. Information retrieval Section
eg the Online Public Access catalogue section (OPAC), | 6. Information Communication Technology(ICT)section and |

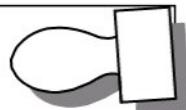
7. The librarians office; among others

- ◆ After the end of the orientation exercise, copies of KTTC library guide that includes the rules and regulations are given out for users to know how the library operates.

It is important to note that library orientation is an interactive process during which new users are expected to ask questions where necessary. The time is usually short and students are expected to continue seeking help from the library staff whenever a need arises.

With increased numbers of new students each year Library orientation is becoming a challenge due to space and time constraints. Modalities to cope with this are being looked into and may include the use of audio visual services like video shows to complement the exercise.

Revision questions



1. Define the following terms as used in library user education
a) Library b) library user education c) library orientation
2. Explain the services that each section of the KTTC library can offer to you as a person
3. Write a summary of the content of KTTC library guide

CONCLUSION:

It is hoped that as a user, you have been able to understand what Library User Education is, its purpose and objectives, how it is carried out at KTTC.

FURTHER READING

1. Allen, Kent (1979) :Encyclopaedia of Library and information science. Vol. 26 Jay daily, London.
2. David, Fin (1978) : A Teaching manual for Teacher Librarian. Library Association, London.
3. Harrold'L.M. (1977): The Librarian's glossary and reference book.ebenezer Baylis & sons Ltd. Worcester, London.
4. Reitz, Joan (2004): dictionary for library and information science.
5. Tayler, L.J. 1976): A librarian's Handbook Vol. one. The library Association. Ridgemount street, London.

TOPIC TWO

TYPES OF LIBRARIES AND LIBRARY SERVICES

Learning objectives

By the end of this topic the learner should be able to:

- a) Differentiate between the various types of libraries
 - b) Describe the services offered in each type of library
-

Libraries can be grouped into four broad categories namely:

- National libraries
- Public libraries
- Special libraries
- Academic libraries.

We will explore each of these types further:

National libraries:

Definition:

According to general conference of the UNESCO in 1970, National libraries are which irrespective of their titles are responsible for acquiring and conserving copies of all significant publications published in the country and function as "deposit" library either by law or under other arrangements. Basically, they serve the following functions:

- Produce and maintain national bibliography.
- Hold and keep up to date a large and representative collection of foreign literature and a variety of books about other countries.
- Act as a national bibliographical information center
- Compile union catalogues
- To provide link of awareness and resources with other libraries and the world of information.
- Publication of a national bibliography.
- To provide leadership to the library movement in a given country.
- To provide a training base for library personnel in a country
- Help advance library education in the country
- To coordinate exchange programs in library personnel with other interested countries.

A library qualifies to be called national when it is the official depository of all printed works of a given country.

A national library also should be a general access library, an information and bibliographic center, a center for coordination, planning and stimulating knowledge development.

Public libraries:

Definition: A public library serves the people of a given community or region either for free or by charging a very minimal fee. These may serve the general public or

special categories of the public, such as children, prisoners, members of the armed forces, hospital patients or employees in a given area.

A public library aims at serving the general public or special categories of the public in the concerned community. This is a service library.

A public library is open to any interested member of the community and who is capable of using it.

Functions and services offered by public library:

- It aims to meet information needs of the clientele.
- Provision of formal and informal education.
- Provides recreation facilities to the target community.
- It equips materials meant to inspire the users.
- It issues reading materials to the public (members)
- Provides inter library facilities with other libraries
- Provides current awareness services.
- Provides general and specific information.
- Provides assistance in searching or location of documents
- Educates users on how to use the catalogue and other bibliographic search methods.
- It provides readers advisory services whenever a need arises
- It offers referral services.
- It is involved with compilation of bibliographies.
- Provision of library orientation and bibliographic instruction.
- Provision of library extension services such as:
 - To organize reading tents or circles
 - Provision of meeting venues
 - Arrangement of public lectures on topical issues
 - Arranges special celebrations when necessary.
 - Organizes exhibitions from time to time.
 - Provides informal educational programs such as organizing for adult literacy

programs.

- Organizing story hour for children.

Special libraries

The history of special libraries in Kenya dates to 1907, when two special libraries were established namely department of Agriculture and the legislative council libraries while the high court library was established in 1929.

Special libraries specialize in a particular subject or group of subjects or a particular form of documents. A special library may also serve a special clientele.

There are several categories that constitute special libraries:

- Governmental
- Societies and private institutions
- Industrial and commercial organizations
- Special training institutions
- Public libraries.

The aim of a public library is to further the interests of the parent body by:

- Providing information service, which enables members of the organization to keep track of the significant developments in their field of interest.
- A special library searches literature exhaustively and brings it to the attention of interested parties such as researchers especially before the start of a project.
- Provision of inspirational and stimulation to users by means of balanced collections.
- Selection of documents and sources of data or information
- Processing of documents and information either through cataloguing, abstracting services and indexing.
- Storage of documents
- Retrieval of Information and its dissemination to those interested.
- Publication and reproduction.
- Issue of documents to members.

- Inter library loans.
- Replies to inquiries received personally, via e mail or over the phone especially from the field by researchers.
- Retrospective search
- Referral services
- Translating services especially of documents from one language to another when necessary
- Bibliographic instruction
- Current awareness services
- Production of the state of the art reports.

Academic libraries:

Academic libraries can be further classified into three subcategories namely:

- I. School libraries
- II. College libraries
- III. University libraries:

Definition:

This is a library that is attached to an academic institution that is an institution engaged in Education, research and or responsible for imparting formal instruction or education to students who aspire to complete a particular course under a prescribed syllabus.

Such institutions include:

- Schools
- Colleges
- Universities
- Technological institutions
- Medical schools etc.

These academic institutions vary in respect of courses offered. All in all academic libraries exist to cater for the needs and requirements of the parent institution.

School libraries

School libraries are necessary to complete the educational environment. Teachers and learners draw the information from these libraries.

School libraries are becoming popular today due to the following reasons:

- Changes in society
- Advances in communication techniques
- Curriculum reforms
- New educational methods
- Improvements in quality of education
- They facilitate self instruction and life long education.

School libraries should be considered as resource centers which are meant to provide open access to its users. It should be more of a center for informal education. It is meant to be a center that caters for educational, information, recreation and inspiration needs.

Functions of a school library:

➤ To Teachers:

- To provide for the requirements of teachers with regard to textbooks, related books, reference material, non book material such as Atlases, maps, globes, tapes, charts, films, filmstrips, slides, e books, etc.
- To provide information to teachers.
- To help them teach library user education.
- To encourage and assist the teachers to teach through the library in accordance with the educational policy.

➤ To Students:

- To provide reading materials

- To provide up to date information
- To promote reading culture
- To help learners enjoy reading experience and to read with discrimination making use of their free and leisure time.
- Provision of facility for independent reading and promotion research skills early enough.

School library Services

School libraries offer several services like:

- Display of information materials
- Organize story hours
- Orientation programs
- Readers advisory services
- Circulation of materials
- Reservation of materials
- Library instruction
- Assistance in the use of library catalogue
- Assistance in the use of reference materials
- Current awareness services
- Interlibrary loans.

College Libraries:

A college library aims at enabling the parent body achieve her training mandate. It supports the objectives of the college i.e. assisting the college to carry out her programs by providing required information resources.

Services:

- Lending services
- Library user instruction
- Assistance in location of information resources
- Readers advisory services

- Provision of current awareness services
- Provision of general and specific information
- Compilation of bibliography, indexing services and abstracting services
- Interlibrary loans
- Reservation of documents
- Reprographic services.

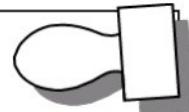
University Libraries:

- These are libraries attached to Universities. They exist to cater for the needs of the parent university.
- They acquire, process and organize information resources.
- They help in research work of the students and the faculty.
- They provide a variety of resources which arouse intellectual curiosity, stimulates imagination and which refine their cultural and ethical values.
- Helps the members adopt new technology in learning and research

To adequately meet the above functions, such libraries provide various services:

- Lending services
- Bibliographic instruction
- Assistance in the location of documents
- Literature search
- Readers advisory services
- Inter library loans
- Compilation of bibliographies, indexes and abstracts
- Helps in research work
- Maintenance of clippings
- Translation services
- Library exhibitions
- Inter library loans
- Reprographic services.

Revision questions



1. Explain why most school libraries do not provide adequate services.
2. Explain the role of a school librarian or teacher librarian in a school library
3. What reasons make a library be referred to as a special library?
4. Explain the role played by public libraries.
5. Name the different types of libraries and explain each type in detail.

TOPIC THREE

LIBRARY CLASSIFICATION

Learning objectives

By the end of this topic, the learner should be able to:

- a) Define classification as a concept
 - b) State the general principles of classification
 - c) Describe various classification systems
 - d) Determine the subject of a book
- 

Introduction

We shall start by introducing the concept of classification

The word classification originated from the Latin word "Classis" which was used to refer to a group of persons possessing certain qualities, or belonging to the same class. Ordinarily, classification is a process of grouping. It involves putting together like characteristics and separating unlike characteristics. Like characteristics may be size, colour, type, form, contents etc.

Library Classification is a process which brings together like documents and separates unlike ones, the term documents refers to printed, handwritten, engraved materials, including books, periodicals, microfilms, photographs, gramophone records, tape records etc). Classification therefore provides formal access to the documents in a library.

Reasons for Classifying Library Materials

The following are some of the agreed on reasons that necessitate classification of library information materials:

1. It creates a system out of disorder and provides a comprehensive view of the

documents on a subject.

2. It provides a basis for organizing books and materials so that they can be easily located and retrieved by library users.
3. It is a means of bringing books on the same and related subjects together for easy and convenient location and use.
4. It leads to the maximum use of a collection because it saves the user's time.
5. Allows shelving to be done and accomplished within a short time.
6. Provides a formal and an orderly access to books the shelves.

Having known why library materials are classified we need to find out how classification is done.

How Do We Classify?

This is by the use of classification schemes as discussed below.

Classification Systems/Schemes

- I. The first step in classifying according to subject is to arrange all knowledge into major classes, bringing together into one class, the parts which are related and arranging them in a logical order, usually from general to specific.

The following are examples of how main subjects can be divided up from general to specific levels in a classification scheme:

- i) EDUCATION – General
 - History of Education
 - Theory and practice of education
 - College and school magazines and papers.
- ii) PHILOSOPHY, PSYCHOLOGY, RELIGION- General
 - Philosophy
 - Psychology
 - Religion, mythology
 - Rationalism (beliefs)

- Judaism
- Islam, Buddhism, Theosophy (e.g. Judaism)
- Christianity

The several classes formed constitute what is called CLASSIFICATION SYSTEM/SCHEME (Scheme is a systematic program for attaining some objective).

- II. To be used, these classes must follow a definite and established plan so that they can be referred to again and again. Such a plan is called a schedule (the printed scheme of a system of classification). The classes must be given symbols so that all books in which a particular subject is discussed can have the same notation and be kept together on the shelves of the library. The symbols used are letters of the alphabet, Arabic numerals or a combination of these. Library classification systems follow the generally accepted ideas of what major classes of knowledge are e.g. Philosophy, Religion, Science, History, Language, Literature, Art etc.

A general class number is assigned to these large classes e.g. in Library of Congress Classification Scheme (LCC)

Q	-	Science
T	-	Technology
R	-	Medicine etc.

A classification system should therefore be so organized so that materials on any one subject can be found in only one place (though it is not always possible).

A good classification scheme therefore can be said to have some of the following attributes/characteristics.

Characteristics of a Good Classification System

1. It should be able to cover all areas of human knowledge.
2. It should bring all subjects and those related ones, nearby
3. It should be comprehensive, easy to follow, expansive and flexible (can be used in

any way suitable to a library).

4. It should have a proper index which uses clear terminology

Information scientists have in the course of history been able to devise a number of classification schemes. Some of the most commonly used are as identified below.

Universally Recognized Classification Systems

1. Dewey Decimal Classification System (DDC), 1876
2. Universal Decimal Classification System (UDC), 1899
3. Library of Congress Classification System (LC), 1901
4. Colon Classification System (CC), 1953
5. Bibliographic Classification System (BC), 1940
6. Subject Classification Scheme
7. Special Classification Scheme

Various types of libraries use different types of classification schemes depending on their needs. For any library to choose to use any of the classification schemes, the following factors should be borne in mind.

Factors to Consider when selecting a Classification Scheme

1. Types of users
2. Size of stock in volumes
3. Status of staff in a library in terms of training
4. Number of employees in a library

The two main classification schemes used in Kenya are:

- i) Library of Congress Classification (LCC)
- ii) Dewey Decimal Classification System (DDC)

Let us now find out more about these classification schemes.

1. LIBRARY OF CONGRESS CLASSIFICATION (LCC) SCHEME

The Scheme is named after the library that developed and first used it i.e. the Library of Congress in Washington D.C., U.S.A. The Library itself was founded in 1800 by and for the Congress of the U.S. The earliest classification of books with Library then as in many libraries at the time was by size. However, when congress acquired more books, i.e. up to 10,000 volumes, it became necessary to classify them using a better method specifically designed for this library.

The classification to be used was determined by the functions of the library, nature and use of the collection. Since the library was to serve the Law-makers (in the area of social science) it was assumed the holdings in the branches of knowledge would be very large and diverse and adequate provision had to be made for those fields of knowledge.

It was also expected that the library would receive through purchases, national and international gifts and other sources, materials which university and other libraries would not ordinarily acquire. Therefore, because of the range and diversity of individuals, a comprehensive and flexible system was needed.

In spite of the fact that it was designed specifically for the Library of Congress, as is particularly suited to very large collections, the LCC is widely used in America and other countries including Kenya and especially Academic and Large Public libraries are adopting it.

How Library of Congress Classification (LCC) Scheme Works

The LCC combines letters of the alphabet with Arabic numerals. It uses 21 of the 26 letters of the alphabet and offers 676 subject divisions. Currently, letters I, O, W, X

and Y are not used but are reserved for further expansion.

- LCC therefore uses a mixed notation
- The LCC like other classification systems proceeds from the General to the particular
- Main classes are marked or denoted with a single letter e.g. (see outline of LCC)

AN OUTLINE OF LCC MAIN CLASSES

A	-	General Works
B	-	Philosophy, Psychology, Religion
C	-	Auxiliary Sciences of history
D	-	History, General and Old Works
E-F	-	History: America
F	-	United States Local history
G	-	Geography, Anthropology, Recreation
H	-	Social Sciences
J	-	Political Science
K	-	Law
L	-	Education
M	-	Music
N	-	Fine Arts

P	-	Language and Literature
Q	-	Science
R	-	Medicine
S	-	Agriculture
T	-	Technology
U	-	Military Science
V	-	Naval Science
Z	-	Bibliography and Library Science.

- **Sub-classes** are marked/denoted by a combination of letters, e.g.

PR -	English Literature
PS -	American Literature
PQ -	Roman Literature
PN -	Literary history and collections

- **Topics** and **Subtopics** are denoted by numerical divisions e.g.

a) PN - Collection of Greek proverbs

6413 – Subtopics and topics

b) PN - American and English

101- Authorship

- Decimal letters and numbers in same line are used to subdivide a subject alphabetically by form or country, e.g

a) PN

6110.H8 – Humour (form)

b) PN

6519.A7 – Arabic (Country)

c) PN

6519.K4 - Kenyan

- The decimal, letter and Arabic numeral combinations are used for authors surnames, e.g.

PS

708

.B7, - William Bradford

Call number in the LCC system

A call number is a combination of a class number and author/book number. The LCC classification numbers range in length from one letter and one numeral, to two letters, four numerals, one decimal number and a decimal, letter and number combinations e.g.

P	PN	PN
1	86	1993.5
.A86	.K57	.U65

- All the numbers before the decimal are read in ordinary sequence; all those following the decimal are read decimals

- The classification number and author number make the call number e.g.

A book whose title is Drama in English Teaching will have the following call number:

Call Number
$$\left\{ \begin{array}{l} PN \\ 317 \\ \text{.E88 - Book / authornumb er} \\ 1984 - \text{Year - of - edition} \\ C.2 - \text{Copynumber} \end{array} \right\} \text{class - number}$$

- Books are arranged on the shelf according to the call number, e.g. – class number first then numerically in order; left to right.

PN 17 .A86	PN 86 .K57	PN 86 .K72	PN 1993.5 .U65	PN 1994 .C5
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PN 6099 .L27	PN 6099.1 .L4	PN 6110.C7 .T47
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- A user has to consult the catalog first in order to get the call number. However, the library user can learn the letter designations, for the subject fields, and then go directly to the shelves and browse.

EXERCISE

a. Visit KTTC library and find out whether the arrangement of books on the shelves follow the same order as above.

b. Write down the call numbers for the following KTTC library books

1. Wynar, B. S. Taylor, A. G. Introduction to Cataloguing and Classification. Littleton: Libraries Unlimited, Inc. 1985.
2. Kumar, K. Theory of Classification, New Delhi: Vikas Publishing House DVT Ltd, 2001.
3. Chakrabarti, B. Mahapatra, P. Library and Information Science: An introduction, Calcutta; the World Press Private Ltd, 1989.

2. DEWEY DECIMAL CLASSIFICATION SYSTEM

Dewey Decimal Classification (DDC) is named after Melville Dewey who developed it in 1876. It is the oldest and mostly used in the USA and also in Kenya. He was a Librarian and wanted to develop a Classification system that would bring subject relationships together by using decimals. Before that, decimals were used as mere shelf location devices. Melville therefore developed DDC and used the decimals for hierarchical divisions and combined the decimals with digits 0 to 9 to provide a pure notation which can be subdivided indefinitely.

It was designed to be used by any type of library.

HOW THE DDC WORKS

DDC system uses Arabic numerals and decimals to signify the various classes of subjects. It divides all knowledge into 10 broad classes, i.e. 000 – 900. It therefore uses a pure notation.

It also classifies from the general to the specific. Each main class from 100 – 900 consists of a group of related disciplines. The 000 class is reserved for materials too

general to fit anywhere else.

The following is a list of the ten main classes of DDC:

DDC OUTLINE - MAIN CLASSES

- 000 - Generalities
- 100 - Philosophy and Related disciplines
- 200 - Religion
- 300 - The Social Science
- 400 - Language
- 500 - Pure Sciences
- 600 - Technology (Applied Sciences)
- 700 - The Arts
- 800 - Literature
- 900 - General Geography and History

Each main class is then separated into (10) divisions or sub-classes as the following example of class 600 shows.

- 600 - 609 - Technology (Applied Science)
- 610 - 619 - Medical Sciences (Medicine)
- 620 - 629 - Engineering and Allied Operations
- 630 - 639 - Agriculture and related technologies
- 640 - 649 - Home economics and family

650	-	659	-	Management and auxiliary service
660	-	669	-	Chemical and related technologies
670	-	679	-	Manufacturers
680	-	689	-	Manufacture of products for specific uses
690	-	699	-	Buildings

The divisions/sub classes are then sub-divided into sections for specific topics and sub-topics e.g.

610	-	Medical Science Medicine
611	-	Human Anatomy
612	-	Human physiology
613	-	General and personal Hygiene
614	-	Public health and related topics
615	-	Pharmacology and Therapeutics on

The sections can then be decimaly sub-divided to show detailed relationships between subjects, e.g.

612	-	Human Physiology
612.1	-	Blood and circulation
612.2	-	Respiration

When a librarian is classifying a book he takes the class number from the scheme, combines it with author mark (the first three letters of the author's surname), year of publication (if any other but the first edition) and copy number if any, to come up with a call number. This is clearly shown by the example below.

A survey of Ancient History by Allen Cable has the following call number:

Call number {
930 – *Class – number*
CAB – *Author Mark*
1980 – *Year of Edition*
C.1 – *Copy number*

The call number is usually written on the spine of the book. It facilitates systematic arrangement of books on the shelves.

Books with following call numbers will appear in the shelves in the following order:

338	338	338.095	338.1
AMU	HAN	BIN	AMI
338.1247	338.15	370.1	370.12
JOH	BEN	PET	PEX

DDC has been found to have some of the following strengths:

Advantages of DDC

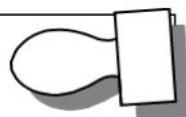
1. Expressive notation that shows relationship within a field
2. Easy to memorize main classes
3. Its detailed, hospitable and fully indexed
4. Popular in primary and secondary school libraries
5. Translated into 35 languages

6. Easy to adopt to libraries of various sizes and kinds
7. It provides for relatively detailed and specific subjects
8. Uses pure notation – easy to remember

DDC however has been criticized that it does not meet everybody's expectations. The following therefore are the criticisms/weaknesses or shortcomings.

WEAKNESSES OF DDC

1. Knowledge is divided to only ten main classes
2. Some libraries in some parts of the world may be uncomfortable with choice of Arabic numerals for notation
3. Separation of related disciplines, some related subject are scattered in other parts of the scheme
4. The base of ten results in lengthy classification numbers
5. Different rates of growth of knowledge have resulted in an uneven structure – some classes are overcrowded.



Revision questions

1. Explain why library materials are classified?
2. Identify the characteristics of a good classification scheme.
3. Explain how LCC scheme works.
4. Distinguish between LCC scheme and DCC scheme

Conclusion

This section has outlined the various activities involved in classifying library information materials. It has clarified how librarians come up with class numbers, book numbers and eventually call numbers. These numbers are finally useful in systematic arrangement of information materials on the library shelves for easy retrieval.

FURTHER READING

1. Wynar, B. S. Taylor, A. G. *Introduction to Cataloguing and Classification*. Littleton: Libraries unlimited, Inc. 1985.
2. Kumar, K. *Theory of Classification*, New Delhi: Vikas Publishing House DVT Ltd, 2001.
3. Chakrabarti, B. Mahapatra, P. *Library and Information Science: An introduction*, Calcutta; the world press private Ltd, 1989.

TOPIC FOUR

THE LIBRARY CATALOGUE

Learning Objectives

By the end of this topic the trainee should be able to:

- a) Define terms used
 - b) List various forms of catalogues
 - c) Explain various types of catalogues
 - d) Explain various types of catalogue entries
 - e) Discuss various rules for alphabetical filling
 - f) Effectively use a catalogue to locate and retrieve information materials.
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Introduction

This topic covers types of catalogues used in various libraries which include card catalogues, Online Public Access Catalogues (OPAC), Microform catalogues among others. It also discusses catalogue entries and filing of catalogue entries.

Definitions

The term "**Catalogue**" originally meant merely a list of inventory, but in modern times, the meaning of catalogue has been charged to mean a Systematic or methodical arrangement of items in alphabetical or other logical order, with the addition of brief descriptive information such as price, size colour, locality, date etc.

A library catalogue then, is a systematic listing of the **books, periodicals and other information materials** in a library with descriptive information about each one; i.e. author, title, edition, publishers, date of publication, physical appearance, subject matter and location.

- It is an **index** to the library materials which it includes just as the index of a book is the key to the contents of that particular book.
- An **index** is a systematic list of topic or terms in a particular book with page, reference.

Not all materials in a library are listed in the main catalogue; e.g. individual articles in

periodicals or newspapers are not listed in the catalogue but are located using indexes. Periodicals may not be listed in the catalogue but may be in a special file e.g. a cardex,

3. Functions/Uses of Library Catalogues

The catalogue is the reader's chief means of discovering and locating material in the library. It acts as a link between library materials and the users. It is a guiding tool for using the library collection properly.

A catalogue is useful to a user in the following ways:

- a) It lists in one place, in alphabetical order, all library materials by a particular author or on a particular subject regardless of their location in the library.
- b) It points out the location of the books and other materials by giving the location symbol or call number
- c) It provides several ways of finding materials listing them by author, title, subject, co-author, translator or illustrator, if there is one and often by series, if the book belongs to a series.

A good catalogue should therefore be able to answer the following questions:

1. Does the library have a certain book by a given author?
2. What books does the library have by a given title?
3. What books does the library have on a given subject?
4. Does the library have any books belonging to a given series?
5. Does the library have books by a certain editor?
6. Does the library have books by a certain translator?

4. Qualities of a Good Library Catalogue

An effective catalogue should possess certain qualities that will allow it to be easily consulted and maintained, if it is too difficult to follow or cumbersome or expensive, it will be useless to users. The following are the qualities of a good catalogue.

1. **It should be flexible:** should be able to accommodate new additions and also reflect removal of old books
2. **It should be up to date:** it should contain all the material available in library.

3. **It should be easy to use:** a catalog should be constructed so that all entries can be easily found. This is done by proper labeling and systematic arrangement.
4. **It should be economical:** a catalog should be economically prepared and maintained (in terms of stationary).
5. **A catalog should be compact:** it should not only take up the least possible amount of space, but it should also be easily removable for consultation and prolonged study.
6. **Speed:** it should save users time by locating materials as fast as possible.

TYPES OF CATALOGUES ACCORDING TO FORMAT (Physical Forms)

Library catalogues exist in the following physical formats:

1. Book or printed catalogue
2. Card catalogue
3. Machine Readable Catalogues (MARC) e.g. Online Public Access Catalogue (OPAC)
And Microform

1. Book or Printed Catalogue

This is a catalogue in which information about a book is handwritten, typed or printed in page form and bound into a volume or volumes.

- It resembles a book. There may be one or more entries on a page in a book form of catalogue.
- This form of catalogue used to be the generally accepted format in American libraries in the late 1800s. It was however discarded because as libraries grew in size, the printed, catalogue was soon out of date since information for new materials could not be arranged alphabetically.

Advantages of Book Catalogue

1. **Easy to use:** It can be used just like a book.
2. **Easy to consult:** When the catalogue is open for consultation, both the pages are open to look into as several entries can be seen and consulted at the same time
3. **Compact:** Occupies little space – even a table top is enough for keeping a book form of catalogue

4. **Multiple copies** can be made and put in different parts of the library.

Disadvantages

- **Inflexible:** Difficult to update because it does not offer space for insertion of records of new materials. It will require compiling a new copy every time new books are received.
- **Multiple volumes:** A user has to consult more than one volume
- **Uneconomical:** in terms of stationery
- **Misplacement:** Can be easily misplaced due to portability.

2. Card Catalogue

A catalogue in card form is the mixture of cards containing individual catalogue records. Each card is a separate and individual unit. Each record is presented on a separate card. For this reason, each card can be shifted, sorted and arranged in any way desired.

It is the catalogue commonly used in most Kenyan libraries. The internationally recognized, standard size catalogue card is 5 inches by 3 inches.

These cards are filed, usually in alphabetical order in trays. About 800 – 1000 cards are arranged in each tray.

The trays are kept in the catalogue cabinet. At the bottom of each card there is a hole. A metal rod is inserted within the holes of the cards inside a tray to protect them against being pulled out and for support.

Advantages

1. **Flexible:** easy to update because each card is a separate unit and can be arranged in any way desired
2. Arrangement of the card catalogue will not be affected if new entries are inserted or withdrawn from catalogue.
3. It is **easily updated** because it only requires adding new cards for new additional and removal of cards for discarded books.
4. Provides **aids** for users i.e. labels on the outside of trays and guide cards on the

inside of the trays.

5. It is generally **in expensive** compared to other formats
6. It provides **cross-references** e.g. "see" references and "see also" references. (direction from one heading to another) "See" reference refers from a heading that is not used in the catalogue to one that is used in the catalogue. "See also" reference refers from a heading that is used to another that is also used in the catalogue. For example;

- a. Kenyan Libraries (subject)

See

Libraries – Kenya

- b. Primary School Education

See

Education – Primary School

- c. Kindergarten

See

Primary School

➤ In cases where an author uses a Pseudonym i.e. a name used by an author, which is not his real name also called a "Pen name" to conceal their identity.

- a) Real name

See

Pseudonym

See also References:

e.g.

Political Science

Psychology

See also

See also

State, the	mental health
Religion	<u>Authors</u>
See also	Wa Thiongo, Ngugi
God	See also
Theology	Ngugi James
See also	
Religion	
Taxation	
See also	
Revenue	

Disadvantages

1. Can only be consulted in one place i.e. not portable.
2. Cabinet for arranging cards can be expensive
3. Requires more space to place the card, catalogue e.g. where there are large stocks –
4. Cards can be easily vandalized.

3. MICROFORM

These are catalogues that are micro photographically reproduced on films, paper or plastic. These include microfilms and microfiches.

1. **Microforms**— these include microfilm and microfiche
 - **Microfilm** – In these kinds of catalogs, catalog cards are micro photographically reproduced on film or film card and must be read with the aid of a device which enlarges the image. This device is called a micro film reader. Micro-film may be 8mm, 16mm or 36mm rolls. This is a means of a saving space also by micro copying back issues of newspapers and magazines, books, etc.
 - **Microfiche** – Flat Sheet of film Card – 4" by 6". This is a 4 by 6 film card. Each fiche carries reduced images that are placed on the card in rows. It contains up to an

equivalent of 98 pgs of a book or 100 catalogue cards, the device used to read this is called a microfiche reader.

4. ONLINE PUBLIC ACCESS CATALOGUE (OPAC)

In this kind of a catalogue information is stored in the computer memory and produced when required. It is displayed on the computer screen for viewing and can also be printed on paper.

KTTC library has an OPAC based on Mandarin 3; Integrated Library Software is in use.

Advantages

1. It is flexible and easy to update.
2. Information can be easily added or removed because it only requires entering the data.
3. Information required can be printed
4. Fast in retrieving information
5. Several records can be viewed at once
6. Several terminals can be located at different points in the library.
7. Provides more access points

Disadvantages

1. Expensive to install
2. Users need to be computer literate
3. Cost sharing, therefore users would be charged some money
4. Power failure or equipment failure means, no access to library resources via catalogue.
5. Staff in the library to be retrained
6. Prone to virus attacks
7. Techno phobic users can't benefit.

Activity

Identify and discuss a form of catalogue being used in a library of your choice.

Revision questions

1. What is a library catalogue?
2. In what ways does a catalogue assist a user?
3. What are the qualities of a good catalogue?
4. How many catalogue formats exist? Name them
5. Explain the advantages and disadvantages of the following forms of catalogues:
 - Card catalogue
 - Computer based catalogue

LIBRARY CATALOGUE ENTRIES

Entries

- An entry is a record of bibliographical information of a particular book or other library material prepared under an appropriate heading, containing items of information arranged in a recognized order. This information is given in order to enable a user identify and retrieve a book.
- Catalogue entries are also prepared to help find a book from various search points. So, more than one entry should be made for a particular book according to the probable search points a book has. Entries are of two major categories i.e.
 - Main Entry
 - Added Entries

Main Entry

This is the basic catalogue entry and is usually made under the author's name. The main entry has the fullest particulars for the complete identification of a book (work). Author means the person or persons chiefly responsible for the creation of a work. The main entry contains the following information.

1. Name of the Author – heading
2. Title
3. Edition
4. Imprint
 - a. Place of Publication
 - b. Publisher
 - c. Date of Publication
5. Physical Appearance
 - a. Pagination
 - b. Illustrative matter
 - c. Height of the book
6. ISBN – International Standard Book No.
7. Added entries.

The primary information source for making the main entry is the **title page** of a book. If necessary, the other part of the book that may be consulted to get the essential information include the **verso page**.

Corporate Body Main Entry

If a book is authored by an institution or an organization, a card is made under main entry and is referred to as a corporate body main entry.

Definition

A corporate body is an organization or group of persons who are identified by a name and who act as an entity e.g.

- K.T.T.C
- United Nations Environmental Programme (UNEP)
- Kenya Library Association (KLA)
- Kenya Medical Research Institute (KEMRI)
- United Nations Educational Scientific and Cultural Organization (UNESCO)

Title Entry

A title entry may be used as a main entry when the author of the book is unknown or if a book is edited. If the title of the book is used as a main entry, there will not be a title card in the catalog for that book because that card will be arranged in the author section of catalog.

Features in the main entry card

- Author's full name, beginning with the surname followed by a comma and then the initials of his other names.
- Title and the sub title
- Edition if it is not the first
- Imprint i.e. Publisher, date of publication and place of Publication.
- Physical appearance i.e. number of pages, illustrative material and size of book in centimetres (cm).
- Series to which a book belongs
- Added entries i.e. Subjects treated in the book, editors, co-authors, title etc.

Importance of the above information to a user

1. **Author** - enables users to search books by the author's surname. Also know status of author whether living or dead.
2. **Title and Sub title** - enables users to know full title of a book.
3. **Edition /Year of Publication** - enables users to know how current information is.
4. **Publisher and Place of publication**- to determine the authority of publisher and where to locate it.
5. **Physical Appearance**- helps in locating a book while browsing.

Added Entries

- An added entry is a secondary catalogue entry, i.e. any other than the main entry.
- It is a duplicate of the main entry, with the addition of a heading for title, subject editor, joint author, translator, illustrator, etc.

The purpose of making the added entries is that if a reader does not know the main author of the book, under whose name the **main entry** is, the name of editor, joint author,

etc. can be used to locate the same item.

Examples of added entries

Title Added Entry

A title added entry is made for a book which has a distinctive title. The title is typed at the top of the card above the author's name.

Subject Added Entry

There is no set number of subject cards for each book.

A subject card is made for every subject which is fully discussed in the book. A subject card differs from all other types of entries in that the subject is typed at the top of the card in capital letters or in red letters. The remainder of the card is an exact duplicate of the main entry card.

Joint author added entry. If a book has a joint author, a card is made for the 2nd author also. The name of such a person is typed at the top of the card above the author's name e.g. (see transparency)

Editor Added Entry, Illustrator, Translator, etc

If a book has an important editor, illustrator, or translator, a card is made for each one. Names of such person are typed on the top of the card above the author's name.

Series Added Entry

If a book belongs to a series a card is also made for it. The name of the series is typed at the top of the card above author's name.

Steps to be followed in Retrieving a book from a card Catalogue

1. Consulting the catalogue at the relevant entry point i.e. author, subject, title, etc. The catalogue enables a user to find out whether the book in question is part of the library stock or not.
2. If the book record is available, copy the call number situated at the top left hand side of the card on a piece of paper.
3. Replace the tray and proceed to the shelf indicated on the call number i.e. the 1st

- item on the call number which is the symbol representing the subject or topic of the book.
4. Search the shelf content, first alphabetically then numerically for subject topic, then alphabetically for book number or author mark, before reverting to numerical for part of the author mark. Do not search the book by colour or size (although, if one knows, how the book looks like, the mental image formed may quicken retrieval).
 5. If the book is missing after a careful search inform the staff at the circulation desk.
 6. If the book has been borrowed, request a reservation so that when the book is returned, you will be given the priority of borrowing it.
 7. Remember, you should have either of the following information to be able to search the library catalogue.
 - Title of book or periodical
 - Author's name
 - Subject matter of the book.
 - The author's list includes names, of editors, illustrators, joint author, corporate authors, etc.

Steps to be followed in retrieving a book from OPAC

Using the Library Catalogue (OPAC)

You can use our Library Catalogue, sometimes called the OPAC (Online Public Access Catalogue), to locate the materials you need for your studies. The OPAC is available at dedicated PCs in the Library and online. The Library Catalogue (OPAC) provides you with a great deal of useful information for finding things and is very easy to use.

Use the Library Catalogue to search for many different types of material including books, journals, eBooks and DVDs.

Searching for materials

Start your search by entering a keyword, title or author in the search box.

This will give you the initial results, depending on how specific your search was, you might find your item immediately. If it wasn't specific, then you can easily refine your search to find what you're looking for.

Refine your search

On the left hand side there will be a series of criteria to help you refine your search, including: Location, Collection, Author, Format, Subject or Year Published. Click on any of the links to narrow your search and help you find exactly what you want.

Search Results

Once you have a reference, or list of references, that matches your search, click on the item that interests you. The Library Catalogue will display the location of the item and an option to **Expand All**. Click on Expand All to find useful information such as, how many copies we have in total, what the loan type is and how long you can borrow it for and the status and due date of items on loan.

The important information is location and the **shelfmark**, which will help you locate physical items on the shelf, this is the number on the spine of each of the items on the shelves.

From here you can also place a reservation, by clicking the **Reserve Item** button.

You can also find the bibliographic details at the bottom of the page, which might be useful to you.

Advanced search

Advanced searches are available through the link to **More Search Options** by the search box on the front page. The advanced search enables you to refine your search criteria so that you get a list of results that matches your needs more precisely.

My account and Renewals

You can check your own Library record with the **My Account** feature, to look at loans, fines and to renew your books via the Library Catalogue.

Renew your items regularly to avoid being fined.

Activity

Visit the KTTC Library card catalogue and identify cards under the following entries:

- Main entry
- Co-author added entries

- Subject added entry

Copy down the details on the above entries.

FILING

Definition

Is the action of arranging papers, documents, records, etc into predetermined sequence; also the subsequent insertion of additional items in their correct places.

In, a library, after the catalog entries have been prepared, the next very important job is to file or arrange the cards in the trays of the catalogue cabinet. Cards are filed to enable user to utilize the resources of a library.

The alphabetical filing system

There two systems for alphabetical filing, that is, Letter by Letter and Word by Word Filing

Letter by Letter system is guided by the principle "**all through**". This means that all word are considered as one word. On the other hand word by word is guided by the principle "**nothing comes before something**". This means that spaces between words are considered. E.g. Books and book (book will come before books). Further examples

Letter by Letter

Newark
Newcastle
Newfoundland
New Hampshire
New Haren
Newman, Arthur
New port
Newspapers
New York
New Zealand

Word by Word

New Hampshire
New Haren
New York
New Zealand
Newark
Newcastle
Newfoundland
Newman, Arthur
New Port
Newspaper

Word by Word

Court
Court baron
Court customs
Court-martial
Court Masque
Court auld
Courtenay
Courtesy
Courtship

Letter by Letter

Court
Court auld
Court baron
Court customs
Courtenay
Courtesy
Court-martial
Court Masque
Courtship

Rules for filing catalogue cards

There are at least 5 basic rules that a user should be familiar with in order to effectively use a card catalogue.

1. **Surname rule**—all personal names should be filed under the surname e.g.

Charles Njonjo = **Njonjo**, Charles
Mary Mwenda= **Mwenda**, Mary

2. **The Initial Articles rule** – Definite and indefinite articles at the beginning of titles and other headings are ignored e.g. a, an, and the, and filing be done under the first letter of the next word.

- a. **The** academic Library – e.g. filing should be under Academic
- b. **An** airport
- c. **The** American team
- d. **An** American Primer
- e. **A** story to tell
- f. **An** annual review

3. **Abbreviations and acronym rule**

Abbreviations are filed as if they were written in full e.g.

KTTC—Kenya Technical Teachers College

UNEP—United Nations Environmental Programme.

4. Prefix rule

Surnames with prefixes before them should be filed under the first letter of the prefix. In other words the prefix is considered and should accompany the surname.
Examples, Mac, Mc, Ole, Bin etc

5. Numerical rule

Numbers are filed as if they were spelled out or written as words e.g.

1984--Nineteen eighty four

20th Century—Twentieth Century

680 Hotel—Six Eighty Hotel

6. Punctuation marks rule

Punctuation marks are ignored in filing e.g.

Literature – Dictionary

what a life!

Literature – History

what is in a name?

Literature: Nigerian Writers

7. Royal and religious titles rule

This rule states that these names should be filed under the titles. e.g.

Queen Elizabeth—to be filed under Q

Bishop Wairimu---to be filed under B

8. St. rule

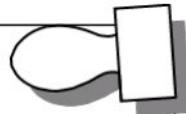
The rule states that should be considered as if spelled out in full i.e. **saint**

9. Pseudonyms

These are other names used by authors who want to conceal their identity and prefer to use other names rather than their real names. In this case filing should be done under the pseudonyms.

Activity

Visit a catalogue of a library nearest to you and find out the type of alphabetical filing system used in the arrangement of the catalogue cards.



Revision Questions

1. Explain any five rules for alphabetical filing.
2. Distinguish between word by word and letter by letter systems for alphabetical filing.
3. Arrange these words in
 - i) Word by word
 - ii) Letter by letter

Books	Book keeping
Bookshop	Book trade
Book list	Book of famous five
Booklet	Bookshelf
Book	Bookish

TOPIC FIVE

PARTS OF A BOOK AND THEIR SIGNIFICANCE

Learning objectives:

By the end of this topic the learner should be able to:

- a) Identify the major parts of a published book and their significance
 - b) Discuss the factors that a reader should consider when choosing a suitable book
 - c) Use the various parts of a book while using KTTC library or any other source of information
- 

Definition of a Book

- Any publication which is non-periodical and is having a minimum of 49 printed pages or more bound together. Any other publication having less than 49 pages may be referred to as a pamphlet or any other form of publication
- A division of a literary work which is separately published and has an independent physical existence although its pagination may be continuous with other volumes.

A printed and published book especially a technical publication consists of distinct physical parts or components each having a specific function. These components are:

1. The cover and books spine

These make up the actual binding of a book. The covers consist of front and back parts placed securely by sewing gluing or stapling at the spine to protect the book while it is in use.

Types of Cover

- i. Hard covers (case) or publishers case
- ii. Soft covers/ Papers backs
- iii. Cloth covers
- iv. Leather covers.

Significance of Covers

- I). **Identification** – The front cover usually bears the title of the book, author(s) and editors name and also the publishers name. Back page has ISBN/ISSN, summary of a book .ISBN a unique identification number for a book.
- II). **Protection** – This protects the book from direct sunlight, dirt water and dust
- III). **Summaries** – Brief explanations of the book content are given at the back cover. – Cover graphics (illustrations) on covers can serve as graphical summaries.
- IV). **Biographical details** – The authors life history can be found at the back cover, his/her literally output is also given.
- V). **Critiques** – Authority reviewers give brief comments on the book contents e.g. American online – “**the voted best.**”
- VI). **Publicity** – Advertising the book can be conveniently done on the covers e.g. “**Sold over 1000000 copies in Africa alone**”
Displays that market the books can be done by displaying the covers.
- VII). **Price** – Price quotations are placed on the back page.
- VIII). **Books Spine** – It is the part of the binding that conceals the bound edges of a published book and compacts the front and the back covers
Contain the books title, authors surname and publishers name or logo which may be imprinted or embossed. The library call members are normally put on spine and show where a book is placed on a book shelf.

Class activity

Before proceeding further, take the text books that you were asked to carry for use in this lesson and answer the following questions.

1. **Identify other parts of the book other than the covers and explain their contents**

2. Have you ever been keen on other parts of a book other than the main text? Give reasons for your answer.

2. Book jacket/dust jacket

- This is a paper wrapped round the book covering covers.
- Its main purpose is to protect the book from dust.
- When it is illustrated it is meant to attract the attention of possible readers or buyers. Thus its also referred to as the publishers blurb (small advert)
- A blurb is a brief advertisement or announcement full of extremely high praise.
- They bear the same information as the covers e.g author(s), title, other books by same author or publisher etc.
- They may also contain publishers description and recommendation (front part)

3. Half title page

This page precedes the title page and a lone title appears here.

When Illustrated this 1st page of a published book is known as frontispiece/frontis

4. Running title

Short title repeated in the text-at the header or at the footer.

5. Title page

This is the right hand page near the front of a book. It contain important information about the book such as:

- Title proper or subtitles if any
- Author(s) name(s) in full
- Author's particular e.g qualifications – degree Diploma etc.; experience (Authoritativeness)
- Edition statement
- Volume number
- Place of publication
- Date of publication
- Publishers name
- ISBN/ISSN
- Logo

6. Verso/recto page

Also called copyright page. This is the back of title page. It contains:

- Owner of the copyright i.e. copyright statement denoted by symbol ©. This is for authentication to protect the intellectual property. This means that if one would wish to quote examples in a book for commercial purpose one has to get permission from the copyright owner. Copyright statement also prohibits one from photocopying a whole book.
- Authors name
- Edition statement
- Volume number
- Place of publication
- Date of publication and additional publications eg 2nd reprint
- Publisher
- Printers name and address
- Binders name and address
- Details of type of paper used in the book
- Classification and cataloguing information.

7. The preface

This is a brief explanation of the author's reason for writing the book and also includes his afterthoughts. It indicates

- The scope
- History
- Purpose of the book
- Level of readership for which the book is intended (target audience)

The preface might describe the terminology or special conventions used in the book such as symbols used for warnings, tips etc may also contain acknowledgeable

8. Foreword

Written by an acknowledged expert in the field or genre covered by the book. It is

more of testimonial for the author or the book itself.

9. **Dedication**

This section briefly names persons who are significant to the author. Persons held in high esteem by the author.

10. **Acknowledgement**

The author writes down the names of people/groups that helped/assisted him/her in writing the book. This is an expression of thanks. He pays homage/show appreciation for help given in form of advice suggestions etc. Usually each edition of a book has a new preface and a preface date. This date is given at the beginning or end of the preface.

11. **Errata/corrigenda**

Extra page pasted on the book to give a list of errors found after printing with corresponding page, paragraph, line numbers, and their corrections.

It is a list of corrections that describe the error, where it occurs and what the correct text or illustration should be. It can be added as a separate slip of paper in the front matter then it means that the book is an introductory book to the subject which is intended for the students to read before embarking on full scale studies.

The above parts are paginated using the roman numbers (i, ii, iii, iv, ...)

12. **Content page(s) – Table of Content**

This page bears chapters of the book which indicate how the subject is discussed.

It has no page numbers. The page at which each chapter begins is also indicated.

Table of Content (TOC) can be divided into divisions, units, and chapters.

It's a list of headings put in the order in which they occur in the book with the corresponding page number.

Some books have a separate table of contents for the illustrations bearing the title or description of the illustration and the page number known as **List of**

figures/illustrations.

13. Introduction

This is a short essay on the subject. It is a general summary of the subject and it introduces the reader to the text.

- It usually commends the book
- It is written by an authority in the subject field
- It sometimes follows a preface or replaces the preface that describes the contents and purpose of the book.
- In some cases it is the first chapter
- If it is included in the title of the book.

14. The main text/body of the book

This is the main portion of the publication. It begins on page one of the Arabic numbers to the end. The text is subdivided into chapters or sections. Chapter heads contain titles that identify chapter A. Chapter head may appear on a page preceding the body of the text or the chapter may start on the same page. Subheadings within the text divide the chapter and improve readability.

- Discussions on the subject matters
- Tables (for statistical data or stated facts)
- Illustrations – photographs, drawings, portraits, maps, plan plates, diagrams, pictures, charts etc.

Illustrations corroborate and explain visually what is being discussed. They elucidate the text i.e. make clear the meaning of the statements in the text.

15. The appendix/appendices

This follows the last page of the text. It contains extra information which could have been inserted in the text but left out because it could have broken the flow of the text. It can be in form of tables, diagrams, official documents reports, maps, research tools etc that clarify the reports. Each appendix is numbered in the heading

e.g. Appendix I; (|Title) and starts on a new page.

16. Bibliography and references

- A bibliography of a book is a list of information resources either used in the text or contain information discussed in the text (List of resources related to the subject of the book). Sometimes bibliography is written at the end of each chapter and sometimes after the appendix. Sometimes the list is annotated ie short description of the item is given.
- References are lists of books quoted in the text.
- Both consists of books consulted when writing the book.
- The purpose of those two parts is to facilitate further reading.
- Are arranged alphabetically by authors surname, may follow any of the referencing styles e.g. APA, Chicago etc

17. The glossary

This is a list of foreign or special technical terms and their meaning, explained in brief. Contain acronyms, words and phrases relevance to the subject of the book along with brief definition.

18. The index

- An index is an alphabetical listing of key terms places events concepts or words/names mentioned in the main text and their location in the text. The reader is referred to the main text by means of a page number. It also show frequency of words used in the text.
- It's the best part to go to if you are searching a specific piece of information.

19. Footnotes –

- Also called end-notes or chapter notes.
- They are found in scholarly publications or text books.
- They are notes usually found at the bottom of a page of a book that cites a

reference or provides additional explanations for a designated part of the text. Subscript numbers adjacent to the designated text coincide with the same notation found in the footnotes.

- Footnotes can appear at the end of a page (before footer) end of a chapter or may be consolidated into a section of pages at the end of a book where they are called end note.

CHOOSING A SUITABLE BOOK

Book production has been on the increase since the invention of the printing press in the 15th century. Thus there are thousands of books on any one given topic written by different authors for different levels of readers using many different approaches.

It is absolutely impossible for any one person to be able to read all the books available. Yet one needs to read the best of all those books to enable them to achieve their goals. Thus, it is very important for a reader to be able to selectively single out a few of the very best for his/her purpose.

Points to consider when choosing a suitable book:

1. The Title:

-Gives a very general idea as to the subject content of the book. There are some titles however, which could be very misleading. It is therefore not safe to choose a book just from the title. It is advisable to look for further information about the book before finally choosing it.

2. Scope

To find out what subject areas the book actually covers one need to look at.

- a) The contents page
- b) The preface
- c) The introduction

These three areas if read carefully will equip the reader with a good notion of what to

expect from the book.

3. The author

-Needs to be a person who is authoritative enough in the given subject field. On the title page authors qualifications awards and status can be an indication of this. In some books a note may be made as to the author is, giving his (auto) biography. Here the issue is "How well is the author known in his work? What are his qualifications?

4. Up-to-datedness

Knowledge/information is constantly changing what was true and acceptable yesterday might be wrong and unacceptable today in the view of new discoveries. Thus a book should keep up to date by constant revisions of the text. Behind the title page a reader will find information as to how often new editions revisions, impressions are produced. The date of publication (where there are no new editions) indicates how recent the information therein is.

5. Presentation

- a) The way a book is presented says a lot about the content. A well ordered book with chapters showing some relationship in topics covered is a much better book than one with ideas jumbled up. Sometimes one does not need to read the whole book and therefore when a concept sought can be found under a particular chapter, it makes it very convenient and useful for the reader
- b) The language used need to be clear, simple and to the points. Every book written has certain audience whom it is intended. Thus, the approach, and the language used should be of the same level.
- c) Where technical terms must be used a glossary would be an important point to look for in the book.
- d) A book with illustration e.g. Maps pictures, diagrams etc. Caution should be however taken to make sure that the illustrations used are relevant and appropriate

6. Sufficient index

An index is an alphabetical list of words or terms used in the text. Against those words we have the pages where the words are used in the text.

- An index saves time for a reader who is seeking for specific information
- A good book should have an index.

7. Sufficient bibliography

A sufficient bibliography acts as a readers guide by giving other books or journals that can be read on the same subject.

CONCLUSION

This content will help any library user to save on time and benefit maximumly from published information resources

Revision questions

1. Identify the parts of a book that comprises the following:
 - a) the front matter
 - b) the body of the text
 - c) back matters
2. Explain the significance of each of part identified in question one (1) above.
3. Answer the following question on the uses of parts of a book
 - which part of a book gives you meaning of words as used in that particular book or discipline
 - where can you find the information about the the publishers name and address , together with the copyright date of a book
 - which part of a book can you consult for further readings
4. Discuss the factors that you would consider when evaluating a book.

REFERENCE

1. Baird, Nicola (1994). *Setting Up and Running A School Library*. Nairobi, Heinemann.
2. Kenya, Ministry of Health and AMREF. (1994).*Basic Health Libraries: An information management handbook*. Nairobi: ministry of health.
3. Kumar, K.(1980). *Reference Service*, 2nd Revised Ed. New Delhi: Vikas.

TOPIC SIX

INTRODUCTION TO SOURCES OF INFORMATION

Learning objectives

By the end of this topic the learner should be able to:

- a) Define terms
 - b) Identity various information resources
-

Definitions

- a) **Information** – “The action of informing; training, instruction, communication of instructive knowledge” (Shorter Oxford English Dictionary)
- b) **Information Management** – “The total problem of controlling the vast and growing information resource so that it may be readily available to education, research and public access...the effort to control and utilize this information resource through formal systems of processing, storage, and retrieval.” (The Encyclopedia of Education Vol. 5 p.74)
- c) **Sources of Information:**

Information is usually contained in some form of container. The writings and such other recorded information is referred to as literature. The containers of such records are various, ranging from a simple letter to an article in a journal, to a voice in a gramophone record.

The literature of a subject is its foundation. It comes in diverse, complex and multilingual state.

Literature growth is so vast that we talk of "information explosion". In physical sciences it almost doubles every 8-12 years. It is estimated that the number of scientific and technical journals increased from 10,000 to 100,000 between 1900 and 1970, that the number of pages published has increased 10 percent a year since World War II. The Library/Congress has 50 million documents in its collection and it is estimated that 1 million technical documents are published annually. Apart from say 40,000-60,000 learned journals published every year, there are innumerable series, congress reports, annual reports and technical reports.

PRIMARY SOURCES OF INFORMATION

Information sources are classified according to different levels of importance to information seekers. The information a user really wants is what would have direct value to him. This kind of information is contained in **PRIMARY** Sources.

PRIMARY Sources are the first published records of original activity or description of new application or interpretation of an old theme or idea.

By definition, PRIMARY publications are those "in which the author for the first time supplies evidence, describes a discovery, makes or derives a new proposition, or brings forward new evidence about previous propositions". (Maltha: Technical Literature search and the written report. Pitman, 1976 p.26).

Characteristics of Primary Sources

- a) Often the primary source might be the only source of information
- b) The primary sources are usually unorganized and are rather difficult to use by

themselves

- c) A subject develops due to increased availability of primary sources in that area.
- d) The rate of growth and maturity of a discipline is determined by the amount of primary literature available on it.
- e) The primary sources are basically the raw materials for researchers and information seekers, other sources being there to facilitate access to these.
- f) Primary sources come in a variety of forms some of which are unpublished.

Forms of Primary Sources:

1. **Periodicals:** i.e. journals, bulletins, transactions, proceedings etc. these contain the major sources of primary information. They contain the most recent information by way of research reports, experiments etc. KTTC Library and other libraries subscribe to long lists of periodicals. The current copies are usually on display for use in the liberation while the back numbers can be stored in pamphlet files and other bound.
2. **Research Monographs:** "Separately published reports on original research: that are too long, too specialized, or otherwise unsuitable for publication in one of the standard journals."
3. **Patents:** "A patent is a government grant of exclusive privileges which allows making use or selling a new invention for a term of years. A patent takes the form of official document". (Kumar. Reference Service. Vikas, 1978. P.101) In Kenya the patents are published in the Kenya Gazette.

4. **Research Reports:** These are reports regarding research and development projects. The reports are usually unpublished or semi-published.
5. **Standards:** Standards lead to simplification of production and distribution of products produced by a manufacturer. Kenya Bureau of Standards has the sole responsibility of issuing standards for Kenyan products.
6. **Trade Literature:** Issued by producers to serve the consumers. This may be the only source of information regarding the product.
7. **Disseminations:** Express studies undertaken by students and lecturers for the degree. A candidate for a doctorate degree would normally write a dissertation or thesis as a partial fulfillment for that degree.
8. **Other Primary Sources (Archives):**

Laboratory notebooks

Diaries

Letter

Company files

Internal research reports

State papers

Inscriptions of Tombstones

Portraits

Oral History

Coins

Stamps etc.

TOPIC: REFERENCE SOURCES

Reference sources are those sources of information that are derived from primary sources and they are not read from cover to cover but are consulted so as to get specific type of information. Examples include but are not limited to dictionaries, encyclopaedia, atlas, maps, directories, gazetteers, biography, bibliographies, and many others.

Objectives

By the end of this topic the learner should be able to:

1. Define the term reference sources
2. List some reference sources
3. Explain functions of reference sources
4. Differentiate between secondary and tertiary sources
5. Correctly cite references at the beginning, within and at the end of a text and also compile a list of references at the end of a paper

SECONDARY & TERTIARY SOURCES OF INFORMATION

SECONDARY SOURCES

In order to have organized access to primary sources, efforts are made to compile and publish aids in form of secondary sources.

Secondary sources are compiled from or refer to primary sources of information.

As it is difficult to find all the required information quickly and directly from primary sources, secondary sources quite often act as the key to the primary sources.

In carrying out research, the secondary sources are indispensable as these would provide a pointer to the coverage of a subject.

Secondary sources appear in form of:

1. **Periodicals:** Some periodicals specialize in interpretation and providing opinions on developments reported in primary sources of information. **E.g.** New Scientist.
2. **Indexes:** An index to a work contains an alphabetical list of names, topics, places, formulae, titles of any significant item referring to material presented in the main part of the work.
3. **Bibliographies:** A bibliography is an organised list of primary or other sources relating to a given subject or person. It is also arranged chronologically, alphabetically or topic wise. Some are comprehensive while others are selective. It may have annotation, it may be general or subject etc. the purpose is to assist a user in identifying a book or other material. **E.g.** Science and Technology Books & Serials in Print.
4. **Indexing Periodicals:** An indexing periodical regularly issue compilation of titles of articles that appear in current primary source journals. **E.g.** Resources in Education.
5. **Abstracting Periodicals:** Abstracts are condensed information based on a longer writing, say of research report, or a study. The abstracting periodicals list the abstracts on significant articles that appear in current primary source journals, and of important new research monographs,

reports, patents, and other primary source publication, in that field. **E.g.** Chemical Abstracts.

6. **Reviews:** A review is a survey of the primary literature. It indicates the developments and trends in the field concerned. The review provides background information to a new problem in a suitable form and serves as a key to literature. **E.g.** Advances in nuclear science and technology. Annual review of Information Science and technology.
7. **Treatises:** A treatise is a comprehensive compilation or summary of information on a subject. A treatise on a subject provides enough information to a person acquiring basic knowledge so essential for carrying out advance research. **E.g.** Treatise on the calculus of finite differences.
8. **Monographs:** A monograph is a short treatise on a given subject. It serves the same purpose as a treatise although at a limited scale. Very often it comes as a part of a series. **E.g.** Study in the history of ideas.
9. **Textbooks:** A textbook is a book of instruction. Its aim is to enable one to develop proper understanding of a subject. A good textbook considers the level of the use and it is usually presented in an attractive format. **E.g.** a textbook of crop production.
10. **Reference Books:** These contain the desired information itself. They include encyclopedias, dictionaries, handbooks, tables, etc.

TERTIARY SOURCES

Tertiary sources contain information distilled from **primary** and **secondary** sources. The purpose of these is to aid the searcher of information in the use of primary and secondary sources of information.

1. **BIBLIOGRAPHY OF BIBLIOGRAPHIES:** A list of bibliographies which direct

readers to useful bibliographies through a subject, name of an individual, place, institution etc. e.g. Bibliographic Index, Cumulative. Bibliographies of Bibliographies.

2. **DIRECTORIES:** a list of names and addresses of persons, organisation's, manufacturers or periodicals. They serve to locate the listed subject. E.g. World directory of Mathematics
3. **GUIDE TO LITERATURE:** a guide to literature assists a user to use literature of a specific subject. It helps to evaluate and introduce literature. It lays emphasis on the literature rather than the content of the subject. It mainly covers Secondary and tertiary sources. E.g. A guide to reference material.

HOW TO CITE REFERENCES IN A TEXT

In research the term "reference" applies to materials that have been referred to or quoted in the study. The reference list is a compilation of the books and articles referred to. This list is related closely to the literature review chapter. This is because all reference materials used in the literature review should be reflected in this section. The reference list should contain the most relevant and important publications.

The References in the Body of the Text

The appropriate point at which to indicate the source of an idea is as soon as is convenient. When it is at the beginning or middle of a sentence, the researcher should indicate the surname of the author and year of publication. The year of publication should be enclosed inside brackets, for instance, "Orodho (2003) pointed out that..., ""Kombo (2005) indicated that" At the end of a sentence or paragraph, one needs to enclose the surname of the author and year of

publication in brackets. The name and year should be separated by a comma, for example (Orodho, 2003); (Kombo, 2005).

Direct Quotations

Direct quotations should be accurate. If there is need to omit some words within a quotation, the writer should use three ellipses (...) to indicate the omissions. If the quotation is short, that is, a maximum of three sentences then use quotation marks within the text. Longer quotations are usually indented and typed in single spacing, without quotation marks. In both cases, the pages from which the quotation comes must be indicated at the end of the quotation (Kombo, 2004:69).

Paraphrase

The use of another author's idea, but expressed in the writer's words is referred to as paraphrasing. In this case the writer indicates the source author and year, for example (Kombo, 2004)

Presentation Format

There are various presentation formats for different materials. This is as follows:

- a) **Journal Articles** - These are the most common sources of cited material and include specialist technical journals as well as trade journals. They are presented in the following format:
 1. Surname of the author
 2. Initials of the author
 3. Year (date) of publication
 4. Title of article: The first letter of the title is capitalized while the rest are in lower case.
 5. Name of journal (underlined or italicized). You may use an abbreviated form for the journal name, but make sure that it is the recognized one. Most journals will have the /I official" abbreviated title printed at the top of its pages.

6. Volume, followed by number of issue. Instead of issue numbers, some journals have a month of issue. In such cases, substitute the month for the issue number.
7. Pages in the journal where the article appears.

Author's surname, initials. (Year of publication). Title of article.

Name of Journal, Volume (number, pages).

For example:

Johnson, U.W., Johnson, H., Stanne, M, and Garibaldi, A. (1990). Impact of group processing on achievement in cooperative groups. *Journal of Social Psychology*, 130, 507-516.

Garner, R. (1990). When children and adults do not use learning strategies: Towards a theory of settings. *Review of Educational Research*, 60, 517-529.

- b) **Conference Proceedings**- Papers presented at conferences are also common sources of research information. The format is as follows; Author(s), (year). Article title, Name of conference, Location of conference, page range. For example:

Dore, S.D., Perkins, J.D. and Kershenbaum, L.S. (1994). *Application of geometric nonlinear control in the process industries: a case study*, Proc. IFAC Symposium, ADCHEM '94, Kyoto, Japan, pp 501-506.

The author(s) surname appears first, followed by initials. The year is enclosed in parentheses and terminated with a full-stop. The first letter of the title is capitalized while the rest are in lower case. You may use abbreviations to indicate the type of publication and name of the conference. For example "Proc." is usually used in place of "Proceedings"; "Pre." for "Preprints": "Conf." for "Conference"; "Symp." for "Symposium" and so on.

- c) **Books**- To list books, use the following format:

Surname of the author, initials of the author. (year of publication.) title of book. edition number, place of publication, publishers. For example:

Awuondo, co. (1993). *Introduction to Sociology*. Nairobi: Basic Books Limited.

Kornbo, D. and Waiyaki, M. (2002). *Sociology of Education*. Nairobi: Kenyatta University Press.

Orodho, A.J. (2003). *Essentials of Educational and Social Science Research Methods*. Nairobi: Masola Publishers.

Gay, L.R. (1992). *Educational Research: Competence for Analysis and Applications*. 4th Edition, New York: Macmillan Publishers.

In referencing books, the first letters of keywords in the main title are in capitals, and the title is in italics. There is no need to indicate the edition of the book if it is the first edition.

Some books are compilations of articles from different authors.

For such cases, the format used is a cross between that for journal articles and books. This is as follows:

Author(s), (year). Title of article in book, In: Name of book, Edition number, Chapter number, Name(s) of editors, Name of publisher, place of publication.

For example:

Rumelhart D.E., Hinton G.E. and Williams, R.J. (1987). Learning internal representations by error propagation, In: *Parallel Distributed Processing: Vol. 1*, Ch. 8, D.E. Rumelhart and J.L. McClelland [editors], MIT Press: Cambridge MA.

Note the use of the word "In:" and the difference in which the names of the authors and the names of the editors are presented: editors' names are listed with their initials first. However, when you list the book without reference to authors of particular chapters, editors are considered the authors, in which case the item will be listed as:

Rumelhart, D.E. and McClelland, J.L. [editors]. (1987). *Parallel Distributed Processing: Vol. 1*, MIT Press: Cambridge MA.

d) Dissertations, Theses and Research Reports

Dissertations, theses and academic research reports are listed using the format below:

Author(s), (year). *Title in italics*. Type of publication, Research Group, Name of institution, Country. For example:

Peel, C. (1995). Aspects of Neural Networks for Modeling and Control. PhD Thesis, University of Newcastle-upon-Tyne, UK.

Bloggs, J. and Other, A.N. (1998). The Effects of Vodim/I on Class Attendance. Research Report No. 123, Social Impact Research Group, Smirnoff Institute of Technology, Vladivostok, Russia.

Kombo, D.K. (1988). *Factors influencing student's poor performance in the K.C.E Examination among Harambee Secondary schools in Kathiani Division, Machakos District, Kenyatta University, Kenya.*

When listing a research report, include the report number where applicable.

e) Company Reports and Manuals

Sometimes, a researcher may need to cite material contained in publications by companies and from manuals. In such cases there are no named individuals for authors. Use the format below:

Name of company or organization, (year). Title in italics. Place of publication. For example:

Mathsoft Inc., (1999). Mathcad 2000 Reference Manual. Cambridge, MA.

f) Information from the World Wide Web (www)

Nowadays, much information can be obtained from the Internet, typically websites but sources include newsgroups and on-line forums. The format to

use for such publications is:

Name of Author(s) or company or organization, (year), Title of article, URL, date found.

The URL (Uniform Resource Locator) is the full Internet address of the article.

Due to the transient nature of on-line information, it is important to include the date when one found the information. For example:

Tham,M.T. (1997). Distillation: an introduction, <http://lorien.ncl.ac.uk/ming/distil/distil0.htm>, 30 May 2001.

(g) Personal Communications

Sometimes, a researcher may have used information passed on to him/her by a colleague or another person, via a phone conversation, letter, email or other forms of communication. The researcher can include this information in the reference list. The format to use is:

Name, (year). Personal communication, Affiliation of named person.

For example:

Blogg,J. (1996). Personal communication, University College London, UK.

REVISION QUESTIONS

1. Distinguish between secondary and tertiary sources of information
2. Explain five functions of reference sources
3. Why are reference sources not borrowed out of the library
4. Explain the procedure followed in referencing a journal article

References

Cheney F. N. (1971). Fundamental Reference Sources. ALA.,

Kombo, D.K. and Tromp, L.A. (2009).Proposal Writing: An Introduction. Nairobi: Pauline Publications Africa.

Maltha D. J. (1976).Technical Literature Search and the Written Report. Pitman.,

Kumar K. (1978). Reference Service, 2nd Ed. Vikas.

END— *END*— *END*— *END*