CHANGING ROLES OF CATALOGUERS IN INFORMATION AND COMMUNICATION TECHNOLOGY AGE: IMPLICATIONS FOR LIBRARY SCIENCE EDUCATORS.

BY

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Abstract
The introduction of ICT to any profession definitely brings dramatic changes. Cataloguing and classification have completely been impacted as a result of the emergence of ICT in the library setting. Hitherto, cataloguing practices were manual and involved some rigorous activities like bibliographic descriptions on cards, filing and interfiling of cards. Today, with the advent of technology, the cataloguer can process acquired materials using the internet. The paper discuses the present roles of the cataloguer which have shifted from physical description on paper to using the internet in discharging of duties. It highlighted the need to examine the state of the library school curriculum in connection with courses that will prepare cataloguers to fit into current trends. The paper also suggested that the library school curriculum be redesigned to include courses on computer application to library services.

Key Words: Changing roles, cataloguers, ICT, library education

Introduction
The practice of cataloguing and classification has remained the hallmark of librarianship. Cataloguing is about processing and organizing library holdings in such a way that users can locate specific materials. Through this process, librarians are able to assist library users to locate materials. Nwalo (2003) admited that a building filled with books is not necessarily a library unless the books have been organized for access.

The advent of technology gave rise to the internet and thus brought a complete turnaround in the organization of materials through cataloguing and classification. Instead of the rigorous manual description of bibliographic details on cards, cataloguers now process most of their materials on the internet through Library of Congress Online Catalogue, Online Catalogue Library Centre, National Library of Medicine Online Catalogue etc. With the existence of different soft wares the cataloguer simply uploads the bibliographic information of the resources into the system. The maintenance and organization of web information can be done carefully by the cataloguer. Jestin (2002) suggested that as cataloguing practices continue to change, the cataloguer needs to become versatile in all

technical skills that he requires to fit into current trends.

Library and information science educators play remarkable roles in the life-long development of librarians. Okeagu and Ojiegbe (2008) however questions whether the lifelong development offered to the library science graduates really prepares them for all the skills needed to deliver in the present age of technology. This paper therefore intends to
- highlight the roles played by cataloguers before the emergence of ICT
- identify the emerging roles of the cataloguer as a result of the emergence of ICT
- examine the factors militating against the education of cataloguers
- suggest some actions needed by library schools as a way of producing vibrant cataloguers
- recommend some strategies needed to put the library schools to check

Roles of The Manual Cataloguer
Prior to the emergence of ICT, the cataloguer engaged in activities ranging from bibliographic searching and description to assigning of subject class to materials in different subject areas. In a manual context, the cataloguer tries to find out if the material to be catalogued and classified exists in the library. This is done by cross-checking existing cards filed in the author/title and subject catalogue cabinet. For books already in existence, their bibliographic details and call numbers are copied to the new materials. Details of books with CIP are copied to the cards. Materials without CIP and which are not in the catalogue are classified originally. This method is cumbersome and slow.

Roles of The Cataloguer Resulting From The Emergence of ICT
The 21st century has witnessed a tremendous growth in technology. It is therefore normal to expect it to affect cataloguing processes. The work of the cataloguer has shifted from manual bibliographic description to cataloguing and classifying using the internet where necessary. The emerging roles for the cataloguer include:

Management of Library Online Resources
The modern day cataloguer battles with the cataloguing of both electronic and traditional resources. As a result of the present demands, the cataloguer needs to be academically sound. Ekere and Ekere (2008) aver that the proliferation of electronic resources such as electronic books, electronic journals, internet sites and digitization projects have increased the management functions of librarians. The cataloguer will not only acquire, process and preserve but also inform prospective users of the available materials. New knowledge is therefore required to meet up with expected services to users.

Networking
Aliyu (2007) observed that scientists and scholars engage in networking so as to achieve efficiency and avoid duplication. The present day cataloguer engages in networking with colleagues in other libraries. Proper networking requires a good mental attitude which

relieves the cataloguer from the traditional attitude of cataloguing and classifying alone to that of sharing work with colleagues. Atinmo (2006) insisted that cataloguers must have the willingness to work in collaboration with others as well as be willing to be computer literate.

Cataloguing and Classifying of Books Using The Internet

In traditional practice, resources are classified using manual tools like subject headings, schedules and the cutter table. This method results in delays in processing a large number of literature emanating from exponential growth in information. ICT has provided cataloguers with the opportunity to use the internet in classifying library materials. Cataloguers with internet skills and access can easily classify through online catalogues like Library of Congress and Dewey online catalogue.

Provision of Access Points To Internet Resources

A modern day user browses the internet with the hope of coming across useful information. The increase in internet resources and variety of online databases pose confusion to users. They need specific headings to be able to access valuable information. Since the resources are scattered, it behooves the cataloguer to organize them according to their subjects and also provide access points so that users can retrieve these materials with ease.

User Queries

Hitherto, the cataloguer performed his duties behind the scene. Today, the story has taken a different turn. Libraries using web-based software are sure to have their resources accessed by users from different parts of the globe via the Web Access Catalogue (WEBPAC). To this effect, users can forward their queries directly to the cataloguer. The onus lies on the cataloguer to give proper explanation to these questions. The quality of responses given to users depends to a large extent on the skills acquired by the cataloguer

State of Library Education in Nigeria

Education is the only sure way of preparing library professionals for the numerous tasks that lie ahead. The ultimate goal of UNESCO in education is to develop professionals who are qualified to establish, manage and evaluate user oriented information systems and services. The programme should be meant to familiarize students with the roles of information in the society and develop skills for exploring these resources. Okoroafor and Iheaturu (2005) enumerated some hindrances to the education of librarians in Nigeria. As;

Inadequacies of the curriculum content in relation to the state of the art education to cope with the electronic age, lack of enabling environment, lack of state of the art infrastructural facilities for teaching, learning and research in library schools and departments, dearth of qualified and experienced staff in electronic systems and services.

Igwe (2005) noted that inadequate infrastructure, outdated curricular, poor human and

financial resources, lack of access to necessary information and resources for learning, and poor communication are some of the major issues confronting library education in Nigeria.

The major issues which confront library education in Nigeria can therefore be discussed under the following headings:

Disparity in the curricular content of the library schools in Nigeria.
The curriculum of library science programme is not uniformly structured. Egwin (2006) observed that in spite of the fact that library education has been on in the country since the 1950s, there is a poignant absence of harmonized curriculum for Nigerian library schools. The absence of harmonized curriculum for Nigerian schools affects graduates of Library and Information Science.

Unavailability of adequate resources for teaching and research in Library Science
There is lack of standard textbooks in Library and Information Science. Locally published resources are inadequate while those published abroad are not easy to acquire. This definitely affects their prices. Egwim (2006) noted that books and other information materials needed for higher education are published and procured mainly from advanced countries of Western Europe and North America. As a result the quality of education received by students is affected negatively.

Lack of specialization
Services offered to users differ according to the type of library. Unfortunately, library schools do not have provision for specialized training as a way of preparing graduates to work in different types of libraries and also fit in to specific library sections. The cataloguer should be exposed to the skills needed to function effectively in the cataloguing section of any type of library where he may find himself in the world of work. The cataloguer should also know the facilities available online for cataloguing and classification as well as the search techniques which will prepare them to do online searching when there is need to 'surf' the internet and harness specific materials among 'junks'.

Lack of Physical Facilities
Many of the library science schools do not have physical facilities like demonstration rooms and computer laboratories. Some also lack well equipped departmental libraries. Nwakoby (1990) is of the opinion that the department of library science should be housed in its own building, equipped with classrooms, a large lecture theatre, a seminar room, offices, laboratories, a library and a minicomputer centre. In this period of technological advancement, library science students require practical computer exposure. They can acquire this by studying in well equipped computer laboratories. However, inadequate supply or lack of facilities has resulted in a bottleneck to library instruction.

lecture delivery that can impact on learners include the use of power points, electronic boards and the internet. Course outline, lecture notes, images, and other resources can be downloaded from the internet to make lectures robust. When internet resources are deployed in teaching, they bring to bear current issues that are very useful to learners

Provision of computer laboratories

Library schools should be equipped with standard computer laboratories with internet connectivity as well as cataloguing module of major softwares to ensure that Library and Information Science graduates have practical hands-on-demonstration culminating to sound mastery and dexterity in an automated setting. Atinmo(2006) insisted that library schools must also introduce new technologies and methodologies into its education and initiate computer assisted learning or visual learning environments especially for the education of cataloguers.

Specialization in Cataloguing Practices

As Rhman (2008) rightly pointed out, there is no need for students of Library Science to be trained in general library practices without specializing in one. It is better for students to have general knowledge of library practices with specialization on specific services carried out in particular sections of the library. To perform effectively in specific sections, there is need for intensive education on activities which take place in such sections. Students who desire to work in cataloguing sections of the library should be able to acquire skills that will help them to catalogue and classify, not only with manual tools but with ICT tools. It is also pertinent to note that librarianship is a multi-disciplinary profession which should prepare students to work in other establishments outside the library. Alemna (2000) quoting Taylor (1979) maintained that if librarians are educated to work only in the library, then such librarians are being rendered ineffectual.

Consortium development for cataloguers

There is need to build consortium efforts with other library schools both at national and international levels. Consortium building can be in the area of sharing ideas about cataloguing practices. It also encompasses sharing of library resources, skills or manpower. Library schools can engage in exchange of students, curriculum and staff which will foster the cross- pollination of ideas among cataloguers. Atinmo (2006) advocated the development of strong international contacts with foreign library schools. This will possibly culminate in the exchange of equipment, staff, students and curriculum.

Conclusion and Recommendations

ICT has turned the world into a 'borderless' information society. Cataloguers must therefore brace up through skills acquisition in order to fit in. Library schools should revise their training methods, improve on the curriculum on constant basis, and provide adequate resources and facilities. The Nigerian Library Association in conjunction with the National Association of Library and Information Science Educators (NALISE) should press for constant updating of educational curriculum with relevant courses relating to the

use of ICT in libraries. The practice of Librarianship should extend towards addressing local needs since information problems of societies vary from one country to another. It is important for library science educators and researchers to engage in researches with local and external relevance. The results should be published in books and journals which will be made available for the education of cataloguers. The NUC should insist on the availability of modern technology in library schools. Library schools should not only have well equipped computer laboratories, they should also have qualified teachers who will be able to use available technology to improve the skills of students.

Cataloguers must strive as a matter of necessity to continue to remain relevant in a digital society.

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