LIBRARY AND INFORMATION WORK FOR YOUNG PEOPLE:

A TEXT FOR STUDENTS AND PRACTIONERS IN AN AFRICAN SETTING



UMAR IBRAHIM

Library and Information Work for Young People:

A Text for Students and Practioners in an African Setting

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Umar Ibrahim, PhD, FNLA, CL

Ahmadu Bello University Press, Zaria
2014

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First Published 2014

ISBN: 978-978-937-111-2

Catalogue in Publication Data

IBRAHIM, Umar
Library and Information Work for Young People:
A Text for Students and Practioners in an
African Setting. – Zaria: ABUP, 2014,
xiv, 181p: ill,
1. Library and Information Work, 2. Children Literature, 3. Adolescent Literature, 4. School Library

Ahmadu Bello University Press Limited, Zaria,
Kaduna State, Nigeria.
Tel.: 08065949711.
E-mail: abupresslimited2005@yahoo.co.uk;
abupress2013@gmail.com
Website: www.abupress.org

Dedication

This Book is humbly dedicated to all the Nigerian Children and Young people aspiring, through reading and critical thinking, become hero and heroine in their respective ways

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Foreword

I still remember young Umar, now a Professor at classes during my tenure in Ahmadu Bello University as a lecturer in the Department of Library Science. While many students took the course to fulfill their credit demands, others like Umar saw the serious implication of raising a generation of bookless Nigerians. The result is obvious i.e. graduates who cannot spell or communicate effectively in the lingua franca! The situation has not changed much, those who are responsible for planning for education are still oblivious to the fact that education without the provision of book support through libraries and allied institutions will continue to be a waste. Why produce learners who lapse back into illiteracy within a few years?

This work is an addition to the voices of concerned Nigerians who through books, conference proceedings, lectures, etc. have decried this bane of Nigeria's educational planning.

The difference here is that Professor Umar has, apart from pointing out a malaise, gone ahead to propose a solution by including in this a finding list and genre of literature that are of benefit to young people. The author, thus, makes it easy for even an un-initiated to set up a library with enviable collection covering every area of knowledge that are of interest to young people from children to young adults. I recommend the book for library science teachers and students in the area of public and children librarianship. It is also recommended for private and public schools that are interested in setting up their own collection. I expect also that this book might be able to reach and affect those vested with the responsibility of making educational policies for the nation. Young peoples' education would improve within a few years if someone who can affect educational decision pays attention to the matter of library support for education.

Ladele, Victiria Olayinka BA, MLS, PhD
February, 2014

Acknowledgement

It is indeed a great fulfillment for me to write this book hoping and believing that it will have the desired impact in our library systems, especially in school and public libraries, the foundations of children and young people education and lifelong learning. In writing the book many people supported me in one way or another and they deserve special recognition. As usual let me start by thanking the Almighty Allah (SWT) for the knowledge and wisdom He bestowed on me to be what I am today. Peace and blessings of Allah be upon His last Prophet Muhammad (SAW), the light of guidance, his household and the rightly guided companions.

After paying due reverence to my parents, Mal Ibrahim Sarki and Mal Hauwa'u for their sacrifice and wonderful upbringing, I would like to express my deepest appreciation to my teachers, particularly Dr. Victoria O. Ladele for teaching and creating the interest in me for Library and Information Service for Young People and for graciously accepting to write a forward to this book; I knew she will gladly do. Prof. Zakari Muhammad and Prof. David F. Elaturoti also deserve special mention for the keen interest they show me. I wish to profoundly thank Late Mal. Ibrahim, whom I still vividly remember, for creating extra lessons for me when I was a child, even when the concept was not known. He made me to read "Aliyu da Fadimatu" and "Bala da Babiya", as well as learn some numeracy skills. I wish he lived longer to witness the fruit of the seed he had sown. May his gentle soul rest in perfect peace

Let me very quickly recognize the contributions of my brothers towards my education. When I was in secondary school, Abdullah Ibrahim would always ensure that I attend to my books during holidays. Hayatu Ibrahim would constantly create time for us for Mathematics lessons. He encouraged us to read African Writers' Series instead of the James Hardly Chase, Nick Carter and Denis Robin and will some time say "read anything you will find it useful in the future". Ahah! My cousin, Eng. Bashir Sa'ad who we compete together in finishing novels deserves special appreciation. I commend the power of his memory for still remembering and quoting interesting expressions from those novels we read decades ago. To my other cousins Wing Commander Bello Abubakar (rtd), AlhSani Muhammad and my only Sister Binta Shehu, I say thank you so much for the valuable time we spent together. I also say a big thank you to Justice

Lawal Bello for the newspapers and magazines he used to be bring back home for me and Bashir to scramble to read.

To all those who provided support, talked things over, read and offered valuable suggestions towards successful completion of this book, I express my sincere gratitude. Worthy of mention here is Mrs. Comfort Babalola, Librarian Zamani College, Kaduna, my student who has over the years put into practice what she learnt from the course I taught them; no wonder her school library is one of the best around. I appreciate her also because she delightedly provided some of the pictures in this book. My other students that deserve to be appreciated are Zakari Andrew and Agnes Mola Obada; when they were giving me the books they authored, they said "Sir this is the fruit of your labour". Drs. Ahmad. K Babajo, Alex Kure and Audee Tanimu Giwa are those erudite English scholars that edited the book, I am sincerely thankful to all of you. I also appreciate Mal. Aliyu S. Mukhtar - my Personal Assistant for typing some portion of this work.

Finally, I owe a great many thanks to my wives: Hajia Shema'u and Hajia Maryam for their constant and untiring love and support. My Children: Usman, Abdullahi (Bappa), Ibrahim (Khalifa), Aishat, Rukkaiyat, Maryam (Sayyada) Muhammad (Sidi), Fatima, Ibrahim (Amir) and Ahmad also deserve commendation for their unflinching love and support. I want to also recognize the support I always receive from my friends :Yahaya Attah, Usman Sani, Prof Tijjani Abubakar, Prof Ibrahim Zubairu, Mal Lawal Shehu Abdullahi, Dr Yahaya Ibrahim Harande and Bello Muhammad and many others too numerous to mention, I remain very grateful.

Preface

The idea of writing this book has arisen as a result of many years of teaching the course "Library and Information Service for Young People", first to Diploma students and then to degree students. As I have observed my students in these years of teaching, I have seen their frustrations and lamentations in the absence of a reading text in this area. I have also seen their keen desire to have one written not only as a reading text but more importantly as a text that they could use after graduation in their respective public and school libraries. The message came to me as the dying request of an old and dear friend, and I could do nothing but consent, using their willingness and determination to effect changes as a motivation. I know they are ready to do it; it is just a matter of getting the right resources.

The book therefore focuses on providing resources and ideas to help those working with children and adolescents. The goal of the book is to support children and adolescents learning and development, and nurture their sense of wonder and joy for lifelong learning. Hence, in order to achieve the above stated goal, this book presents an extended and thorough discussion on every possible topic on library and information work with children and teens. Every topic treated is followed by either a story or a library/take home assignment. By this, the book is made more interactive. One key feature of this book is the inclusion of detailed discussion on the use and importance of lesson plan and the call for its usage in the teaching of library and information service provision. It is demonstrated that the use of lesson plan will not only make teaching library and information service more organized but will also ensure that effective evaluation and feedback are carried out at the end of every activity.

The book is divided into nine chapters. Chapter one discusses the place and role of libraries in the educational, socio-economic and political development of citizens. Specific consideration has been given to school and public libraries. The chapter draws attention to the fact that the many cries about falling standards of education can be attributed to the non-involvement of the school libraries in the numerous initiatives created by the government to revamp the falling standard. It is argued that any attempt to revamp the falling standards of education must allow the school libraries to play an active role. Additionally, for this role to be effective, the production of adequate and relevant curricula, syllabuses, textbooks and

teaching aids that would be used in teaching library services to children and teens must urgently be pursued. Chapter two introduces the concept of young people and the stages of growth and development they undergo vis-a-viz the importance of studying these stages of growth and development. The characteristics and behaviour they exhibit while growing up are also discussed. The chapter ends with explaining the various learning objectives and conditions for young people. Chapter three on the other hand provides detailed discussion on various information resources including highlighting their importance to young people. Particular consideration has been paid to the three genres of literary works (Literature); prose, poetry and play. This is because they do not only form the largest and most popular information resources but they are also creative and imaginative work of literature that capture wide range of human experiences in every human endeavour. Poetry which is described as the most literary of all the branches of literature and which is seldom utilized by young people is high pointed and examples of poems composed by some young people found in Nigerian daily newspapers and students of the author have been discussed. The chapter closes by providing criteria for evaluating and selecting information resources for adolescents.

Information service which is the substratum of all types of library has been discussed in chapter four. Fourteen types of library and information services are carefully presented supported by follow-up activities. Step-by-step procedures, such as preparation, rehearsal, presentation, etc. for effective provision of library and information services are enumerated and explained. To successfully provide any service, the use of lesson plan is advocated. Reading habit/culture forms chapter five. The chapter highlights the difference between reading habit and reading culture and goes ahead to show their importance to the overall development of children and adolescents and the nation at large. An overview of readership campaign programmes by both government and non-governmental organizations in Africa and Nigeria has been provided. Concerns about the poor state of reading habit/culture of today's children and adolescents have been discussed and as a way forward, various strategies for the promotion of reading habit/culture are suggested. However, for a sustained cultivation of reading habit among children and adolescents, the author proposes and calls for the adoption of Reader Development Programme (RDP) by libraries, especially public and school libraries, as well as schools. Because

of the redefinition of literacy by the 21st Century information age, which makes Alvin Toffler to say that "tomorrow's (21st century) illiterate will not be the man who can't read, he will be the man who has not learned how to learn" makes this author discusses in chapter six the need for young people to acquire information literacy skills. Following this, the chapter highlights seven, among other types of information literacy skills, young people need to acquire.

The person to anchor the provision of library and information service to young people variously called teacher-librarian, children/adolescent librarian and school librarian requires special qualities and needs to perform certain duties in order to effectively and efficiently work with children and young people. These qualities and duties are comprehensively discussed in chapter seven. Chapters eight and nine discussion details the place and role of school and public libraries in library and information work with children and young people. However, school library as a hub for children and adolescents is highlighted more; providing background information on how to develop and set up school library and stressing compliance to minimum requirements for school library as proposed by many standards and guidelines.

Although written primarily for students, the author believes that the book will be an essential reading for all children/adolescents' librarians, teacher-librarians and school librarians. It will also be of value to all library practitioners, parents, teachers, school managers, educationists and policy makers.

Umar Ibrahim, CLN, FNLA
Professor of Library and Information Science
January, 2014

Chapter One

Introduction

The central mission of any library is to identify, collect, organize, preserve, provide access and disseminate information. Therefore, in fulfilling this mission libraries select, process and manage different information resources which could be in the form of print, non-print, electronic and digital. Using these information resources people gain information about personal interests and those essential to learning, progress and recreation. To serve the diverse information needs of people different types of libraries exist. For instance, public libraries serve all members of the general public; school libraries serve pupil and students in primary and secondary schools; academic libraries assist students and faculty in higher education; research libraries take care of the needs of advanced scholars; and special libraries are found in various organizations, industries, and governmental agencies. Each type of library develops its mission statement, collections, services, and facilities to satisfy the needs of its particular clientele.

The school and public libraries are clearly the domain of children and young people. The School library's three main functions are to support various educational programs; develop students' skills in locating and using information and to assist teachers to access information needed to develop and support their classroom instruction. Students use the school libraries to supplement and enhance their classroom experiences, to learn skills in locating sources of information, and to develop good reading and study habits. Apart from serving the general public, the public libraries also develop specialized collections and facilities to meet the unique needs and interests of children and teenagers. The children and teens librarians in public libraries are specially trained to interest children and teens in particular materials and to direct them to adult collections when they are ready. These librarians also attempt to reach young high school dropouts through contacts with parents, communities, schools and outreach centers.

School libraries, therefore, maintain collections in a variety of media. In addition to books, magazines, and newspapers, school libraries may contain photographs, films, sound and video recordings, computers, CD-ROMs, games, and maps. An increasing number of school libraries have computer labs with computer workstations, software, and Internet connections. Because school libraries often emphasize the variety of media in their collections, they are variously referred to as Library Media Centers, Information Media Resource Centers, etc. School librarians—sometimes called media specialists—select library materials and offer instruction to promote access, delivery, and interpretation of information. For example, school librarians might ensure that their library collections contain information to assist students in completing particular classroom assignments. They might also offer classes in searching online catalogs for research materials. Once students locate materials, school librarians might help them interpret the information contained in those resources and apply them to their classroom assignments. School librarians typically have credentials in teaching as well as in library science. This allows them to participate in school administration and curriculum development in addition to managing their library duties.

Complementing the school libraries as pointed out in Encarta (2009) is the public libraries which also consider service to children and youth as one of their primary mission. Most public libraries feature children's rooms, where children's librarians and guest storytellers read stories to children to encourage a love of books and reading. Children's rooms may also feature computer workstations equipped with software designed for children. Some libraries sponsor children's programs in child-care centers, schools, homeless shelters, public housing facilities, and other locations. For example, a few large public library systems in the United States and Canada feature special libraries for gifted, deaf or blind and developmentally disabled children and young people.

Thus both public and school libraries are generally considered as an integral part of the education process and system in any society. Consequently, they are essential for the success of every short and long-term strategy for literacy, education, and national development. To sustain the standard expected from primary and secondary schools,

students must learn how to use and enjoy the libraries' collections effectively because they are the prime source of information and costodium of human knowledge. They enrich and support the education programme of the school and add a new breadth and depth to learning. After classroom teaching, the learners can follow up their studies in these libraries. Therefore, an excellent school library complemented by admirable public library with a dynamic programme should be an essential requirement for quality education for everyone; from the slowest learner to the most gifted.

However, in recent years, there has been an outcry on the falling standards in education. The release of results of the Senior Secondary Certificate of Education, SSCE, conducted by the West African Examination Council, WAEC, and the National Examination Council, NECO, have been greeted with outrage from stakeholders in the education sector. The reason for this outrage is not farfetched, as observed by Simeon Nwakaudum Special Adviser to Minister of State for Education, as quoted in the Daily Sun, Friday January 18, 2013, that the percentage failure has been on the high side. This is why Prof. Chukwuma Soludo, former CBN Governor, as appeared in the People's Daily, Monday, November 26, 2012, argued that our university system is lacking the kind of development consciousness that can move the country, which resulted in Brig. Okorie-Affia, NYSC DG, as cited in the Daily Sun, Friday January 18, 2013, observing that unfortunately, too, "we have corps members who can hardly communicate in English language let alone being able to teach in the classroom".

Unfortunately many of the initiatives taken by governments, ranging from the introduction of the Universal Primary Education (UPE) and now Universal Basic Education (UBE), establishment of models and special schools, to the introduction of book policies, free feeding and free uniform have failed to revamp the standard of education in Nigeria. The reasons for this failure could be attributed to many factors. Ibrahim (1995) has however zeroed it to lack of involving the school library in all the initiatives taken by previous governments. Therefore, any attempt to revamp the standard of education without active involvement of the library will continue to lead to failure

Regrettably, the development of school libraries and to a large extent public libraries, is still very slow in the African continent. For instance, as reported by the Conference of Chief Executives of Library Boards in NERP (2004), most primary and secondary schools do not have a specific building earmarked for library development or even a temporary accommodation provided for library services. In instances where one exists, it is usually a classroom which has been stocked with textbooks in multiple copies, housed on improvised shelves and that are unsuitable and inadequate.

The absence of school libraries and well developed children/adolescents' sections in public libraries is further compounded by the lack of well-designed curricula and syllabuses for the teaching of the use of library in primary and secondary school libraries as well as public libraries. Equally worrisome is the lack of adequate textbooks and teaching aids in this area. However, much interest has been shown in the area of children and young people's literature and their information resources in recent years. Production of literary works for children and adolescents has expanded at an impressive rate in many African countries. This has made Fayose (1995) to publish a guide to children's literature for African teachers, librarians and parents. The guide specifically draws the attention of all those working with children between 0 – 14 years to what has been published for children in creative in English and French, especially on the African continent. The guide goes further to suggest methods of promoting and nurturing reading habit among children. Similarly, Ugboma (1998) wrote on literature and library services for children. Apart from discussing children's literature in terms of composition, language and styles, the book provides a wide range of information services for children. Motivated by the development in the area of children and adolescents' literature and concern about library services, Abadina Media Resources Center, University of Ibadan under the distinguished leadership of Ogunshaye, et tel (2001) have developed and published the first known syllabus for library use in Nigeria. The syllabus which is a revision of an earlier one produced in 1978 makes efforts to identify the appropriate library use skills to teach pupils and students at the various levels of education – primary, secondary and teachers' colleges.

Therefore, strategies must be evolved in order to first ensure the establishment of libraries in primary and secondary schools in the country. As pointed out by Tahir (2005) the UBEC has put in place strategies not only to guarantee that school libraries take their prime position in the school system but that the National Policy on Education directive of providing standard school libraries is implemented. The provision of libraries in both primary and secondary schools is more vital now than ever because of the ever rising cost of books, learning materials and also the failure of many Government initiatives, for example book policies. There is no doubt that well- stocked school libraries man by qualified school librarian and offering unique library services would contribute enormously not only towards raising the standard of education but also instilling the habit of self-directed independent learning which is antecedent to life-long education. The new education according to Herbert Gerjuoy must teach the individual how to classify and reclassify information, how to evaluate its veracity; how to change categories when necessary, how to move from the concrete to the abstract and back, how to look at problems from a new direction – how to teach oneself. And as opined by Alvin Toffler, the 21st century illiterate will not be the man who can't read, he will be the man who has not learned how to learn.

The second strategy to be evolved is in the area of curricula and syllabus design, mass production of textbooks and teaching aids in the area of teaching use of library to children and young people. The literatures cited above and others have indeed set the tune for development in this realm. However, critical analyses of these literatures have revealed that most of them dwell on discussing the types of literature, such as folklore, folktales, and fictions, and so on available to children and teens, rather than library services. Those literatures that cover library services only list and explain them without necessarily showing how these services can be provided. Therefore, to sustain the contribution expected from school and public libraries and to ensure that children and young people use and enjoy the libraries' collections effectively and efficiently this book sets out to outline a vision for children and young people library services, carving out strategies for engaging children and young people in the use of libraries for education

and lifelong learning. The types of library and information services identified in this book are carefully presented supported by follow-up activities. Step-by-step procedures, such as preparation, rehearsal, presentation, and so on for effective provision of library and information services have been enumerated and explained. To successfully provide any service, the use of lesson plan was advocated. It is also designed to support the strategic planning and delivery of library services and programmes in schools without well-developed libraries. The book promises to be accessible, informative and inspiring as it offers practitioners the knowledge, ideas and confidence to work in partnership with other key professionals in delivering services and programmes to children and young people. Indeed, it provides an evidence base, which promotes and encourages the development of effective library services for children and young people.

Chapter Two

The Concept of Young People

2.1 Definition and concept of young people

Young people, more appropriately termed adolescents and most often called youth or teenagers, have been defined in different ways by Educationists, Psychologists and Sociologists. The term adolescence can simply be referred to as the period when a child starts developing from childhood into adulthood or a time between the beginning of sexual maturation (puberty) and adulthood. It is a time of psychological maturation, when a person becomes "adult-like" in behaviour.

However, comprehensively, adolescence is seen as a transitional stage of physical and mental human development that occurs between childhood and adulthood. This transition involves biological (i.e. pubertal), social, and psychological changes, though the biological or physiological ones are the easiest to measure objectively. Under this stage, the adolescent experiences not only physical growth and change but also emotional, psychological, social, and mental change and growth. Social scientists, educators and psychologists have agreed that this is one of the most difficult periods of the life of the individual because of the effects of the physical, mental and moral changes involved.

The period of adolescence is roughly considered to be the period between 11 and 20 years of age. The period is not the same in boys and girls; the period for boys range from 13 – 20 years and in girls 11 – 20 years. This means that growth occurs earlier among girls than boys, and that girls mature sexually earlier than boys. However, the exact age a child enters puberty depends on a number of different things, such as a person's genes, nutrition, and gender. The average age for sexual maturation is 12.5 years for boys and 10.5 years for girls. Menstrual cycles occur over about one month (28 to 32 days). During or just before each period, the girl may feel moody or emotional, and her body may feel puffy or swollen (bloated). Premenstrual Syndrome (PMS) may begin to develop, especially as the girl gets older. In girls, puberty is usually complete by age 17. Any increase in height beyond the age of 20

years is uncommon in both boys and girls. Although full physical maturity has been reached at this time, educational and emotional maturity remains ongoing.

2.2 Stages of growth and development of young people

The term growth simply refers to increase in body weight and height while development means improvement in intellect, quality or character. It is very important to note that growth may take place without development and vice visa. This is to say that an adolescent can experience increase in body weight and height but his intellect may not develop, in which case he is referred to as mentally retarded. Similarly, he can develop intellectually but experience retardation in both weight and height, which may lead to dwarfism. However, it is very significant that growth and development occur concurrently in adolescence.

2.2.1 Physical Development

Physical development in adolescence is marked by rapid change in body as a result of puberty being in full swing. The body experiences rapid increase in weight and height. Both of them reach their highest growth in strength and height. Many of the physical changes that take place during this state represent the maturity of the sex organs. While for girl, their first menstruation is the sign of puberty, for boys it is the appearance of the first few whiskers and nocturnal emission (wet dream). During puberty, various endocrine glands produce hormones that cause body changes and the development of secondary sex characteristics. However, there are some significant differences between boys and girls in their physical development. Table 1.1 below gives the summary of the differences

Table 1.1 Differences between Boys and Girls in Physical Development

S/N	Boys	Girls
1	Faster growth, especially in height	An increase in height, which may be slower than boys
2	Hair growth under the arms, on the face, and in the pubic area	Hair growth at Pubic, armpit, and leg
3	Increased shoulder and rib cage width	Enlargement of hip and pelvis size
4	Growth of the penis, scrotum (accompanied by reddening and folding of the skin), and testes	Breast development
5	Nighttime ejaculations (nocturnal emissions or "wet dreams")	Experiencing menstrual period (menarche)
6	Voice becoming deeper- vocal folds double in length resulting at times in the embarrassing cracking of the voice	Clear or whitish vaginal secretions
7	The testicles increase production of testosterone.	The ovaries begin to increase production of estrogen and other female hormones

2.2.2 Mental/Intellectual Development

Mental or intellectual development like physical growth is very rapid at adolescence stage in both sexes. Teenagers accumulate general knowledge and start applying the learned concepts to new tasks. At this stage, highly creative imagination is formed and there is rapid improvement in inductive (i.e from specific to general) and deductive (i.e. from general to specific) reasoning. This is why Jean Piaget, the renowned psychologist, revealed that adolescence is the beginning of formal operational thought; comprehension, translation, interpretation and projection of concepts and data are highly improved during adolescence. Remembering, recall and memorization of definition, principles and formulae are well developed. Therefore, research evidence shows that the ability of adolescent to solve complex problems is a function of accumulated learning and education.

2.2.3 Social Development

Other significant developments that occur in adolescence, although more of social than mental includes high interest in members of the opposite sex, self-assertion, i.e. both sexes become interested in self-display and desire to be popular. Both boys and girls also express strong desire for stable jobs, economic freedom and married life. Also, they develop a strong desire to be active in the community's religion, social activities and politics.

At this stage, development of peer culture also occurs. Peer culture means an adolescent adopting the ways of life of his peers rather than those of adults. These peers operate in organized groups and often have secret codes and languages. He belongs to peers because he wants to get his needs respected and recognized. Confusion over self-identity also occurs at the adolescence stage, which usually leads to disregard for elders, traditional values and authority. Some males and females may be violent and aggressive. Other extreme ones may end up in delinquency.

2.3 Characteristics and Behaviour Young People Exhibit

As adolescents are growing from early to late (11-20) adolescence periods, they exhibit different characters and behaviour. These characters and behaviours listed below have great impact on young people.

- Adolescents are very sensitive to their changing body, very concerned with their physical appearance and often measure their physical appearance and skills against idealized images. This is especially true of girls, who tend to be less satisfied with their body image and most constantly want to lose weight. Greater time is invested in grooming, exercising, and experimenting with new images such as makeup and clothing styles. This is done with the purpose of developing a satisfying and realistic body image.
- Adolescence is described as a crucial phase of development, a phase characterized by storm, stress and emotion because at this stage the adolescent is conscious and aware of physical growth and tries to respond to the biological changes with psychological states having a bearing on those changes

- Teenagers begin to develop curiosity about sexual matters, having new feelings; shyness, blushing, modesty, and the need for privacy. Their sexual curiosity is often expressed by affection for remote and desirable people, such as teen idols, rock band members, and movie stars. Tenderness is shown toward the opposite sex with frequently changing relationships. Sexuality is a major preoccupation for the adolescent.
- Young people would much rather be with their friends than their family, especially their parents because they often realize that parents are not perfect and often point out their faults. They search for new adults to confide in instead of parents. They often need a "hero" or an adult to look up to and always search for new adults to confide in instead of parents.
- Adolescents may be quick to disagree with parents and take the opposite view on an issue to test parental values. They complain that parents interfere with their independence. Teens during this stage experience the most conflict with their parents. Achieving independence from their parents is particularly important to the adolescent. Annoying habits, such as refusal to wash, poor manners, vegetarianism, messy rooms, and untidy dress are normal ways in which an adolescent tries to become independent.
- While they still need love and acceptance by their parents, most adolescents will hide such needs in an effort to be mature.
- Young people at this stage still feel invincible and that nothing bad could possibly happen to them. This will cause them to engage in high risk behaviours, such as experimenting with alcohol, smoking, drug and sexual intercourse.
- Close relationships with peer groups become important during adolescent. It is important to the adolescent to fit in and not appear different from their peers. Most teens would rather "hang out" with the same sex friends. Peer group friendships become more intimate with increased sharing of ideas, opinions, and activities. Conformity in behavior and physical appearance (clothes, speech, hair styles, etc.) becomes very important. Friends mean "everything" to the adolescent. Picking good friends is

important, and loss of friendships can cause serious depression. Strong emphasis on their peer group and the need for peer approval uses much of the teen's energy. Adolescents often confide more in each than with their parents

- Adolescents are quick to demonstrate the feel-through-behaviour (acting-out). They become frustrated and anxious because of lack of experience and inability to cope with certain events and problems. They have rigid concepts of right and wrong.
- The identities of adolescent are often diffused, uncrystalized and fluctuating. An adolescent may start or stop, abandon or postpone, implement or transform a given course of action as a result of "trying on" various roles and facing the complications of arriving at a stable sense of self. Many adolescents are left with a blurred self-image, what Erikson in James and Zandan (1993) called "role confusion", a state characterized by bewilderment about who one is, where one belongs and where one is going
- Adolescents begin to think seriously about career goals; very concerned about the future; world of work becomes very real for those who do not plan for college. They have varying interests concerning the future: some are unrealistic (rock start, astronaut, etc.)

2.4 The Importance of Studying the Stages of Growth and Development of Young People

The period of adolescence has been described as a period of stress and strains. The problems of adolescence are many. Since they can move freely than younger children, the adolescent is able to maintain friendship over a wide area. This exposes them to new values and behaviours.

The importance of studying the stages of growth and development of adolescents lies in the fact that, as pointed out by Richter (2006) adolescence constitute the largest age group in the world and Sambo (2009) collaborates that they are any nation's richest resources, and as such, parents, guardians, curriculum developers, principals, teachers, librarians, guidance counselors, other adult and policy makers at all

levels of governments should genuinely study and understand the development, needs and problems facing today's adolescents during their transitional years in order to effectively help, advise and guide them in their development. Therefore, by studying and understanding adolescencehood, the young people's librarian will be able to achieve some of the following:

- Adolescence is a very challenging period to both the children, parents, teachers and leaders in the society. Therefore understanding how adolescents behave in their social environment including home, school and community is very important because knowing this will greatly assist the young people librarian help adolescents adopt to their environment
- Knowledge of the physical changes taking place in teenagers will enable young people librarian respond and address their sensitivity to the various changes taking place in them
- The period of adolescence is very important because it is a period in which an adolescent begins to develop identity and self-concepts. Identity is composed of the answers an individual gives to the questions "who am I?" and "who am I to be?" This is very important because identity is a person's sense of placement within the world-the meaning that one attaches to oneself in the broader context of life. Since identities are not fixed, formed once and for all time, but undergo continued shaping and reshaping over the course of the human life span, young people have a great role to play in assisting teenagers form good and clear identity,
- Understand why adolescents change their attitudes in different situations
- Understand how the environment affects the way adolescents learn.
- Know the various problems, such as drug abuse, juvenile delinquency, unwanted pregnancy, truancy, etc that adolescents face will assist the young people librarian help them adjust.
- Discover the innate tendencies of adolescents and use to motivate them to learn faster

- Discover the uniqueness of adolescents. Each teenager is an individual with a unique personality and special interests likes and dislikes. No two adolescents are the same in the way they learn and behave some are slow learners while others are fast learners; some are handicapped while others are gifted. Hence, knowledge of the uniqueness of adolescents enables the young people librarians cater for these individual differences so that each can learn according to their own ability or circumstances. It will also help the young people librarian discover special athletic, artistic, academic or musical talents in young people
- Allow for the planning of suitable library curriculum and instructional methods for adolescents of various interest, ages and background
- Plan for suitable library and information services

Expectations of Young People Librarian according to the Young Adult Library Services Association (YALSA), a division of the American Library Association (ALA) (2010) are to:

- Become familiar with the developmental needs of young adults in order to provide the most appropriate resources and services.
- Keep up-to-date with popular culture and technological advances that interest young adults.
- Demonstrate an understanding of, and a respect for, diverse cultural, religious, and ethnic values.
- Identify and meet the needs of patrons with special needs.
- Develop and demonstrate leadership skills in identifying the unique needs of young adults and advocating for service excellence, including equitable funding and staffing levels relative to those provided for adults and children.
- Encourage young adults to become lifelong library users by helping them to discover what libraries offer, how to use library resources, and how libraries can assist them in actualizing their overall growth and development.

- Design, implement, and evaluate a strategic marketing plan for promoting young adult services in the library, schools, youth-serving agencies and the community at large.
- Establish an environment in the library wherein all staff serve young adults with courtesy and respect, and all staff are encouraged to promote programs and services for young adults.
- Identify young adult interests and groups underserved or not yet served by the library, including at-risk teens, those with disabilities, non-English speakers, etc., as well as those with special or niche interests.
- Promote young adult library services directly to young adults through school visits, library tours, etc., and through engaging their parents, educators and other youth-serving community partners.
- Develop a strategic plan for library service with young adults based on their unique needs
- Develop and manage services that utilize the skills, talents, and resources of young adults in the school or community.
- Design, implement and evaluate programs and services within the framework of the library's strategic plan and based on the developmental needs of young adults and the public assets libraries represent with young adults' involvement whenever possible.
- Identify and plan services with young adults in non-traditional settings, such as hospitals, home-school settings, alternative education, foster care programs, and detention facilities.
- Provide a variety of informational and recreational services to meet the diverse needs and interests of young adults and to direct their own personal growth and development.

2.5 Learning Objectives and Conditions of Young People

Learning is simply defined as any change in behaviour of a person as a result of instruction received or experience gained. For a school librarian to direct and provide effective library and information services

to young people, it is imperative that the young people's librarian knows the different learning conditions and objectives of young people

Educational psychologists have divided learning objectives and conditions into three broad areas: cognitive, affective and psychomotor.

2.5.1 Cognitive Learning Objective and Condition

Cognition refers to the inner processes and products of the mind that leads to knowing. It includes all the mental activities- attending, remembering symbolizing, etc. Cognitive learning objective or condition is mainly concerned with the intellectual development of the learner. This happens under four broad behaviours: ways of remembering, reasoning, problem solving and forming concepts. These are then classified as knowledge, comprehension, application, analysis, synthesis and evaluation. The essence for these broad classifications is for the learner to develop the ability to recall, recognize and distinguish. The learner is expected to translate, interpret and extrapolate. For instance under translating, the learner should be able to transform and give in his own words the meaning of a phrase, passage or write up. Analysis and synthesis involve a critical examination, which would be necessary to decipher the strengths and weaknesses of concepts, essays, etc. What is important here is for the learner to perceive relationships, similarities, differences, consistencies and inconsistencies. He should have the ability to perceive, communicate and plan.

Synthesis is the bringing of several things together to form a new whole, while evaluation involves making of judgments based on internal evidence and external critic. The learner is expected in the evaluation stage to contemplate, ponder, reflect, judge and decide based on what he has read in that passage and the knowledge he had acquired before on the subject matters, whether the concepts as presented are reliable. Under cognitive learning objective, the adolescent is also expected to develop capacity for abstract thought, of ideals and selection of role models, more consistent evidence of conscience, greater goal setting capacity and interest in moral reasoning. Stuart P. Sherman puts it concisely when he says: "if at just the right moment we can give to the young people just the right food for his curiosity and eagerness- folklore, fairy tales and fable, song, science, adventure, handicraft and games-each when the

appropriate faculty is unfolding- then we can keep him curious and eager all through his adolescence

Therefore, cognition is powered by thinking and this is why Louis D. Branders once said: "Thinking is not a heaven born thing….. it is a gift men and women make for themselves. It is earned, and it is earned by effort. There is no effort, to my mind, that is comparable in its qualities, that is so tasking to individual, as to think, to analyze fundamentally" In fact, cognitive powers are crucial for survival.

2.5.2 Affective Learning Objective and Condition

Affective learning objective or condition refers generally to interests, emotions, attitudes, values and motivations. Under this, the learner is expected to understand his environment and to know that other people with different believe, tradition; culture, opinion, etc. exist. He should identify and accepts a value system and maintain these values.

The adolescent should have useful insight; focus on personal dignity and self-esteem; ability to set goals and follow through; acceptance of social institutions and cultural traditions; self-regulation of self-esteem. A sense of ego and personal uniqueness also creeps in the youngster, who starts thinking that no one can really understand them.

2.5.3 Psychomotor Learning Objective and Condition

Psychomotor learning objective or condition has to do with mental action inducing muscular movement. This condition marries with action together for a particular mind and limbs. The mind thinks and the limbs act. Therefore, motor skills concern learning objectives which deal specifically with the brain, limbs hands and legs. This skill allows the young people to handle tools, instruments, Piano, flute, etc. Under this type of condition, developments in the area of crafts are supposed to fully take place. Young people are trained for every important trade of woodwork, masonry, mental work, sewing, embroidery fine arts, automobile practice, etc. Interest in learning life skills, such as cooking, fixing things, driving and so on, from adults at home and elsewhere is also seen during these years. It is important for the school librarian to know that training under psychomotor condition requires a lot of supervision. It is most important for him to know that it is this training that gives a sound mind in a healthy body.

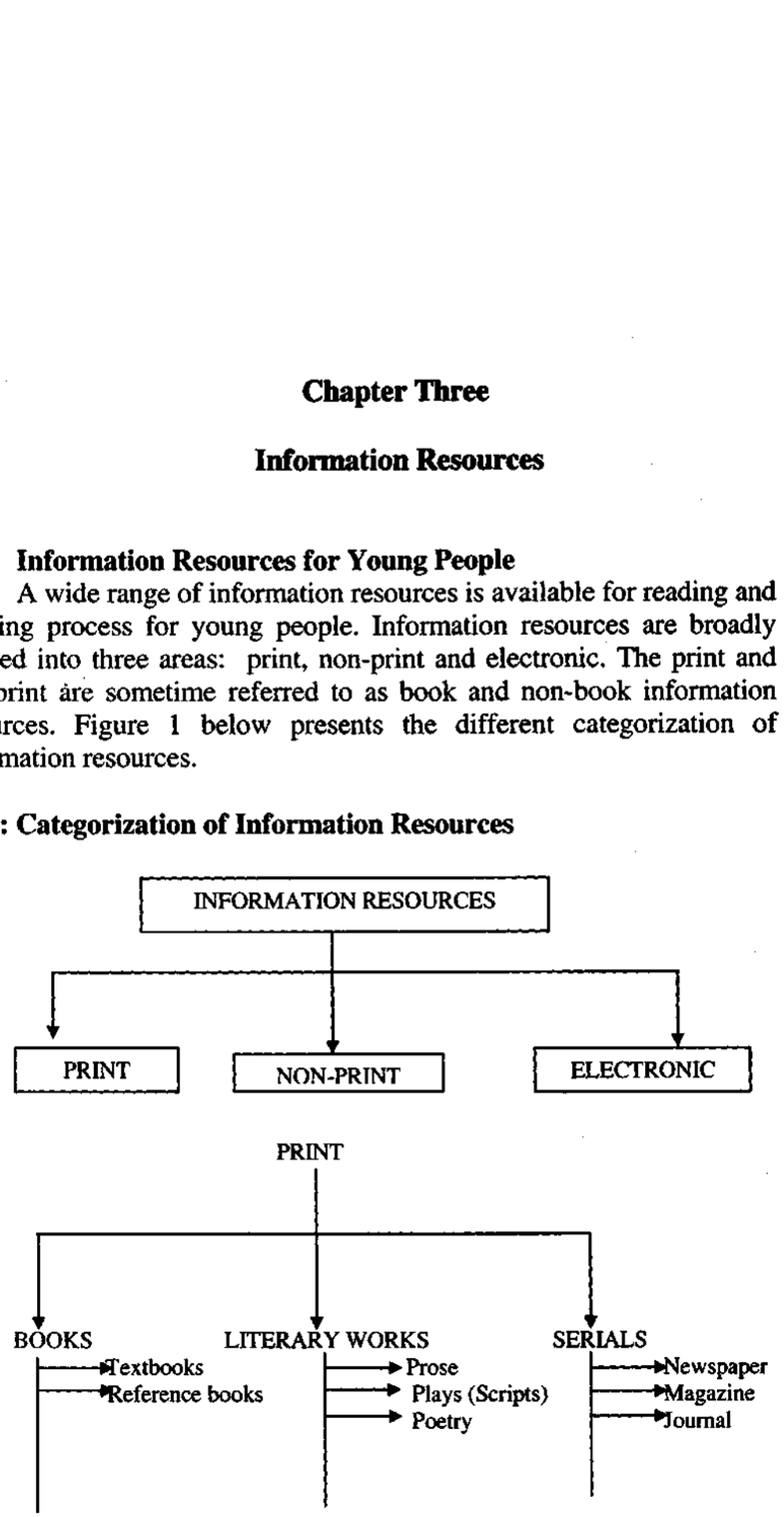
Chapter Three

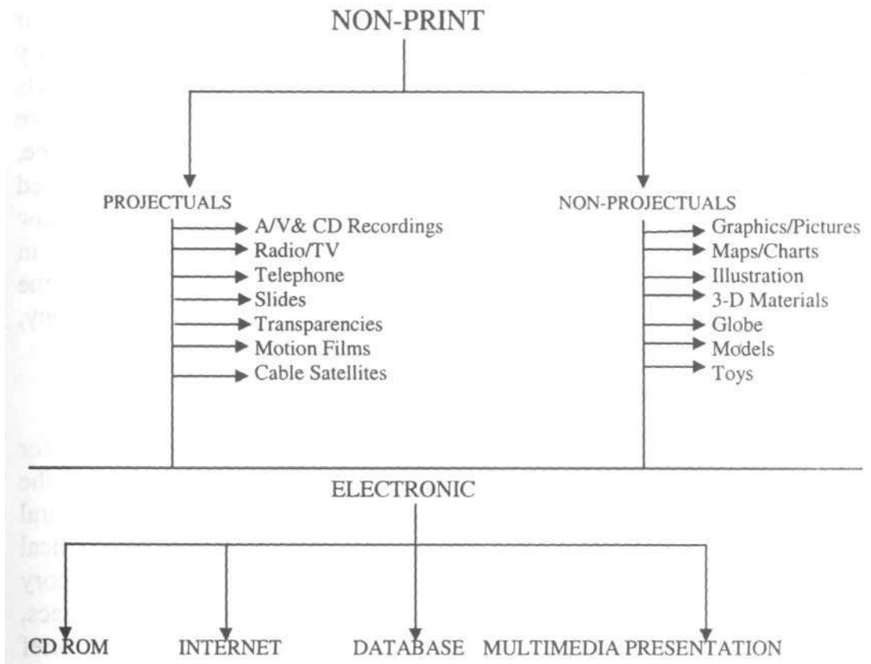
Information Resources

3.1 Information Resources for Young People

A wide range of information resources is available for reading and learning process for young people. Information resources are broadly divided into three areas: print, non-print and electronic. The print and non-print are sometime referred to as book and non-book information resources. Figure 1 below presents the different categorization of information resources.

Fig I: Categorization of Information Resources





3.2 Print information resources

Print Information Resources represent the largest division of Information resources. They appear in print format. They are found as textbooks, reference books, serial materials and what is popularly known as literary works, consisting of prose, play and poetry genres.

3.2.1 Text books

Textbooks are secondary information resources providing good general understanding of a topic and interpreting relevant primary material. Textbooks cover all subject areas and can range from broad overviews of a general topic to very detailed studies of a very limited, specific topic. Textbooks usually provide more depth and details on a topic than do encyclopedia articles, and they include a much broader range of information than that covered in a magazine, journal or

newspaper article. Textbooks are usually used by teachers and their pupils/students for various class purposes. They are also complementary and supportive books that aid the teaching and understanding of subjects or topics. Textbooks have common presentation features. They are usually written for a particular purpose and for a particular audience, they present facts, figures and opinions. Text books are highly organized and contain well-structured sources of information. They also follow specific patterns of organization and are uniform and predictable in format and style. Thus, textbooks contain, Full Title Page, Verso of the Title Page (VTP), Preface, Foreword, Table of Content, Bibliography, Appendix, etc.

3.2.2 Reference Books

As the name suggests, reference books usually "refer" to for specific pieces of information rather than reading all or large parts of the books. Reference books are good sources to refer to for general overviews of a topic and to become familiar with specialized or technical terms peculiar to a field or subject. The types that fall under this category are dictionary, encyclopedias, directories, indexes, atlases, almanacs, year books, hand books, manual, abstract, etc. Below is a brief explanation on some of the above mentioned reference resources:

- ***Almanacs and Yearbooks***-These reference books are published yearly and contain factual information pertinent to a specific span of time. Medical, governmental, industrial, and vital statistics are some examples of information that can be found in these resources, e.g. Guinness Book of World Record
- ***Atlases***-Atlases are books filled with maps, charts, and tables. Atlases provide information pertaining to populations and place locations. Current and historical are the major types of atlases; however, there are human anatomy atlases too. The list below contains examples of different kinds of atlases: Times Atlas of the World Shepherd's Historical Atlas, Atlas of Human Histology, and Grant's Atlas of Anatomy
- ***Dictionaries***- Dictionaries are the most familiar and frequently used reference sources. Dictionaries deal mainly if not wholly with the words of a language or the vocabulary of a

particular subject. They provide definition of alphabetically arranged words and phrases. Dictionaries can be general or specialized.

A general dictionary gives the common usage definition as well as current spelling and pronunciation, and proving example of how to use them. General dictionaries also give synonyms and antonyms, illustrative quotations, maps, biographical and historical information. Examples of general dictionaries are Oxford English Dictionary, Advanced Learner Dictionary, etc.

Specialized dictionaries are usually subject based. They give definitions and usage of technical terms in the subject areas. Examples of subject dictionaries are Medical Dictionaries, Dictionary of Botanical Terms, Glossary of Librarian's terms, etc.

- ***Directories***- Directories are reference information resources that compile list of people, organizations, business enterprises, places, etc with their brief description and addresses including phone number, e-mail. Example of this category of reference sources are Business directories such as the Nigerian Yellow Pages
- ***Encyclopedias*** -Encyclopedias are wider and deeper in terms of treatment of words or terms. They are usually the first place to look when beginning research on a subject because in addition to providing a general overview of topics, encyclopedias help define its scope. Articles often end with bibliographies leading to additional information. Like dictionaries, encyclopedias areof two types; general and subject or special encyclopedias. General encyclopedias provide information on a wide range of subjects. The World Book Encyclopedia and the Encyclopedia Britannica are examples of general encyclopedias. Subject encyclopedias concentrate on particular subjects or areas of study. McGraw-Hill Encyclopedia of Science and Technology and Encyclopedia of Social Science are a few of the many subject encyclopedias in existence
- ***Handbooks and Manuals***- Handbook and manuals usually cover a specific subject or subject area. Handbooks normally give a broad treatment of one subject area, while manuals are reference

books that explain how something is done or how something operates. Science and Technology Desk, Reference Merriam, Webster's Secretarial Handbook, Perry's Chemical Engineer's Handbook, Simon and Schuster Handbook of Anatomy and Physiology are examples of handbooks and Complete Guide to Symptoms Illness and Surgery Publications Manual are some examples of Manuals

3.2.3 Literary Works

Literary works, which are synonymous with literature, constitute the largest form of print information resources. They are creative or imaginative works of literature that have literary aesthetics (principles of beauty), which nurture and develop emotions and sensitivities of both children and adult. Literary works also mold characters and attitudes, and provide wide range of experiences in every aspect of human endeavour. Literary works are made up of three distinct groups that are called genres; the 3Ps: Prose, Poetry and Plays (script). The three genres are discussed in detail below:

Prose

Prose, according to Kure and Ereson (2013) is the ordinary non-metrical form of written or spoken language. It refers to written stories on people and events with structural language arrangement which clearly portrays the writer's message. Prose refers to novels and short stories. They are amongst the largest genres of literary works. Prose employs a wide variety of themes and motifs, relevant to human beings and portrays universal emotions such as love and hate, joy and sorrow, fear and courage, laziness and hard work, kindness and selfishness, greed and generosity. In fact every human aspect of experience has been adequately covered by prose. This type of genre is usually made up of adventure stories, folktales, science fiction, realistic stories, fairy tales, myths, fable, and legends. Examples of this type of literary works include:

- *Things Fall Apart* by Chinua Achebe (1958); a novel set in eastern Nigeria at the time of colonialism. In the novel, an exiled tribal leader returns to his village after seven years, only to find

that colonial laws and Christianity have sapped the identity of the tribe. The novel is about the impact of the modern world on traditional African culture.
- *Jagua Nana* by Cyprian Ekwensi (1961), moved the Nigerian novel to an urban setting and began a West African tradition in fiction, of critically examining national history and a society' sin post-independence Nigeria
- *The Beautiful Ones Are not yet Born* by the Ghanaian AyiKwei Armah (1968), was the first Novel by an English – speaking W/African writer that managed to merge equal concerns for politics and aesthetics with successful and humorous results.
- *So Long a Letter* by Mariam Ba (1979) portrays the joys and pains of Motherhood in a typical Senegalese society

Types of Prose Passage

There are many types of prose passage and each type has a different purpose and function. However, it is important to quickly point out that no single type exists in isolation. The types of passages are discussed as follows:

i. Descriptive: This involves vivid sketching of persons, places, things or events. The writer employs the powers of his imagination to form mental pictures and images of the subject of his description on the mind of his readers, using figurative language such as simile, metaphor and analogies to enhance clarity
ii. Narrative: The Narrative tells a well-defined story by capturing series of events which can either be imaginary, real or based on the writer's experience. Narratives therefore include such writings as true and fiction stories, biographies, historical documentation, etc.
iii. Expository: This concerns expositions, explanations, interpretations and clarification of issues. In the process of doing so, more light is shed on the subject-matter.
iv. Argumentative: As the name suggests, this is the type of essay in which the writer tries to prove with reasonable and convincing points the superiority and validity of his point of view on a given

subject matter. The aim of argumentative essay according to Ibileye (2013) is to sway the audience to one's own side of the argument by not just corroborating his position with solid evidence, but also logically refuting and invalidating the view of his opponent. Thus, an effective argumentative essay is usually the one that argues an issue, ideally working at both sides of the argument and coming to such rational and logical conclusion. In other words, balancing between the writer's point of view and a convincing refutation of the opponent's.

v. Technical or scientific: based in a specific technical or scientific subject and characterized by the use of language peculiar to that field of study e.g. medicine, sport, Science fiction, etc.

Features of Prose

i Sentence: In every human language, words constitute the chief means by which thoughts, feelings, ideas, emotions, etc. are expressed. A sentence is therefore defined as a group of words that convey a complete message.

ii Paragraph: This is a unit of discourse that is made up of sentences that focus on one main idea. Paragraphs aid understanding by underscoring transitions in thought and showing the development of ideas.

iii The use of idioms and proverbs: Idioms e.g. He gave me 'the cold shoulder" [he ignored me] she promised to "make up for" it later [to provide some form of compensative], "where there is a will, there is a way", "strike while the Iron is hot", "show a clean pair of heels" – means run away, "beating him blue and black", "dance to someone's tune" (Do whatever that person tells you to do), "call it a day" (decide to stop doing something),"different stroke for different folks", "keep your ear on the ground", "have all your eggs in one basket", "a Bird in hand is worth two in the bush" are examples of some idioms, while "There is no rose without a thorn" and "one good turn deserves another" are proverbs:

iv The use of slang and colloquial expression which are rarely used now, e.g. the man blew his top [he got angry]

Poetry

Poetry has been variously defined by different scholars. However, a simple and more embracing definition is that provided by Kure and Ereson (2013). They defined poetry as a piece of writing arranged in patterns of lines and of sounds which often rhyme, expressing thoughts, emotions and experiences in words that excite the imagination. Poetry is said to be the most literary of all the branches of literature because, apart from it making most use of the raw materials of literature, which is words, it is also, as described by one of the renowned poets, Samuel Johnson, the art of uniting pleasure with truth, by calling imagination to the help of reason. Another poet, Williams Wordsworth, also describes it as the spontaneous overflow of powerful feelings or emotions recollected in tranquility. In creating a poem, the poet therefore uses imagination and his emotions to appeal to the sense of his audience.

Poetry has also been described as food for the soul and according to Abu (2013) can do what ordinary words cannot; they elevate, they wash over you, they soothe and they can quite easily unravel a puzzle. For love, they are velvety, intoxicating and dream-like. For causes, they break down walls and carry messages, and for nature, they remind us of how blessed we are with trees and birds and a sunset. Poetry has been found useful in all times; times of joy, sorrow, happiness, birth, death and just everyday living.

Types of Poem

Poems are usually grouped but not limited to the following:

a. Sonnet: It is a lyric poem that contains fourteen lines with a formal or definite rhyme scheme
b. An elegy/dirge: It is a mournful lyric poem, expressing grief and lamenting the death of public personage, like the Sardaunan Sokoto Sir Ahmadu Bello, or a friend and loved ones.
c. A lyric = A lyric poem expresses the poet's personal emotions of love, sorrow, hate or joy. The beauty of this type of poem is in its ability to fuse together thoughts and feelings.
d. An Ode = Sometimes called the ceremonious poem; it is composed to be rendered during a public or private occasion.

Because it is ceremonious, it is usually long, serious in subject, elaborate in stanza, structure and lofty in sentiments and thoughts.

e. A Ballad = It is also called a dancing – song, usually old, short and narrative handed down from one generation to another orally. Usually a light dance and swinging of body follows the singing of this type of poem.
f. Epic = A long narrative lyric poem on a grand scale that eulogizes the deeds of warriors and heroes. This type of poem is often of national significance because it embodies the history and aspiration of a nation in a haughty or grandiose manner

Features of a Poem

In composing poems, the poet employs the use of other language devices in order to communicate properly his intentions, moods and subject matters. These language devices are considered as the features of poem and are as follows:

a. Imagery = this is the lifeblood of poetry. It is an expression that produces a sensory effect, creating a picture in the mind of the audience.
b. Tone = This is the inner voice which conveys the feelings of the poet, which can be that of anger, sorrow, happiness, determination, etc that inspires a corresponding mood in the audience. This means that the tone of a poem has a direct impact on the mood it creates.
c. Atmosphere = It is the total impact of a poem's tone and mood, that generates specific response in the audience. As psychological features of poetry, tone and mood are interwoven because the tone dictates the mood both of which combine to create the atmosphere of the poem.
d. Stanza = Poems are arranged in verses or stanzas with each containing lines made up of form and content. Stanzas are divided into: Couplet – two successive lines of verse which rhyme with each other and possibly of equal length, Triplet – three successive lines of verse rhyme with each other, and Quatrain – four successive lines of verse rhyme with each other.

e. Rhythm = The pattern of stressed and unstressed syllables in a line of poetry.
f. Rhyme = A very significant feature of poem. Rhyme is produced when two words end with the same looped or twisting.

Below are examples of various poems:

Star light, star bright
First star I see to night
I wish I may, I wish I might
Have a wish, to wish tonight
Twinkle, Twinkle, little star
How I wonder what you are
Up above the world so high,
Like a diamond in the sky

Poem, Poem, Poem, Poem, Poem.
Spring is showing, flowing bowery
Summer is hoppy, poppy, floppy.
Autumn is wheezy, sneeze, freeze.
Winter is slippy, drippy, nippy..

How I love to see you smile
The smile that fills my heart, in Joy
I love to see you smile and laugh
For only then my heart will rest or
Join in a merry making mood.

'You ***inspired*** many to ***Aspire***
You ***sought*** and ***taught***
You ***gifted*** and ***lifted***
You ***cried*** and ***tried***
Then God made you ***able*** and **Stable**

I Live, I Die, I Burn, I Drown
I live, I die, I burn, I drown
I endure at once chill and cold
Life is at once too soft and too hard
I have sore troubles mingled with joys

Suddenly I laugh and at the same time cry
And in pleasure many a grief endure
My happiness wanes and yet it lasts unchanged
All at once I dry up and grow green

Thus I suffer love's inconstancies
And when I think the pain is most intense
Without thinking, it is gone again
Then when I feel my joys certain
And my hour of greatest delight arrived
I find my pain beginning all over once again
By Delmira Agustini, New Nigerian Newspaper 18/4/2009 p 17

Have You Seen Her
Have you seen her
Who opened my chest
And took my heart
She
Of the wondrous eyes
And bouncing gaits
Whose voice is sweeter
Than the sound
Of laughing water
Whose mind is
As sharp
As a fresh- honed proverb
Niyi Osundare's Poems New Nigerian Newspaper 11/4/2009 p 17

Smile
A smile is cheer from you to me.
The cost is nothing; it's given for free
They console the weary and gladden the sad.
And can make someone happy when they are mad
Unlike blessings in which we pray
It's the only thing you keep when you give it away.
Heather Black

Play

A Play, according to Encarta (2009), is a dramatic work written to be performed by actors on the stage, television, or radio. Among the three genre of literature the Play read or often call the script, has undergone more transformation than any other type: from play to drama to theater and film in modern times. Drama concerns the written text, or script, for the performance, while theater concerns with the performance of the script. Most types of literary work, including novels, short stories, and poems, are written to be read, usually in silence by a solitary reader. Works of drama, called plays, are also often read in this manner, but are created primarily to be presented in public by a group of performers, each of whom pretends to be one of the characters in the story the play is telling. When a play is being dramatized or converted into film, it usually contains non-spoken material- the stage directions that tells the actors when to enter or leave the performance space, gives suggestions about how to speak their dialogue and describes their costumes or their physical surroundings on stage - the setting.

Drama has served a wide variety of functions at different times and in different places. The Roman writer, Horace, in one of the most famous statements about the purpose of literature in general and drama in particular, said it was designed 'to delight and to instruct.' Sometimes the purpose of drama has been considered to be primarily the first of these, sometimes the second, but generally at least some degree of both has been present. It is important to remember that drama is also an art form, and can offer in addition to relaxing entertainment the often more demanding experience of aesthetic pleasure.

Audiences attend plays from a mixture of motivations, including curiosity, pleasure-seeking, and a desire for knowledge or aesthetic experience. But all of these experiences are intensified by the public nature of drama. Because drama is a literary form designed for public presentation, writing about drama has often explored how drama relates to society. Some theorists have argued that, as an art reflecting social concerns for a group audience, drama is particularly suited to stimulate social change. Other theorists have argued that the group orientation of drama means that, to succeed drama, can never seriously challenge the audience's general assumptions. Even though critics disagree about drama's revolutionary potential, most would agree that a central purpose of drama has always been to provide a means for a society to reflect upon itself and its beliefs.

Types of Play

a. Comedy – A comedy typically deals with common people, is dominated by a light tone that encourages laughter (or at least amusement or entertainment), and ends happily, often with the uniting of a pair of young lovers. A drama with a general light atmosphere leading to a happy ending, e.g. Soyinka's Lion and the Jewel.
b. Tragedy – Traditionally, a tragedy is dominated by a serious tone, concerns kings and princes, deals with profound issues, and usually concludes with the death of the leading character with serious or tense atmosphere leading to unhappy ending, e.g. J.P Clark's The Song of A Goat, a play that ends with the death of Zifa, the protagonist
c. Tragi – comedy – combine the silent features of comedy and tragedy. In Italy, certain critics and dramatists began mixing elements and aspects of the two traditional kinds of theater to create a third kind, called *tragicomedy*.
d. Operas – musical drama.

Features of play

i. Protagonist – a character who takes the leading role in the forefront of the action. He is the hero or heroine.

ii. Antagonist – a character who is the contender or rival of the protagonist against whose interest he is always working.
iii. Conflict – The struggle for supremacy between the protagonist and the antagonist, which is the principal source of the play.
iv. Dramatis personae – All the characters involved in a play.
v. Act – A major unit of a drama. A play may be subdivided into several acts and each act may have one or more scenes
vi. Scene – A subdivision in the Act of play that connotes the place of occurrence or action. Each scene takes place in a specific setting and time

In case of Drama/Film the following features are also added:

i. Director – The theatre' artist who directs the speech, movements and actions of the artists in the Drama/Film.
ii. Playwright – The dramatist or writer of drama
iii. Producer – The organization or person that brings the performance about and also provides the funds for its realization.
iv. Prologue – Formal introduction to a play, which is usually done before the commencement of a drama performance
v. Epilogue – A short scene at the end of a drama performance, which provides a conclusion to a play.
vi. Climax – The moment of greatest tension when the conflict attains its peak.
vii. Interlude – A short piece of entertainment which serves as an intermission or interval between the acts of a play. This provides breaks and some relief for the audience
viii. Suspense – The state of anxious expectation caused by the lack of knowledge of the possible outcome of the trend of events in the play. This is achieved by the play withholding some vital information until the tail end and this helps to sustain the interest of the audience

3.2.4 General Characteristics of Literary Works

i Themes: This is the central idea focused and discussed in a literary work of art, which the author wants his readers to

understand. It is usual to have more than one theme in a literary work, however all other themes are called sub-themes and help to point out more clearly the central theme

ii Characters: This is rather termed as characterization. Characterization in a literary work of art does not stop at the people involved in the work but also the way and manner each character is built, which is achieved through what each character says, does, thinks, what others say about him, and how the author succeeds in using each character to tell the overall story

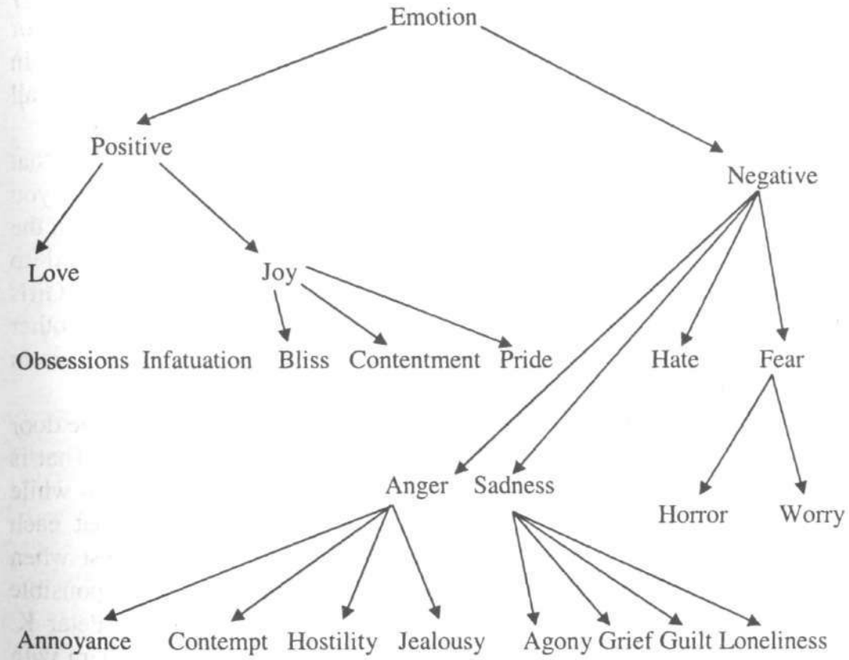
iii Style: Effective writings are, among others, determined by two major factors: what the writer says and how he says it. Style is therefore what is said in the message and how a message is said

iv Plot: This is the sequential presentation of events in prose. The plot unfolds events in a work showing the beginning, the problems and the resolution of the problems in the work of art

v Setting: This simply means the time and place where the story takes place.

Another very important characteristic of literary works is their emotional appeals and the provision of a variety of experiences. Below shows a diagram demonstrating different forms of emotions found in literary works. It can be seen from the diagram that emotion is of two kinds; the positive and negative. Each is in turn broken down into other categories. All these emotions are conveyed in literary works. Some literary works may convey as many emotions as possible, with one or two being projected.

Fig 2: Different forms of emotion in literary works



3.3 Experiences Enhanced by Book and Literary Works

Just like emotion is always central to books and literary works so also is the place of experience. Experience is the passing through any event or course of events by which one is affected. It is also said to be what the mind does with events, or does because of events, or makes out of events. It goes without saying that all animals, including human beings, are able to profit from experience. Placed in new situations for the first time, we are often clumsy and incompetent. However, after some practice or the opportunity to watch others perform, or the chance to read from books, our own effort usually improve dramatically and for many activities at least, we too, can successfully accomplish things that had previously been difficult and frustrating. We all remember the English proverb that says "Experience is the best teachers." Experience

can alter or modify the physical basis of behaviour. In fact, today many psychologists are agreed with the fact that learning is any relatively permanent change in behaviour produced through instruction or acquisition of experience. Books in general and literary works in particular, provide varied and numerous experiences that cover all human situations.

The home is the beginning of everything; it is in the home that you learn how to walk, talk, eat, play etc. It is also from home that you learn your role within the family set up, your role in the school and in the community at large. Within the home, adolescents are expected to behave accordingly, to be responsible, and to help their parents. Girls are expected to help their mothers in cooking, sweeping and other household activities while the boys are expected to help their fathers in farms and other jobs.

The first door literature can help the adolescent to open is the door to a richer and more satisfying emotional and imaginative life. That is one of the most important doors in life. Adolescent need to learn while still quite young that all families have problems to solve, that each member has something to contribute and that they are happiest when they are being themselves and accepting themselves as responsible members of a family group. *"Dying in the Sun"*, a book by Peter K. Palongyo presents many problems confronted by people - problem with his peasant father, problem of poverty etc. This book will help adolescents greatly in introducing them to problems and possible solutions. *Dakar Childhood* by Nafissatou Diallo is an autobiography that recalls the memories of childhood and adolescents. Success and failure are two things that the reader can see that even in childhood and adolescent stages.

It is generally believed that the main concern of school is instruction. But schooling is much broader experience than just being taught the contents of textbooks. Students learn not only facts, skills and concepts but also rules of membership in a social liability. For over 1,000 hours a year, students are urged to follow routines and procedure, to get along with each other and to respect adult authority. Books, like The Famous Monkey presents rules and respect for authority in a way that a child will never forget even after school days. Every day student's

actions are praised and criticized, their movements directed, and values and beliefs shaped. Often, these experiences in institutional life may have greater impact on students' ultimate well-being than do those we commonly identify with the academic curriculum.

In a school situation adolescents are bound to feel some difference, which may be: adjusting to frequent personal evaluation, teacher favouritism, and accepting the pervasive authority of teachers and school administrators. All these difficulties can be overcomed by experiences provided by literature. It is not only what teachers teach that affect adolescents in their lives, but other such untaught things of the general social environment, the tone of the school, and the state of the surroundings which can all be portrayed in books. These are all silently picked up by adolescent and carried into their homes and later life. If adolescents are therefore provided with appropriate reading materials, beautiful school surrounding and good peer group, they are bound to take good things into their homes and society in general.

The most readily available vehicle for establishing autonomy from the family is the peer group. It is the peer group with its values, attitudes, goals, and activities that provide the adolescent with not only a sense of independence from family ties, but also with a sense of identity. The peer group consists of other children of the same approximate age with whom he plays studies, learns, and develops. From his peer group, the adolescent will acquire social roles, norms, physical and cognitive skills, and other important ingredients for becoming a social being. Adolescents are bound to find themselves in a new situation, ways and values. Past experiences derived from books will definitely be helpful to them, if they should be accommodative in those new situations and values. Therefore books like *Mine Boy* by Peter Abrahams will be very helpful. In it, the author writes of Xuma as a man in transition.

Children and adolescent always like to read about other children and adolescents like themselves. And as mentioned earlier, they like adventure stories especially the ones in which an individual is cast adrift somewhere and make his way back to security. For instance, the story in Reader's Digest of Feb. 1988 entitled the *"Fisherman Who Broke the Cold Barrier"*. The story is about a man who survives a boat – accident in Ice water. He defies, as the expert said the limits of human

endurance, astounding a nation and baffling the experts by swimming for nine hours in iced water. The story reveals how he makes his way to the shore which is three miles from where the accident happens. In fact as he says, it is self-help and determination and of course luck that helps him to survive. There is no doubt that not only adolescents but even adults will enjoy this story and will gain many experiences from it.

Handicap children and adolescent just like their counterparts have needs – needs to belong, to love and be loved. Other needs such as the feeling that they are like everyone else and that they be accepted by their peer group are also important. If they must develop in nature, stable and into thinking adult, many and varied types of experiences should be provided to them. As they read, they tend to see that books provide them with all kinds of consolation, beauty and worth. Books also provide them with stories of other handicap people and the contribution they make to themselves and society at large. For example, in the same reader's digest mentioned above, there is the story of one handicap called Christy Nolan which is entitled *"The Silent Voice of Christy Nolan"*. From birth, he could not talk, walk nor keep his head steady. But his parents kept telling and reading to him stories, eventually he was able to adjust, and today he has written many books, two of which are best sellers.

Perhaps more than living creatures, human beings spend most of their walking lives in social interaction. Nearly all societies train their young people in control of aggression, the shaping of personal standards and the development of sex roles. The processes of socialization are also quite similar, in as much as they all require some form of learning. Children and adolescent actively socialize – they are taught what to do and how to behave – by parents, teachers' books and even peers. Books serve as reinforcement, which effectively shape a variety of the behaviour in both children and adolescents.

Therefore, reading can help children and young people become more aware of the social problems of the world in which they live. Literature also strengthens their abilities to mingle with other persons. It gives them a sense of identification with a successful man or woman, a feeling of sympathy and even compassion for one who is suffering; a reaction of honest indignation at an injustice done to another – the scare all common responses individuals experiences while reading. These

reactions will have some kind of impact upon the individual. Thus, reading contributes a measure of comfort to readers and helps them to feel that their own problems or concerns are less staggering than they might otherwise be. Books, written in the form of plays, poems, for example poem on the South Africa freedom by Barry Fybberg, Steve and other South Africa Poets will no doubt develop at least some empathy for children and adolescent of minority cultural groups or those whose families earn them livings by less familiar ways, such as the immigrant workers.

3.4 The Role and Importance of Literary Works

Print information materials are the oldest form of information resources. Since the invention of printing, books, symbolizing other form of print information resources have served humanity in various ways and still remain relevant. The importance of the printed book and literary works can be enumerated as follows

1. This category of information resources widen the learner's knowledge of their immediate environment and the world at large through the vicarious experience, characters and settings encountered in the stories. Indeed, they bring out the finer qualities of humanness.
2. Provides additional information for the better understanding of class textbooks, specific subjects or topic. For instance, Cyprian Ekwensi's *Passport of Malam Ilia* and Terasa Mamru's *Drums of Joy* could adequately be used to support Geography, because through travels they provide beautiful geographical descriptions of Nigeria.
3. It affords the readers an opportunity to meet vicariously many book characters like themselves, and others vastly different from themselves.
4. Makes readers to see how book characters live, work, and play, solve problems, have fun, and suffer frustrations. In many instances, readers come to look upon the character as real flesh and blood people.

5. Contributes a measure of comfort to readers and helps them to feel that their own problems or concerns are less staggering than they might otherwise be.
6. Introduces the reader to the world of learning; the wonders of science, the beauty of arts and the fascination of history. Above all, one of the greatest qualities of literary works is that it always has something for all time.
7. Collectively, literary works educate, inform, and entertain, foster discovery, exploration and excitement.
8. Biographies of famous people, especially if these people are adolescent themselves, often open up new worlds to their readers. It would be difficult to read the story of Jack Robinson in the book called *The Value of Courage*, the story of *Toussaint Louvertine* a Haiti freedom fighter; the *life of Sardauna of Sokoto Ahmadu Bello*, the life and work of Awo, Ghandhi and a host of others without gaining a new admiration, for men who have had the compassion and devotion to humanity to give up successful material careers in order to minister to the physical and spiritual needs of the ignorant and destitute.
9. Introduces readers to people and places they wouldn't ordinarily know. It is a magic gate way into a wider world of wonder, of beauty, of delight and adventures. What is ridiculous helps adolescents see the humor in their lives. Sympathetic understanding is generous by product of sharing the emotions of others in stories.
10. According to William Ellery Channing it is chiefly through books that we enjoy intercourse with superior minds. In the best books, great men talk to us, give us their most precious thoughts, and pour their souls into ours. God be thanked for books. They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are true levelers. They give to all who will faithfully use them, the society, and the spiritual presence of the best and greatest of our race.
11. Books are no substitute for life, but a keener pleasure comes to life because of books. Since the invention of printing, books have served humanity in various ways. Clarence S. Bay's famous

quotation has aptly summarized most discussions on the importance and place of book as thus:

> *"The world of books is the most remarkable creation of man. Nothing else that he builds ever last; monuments fall; nations perish, civilizations grow old and die out; and, after an era of darkness, new races build others.*
>
> *But in the world of books are volumes that have seen this happen again and again, and yet live on, still young, still as fresh as the day they were written, still telling men's hearts of the hearts of men centuries Dead".*

12. Similarly, the American critic Harold Bloom says justly: "Books are what is left of us". Commenting on Bloom's quotation in his cerebrated article entitled "Beyond Literacy", Richard Hoggart, former Asst. Director-General of UNESCO rightly observes that "I take it he meant that in and through books we encounter, from minds usually more gifted linguistically and imaginatively than our own, explorations of the wonders, the delights, the terrors, the moral weight of our experiences as reflective and valuing human beings. These are creative encounters-with Shakespeare, Milton, Jane Austen, Dickens, and the host of others. There is no substitute!

3.5 Serial Information Resources

Serial information resources also called periodical information resources are information resources that come out at regular interval (daily, weekly, monthly, quarterly, annually, etc). Because they are published regularly, serial information resources contain the most readily available and up-to-date information, which is especially important in subject disciplines, such as science and general information. Periodical information resources are divided into:

- *Journal Publication*
  Journal articles are primary information resources and published on a regular basis. Each journal title focuses on a specific area or discipline. They describe research - the generation of new knowledge - and focus on very specific topics.

- *Newspapers/Magazine Publication*
  They are primary sources of information that contain articles from different people on different areas of interest for the general consumption of the public. The article educates, informs and entertains. Not only do they provide accounts of current events, they also show changing trends in public opinion.

- *Other forms of Serial publication*
  Other forms of serial publication includes Conference proceedings, government publications and gazette

3.6 Non-print information resources

Non-book Information Resources, which is synonymous with Non-print, Audio-visual or Multimedia Information Resources (MIR), are information resources other than books that contain text sound, visual, graphics, animation or a combination of two or more inter paces. Multimedia Information Resources (MIR) are many and as varied as possible. They include photographs, sound recordings, video recordings, C.Ds, CD-ROMs, films, Maps, Computer Software, e.t.c

The use of non-print materials in a school library setting often requires special facilities and skills. Non-print materials can be Audio, Cassettes, Video cassettes, Slides, Records, Films, projectors, illustrations, computer graphics, multimedia, photographs, models, Handouts, flipcharts, whiteboards and many other formats. Like fiction books, their subjects are as varied as the world we live in. So the school librarian should combine the use of print and non-print materials to enhance learning. This category of information resources is divided into two broad areas: Projectiles and Non-Projectiles. Projectiles are non-print materials that require hardware in order to project their information contents for access; example of this category includes Audio and Video

tapes, etc. While Non-Projectiles are those in which their information contents could be accessed directly without necessarily using any hardware, e.g. photographs, models, Handouts, flipcharts, whiteboards, etc.

3.6.1 The Importance of Non-Print Information Resources

The use of non-print information resources provide immense opportunities to pupils and students to see, handle and manipulate things. Clear images are formed when they are seen, heard, touched, tasted and smelled as our experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest.

They are fundamental to verbal instructions because they help to reduce verbalism; conveying the same meaning as words mean and give clear concepts, thus helping to bring accuracy in learning. Most non-print information resources are simple, easy to use and very flexible. They are good at getting attention, retaining interest and depict lots of information as well as making a concept tangible.

3.7 Electronic Information Resources

Electronic information resources, as the name suggests, are information resources produced or converted into electronic form. Today, the libraries with their traditional holdings in print format are now being added with electronic information resources in various formats like CD-ROM and DVD-ROM databases, on- line databases, E-journals and plenty of Internet or Web resources. The content of these sources varies from bibliographic or factual to full text.

– *CD-ROM databases*

CD-ROM databases are increasing day by day in all the fields of knowledge due to their many advantages in information storage and retrieval. Majority of publishers of books and journals, on-line vendors and various learned societies are bringing out new titles in CD format with powerful, user- friendly retrieval software. Electronic information resources in CD format include abstracting and indexing services, encyclopedias, dictionaries, directories, yearbooks, back volumes,

patents, standards and many other reference works. The CD-ROM technology has given ample opportunities for information professionals to introduce more information services to end-users.

– *DVD-ROM databases*

The advent of DVD- Digital Video Disc or Digital Versatile Disc, with its high data storage capacity, has made it possible to include more multimedia elements like video and sound and to integrate many reference sources on a single disc. "The other features like higher quality of sound and video, higher rate of data transfer, data security etc., are making DVD more viable option than CD-ROM. But, at present due to some problems like lack of standards among the manufacturers of DVDs and drives, need for extra hardware on PCs and their higher prices are making the growth of DVD technology slow". Example of DVD reference sources includes Britannica DVD 99, Webster's International DVD Encyclopedia-2000, Grolier Multimedia Encyclopedia, Eyewitness World Atlas DVD-ROM Deluxe Edition, and the Complete National Geographic on DVD-ROM etc.

– *Online Databases*

The recent growth of Internet and the popularity and ease in use of Web are making libraries to subscribe to online information services. The online database services like Dialog (KR Information) and STN are now moving towards being web centric. The usage of online databases against their CD-ROM counterparts has to be evaluated and decided on the basis of cost effectiveness and timeliness. Few Online information services are KR Science Base and STN. The KR Science Base includes information sources like BIOSIS, CA Search, Elsevier Science Publishers, Reuters, and NTIS. The STN international provides a complete collection of in-depth databases in science and technology which gives quick direct links to the literature, patents and chemical catalogues. Chemical Abstract Service, producer of the world's largest and most comprehensive database of chemical information, offers several databases on STN like CA plus, INSPEC, MEDLINE, SCISEARCH, TOXLIT etc.

– *E-journals*

E-journals or Electronic Journals are gaining more importance with the emergence of the Internet. The publishing world is undergoing a revolutionary change as more and more publications are becoming WEB centric. "Most of the publishers are choosing WEB as an access medium using HTML to mark up the journal content so that it can be read using a web browser. These are also called as networked E-journals. Other publishers have chosen to use additional access software in conjunction with the WEB, the most popular being Adobe Acrobat and its associated Portable Document Format (PDF) file type".

– *INTERNET as an Electronic Information Resource*

Internet and its World Wide Web (WWW) have ensured a paradigm shift to information management. The internet contains huge amount of information resources, according to INASP (2011) 3.6 billion pages of information, continually growing and changing making the task of providing relevant information to patrons gaining paramount importance in all types of libraries. Most of the reputed publishers, learned and commercial societies are hosting their products on net and also all libraries are sharing their internal and external information resources by means of web pages and Web-OPACs. The powerful search engines over net are aiding the information location quite efficiently. The Internet services like E-mail, Bulletin Boards, Newsgroups, Discussion Lists, etc. are gaining importance in libraries and are becoming indispensable resources for the users. Due to the impact of Internet, there is a swift migration from offline to online, as Web is becoming a popular user interface for providing access to remote and frequently updated resources. The internet contained basically four main sources of information, which are:

1. Search Engines, e.g Yahoo, Google, Alta vista, etc. Search engines enable you to find information on the Internet. There are different types of search engines: Meta search engines - that allow you to search several search engines at once, scholarly search engines - which search for academic information and normal search engines such as Google.

2. Subject Directories, Biological Abstract, Chemical Abstract, Social Science Abstract, etc.
3. Scholarly Databases, such as AGORA, HINRI, ERIC, TEEL, PUBMED, etc. Databases are tertiary sources information. Databases allow you to search across a range of journal articles from different journals.
4. Information Gateways-Subject Based Information Gateways (SBIGs), which are web site that act as a gateway to other sites and information source. Subject Gateways provide a useful starting point when searching for information on the Internet. They provide access to relevant and reliable websites.

3.7.1 The Importance of Electronic Information Resources

The importance of electronic information resources, especially in the information or digital age cannot be over stated. The following are some the importance:

- Improves the quality, speed, accuracy and effectiveness of services
- Opens better access to other networks and systems on the web
- Facilitates wider access to information for users
- Allows for broader dissemination of information products and services
- Apart from providing access to information resources, the electronic information system and services also allows users to perform and enjoy other services such as e-publishing, e-mail, e-journals, e-books, e-commerce, etc.
- Electronic information resources can be sorted, transmitted and retrieved easily and quickly.
- It is a two-way system of information delivery and transfer.
- Electronic information resources can be linked and made interactive with cheaper access.
- The ideal library cooperation is much more realizable with Electronic Information Resources (EIR). Typical examples of this trend are the applications of the Internet and World Wide Web (WWW) to electronic publishing and access to online information.

3.8 Criteria Forth Evaluation of Information Resources

Criteria for evaluating Information resources are quite many and applied according to the type of the information resources. However, the criteria can generally be grouped under:

- Intellectual content of the information resources:
  Under the intellectual content, the following criteria are assessed:
  i. Accuracy: How correct and well are facts and figures presented,
  ii. Purpose of the information resources: What are the subject matters of the information resources; What is (a) Theme (b) Plot, (c) Setting, (d) Style, (e) Characters, while
  Under Statement of Responsibility
  i. Author's qualification, competence and experience are discussed
- Physical nature of the Information Resources.
  Under Physical nature of the Information Resources the succeeding criteria are assessed:
  i. looks at how the information resource is organized,
  ii. how well and related are the illustrations; maps, diagrams, charts, tables presented in the information resources,
  iii. Visibility: printing, quality of the information resources and Design: colour and size

Evaluating literary works start by asking questions such as what did the author intend to do? How did he do it? If not, why not. What is the format, Style, Setting, theme, plot and point of view of the story? Is the story interesting, exciting, thrilling, tense, school, scary?

3.9 Criteria forth Selection of Information Resources for the Young People

It is not every information resource that should be acquired either by the adolescent, parent or libraries for adolescent to read. The information resources to serve adolescents may have to comply with the listed criteria below:

- Suitability: The information resource should be suitable for all the levels of adolescents

- Availability: The information resource to be selected should be readily available for the adolescents and their parents to buy if they so wish
- Coverage or scope: The scope of the information resource to be selected should be very wide so as to cover various topics in a subject and in case of literary works to appeal to a large number of readers
- Relevance: The content of the information resource to be selected should be relevant to the curriculum and to a given culture in the case of literary works
- Adequacy: There should be balance in the selection of various information resources with the intent of providing as much as possible enough ration of copies per subject
- Cost: The cost of information resources is also very significance, especially with respect to soft or hard cover for books
- Attractive: The information resource to be selected should be striking in both layouts and appearance; colourful illustrations and beautiful cover design with good printing

Chapter Four

Information Service

4.1 Library and Information Service to Young People

Library and information service is the bedrock of all type of libraries, particularly school and public libraries that are concerned with young peoples. Some scholars have argued that effective library and information services can be provided even with few information resources. Rogers (1979) defines library and information services as a term that is used to describe a single event, a series of events inside the library or held elsewhere under library sponsorship. It is also seen as the total package of services available to the young person through all of its service points in the library – reference services, information and referral services, A/V services, and others. IFLA Guidelines for Library Services for Young People (2004) has recommended the following list of library and information services that can be provided to young people:

- Conducting library tours that support self-sufficiency and comfort level in using the library.
- Encouraging the use of the collection in all formats by providing finding aids and other supporting materials
- Providing reference information to support educational achievement and personal development
- Offering reader advisory services to individuals and groups
- Training for literacy and information finding skills, using both print and electronic resources.
- Providing services to special groups such as young people with disabilities, teen parents, and teens who may be incarcerated or unable to come to the library for a variety of reasons.
- Facilitating access to resources outside the collection when necessary, such as referrals and inter- library loans and co-operating with other information and service providers in the community

In addition to the above, IFLA also recommends the following list of programs that can be administered to young people:

- Book talks, storytelling, and book promotion
- Discussion groups and clubs
- Information programs on topics of interest such as health, careers, and current issues
- Celebrity visits of authors, athletes, and persons of local interest
- Performances of a cultural nature such as in music, art, and drama
- Co-operative programming with community institutions and groups
- Young adult productions (drama, publications, TV, video)
- Workshops designed to teach a skill or for creative expression
- Reading debates and book promotions

Below is a detailed discussion on some of the of library and information services for the young people:

4.2 Use of the Library and Information Center

Adolescents may first come into contact with the library when they enter primary or secondary schools. So it is likely that they don't know anything about the library. Therefore the foremost service that a young people librarian should render to adolescents is on the use of the library. Here, the librarian should explain to them what a library is; different types of library – public, school, special and academic libraries; the importance of library and how to use the library. The procedures for every library vary, thus is it important for adolescents to know the procedures for the library they are using. In any case, the library has only one major reason for existing: to – assist in the education of young people. The school library, which is the domain of young people, must accordingly enrich the school curriculum with supplementary information resources in all subject fields, books, magazines, newspapers, pamphlets, visual aids, etc. – all are grist to that mill, and all have a place and a part in the school library's partnership with the school. The library must therefore offer those books which enrich the life of adolescents, and will help them to become well-rounded, imaginative and creative adult. The education of the whole adolescents is

the goal. Hence they must be helped to develop intellectually as they grow.

To teach the use of library and information center, a combination of two methods is usually adopted. The first is the orientation method; the students are conducted round the library and shown all the places and areas within the library – reading areas, the catalogue/subject index, reference areas, librarian's desk, circulation area, etc. They are also informed about the rules and regulations of the library – time of opening, the number of books that they can borrow, date due, etc. The second method is of course a well and detailed teaching on all aspects of the library, which can be planned and conducted in many lessons, with each lesson followed by activities that can be done in the library or as take home. This second method of teaching use of library and Information Center means:

i. Educating adolescents on the concept and nature of library and Information Center
ii. Types of information resource available in the library and Information Center
iii. Sections in library and Information Center
iv. How information resources in library and Information Centers are organized: cataloguing and classification
v. How information resources are arranged on shelves
vi. How information resources are retrieved
vii. Library and information center's ethics; rules and regulations

There is no doubt of the fact that knowledge of the above will provide adequate skills to the adolescents not only to master and effectively use the school library but also to enable them use any other type of library. Researchers have shown that the ability of young people to use the academic library when they get to the university or any other tertiary institution is highly dependent upon the skills they already acquired at secondary school. For example, reading the below story in Activity 4.1 will give an adolescent not only the importance of library but also its workings.

Activity 4.1: Story on the role and importance of the Library

A Visit to the Library

Have you ever gone to *a library?* Do *you have a library card? Read about Justo's visit* to *the library.*

Justo Perez stomped into the house and slammed the door behind him. He threw his book bag on the table and looked at his mother. "I hate school, and I hate the fifth grade!"

"Justo, that's no way to talk," said his mother. Rita Perez had been home from work for ten minutes. Her day had been difficult, and she was tired. She had just changed out of her waitress uniform. She said to her son, "Now tell me what happened to make you so angry."

The boy's shoulders slumped. "I'm sorry, Mama," he said. "I have to write a report about birds that live in the rain forest. It's due Monday. Fred gets to write about rain forest snakes. Sue Lee gets to write about rain forest cats. But I'm stuck with birds. I don't know anything about them. It's not fair!" said Justo.

Justo admitted that his teacher had given him the homework a week ago. "I was just too busy," Justo said. "Now it's Friday and the school library is closed. I'll never get enough information. We don't even own an encyclopedia."

For a minute, Mrs. Perez didn't say anything. She couldn't afford to buy one book, never mind a whole encyclopedia. Her husband, Felipe, had been gone for three months. She was on her own now.

Mrs. Perez said none of that to Justo. She smiled at him, trying not to show the worry she felt. "Maybe it's time we visited the public library," she said. "I'll bet they have an encyclopedia there."

Scary From the Outside

Mrs. Perez had passed the library many times but had never gone inside. She had not finished school and didn't think she was a good reader. She was sure everyone would be able to tell. Now, as she and Justo stood before the building, she felt her heart begin to beat faster. Even her hands felt damp.

The library was very tall and made of old brick. Vines curled around the sides. Mrs. Perez hoped she was dressed all right for a building that looked so important. She took a deep breath. At last, she opened the door.

Friendly on the Inside

"Can I help you?" said a voice behind them.

Mrs. Perez and Justo turned around. A woman with kind eyes smiled at them.

"I'm Aretha Jones," the woman said. "I'm a library volunteer. I'd be happy to help you find your way around."

Mrs. Perez relaxed a little and smiled back. She explained what Justo needed. "Would it be OK for us to look at an encyclopedia?" she asked.

"Sure," said Mrs. Jones. "An encyclopedia is a great place to start. But the library also has whole books about rain forest birds. We even have videotapes on the subject."

"Videos!" said Justo. He tugged on his mother's sleeve. "Wow, Mama! Isn't that great?"

Mrs. Perez blushed. "I'm sorry, Justo," she said. "I don't have money to rent a video."

"Oh, don't worry about that," said Mrs. Jones. "Borrowing books and videos is free. All you need is a library card. I'll get you an **application** form after 1 get you started here."

An Information Store

Mrs. Perez and Justo spent a half-hour with Mrs. Jones. They explored many rooms. Justo loved the children's section. He quickly picked out two books on rain forest birds. Then they picked out a video on the subject.

Mrs. Jones explained that library books were given special numbers, then put on shelves by those numbers. She showed Mrs. Perez and Justo how to use the numbers to find books on the shelves.

"Once you get the hang of it, you can use the numbers to find almost any book you want," Mrs. Jones said. "Oh! You also can listen to newspapers, telephone books, and cassettes. We even have computers you can use."

It struck Mrs. Perez that the library was like a huge store. But instead of selling merchandise, it gave information. She grinned to herself. This was a lot like shopping, only better. She didn't have to open her wallet just to tryout something.

"Many people don't know that the library also has special events," said Mrs. Jones. "We have tutors to help adults improve their reading, programs on history and nature, and many fun things for children to do. Goodness, there is always something going on here. And it doesn't cost a dime."

Later, Mrs. Perez used the number system to find a book about fixing faucets. The kitchen faucet dripped all the time. It needed repair fast! Then, just for fun, she picked out a book of short stories. She even found a book on finding a job. Mrs. Perez enjoyed her visit to the library so much she knew she wanted her own library card.

Mrs. Jones gave Mrs. Perez an application form to fill out for her card. The library card wasn't fancy, but it was hers. Holding it made her feel proud.

Not Just Homework

It was almost dark when Mrs. Perez and Justo got home with the video and the books they had checked out.

"I can't believe that place," Justo said. "The library has everything we'll ever need!"

Many things can be learnt from the above story, which may include among the following

- The importance of having information resources for children and adolescents at home.

"Not quite," said Mrs. Perez. She winked at Justo. "It doesn't have anyone to write your report. You still have to do that yourself. "

Justo groaned. "I almost forgot that our library visit was because of my homework" "As a matter of fact," Mrs. Perez said softly, "the trip turned out to be more than that." She patted her son's hair. "Come on. Let's watch that video together."

From Glencoe Essentials of Reading Book 5 pp. 3- 6

Many things can be leant from the above story, which may include among the following:

- The Library has varieties of information resources for all subjects- an information store
- Classification of information resources
- Other library programmes
- How to be a member of a library

After teaching the use of library to young people, activity 4.2 below can be administered to them to be sure that they grasped the lesson

Activity 4.2: Testing knowledge of the library

1 In a piece of paper, draw a diagram of the library and level the areas:
(a) Entrance (b) circulation desk (c) non-fiction shelves, (d) fiction shelves (e) reference area (f) catalogue/subject index (g) periodical/magazine (h) book displays (i) library notices.

2 Write out the answers to the following questions
1. What are the opening hours of your library?
2. How long can you keep a fiction book?
3. Can any set of Dictionary/Encyclopedia be checked out from your library?
4. Where do you take the materials you are returning to?
5. Who assists you when you need help finding materials in the library?

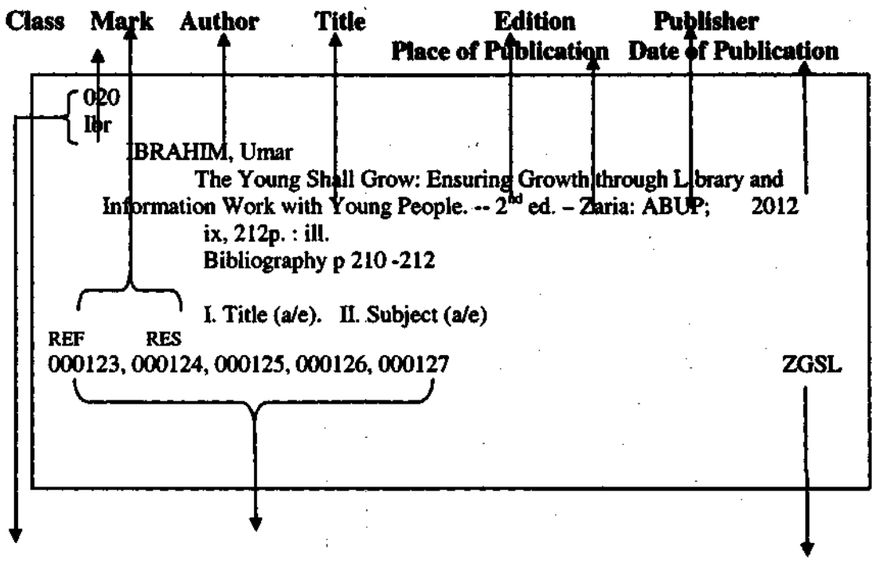
4.2.1 The Library Catalogue

The library catalogue is the key to the library resources. Therefore, adolescents should be taught how to use this key to unlock the library materials so as to get access to them. The catalogue contains detail bibliographic information enough to differentiate one book from another. Other essential pieces of information included in the catalogue comprises of accession number, which usually indicates the number of copies of a title in the library. Small abbreviated three letters are written on top of the accession number to indicate the section or area where the book can be located within the library. All library materials can be found in the library through the catalogue in three ways – title, author and subject. Before they can use the public catalogue properly, adolescents should be taught alphabetical order and arrangement, the use of guide cards and cross references.

Other things they should be taught about the catalogue include the use of author, title, etc. as access points to locating library materials, the number of copies the library has on a particular title and the section of the library the material in housed, i.e. reference, reserved or serial sections, including shelf location. Fig 3 below shows the types of information contained in a typical catalogue card.

Fig 3: Typical library Card Catalogue (Main Entry)

Location in the Library (REF = Reference, RES = Reserve)



Each book is supposed to have at least three cards made up of author, title and subject cards. Every card contains full bibliographic information enough to describe and identify the book, and also differentiate it from another. The bibliographic information may include:

- Entry line – author, title or subject heading under which the card may be filed in the catalogue
- Full information of the book – author, title, edition, publishers, place of publication, date of publication, number of pages, etc.
- Call number – first three letters of author's surname plus classification number
- Accession number – number normally given to books as they are acquired into the library

While fig 3above depicts author card, figs 4 and 5 below show title and subject cards.

Fig 4: Typical library Card Catalogue (Title Added Entry)

020
Ibr
THE YOUNG Shall Grow: Ensuring…… (Title Card)
IBRAHIM, Umar
The Young Shall Grow: Ensuring Growth through Library
andInformation Work with Young People. -- 2nd ed. – Zaria: ABUP; 2012
ix, 212p. : ill.
Bibliography p 210 -212

I. Title (a/e). II. Subject (a/e)
REF RES
000123, 000124, 000125, 000126, 000127 ZGSL

Fig 4: Typical library Card Catalogue (Subject Added Entry)

020
Ibr
LIBRARY SCIENCE (Subject Card)
IBRAHIM, Umar
The Young Shall Grow: Ensuring Growth through Library and
Information Work with Young People. -- 2nd ed. – Zaria: ABUP; 2012
ix, 212p. : ill.
Bibliography p 210 -212

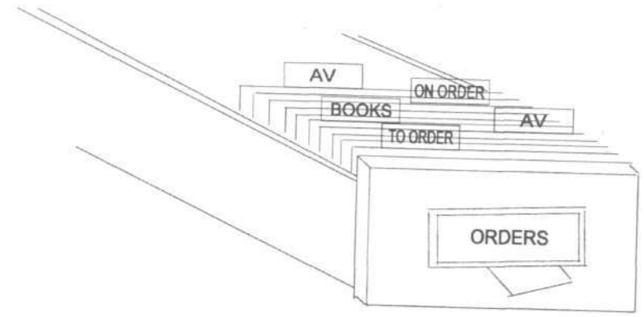
I. Title (a/e). II. Subject (a/e)
REF RES
000123. 000124. 000125. 000126. 000127 ZGSL

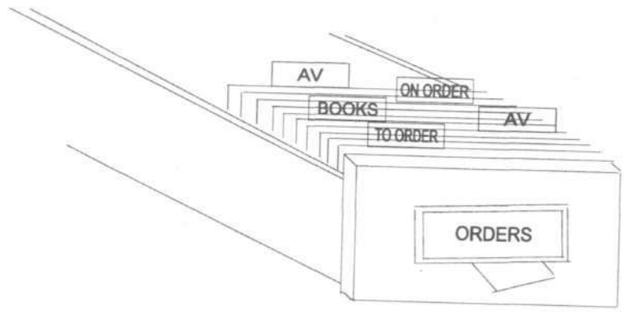
As can be seen, all the three cards contain the same information, the main difference between them being merely in the positioning. The author card is the main entry card with the author's name at the top line. The heading for each of the other two cards is merely added as the top line above the information contained on the main entry card.

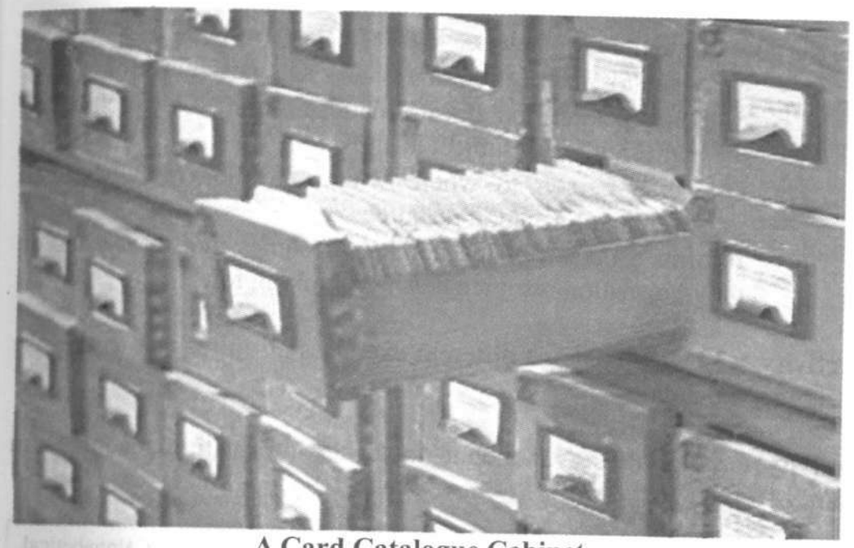
These cards all filed in catalogue trays of catalogue cabinet. In some libraries, the three cards are filed separately, i.e. title cards separate from author cards and subject cards in another catalogue cabinet, while in others, the title and author cards are mixed up and the subject cards

separately. Fig 6 below shows catalogue card trays with cards arranged alphabetically.

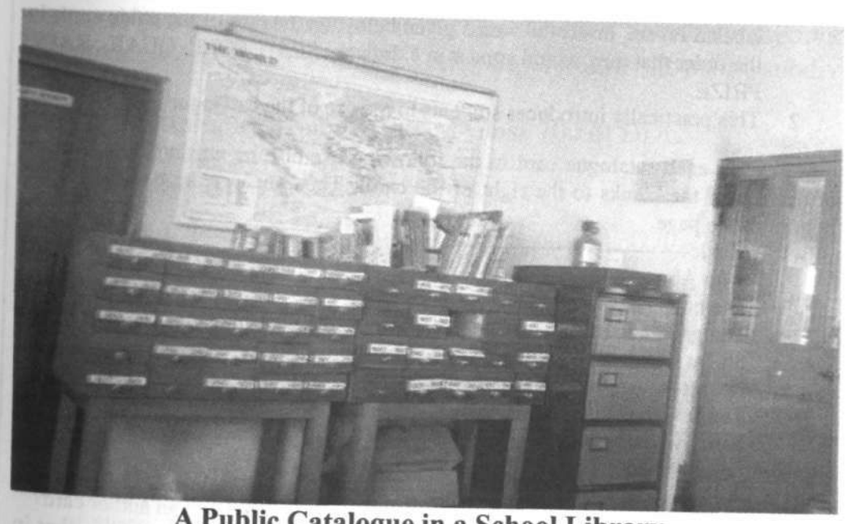
Fig 6: Catalogue Drawer containing Cards arranged alphabetically







A Card Catalogue Cabinet



A Public Catalogue in a School Library

The purpose of the library catalogue is to:

- Show the total collection of a library at a particular time
- Enable a person find an information resource of which either the author, title and subject is known
- Directs a person to where within the library he/she can retrieve the information resource
- Informs a person of the number of copies the library has on the information resource he/she is looking for.

Activity 4.3 below contains different exercises all in respect to the use of library catalogue

Activity 4.3: Using the Catalogue to locate information resources in library

1 An activity such as this will help students in understanding alphabetical order and guide cards. The cards shown below would all appear in a drawer labeled Po-se. Insert the words given below on the tabs of the guide cards in the order that they would appear in a drawer. SEAL, POLE, QUAIL, RAIN, PRIZE.

2 This practically introduces students to the use of the catalogue.

Identify each catalogue card in the following exercise by writing Title, Author or subject on the blanks to the right of the card. Then, answer the question at the bottom of the page.

Music----------
John Abu----------
The happy day----------
Things fall apart----------
Shehu Umar----------
Health----------
Too few for Drums----------
Essay writing----------
Umar Ibrahim----------
Social studies----------

3 How can you tell the difference between a subject card and an author card?

4 Does your library have the title, author and subject cards mixed together in the card catalogue or are they divided into section?

4.2.2 The Library Classification

Most libraries, including school libraries, classify their materials using Dewey Decimal Classification Scheme (DDC). Therefore, there is the need to teach adolescents the essence of classification in general, the use of notation and the broad and specific subdivisions of Dewey. Figure 7below shows the broad sub division of DDC:

Fig 7: Example of Main Classes of Dewey Decimal Classification Scheme (DDC).

000 – 099 Generalities	500 – 599 Science
100 – 199 Philosophy	600 – 699 Technology
200 – 299 Religion	700 – 799 Arts& Recreation
300 – 399 Social Sciences	800 – 899 Literature
400 – 499 Languages	900 – 999 General Geo & History

Taking an example from each area, the concept of specific could be introduced. For instant, 700 – The Arts can be further subdivided into other subject fields within the Arts. Fig 8 below shows the subdivision:

Fig 8: Example of subdivision of Class 700 of DDC

710 – Landscape & Civic art	760 – Prints & P/Making
720 – Architecture	770 – Photography
730 – Sculpture	780 – Music
740 – Drawing & decorative art	790 – Performing Arts
750 – Painting	

With children and adolescents in primary and secondary schools, the concept of Dewey Classification can be introduced to them in form of story. Below is a story on the above as narrated by Gowith (1987) and modified by the author

Activity 4.4: Story use to teach Dewey Classification

Mr. and Mrs. Dewey owned an eleven bedroom apartment with a big garage and a porch. Dewey acquired so many books as a result of their love of reading. The books were so many to the extent that they were scatted in his garage as a result of dumping them after reading. Very soon the garage became pack full with books of all kinds and subjects.

One day Dewey had some visitors and his wife served them some delicious food she prepared from recipes she read in one of the Dewey's books. A couple of months later, Dewey received other important guests and requested his dear wife to prepare the same menu. Unfortunately Mrs. Dewey told her husband that she forgot the recipes of the menu. Hence, she requested him to go into his garage and fish out the book amidst the hemp. Dewey tried all day and could not due to the fact that the books are too many and not systematically arranged. When Dewey complained to his wife on the difficulty in retrieving the book from the garage, the wife said "Dewey dear, if you are so good at inventing recipes, why don't you invent a recipe for instant book finding? Mr. Dewey was very proud of his shiny band head and the work that went on inside.

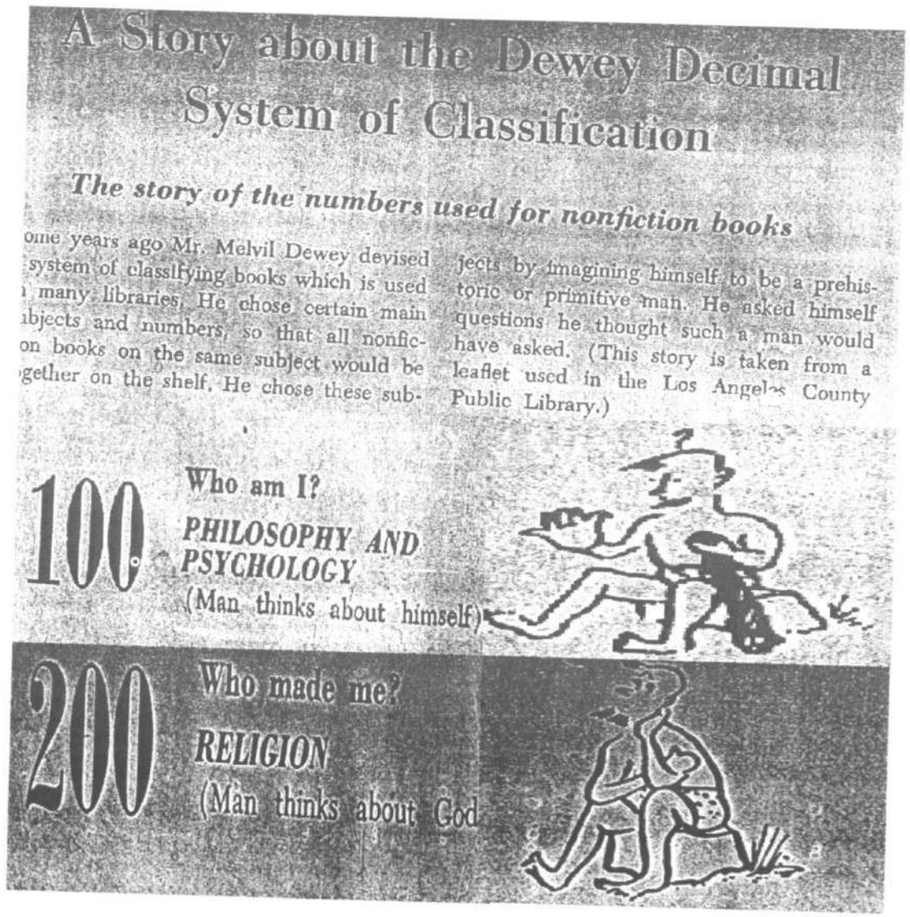
This encounter happened on Friday. So, the following day being Saturday and work free day, Dewey followed his normal weekend routine of relaxing and reading the daily newspapers in his garden. While reading the papers Dewey used to watch the beautiful trees and singing birds, and he will ponder about nature and environment. Dewey then thought of Saturday as a day of thinking and contemplation. Because of this, when Dewey retired to the house at the end of the day, he went straight into the garage and packed all books on thinking, logic, philosophy, psychology and information and moved them into the first of the eleven bedrooms. By Saturday night the room was full and he wrote on the door of the bedroom 100 Class.

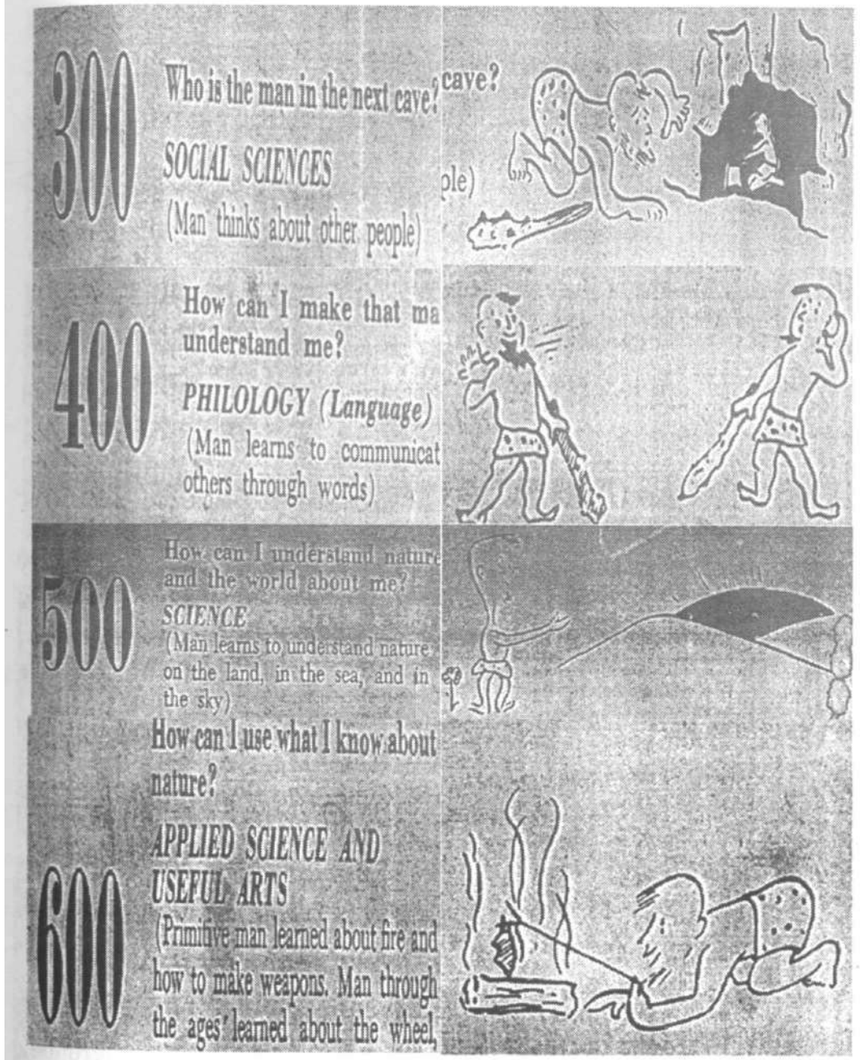
The following day was Sunday, after returning from Church service and realizing Sunday being a religious day, he found that he owned so many books on people's beliefs and religion and Mythologies that they needed a room to themselves. He thought that it was appropriate to move them on Sunday and thus packed out into the second bedroom and numbered it 200 Class. When he returned from work on Monday, Dewey thought of the day as a social day in which he met different people from different places and cultures. This made him moved from the garage all his books on politics, economics, etc. into the third bedroomand wrote 300 Class.

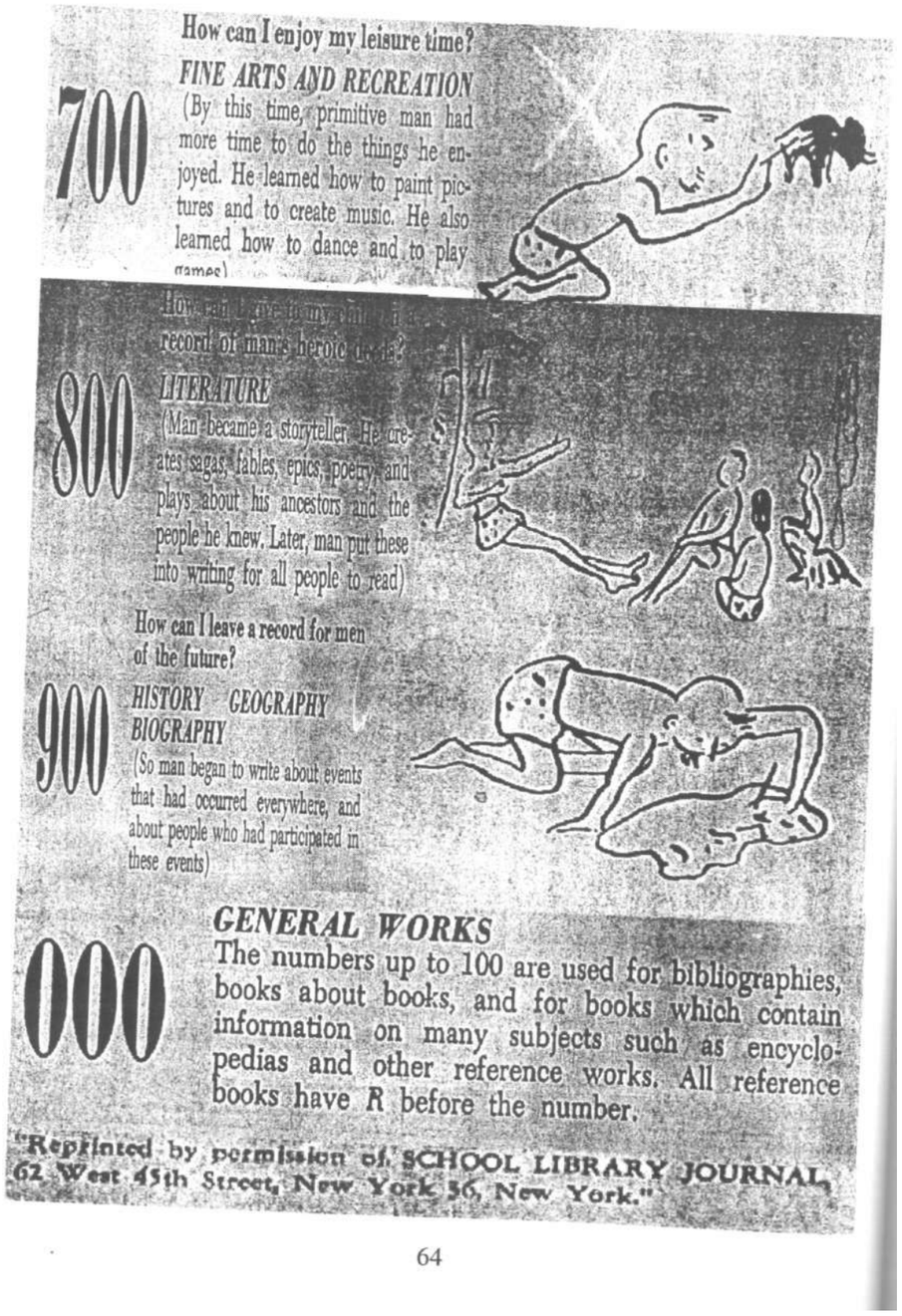
When the following day, Tuesday, Dewey went to work, he had people speaking different languages. He said "Aha! Today is the day for languages, so on his return he crammed all his books on languages- English, French, German, Arabic, etc. into the fourth bedroom and called it 400 Class. This was how Dewey sorted out his books and moved them into the rest of the bedrooms. He said proudly to his wife "That is all!" when he filled the ninth bedroom and named it 900 Class.

"Oh no!" she exclaimed. There are still great piles of books outside on every topic imaginable, and you've only used nine bedrooms. And Dewey inspected the remaining books and realizing that they cannot fit into any of the nine bedrooms, he called them generalia, which are like encyclopedias that cover lots of subjects and topics. "That's why you need a whole bedroom", said Dewey. So Dewey packed them in the tenth bedroom. However because the books gave him tough time he refused to name the bedroom he put them as 1000 Class, instead he named the room 000 Classes.

Another way of teaching Dewey Decimal Classification Scheme to young people as presented by the School Library Journal, 62 west, 45th Street, New York is as follows







Activity 4.5 below is designed to acquaint young people with the various classification marks of different subject groups.

Activity 4.5: Classification exercise

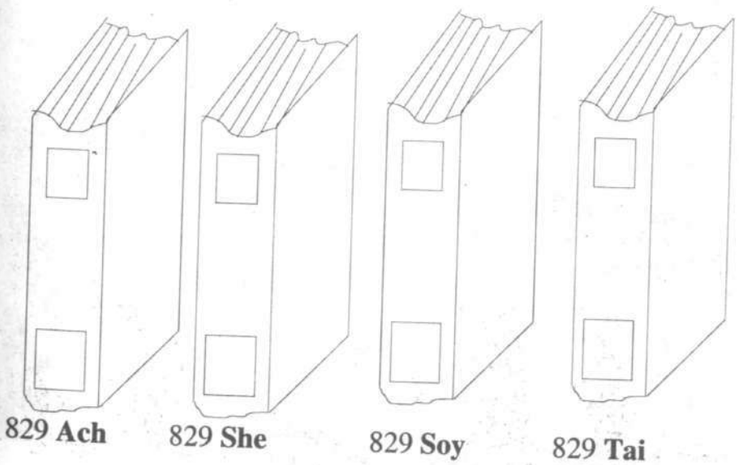
Write the main class name and number of these subjects:

1. Hausa----------
2. Nigerian History----------
3. Igbo Literature----------
4. Sculpture----------
5. Drawing & Decoration---------
6. Islamic Law……
7. Economic History----------
8. General Chemistry----------
9. Electronics----------
10. Environmental study----------

4.2.3 The Call Number

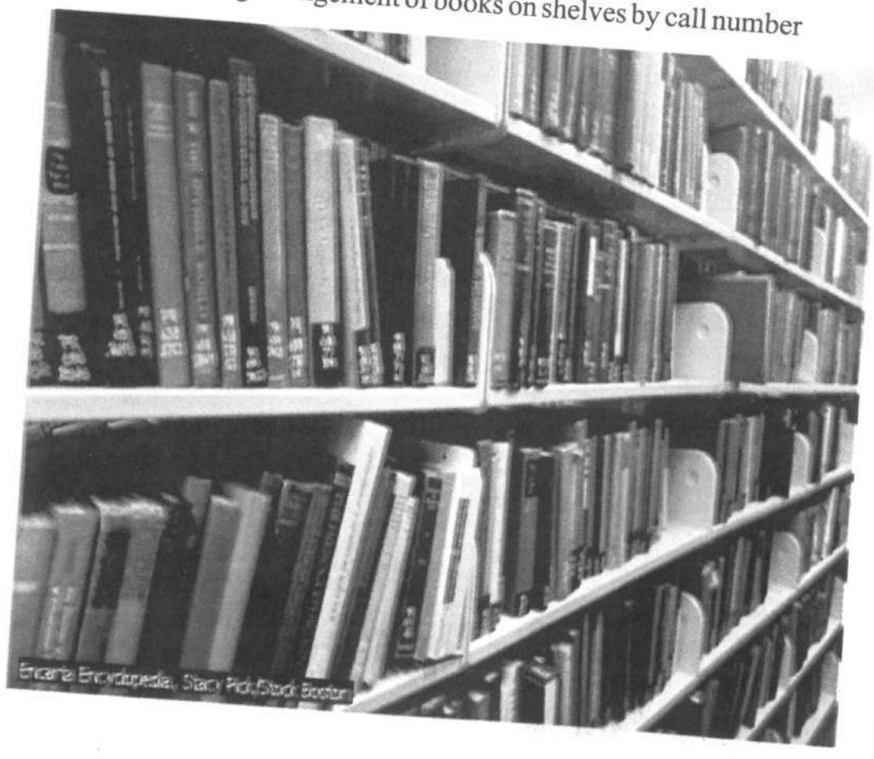
Adolescents need to be taught how to differentiate between class mark and call number andhow the call number on the catalogue is linked with the call number on the spine of the book. Fig 9 below shows a typical spine of a book with a call number written at the bottom of the spine.

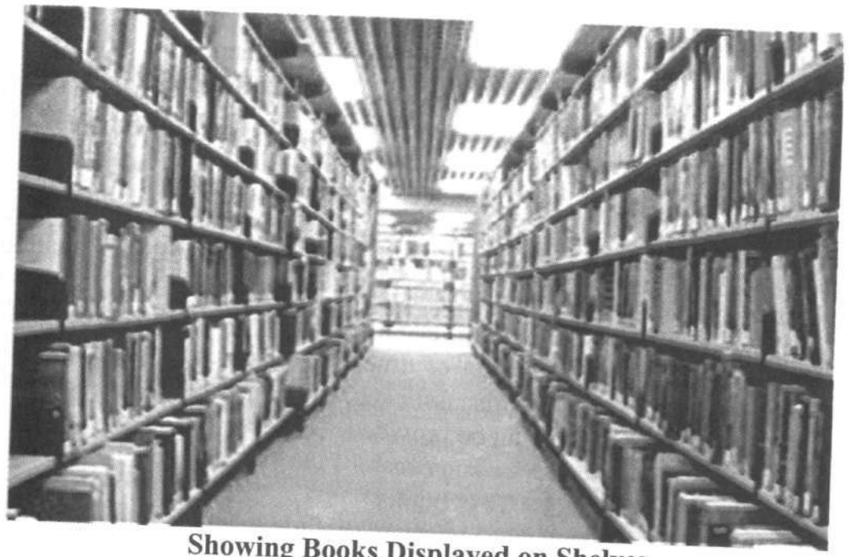
Fig 9: Showing Call Number on the spine of books



Books on the shelves are arranged chronologically by class mark and alphabetically by the call number. Using these two techniques, books on the same subject but written by different authors can be differentiated by their call numbers, e.g. books on literature with the class mark of 829, written by Achebe, Shehu, Soyinka and Tai would have the same class mark but different call numbers like 829 **Ach**, 829 **She**, 829 **Soy** and 829 **Tai**. All these books will be kept in one place on the shelf and arranged alphabetically by the first three letters of the authors. Arrangement is of great importance in the library because it is essential that the user should be able to locate any information resource as quickly and easily as possible. Fig 10 below is a typical library shelf containing books arranged according to call marks.

Fig 10: Showing arrangement of books on shelves by call number





Showing Books Displayed on Shelves



A Child Reading from One of the Books Picked from the Shelf

4.3 Bibliographic Services to Young People

The importance of the book to the development of children and adolescents cannot be over emphasized. Books are generally divided into two types: "The functional" book and the "literary" book. The functional books are the non-fictions made up of text books, monograph, reference books, etc, while the literary books are the fiction consisting of novels, short stories, etc. Bibliographic services here cover putting young people through various parts of a book and other print information resources such as magazine, newspaper, reference materials, etc. The knowledge on how to use each is very important to young people, so the teen's librarian should take a lot of time to explain each type. Attempt has been made below to discuss each, demonstrating the kind of bibliographic services that can be provided

4.3.1 Non-fiction Books – Text books

The young peoples' librarian should teach adolescents the different parts of a text book and the information they can get from each part. Knowledge of these will greatly assist them in using books effectively and retrieving information quickly. Different types of reading such as scanning, skimming, reading for detail and identify key points could be adapted to different awareness of implicit meaning and to draw conclusions.

In this regard, adolescents should know the full title page and what kind of information they can get from it. They should know that preface often specifies the structure or organization of the book, major points of emphasis, author's reason for writing, intended audience, etc. The structure of table of contents, appendix, glossary and index, etc., and their uses should be well explained. The goal for teaching adolescents about textbooks according to McWhorter (2007) is to:

- Become familiar with standard textbook formats;
- Use textbook features to facilitate learning; and
- Devise systematic approaches for textbook study

Activity 4.6 below can be administered as library assignment after learning the above

Activity 4.6: Parts of a Book

Put the number of the correct definition from column II in the blank in front of the words in column I

I	II
- Index	1. List of chapters in order of appearance
- Title page	2. The year the book was published
- Bibliography	3. The main body of a book
- Illustration	4. Alphabetical list of names and subjects usually found near the end of a book
- Glossary	5. Page with name of book, author and publisher
- Preface	6. Lists of sources used or referred to by an author
- Table of contents	7. Brief explanation of what the book is about
- Text	8. Dictionary of terms used in the book
- Copyright Date	9. List of pictures in the book with page Numbers where they are found
- Appendix	10. Additional materials found at the end of a book

4.3.2 Reference Books

The kind of services that is expected to be provided under this section covers impacting skills on young people on how to access, retrieve and use information from various reference resources. The first and simple reference resource to start with is the Dictionary. Here, young people should be taught how to look up words and their meanings; simple words, simple words in plural form, compound words, different spellings of same words. They can also learn how to look for meaning when a word has several meanings, how to use words in speech and writing; where to divide a word, pronunciation – British and American, words that are opposite in meaning. Other things they can learn from the dictionary include idioms, synonyms, proverbs, slangs, and finding other types of non-conventional information, such as chemical elements, weight and measurement, common fore names, family relations, etc.

Therefore, young people should be taught ways in which information is arranged in reference resources, because they are fact finding resources. They need to provide access to information easily and to aid retrieval quickly; hence arrangement of information in reference resource should be systematical. Most reference resources are arranged either alphabetically or chronologically. Thus, young people need to be coached on these types of arrangement, including the use of head words or guide words.

Reference books are of many varieties, so the young people librarian should teach them how to use each. Encyclopedia which gives more detail information on entire subject and guides the user through a life time of independent learning is also arranged alphabetically. Knowledge on how to use dictionaries will greatly simplify and aid the use of encyclopedia. Almanacs are annual publications that contain interesting facts and statistic which could be arranged alphabetically or chronologically. Other reference books include Atlases, Gazetteers, Directories, etc. The teaching of these to young people is quite necessary because it will enable them use much advance reference sources, e.g. indexes, bibliographies, abstracts, etc., at higher levels. Activity 4.7 below is planned in order to enable young people conduct research using different reference resources.

Activity 4.7: Using different reference resources

1 Research questions should be designed to enable them conduct research using variety of reference sources.

2 What source? This activity is to enable learners determine what reference source they would use to find information.

3 Fill in the following blanks with the reference source you would use to find the following information. Make your selection from the word given below:
Almanac, Atlas, Dictionary, Encyclopedia.

1. A definition of the word quiver.
2. A map of Nigeria.
3. The pronunciation of the word scrumptious
4. The roads you would take when going from Zaria, Gombe to Mubi
5. A list of the longest bridge in the world
6. To learn why an airplane flies

Activity 4.8 below tells a story on the use of the Directory as one of the reference resources.

THE YELLOW PAGES

Read how helpful the Yellow Pages can be when you are looking for information.

Special Delivery

It was 5:00 P.M. and Keith was hungry. He had not eaten since 11:00 A.M. He looked around the study room at the neighborhood center. He noticed his friend Susan looked restless, too.

Keith **stared** at her. Susan looked up. Keith waved and smiled. Susan smiled, waved back, and closed her book. Keith went to her study table.

"Are you hungry?" he whispered.

"Yes," whispered Susan. "Are you?"

"Very!" Keith whispered loudly. "I could eat a horse."

Susan laughed. "Horses are hard to catch."

"You're right," said Keith. "Let's go find something else to eat." Susan picked up her book and went outside with Keith.

"Thanks for inviting me. I really am hungry, but there's a problem," Susan said looking at her watch.

"Is it money?" Keith asked. "I can lend you some."

"Thank you," said Susan, "but I'm not short of money. I'm short of time. My sister is picking me up at 6:00 P.M."

"That's not a problem," replied Keith. "We'll eat at a place nearby."

Where to Eat

Keith looked up the street. Susan looked down the street. There were no fast-food places. There were no sandwich places. There were no pizza places. There were no places to eat at all.

"Did you drive to the neighborhood center?" asked Susan.

"No," said Keith. "I took the bus."

"So did I" said Susan.

"Did you see any **vending machines** inside?" asked Keith.

"Yes," said Susan, "but they have just candy. Candy would ruin my appetite. I'd rather eat something that's better for me.

"Like pizza," said Keith.

"With lots of cheese," said Susan.

"And green peppers and mushrooms," added Keith. "Do you like green peppers and mushrooms?"

"*I love* green peppers and mushrooms!" Susan exclaimed. "I like pepperoni, too," she added. "How about you, Keith?"

"Susan, a pizza has got to have pepperoni! I am getting *very* hungry. Too bad we can't have a pizza now."

Activity 4.8: Story on the use of the Directory as a reference resource

Susan's Idea

"We can, Keith!" Susan said as she dug in her purse. Then she dug in her pockets. "Darn!" she exclaimed. "Keith, do you have a quarter?"

"Sure," he said. "Why?" He looked puzzled as he put a quarter in Susan's hand.

"Think about it," said Susan. "Since we can't go to the pizza, we get the pizza to come to us. We'll phone and order one. Do you think they'll deliver it to the neighborhood center?"

"Why not?" said Keith. "They can deliver pizza to a home. Why not to a neighborhood center?"

Susan and Keith counted their money and found they had $8.50.
"Do you think that's enough?" asked Susan.

"I'm sure it's enough for a small pizza," Keith said. "I hope it's enough for a medium pizza."
"Me, too," said Susan. "Let's go find a phone."

Keith recalled seeing a phone inside, so they went back in the neighborhood center. The phone was in the **lobby.**

"Can you **recommend** a pizza place?" Susan asked Keith. "One that delivers?"

"No," said Keith. "The one 1 like is too far away. We want someplace close. That way we'll be finished with the pizza before your sister picks you up."

Using the Yellow Pages

"Hmmm," Susan said, "let's look under 'pizza' in the Yellow Pages."

Susan knew the **Yellow Pages Directory** was in **alphabetical order** by subject. Susan opened the directory to the P section. She flipped past pages with the word *Pictures* at the top. *Pictures* start with "pic." *Pizza* starts with "pizza." Susan knew z comes after c in the alphabet. She turned to the first page that had *Pizza* at the top.

"Good work!" said Keith. "Now what?"

Susan pointed to the first pizza place. "We could call Alonzo's Pizza," she said.

"Fine," said Keith. "I'll read off the number. You dial."

"Not yet," said Susan. "Alonzo's is across town. See, Keith. The address is below the name. Taylor Street is far away."

"You're right," Keith said. "Alonzo's wouldn't drive here."
Keith's eyes scanned the *A's,* the *Irs,* and the C's. He pointed to the first name in the D's.

"Damato's Pizza is not too far. See? It's at 1122 Prince Street.That's three miles away."

Susan looked where Keith pointed."Look. There's also a big display ad for Damato's. Read the last line," she said.

"We deliver anywhere, anytime," Keith read. "All right!"

Placing the Order

Susan placed the call. "How much is a medium pizza? Onewith green peppers, mushrooms, and pepperoni?" she asked. "Great! Can you deliver it to Harris Neighborhood Center at 30 Wilson Road? Fifteen minutes? That's fine. How will you know who wants the pizza?" Susan looked at Keith. He pointed to the door.

"No problem," she said into the phone. "You'll know us right away. We'll be the hungry people waiting on the front steps."

From Glencoe Essentials of Reading Book 5 pp. 47- 50

4.3.3 Literary Works

These are books of a general nature that are dealing with different subjects, diverse topics and different life experiences. They come in different forms: as novels, mystery fiction, science fiction, traditional history and romance fiction, etc. They also include current non-fiction, such as biography, literary classics, children cartoons, self-help books, etc. Other types of literary works such as play and poetry are also included here. If adolescents must enjoy reading, widen their scope, enlarge their horizon, enjoy their leisure time and lay foundation of a lifelong education, they should be taught how to use each type of the literary works.

The driving force in using literary works is the ability of adolescents to effectively describe the theme, plot, characters, style, and settings of each type they read. After reading any book, the adolescent should not only be able to identify the above mentioned but to relate the

story, locate the strong points and draw conclusion. Hence, from reading any book of literary works, many assignments connecting to different class subjects could be derived. For instance, difficult words could lead to the use of the dictionary; settings could lead to geography and the use of maps; characters could lead to essay, art works and drawing, etc. Activity 4.9 below is designed to be given to children and adolescents after reading a fiction book

Activity 4.9: Fiction Book Report

After reading a fiction book, fill in this report form

1. Title of the book----------
2. Author----------
3. Strong points: interesting? Exciting? Gripping? Thrilling? Tense? Sad? Funny? Warm and happy? Mysterious? Scary? Creepy? Wonderful? Exhilarating? Inspiring?
4. Where and when did the story take place?
5. Who was your favourite character?----------why?
6. What was the story line of the story?
7. Would you recommend this book for someone else to read?----------

Why----------

Activity 4.10 below is a story template that can be used as guide to reporting books and stories read:

Activity 4.10: Story Template

I. Theme
II. Premise
III. Setting
IV. Genre
V. Style
VI. plot
   a. Inciting Incident (the beginning)
   b. Reaching the Object of Desire (the end)
   c. Progressive Complications (the middle)
VII. Characters
   a. Character
VIII. Controlling Idea
IX. Storyboard Structure
   a. The Easy Beginning
   b. The Rough Middle
   c. The Easy End
   d. The crisis
   e. The Solution
   f. The Climax
   g. The Suspense

Activity 4.11 below is another sample of story template that can be used by children and adolescents to report stories and books they have read.

Other activities that can be done with regards to literary works may include tasking adolescents on different aspects of the passages. It is essential for adolescents to understand the use of transition devices such as cause – and- effect, time links, etc. Understanding the use of mechanics of writing, such as punctuations and related marks are also very important. The importance of *coma (,)* can be seen in the story of one King who wanted to set a prisoner free. But instead he got him killed because he wrote **"Kill him not leave him"** instead of **"Kill him not, leave him".**

Activity 4.11: Another Story Template

"Insert story title and byline here"		
Act I: Set up the story		
The setting		
The protagonist		
The imbalance		
The balance		
The solution		
Act II: Develop the action		
5-Minute Column	15-Minute Column	45-Minute Column
Turning point		
Act III: Frame the resolution		
The crisis		
The solution		
The climax		
The resolution		

Other activities that could be carried out under the above may include creating the author, character, role model, etc. files which will contain brief biography and other things about them. Tracking main ideas using a designed chart like the one below can also be used:

Activity 4.12: Template for tracking main ideas in books and stories

Setting	Characters	Conflict	Resolution	Others

4.3.4 Reading Aloud

Reading aloud is a planned oral reading of a book or print excerpt. Reading aloud forms a foundation for the early literacy framework. By having stories read to them, children and adolescents learn to love stories and reading. Reading aloud involves children and adolescents in reading for enjoyment and provides an adult demonstration of fluent reading. Reading aloud to children and young people widens their horizon and understanding about books and the written language. Adolescents develop a sense of story, increase vocabulary, and learn how texts are put together. They do not have to take responsibility for the mechanics of gaining meaning; instead, they are simply able to experience the satisfaction of obtaining meaning from reading. This will help establish a desire to become effective readers.

Purpose of Reading Aloud

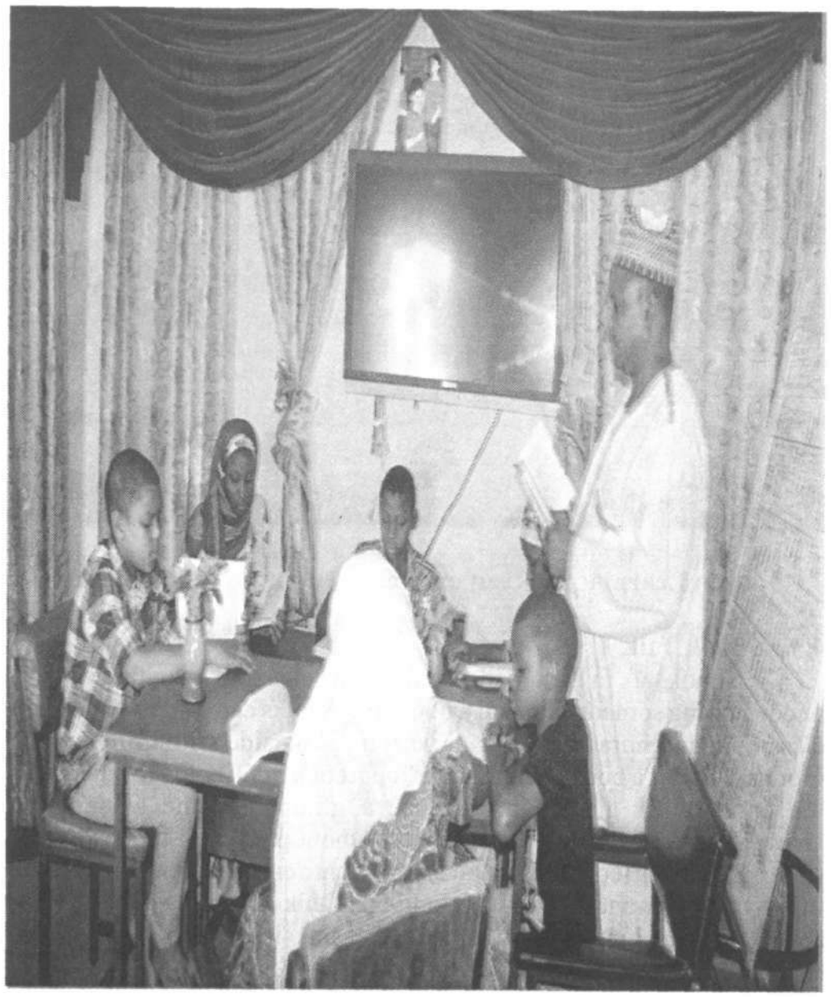
The purpose of reading aloud should among others be able to make:

- Listeners build listening and comprehension skills through discussion during and after reading.

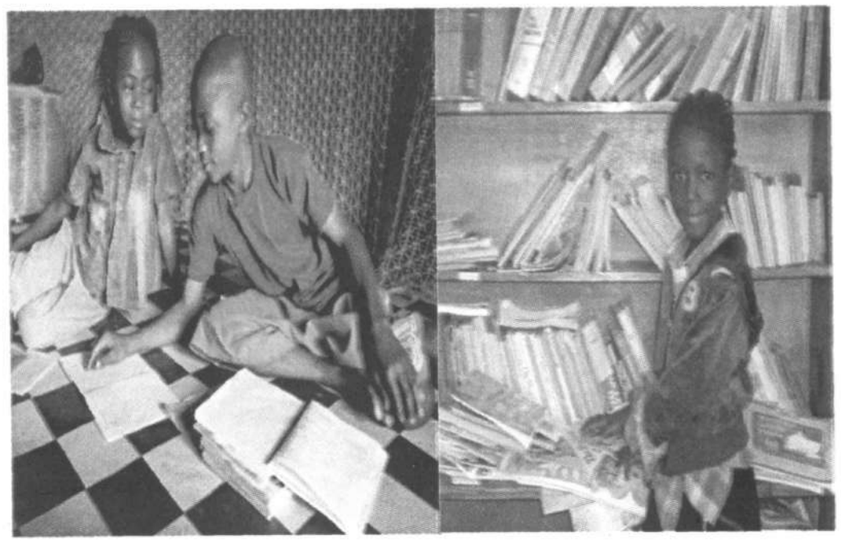
- Listeners increase their vocabulary foundation by hearing words in context.
- Listeners improve their memory and language skills as they hear a variety of writing styles and paraphrase their understanding.
- Listeners gain information about the world around them.
- Listeners develop individual interests in a broad variety of subjects and they develop imagination and creativity: what better way to build skills which foster inquiry?
- Reading aloud develop confidence in the young people reading
- Continuous reading aloud improves the speed of the reader.



A Teacher-Librarian Conducting Reading Aloud Programme to Young People in a School Library



The Author with Children in a Home Programme for the Promotion of Reading Habit



Children Learning to Read on their own in the School Library

4.3.5 Book Talk

A book talk in the broadest terms is what is spoken with the intent of convincing someone to read a book. Book talks can be conducted in a classroom and library settings or performed outside with different age groups. It is not a book review, book report or a book analysis, therefore the book talker gives the audience a glimpse of the setting, the characters, and/or the major conflicts without providing the resolution or denouement. Book talks make listeners care enough about the content of the book to want to read it. A long book talk is usually about five to seven minutes long while a short book talk is generally about two minutes long.

Purpose of a Book Talk

The purpose of a book talk is to:

- Motivate listeners in order to foster good reading, writing and speaking skills by encouraging self-directed learning through reading;
- Incorporate learning opportunities such as discussion topics, ideas for journals, papers, poems or other creative writing, panel discussions or presentations (visually and/or orally); and
- Book talk are commonly used by school and public librarians, teachers, and reading coaches, to get a reader interested in a book or to recommend similar books.

When creating a book talk, or editing a previously created book talk, the presenter needs to remember to keep the talk short and simple. The presenter needs to be able to grasp the audience's attention in the first sentence. Sonja Cole, host of the video book talk website Bookwink.com, recommends keeping a book talk for children to no more the seven sentences. Introduce the main character and setting in sentences 1 and 2, summarize the conflict in 3 to 5, and sentences 6 and 7 should get the audience thinking about what happens next in the story. When book talking, it is important to remember to connect with their previous experiences and engage with them. The presenter can also define and discuss the characteristics of the type of book talk and some audiences will benefit from a comparison of print and film versions and why the book is almost always better.



A Teacher-Librarian Conducting a Programme in a School Library

There are a variety of ways to approach a book talk. Lucy Schall author of many guides to book talks describes the following three common ways to perform a book talk for all ages:

- Sharing passages aloud and reader response
- Reflecting on specific passages for discussion or writing
- Preparing dramatic readings or performances

On the other hand, Caroline Feller Bauer offers the following unique alternatives to perform a book talk for children:

- Making and using crafts with children appropriate to the themes of your books
- Performing simple magic tricks to illustrate the themes of your books
- Using puppets to act out certain passages in a book, to give a book talk or to narrate a story.

4.3.6 Talk show

A talk show is usually a radio or television program that can be employed in a library setting. It is a situation where one person or group of people discusses their work or area of expertise or even various topics put forth by a talk show host. A Librarian can invite eminent personalities, such as authors, illustrators, editors, teacher, traditional ruler, and officials of organizations to give talk about themselves, their profession; what they do or any aspect of their life and achievements. The talk show can be in form of interaction, question and answer session or interview.

Purpose of a Talk Show:

The purpose of talk show is to:

- Motivate listeners to possibly adopt the presenter as role model.
- Provide opportunities to listeners to come into contact with personalities they have been hearing or reading about.
- Contribute to adolescent's academic success and emotional well-being.
- Promote exploration.
- Increase the power of imagination, listening and speaking.
- Develop the power of imagination which empowers adolescents to consider new and inventive ideas.
- Develop imagination to contribute to self-confidence and personal motivation as adolescents envision themselves competent and able to accomplish their hopes and dreams.

Activity 4.13 below is a story of Dave Thomas of Wendy's Fast Food who rose from grass to grace through hard work:

Activity 4.13: Talk show

Meet Dave

Almost everyone who watches TV has seen an ad for Wendy's fast-food restaurants. Dave Thomas is the man who stars in every commercial. However, Dave is more than the **spokesperson** for Wendy's. He is the one who came up with the idea for Wendy's and started this **fast-food chain.**

Dave's Early Childhood *Years*

Dave Thomas was born on July 2, 1932, in Atlantic City, New Jersey. Right after he was born, Dave was put up for **adoption,** and at six weeks of age he was adopted by Rex and Auleva Thomas. His adopted mother, Auleva, died when Dave was only five years old. After her death, Dave and his father moved a lot. Rex and Dave moved from state to state so Rex could find work.

As a child, Dave lived in many places and ate at many restaurants. He really enjoyed eating out. At a young age, Dave decided that he wanted to own a restaurant when he grew up.

Dave Starts Working

Because they moved many times, Dave often felt lonely as a child. Each time they moved he was the new kid on the block. This led him to dive into work at a young age. Dave started to work when he was 12. He delivered groceries in Knoxville, Tennessee. Before he was 13, he was at his second job. This time he worked at Walgreen's. He was fired from this job because his boss found out that Dave was not 16 years old.

He was still only 12 years old when he took a job at the Regas Restaurant. He was a hard worker. Sometimes he worked up to 12 hours in a shift. The Regas brothers, who owned the restaurant, treated Dave like family.

Leaving School

When Dave was 15, he was working in a restaurant in Indiana.

His family was getting ready to move again. Dave decided to stay behind. He rented a room to live in and started working fulltime. He dropped out of high school. He thought he could learn more by working than by going to school.

Many years later, he was able to get his GED diploma. Today his diploma hangs proudly in his home. In interviews, you will hear him talk about the importance of staying in school.

Dave's Adult Years

Sometime later, Dave joined the army. He was one of the youngest men to manage an enlisted men's club. After he completed his enlistment, he went to work at the Hobby House. This restaurant was where he met a waitress named Lorraine. In 1954, they were married.

In 1956, Dave and his boss, Phil Clauss, opened a new restaurant. It was called the Ranch House. At the Ranch House, Dave met Colonel Sanders. Colonel Sanders was the man who started the Kentucky Fried Chicken restaurants. Phil bought some Kentucky Fried Chicken restaurants. He asked Dave to work for him at Kentucky Fried Chicken.

Four of the stores that Phil bought were not doing well. Dave worked hard at all four of these stores. Soon all four were doing better. Phil bought four more Kentucky Fried Chicken stores. They also did well. Phil made Dave a part owner. In 1968, Phil and Dave sold the restaurants for over 1 million dollars. By the age of 35, Dave was a **millionaire.**

Dave was then ready to open his own restaurant. On November 15, 1969, Dave opened the first Wendy's Old Fashioned Hamburgers. This first restaurant was in Columbus, Ohio. He named it after his eight-year-old daughter. Her real name was Melinda Lou, but her older brothers and sisters called her Wendy.

In the beginning, Dave did not have many items on his menu. The first restaurant had hamburgers, chili, French fries, soft drinks, and Frosties.

Other restaurant owners did not think that Dave would do very well. Dave surprised them all. In 1973, Dave decided to sell his ideas for the Wendy's restaurants. This way, other people could also open and run Wendy's restaurants.

Franchising

Dave was franchising so much that in the first 100 months ofdoing business more than 1,000 Wendy's restaurants were opened. Today, Wendy's restaurants are found all over the United States. They are also found in 34 other countries. The idea that started out as one restaurant in Ohio has grown into more than 4,800 restaurants around the world.

Dave Today

Today, Dave keeps very busy with the charities he supports. He has given a lot of time and money to many charities. Some of the ones he has given to are St. Jude Children's Research Hospital in Memphis, Tennessee; Children's Hospital in Columbus, Ohio; Children's Home Society of Florida, and the Ohio State University Cancer Research Institute in Columbus, Ohio.

However, the cause that means the most to Dave is adoption. In 1990, Dave was asked by the White House to be a national spokesperson for child adoption. Dave Thomas is not only a wealthy businessman; he is also a generous person who believes in giving to people in need.

From Glencoe Essentials of Reading Book 5 pp. 11- 14

Activity 4.14 below is a story about Lewis Payne. He was a young man going nowhere. Then he found a new job and new hope. Read to find out what turned him around.

Activity 4.14: Another example of Talk show

Time to Think

Lewis sat quietly and watched the others at the Payne family **reunion.** Everyone was eating, drinking, and laughing. It was a good party, but Lewis wasn't having a good time. The boss had cut his hours again, and Lewis couldn't shake his bad mood.

"I can't make it on 20 hours," he thought. "I've got to get another job."

Hard Times

Lewis had been getting by on part-time work since he quit school. He mowed lawns and stocked groceries. He drove a delivery truck for a while. And he worked at his uncle's store sometimes, too. But most of his jobs didn't last.

Lewis felt like he was going nowhere. He still lived with his mother. He couldn't afford to pay rent. For three years he had been talking about getting his own place. He had hoped for a steady job with good pay, but he didn't have much hope these days.

And now he wished he hadn't come to the reunion. He didn't feel like talking. He didn't even try his Aunt Martha's potato salad. And when he heard the others laughing, he just felt worse.

"What's up, Lewis?" asked his brother, Joe. "Want some of that potato salad?"
"No, thanks," said Lewis. "I'll get some later."

"We're going to play some ball when we finish eating. You want to play?"

"I'm too tired. 1 worked all day," said Lewis as he walked away from Joe. He went over to watch the kids on the playground.

"I wish 1 was a kid again," he thought. "Kids have it easy. 1 thought it would be great to be grown up. We used to brag about having our own money and doing what we wanted to do. But I've got nothing to brag about now."
Then Lewis heard his Uncle Curtis telling a story. Lewis used to think Uncle Curtis was cool. But as an adult, he saw his uncle in a different way. Curtis was talking about a new job. It sounded great, but Curtis always had something great coming up. He was going to go to **community college.**

He was going to learn carpentry. He was going to be promoted to **foreman.** But his plans never worked out. After all these years, he was still more

"Uncle Curtis is all talk," thought Lewis. And then he thought about all the years he had wanted to be just like his uncle. "Well, I am like him," he thought. "I'm going nowhere, too."

New hope

The next morning he was still thinking about it. On his way to the car, his neighbor, Mr. Walker, called out.

"Hey there, Lewis, I've got a tip for you," he said. "They're hiring over at the Department of Parks. My daughter told me about it. She works in the office. You ought to go over there."
"Yeah, sure," said Lewis. "Thanks."

Lewis wasn't in the mood to talk, but he thought about the job all day. And the next day, he went to City Hall. They were hiring maintenance workers. Lewis tried to read the job description. It had some hard words on it. He told the woman behind the desk he had left his glasses at home, and she read the application for him.

The job sounded pretty good. It was outdoor work, and Lewis had experience mowing lawns and driving trucks. He decided to apply. That night, his mother helped him with the application form. The next day he took it back to City Hall.

A City Job

Lewis was on the job within a week. The pay wasn't great, but the job was full-time with benefits. Lewis liked his boss, and the boss seemed to like Lewis, too. In fact, when Lewis went to the office to pick up his first paycheck, the boss gave him a suggestion.

She said, "You're a hard worker and a smart young man. You could have a good future if you had an education. Why don't you go back to school? You can even study on work time. Let me know if you want to try it."

Lewis had never liked school. And he sure didn't want to go back now. He knew the boss was right that he wouldn't get a better job unless he improved his reading and writing. He could read well enough to get by, most of the time. But to get a goodjob, Lewis knew he would have to be able to read directions. He might need to fill out forms and keep records, but he would rather do almost anything than go back to school.

But his boss kept asking. She said, "You could get a tutor. You wouldn't have to go to class."

Lewis thought, "I owe it to her to give it a try." So he made a call to the literacy program.

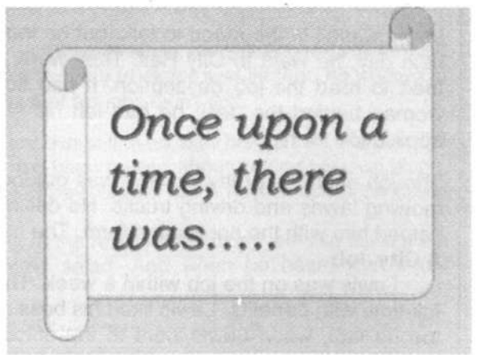
On His Way Up

A month later, Lewis was meeting his tutor two afternoons a week. They hit it off pretty well. And Lewis felt a lot better about his reading already. "Maybe I'll get my GED," he thought. "Then I could get a better job with the city. I'm on my way. There's no stopping me now."

From Glencoe Essentials of Reading Book 5 pp. 95- 98.

4.4 Story Telling





From: onitsha.diglib.ku.edu

Storytelling is often started by the word "s-t-o-r-y, s-t-o-r-y" or "once upon a time". Storytelling is one person telling others of events in words, images and sounds, often by improvisation or embellishment. The story can be of a real event or it can be made up. Stories have been shared in every culture as a means of entertainment, education, cultural preservation and in order to instill moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view.

Purpose of Storytelling

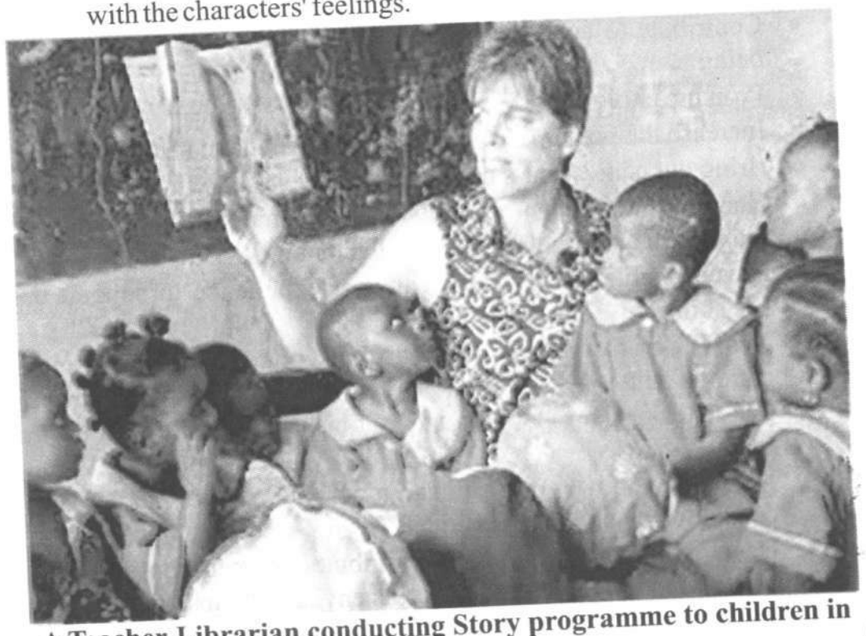
Stories usually:

- Contribute to adolescent's academic success and emotional well-being.
- Promote exploration.
- Increase the power of imagination, listening and speaking.
- Bring out adolescent's unique expressiveness
- Heighten adolescent's ability to communicate thoughts and feelings in an articulate and lucid manner.
- Have benefits that transcend the art experience to support daily life skills.
- Help in our fast-paced, media-driven world to nurture and remind children and adolescents that their spoken words are powerful, that listening is important, and that clear communication between people is an art
- Develop the power of imagination which empowers adolescents to consider new and inventive ideas.
- Develop imagination can contribute to self-confidence and personal motivation as adolescents envision themselves competent and able to accomplish their hopes and dreams.
- Provide social experiences that help to bind participants into a community and also build positive relationships among participants leading to socialization

Characteristics of a Good Story:

Good stories should have the following:

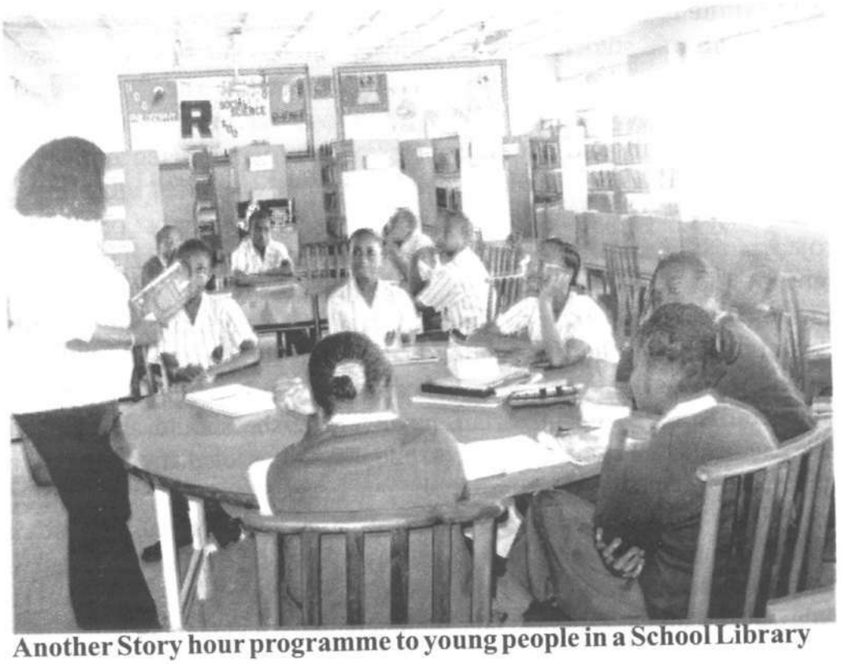
- Single and clearly defined theme with a well-developed plot
- Style should have vivid word pictures, pleasing sounds and rhythm with dramatic appeal
- Design to appropriateness to listeners and kept as brief and simple as possible
- Stimulate their senses so they feel, smell, touch and listen and see vivid pictures.
- Describe the characters and settings, and help them sympathize with the characters' feelings.



A Teacher-Librarian conducting Story programme to children in a School Library



Another Story hour Programme to Young People in a School Library



Another Story hour programme to young people in a School Library

4.5 News Group

Current information can only be derived from Newspapers, Magazines, and news from electronic media. Therefore, it is necessary to form within the school, news group. The work of this group is to source news from these media and shares it with the rest of the members.

Under book talk, Storytelling and activities discussed above, members are asked to periodically sit together and read aloud books. In another instance, a member may be requested to stand up among members and give a talk on a book they have already read. Here, members should be introduced to the idea of naming the title author, place of publication, publishers, date of publication, theme, sub-themes, characters, and etc. of the book to give a talk on. Story telling is of course a situation where a member will give an account of some happenings.

4.6 Guide to Research

Pupils and students in both primary and secondary schools need to be introduced to various sources of knowledge early. They need to know how to evaluate books and learn how to look for information by using primary, secondary and tertiary sources of information. Hence the teen's librarian should come up with programmes that would help the students to do independent research. An independent research, most often called project work, is an extended and autonomous learning activity based on a given topic. After the research is conducted, the adolescent is expected to make a presentation of the outcome orally or as a written report. This research work may be done individually or as small groups. Although, the research work is going to be conducted in the library under the guidance of the teacher-librarian, however, he/she should always liaise with classroom teachers in order to identify areas of difficulties and to plan effectively.

They can be asked to conduct research on personalities such as Martin Luther King, Malcolm X, Ajayi Crowder, Sheikh Usman bn Fodio, etc. and events like Durbar and other traditional festivals. The goals of research activities are to teach adolescents how to explore different sources of information, steps involved in writing and

presenting research reports, as well as ways of documenting sources used or consulted in conducting the research (references and bibliographies).

4.7 Drama/Film show

Occasionally, adolescents and children should be exposed to film/drama shows. However, whichever film or drama they are exposed to should be educational. In order to make it educational and build skills of reading film/drama and not just watching, adolescents and children should be made to undertake certain activities after watching dramas and films. These activities should include being able to identify the theme, plot, settings, characters, etc. They can also be encouraged to perform short dramas themselves

In just watching drama or film many educational activities could be undertaken across many class subjects. For instance, Arts subject can be practiced by asking adolescents to draw, make painting, collage, etc. of characters, costumes and places depicted in the drama or film. Geography can also be learnt by making them to make a follow- up of described places, weather and environments using maps, atlases, etc.

4.8 Exhibitions and Displays

This activity calls for periodical display within the school and library of items that are of educational values. Such exhibits could be books, comic stories, newsmagazines, etc. Other materials that could be displayed during the exhibition could also be traditional and cultural resources, students' works and school achievements. The exhibition can be mounted in the school library, school assembly hall or any other very important place. In the school library bulletin boards could be used to display students' best art works, essays and other related assignments. The displays can even serve as a way of beautifying the library. The exhibition can be mounted by outsiders, such as book publishers and vendors, authors, traditional institutions, etc. and can be mounted during specific periods, say School Open Days or "Book Open Week".

The exhibition calls for close cooperation between children/adolescents, teachers and parents, who should all be encouraged to participate. Lessons should always be emphasized in all exhibitions

and follow-up activities be designed for children and adolescents to undertake.

Exhibitions and displays are very important in the sense that they are a way of advertising and sharing information. They can also supplement lessons going on in classrooms by gathering, displaying and highlighting related materials. Thus, exhibitions and displays should always have central theme and several supporting ideas, with the main theme boldly indicated and illustrated. Only materials relevant to the theme should be selected and more importantly only best of these materials should be included for the exhibition or display. It should not be forgotten that one of the goals for this exercise is to attract young people to whatever is being displayed or exhibited. Certainly, if the exhibits being displayed are not very well in all aspect of quality, such as colour, beauty, etc. the desired objective may not be achieved.

4.9 Puzzles, Riddles and Jokes

"All works without play makes Jack a dull boy" says an English adage. Puzzles, riddles and jokes are very important instructional materials that can be used in library to entertain library users. They can also be used in classroom to ensure smooth teaching/learning process. Puzzles according to Slocum (2009) are games of skill and intelligence of which solving often provides a rewarding experience, helping the solver to think in a new way. On the other hand, riddles are difficult or confusing questions presented as problems to be solved. While Jokes are stories, anecdotes or anything said or done to provoke laughter. Puzzles, riddles and jokes range from crosswords, words search, and brain tizers to spot the differences. They can also be difficult questions and problems that require critical thinking to solve or decipher meanings. Both according to Ibrahim (1999), are presented to:

- Challenge the user's reasoning power and intuition, leading to sudden creative leaps of the mind, and leading to short, elegant solutions to seemingly impossible problems.
- Challenge growing minds, making learning enjoyable and making children/adolescents more ready to learn. Naturally, the more they enjoy learning the more they would want to learn.

- They are indeed brain-twisters; they first baffle and then delight both problems solving adults and children alike
- Children/adolescents cannot concentrate very long upon one subject; they can also easily be bored during library and classroom periods. Using puzzles, riddles and jokes the boredom can always be relieved and their attention obtained.
- There is no doubt that library/classroom periods that are full of teaching aids juxtaposed with puzzles, riddle and jokes would carry along the young people and sustain their interests throughout the period no matter how long they may be.
- Children and adolescents also undergo much frustration and disappointment, they experience many anxieties which are hard for them to master. Through puzzles, riddles and jokes, they can alleviate their difficulties, transform the painful into enjoyable, turn something ridiculous, make light of failures, and pardon their own frustrated strivings.
- Much learning in different subjects, fields and various topics within subjects can be stimulated with amusement and pleasure by using important and meaningful puzzles, riddles and jokes.
- At the heart of Mathematics is a constant search for simpler ways of proving theorems, solving problems and teaching concepts. Slocum (2009) notes that while most fields of Mathematics have created puzzles for both academic study and recreational use; recreational puzzles have also led to important development in Mathematics. For instance, the fields of Topology and graph theory have their origin in the analysis of a popular puzzle by Swiss Mathematician Leonhard Euler. The puzzle is to find a path over the seven bridges of Konigsberg, Germany without traveling over the same bridge twice. Logic puzzles require deductive reasoning with little or no numerical calculation.
- One beauty of puzzles, riddles and jokes is that some of them can be adjusted to the interest and abilities of small group of children and adolescents can equally be used to the advantage of slow learners, average and gifted children.

- Puzzles, riddles and jokes are no doubt essential learning aids because they play, the intrigue, they reward and they teach. So it is very important that teen's librarians and teachers always select the appropriate times when ideas or skills are being taught or reviewed.

There is no doubt that well planned library/classroom periods impregnated with various activities including puzzles, riddles and jokes can make learning meaningful, pleasant, delightful and enriching. Therefore, young people librarians and teachers should always emphasize the purpose of and responsibility of learning something from the puzzles, riddles and jokes, and like any instructional material the success of these puzzles, riddles and jokes is highly dependent on how it is used. Thus, if puzzles, riddles and jokes are to play any role, it should be given at the right time, for the right purpose. Activity 4.15 below presents some extracts of puzzles, riddles and jokes

Activity 4.15: Some puzzles, riddles and jokes

- What starts and ends with "T" would think for a long time, would try all avenues in order to answer the riddle. When they finally give up as too difficult problem and you tell them the simple answer Teapot, they would laugh and demand that another riddle should be thrown to them again.

  The story of the unripe coke is a good joke that is told children in order to show to them the ills of illiteracy and to encourage them to learn. The story is about a school boy who bought two bottles of soft drinks for his illiterate parents (Coke & Fanta) three days later the son saw the coke hidden under the bed. He was surprised and asked his father, "Papa, why are you keeping the coke I bought for you the other day?" And the father answered "My son it's not my fault, it was not ripe enough so I kept it for it to ripe".

- The use of mock news can be employed for this purpose, e.g. "Mr. Ostrich has called for the need to implement family planning among his fellow birds. He said this while on an official visit to fowls community in the market. He stressed the fact that this will limit the number of scavengers, bastards and thugs among them. He cited an example of agricultural fowls which are always treated with care, confined to a duplex cage and always healthy and good looking while replying, the head of the community. Chief Cock, asked the president of Birds, Mr. Ostrich to help them in finding lasting solution regarding their mass killings especially during festival".

- Popular mock news that is used for learning about mosquitoes in Biology is thus "We mosquitoes are not cowards. Everything is set for the father of all wars. Be it chemical, biological or nuclear. Human beings think they can just kill us as they like. Mark you, we are all living things, we fear no one. Even with their deadly (insecticide) weapon missiles (broom) we are fully armed and ready for combat. These are the word of mosquitoes Chief of Army Staff, General Anopheles". He said these when his counterpart from the bees kingdom. Field Marshal stinging Bee, paid him a courtesy call, replaying Stinging Bee pledge his country's full support on the forthcoming father of all wars. Earlier on in his welcome address, General Anopheles thanked Marshal Bee for his country's cooperation and exchange programme in military experience. He however blamed human beings for their pride coupled with their high technological ideas which motivates them into producing deadly insecticides". Perhaps the mock news also portrayed the feelings of animals towards human beings and their actions.

- A puzzle that is used to teach students linear equations is that of some birds in which some are perching on a tree while others on the ground. Those on the ground said to those on top "if only one of you can come down, our number will be equal". Those on top replied "if only one of you would come up we would be twice your number". The question is, how many birds are on top and how many are on the ground?

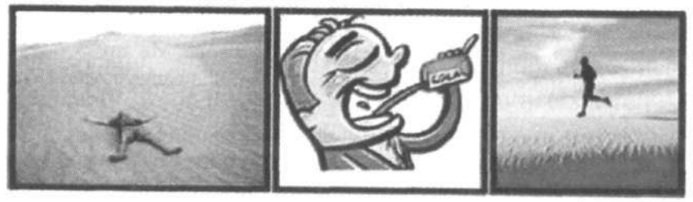
- Another puzzle used on teaching linear simultaneous equation is that of a herdsman who counted his sheep by counting their legs and dividing by four. He also kept track of his cows and chickens by counting both legs and heads. If he counted 78 legs and 35 heads, how many cows and chickens did he own?

- Another type of sequential-movement puzzle is the *river-crossing puzzle,* first described by Alcuin in one of his 9th-century texts.The puzzle as modified by this author presents a farmer who has to transport a goat, a hyena, and some corn across a river in a boat that will only hold the farmer and one of the cargo items. The question is how will they cross the river? In this scenario, the corn will be eaten by the goat, and the goat will be eaten by the hyena, if left together unattended. Solutions to river-crossing puzzles usually involve multiple trips with certain items brought back and forth between the riverbank. In this respect the farmer will leave behind the hyena and the corn together while crossing with the goat. The reason being that hyena doesn't eat corn. The farmer will then come back to pick the corn leaving behind thehyena. On crossing with the corn, he will drop it and return back the goat to the side he left the hyena. He will now pick the hyena, cross with it and leave it with the corn. The farmer will finally come back and pick the goat and there they go.

- While this puzzle can be presented to smaller children and slow learners in order to improve their reasoning power and their solving techniques,a modified and harder puzzle of three witches with their three babies who are also to cross a river which has one canoe that can carry only one witch and her daughter can be presented to adolescents, adults and gifted children. The rule her is that if any witch leaves behind her daughter, the others would eat her up. Like the above mentioned puzzle the solution to this also involve multiple trips with certain items brought back and forth between the riverbank.

A disappointed salesman of Coca-Cola returned from his assignment to Saudi Arabia.

A friend asked, "Why weren't you successful with the Saudis?"
The salesman explained, "When I got posted, I was very confident that I would make a good sales pitch.
But I had a problem. I didn't know how to speak Arabic. So I planned to convey the message through three posters.



First poster : A man lying in the hot desert sand totally exhausted and fainting.
Second poster : The man is drinking Coca-Cola.
Third poster : Our man is now totally refreshed.
And then these posters were pasted all over the place.

"Terrific! That should have worked!" said the friend.

"The hell it should have!" said the salesman.
"No one told me they read from right to left!"

WILL YOU BE THERE?

A man checked into a hotel. There was a computer in his room, so he decided to send an e-mail to his wife. However, he accidentally typed a wrong e-mail address, and without realizing his error, sent the e-mail. Meanwhile .Somewhere in Houston, a widow had just returned from her husband's funeral. The widow decided to check her e-mail, expecting condolence messages from relatives and friends. After reading the 1st message, she fainted. The widow's son rushed into the room found his mother on the floor and saw the computer screen which read: . . . . . To: My Loving Wife Subject: I've reached Date: December 31, 2007 I know you're surprised to hear from me. They have computers here and we are allowed to send e-mails to loved ones. I've just reached and have been checked in. I see that everything has been prepared for your arrival tomorrow. Looking forward to seeing you TOMORROW!

Make Me Laugh

Big Question!

While visiting England, George bush is invited to tea with the Queen. He asks here what her leadership philosophy is. She says that it is to surround herself with intelligent people. He asks how she knows if they're intelligent. "I do so by asking them the right questions," says the Queen. "Allow me to demonstrate."

She phones Tony Blair and says, "Mr. Prime minister. Please answer this question: your mother has a child, and your father has a child, and this child is not your brother or sister. Who is it?" Tony Blair responds," It's me, Ma'am."

"Correct. Thank you and good-bye, sir," says the queen. She hangs up and says, "did you get that, Mr. Bush?"

"Yes ma'am. Thanks a lot. I'll definitely be using that!"

Upon returning to Washington, he decides he'd better put the Chairman of the Senate foreign Relations Committee to the test. He Summons Jesse Helms to the White House and says, "Senator Helms, I wonder if you can answer a question for me."

"Why, of course, Sir. What's on your mind?"

"Uhh, your mother has a child, and your father has a child and this child is not you brother or your sister. Who is it?"

Helms hems and haws and finally asks, "Can I think about it and get back to you?"

Bush agrees, and Helms leaves. Helms immediately calls a meeting of other senior Republican senators, and puzzle over the question for several hours, but nobody can come up with an answer. Finally, in desperation, Helms calls Colin Powell at State Department and explain his problem.

"Now look here, son, your mother has a child, and your father has a child, and this child is not your brother or your sister. Who is it?"

Powell answers immediately, "it's me, of course, you dumb cracker."

Much relieved helms rushes back to the White House and exclaims.

"I know the answer, sir! I know who it is! It's Colin Powell!"

And Bush replies in disgust, "Wrong you dumb shit, it's Tony Blair!"

Pull out from Daily Trust of

4.10 Quiz/Debate

As part of co-curricular activities quiz and debate function actively in showcasing children and adolescents hidden talents in curricular activities. While quiz is a test of knowledge in the form of short or rapid series of questions in which contestants compete against each other for prizes, debate is an organized public argument on a specific topic. Both quiz and debate are organized in order to:

- Measure mental ability
- Test intelligence and achievements
- Assess performance in academic areas
- Assess power of eloquence and persuasion
- Assess individual accomplishment

Therefore, young people librarians should liaise with teachers to promote the above activity. Apart from supporting the school's Quiz and Debating society, the librarian can also conduct the activity with different groups in the library and on different subjects, events and areas

4.11 Special Library and Information Services

Special library and information services are the type of services purposely designed and provided to targeted audience or during special occasions. Such targeted audience could be young people with disability, teens living with HIV/AIDS, teenager parents, slow and gifted adolescents. Special occasions could be extensions services, holiday programme, e.g. summer reading programme, guidance and counseling. Others could be Book Week, National/State/School or Community Library Week, Storytelling Festivals, etc.

4.12 Strategies for the provision of library and information service

Library and information services serve as appetizers. They are designed to stimulate diverse interests in children and adolescents for life-long learning and development. Therefore to effectively and efficiently provide the above mentioned services to children and adolescents, adequate planning and preparations are required. Thus, the young people librarian needs to adopt the following strategies for the preparation and presentation of any type of library and information service.

- **Lesson Plan**

Teaching is organized in three phases: pre-active, interactive and post-active. These three activities are all captured in a lesson plan. Lesson plan means a practical outline of a topic to be taught in a period.

It provides an overall statement of achievements to be realized and the methods by which these are to be attained, including the activities to be engaged during the period or after. For these to be successfully carried out, teachers are expected to prepare any topic, unit or concept to be taught. Therefore, a lesson must be planned. While there are many formats for a lesson plan, most lesson plans contain some or all of the following elements, typically in the order presented below:

- Subject, Topic of lesson, Class, Time and Date
- General/Specific Objectives, which may be behavioural(what the student can do at lesson completion) or cognitive (what the student knows at lesson completion)
- Presentation: selecting and arranging the subject matter - the *set* (or lead-in, or bridge-in) that focuses students on the lesson's skills or concepts
- Methods and procedures for presentation, including list of required materials – Teaching aids; pictures, models, etc.
- Summary, where the teacher wraps up the discussion
- Review questions, including classroom activities and assignments
- Evaluation, Analysis component the teacher uses to reflect on the lesson itself —such as or what worked, what needs being improved

Thus, using the above listed elements, the young people librarian is supposed to plan the presentation of any library and information service. Any service to be provided should first be broken into topics and units

The Importance of the Lesson Plan:

- Provides guideline to pupil – teacher during teaching
- Provides awareness of teaching objectives and structure of content
- Helps the teacher to perform teaching and the activities in a planned direction
- Presents contents in sequence

- The use of teaching aids, techniques, strategies and tactics is pre-determined in the presentation of the content
- Relates teaching activities with learning structures
- Prevents the teacher from deviating from the topic
- Determines suitable areas of reinforcement and controlling the student behaviour during teaching
- A well-developed lesson plan reflects the interests and needs of students.
- It incorporates best practices for the educational field.
- The lesson plan correlates with the teacher's philosophy of education, which is what the teacher feels is the purpose of educating the students

– **Profiling:**

This activity should rest squarely on the school librarian in conjecture with those in charge of managing literacy or readers' clubs. The school librarian should watch members of the club closely in order to pin-point the area of interest of each member. It will indeed interest school librariansand patrons to see that members have varying literacy needs. While some may be inclined to fictions, adventure stories, realistic stories, biographies, other may like poems, folktales, and yet others may prefer current events, news stories, etc. Profiling helps to properly direct members to their desired goals. It also helps to group members under common interests, thereby serving them effectively and efficiently.

– **Management:**

Adoption of effective management techniques is very necessary if reader clubs are to be successfully sustained. It is, therefore, important for school librarians and those in charge of readers' clubs to have not only management skills, but also qualities such as true love of children, knowledge in children's literatures and library resources.

It is very important to state here also that school librarians and managers of readers' clubs should set up effective feedback mechanism. This will no doubt serves as a means of measuring and evaluating not

only members' performances but also activities and procedures. Assignments, assessments and follow-ups should carefully be used.

– **Preparation:**

Once a particular service is chosen for presentation and a lesson plan drawn, adequate preparation needs to be made. The teacher-librarian should spend plenty of time with the chosen service, which can be book talk, storytelling or teaching different parts of a book. It will take a considerable period of time and comprehensive understanding before a service becomes your own. Therefore, the school librarian should:

- Go over the lesson plan of the topic to be presented several times, first for pleasure, then with concentration.
- Analyze the appeal, the word pictures the listeners are to see, and the mood you wish to create.
- Research its background and cultural meanings.
- Live with the topic until the characters, setting and whatever the adolescent should know become as real to you as people and places you know.
- Visualize it! Imagine sounds, tastes, scents, colors. Only when you see the topic vividly yourself can you make your audience see it!
- Gather the necessary teaching aids and plan the steps and stages to use them

– **Rehearsal:**

The school librarian should take enough time to rehearse any library and information service before presentation. It is said that practice makes perfect. The school librarian can rehearse the topic to be presented by reading over and over again first to himself and then to a select group. Some rehearsals can be audio or video recorded so that the school librarian can later go over the tape for possible corrections

– **Presentation:**

The final strategy for the provision of any library and information service is presentation. Therefore, the school librarian should present

his/her library and information service using the steps outlined in the lesson plan. Following the objectives to which the library and information service is set to achieve, the school librarian can use teaching aids and evaluation to deliver. It should be noted that a good lesson plan and rehearsal can be marred by bad presentation. Like teachers are urged to have total control of their classroom, so also teacher-librarian should have their library lesson periods well managed

4.13 Library and Information Service for Young People with Disabilities

Physically challenged, a term that supersedes handicap and synonymous to disability is defined as an inability to perform some or all the tasks of daily life or a medically diagnosed condition that makes it difficult to engage in the activities of daily life. According to the World Book Encyclopedia (2004), "some people are born with disabilities, while others develop them later in life. There are, however, many types of challenges or disabilities; both physical and mental, and they vary greatly in causes, degrees and treatments. Common disabilities include blindness, deafness, and deformity, loss of limbs, mental illness, mental retardation, muscular, nervous and sensory disorders".

The World Health Organization (WHO) estimates that there are approximately 19million disabled people in Nigeria. Furthermore, Yeo (2005), Barron and Amerena et.al (2007) affirm that disabled people constitute one of the poorest, socially excluded and marginalized groups within the Nigerian society. Hence on 30th March, 2007 the Government of Nigeria signed the UN Convention on the rights of persons with Disabilities.

The issues of physically challenged people and disabilities are accorded a human rights status by many international bodies such as United Nations, World Health Organization, UNESCO, UNICEF, etc. Therefore, these issues are no more charity and welfare matters as often portrayed. The status attained by disabilities made libraries to, over the years, integrate the matter of physically challenged people into their service provision. In fact, libraries have included mentally impaired, aged and prison inmates among people with disabilities. In line with this, libraries and library associations have come up with policies and

guidelines in order to adequately serve this category of people. For instance, the International Federation of Library Associations adopts in principle the right of people with a print disability to equitable access to information through all library and information services, and promotes the observation of current international and territory disability discrimination legislation. In addition to adopting the above, IFLA further makes the following recommendations:

1. That all library and information providers, as part of their core services, put in place services, collections, equipment and facilities, which will assist individual users with a print disability to access and use resources that meet their particular needs for information.
2. Library and information service providers consult individuals with a disability, and groups representing them, in the planning, development and ongoing delivery of services.
3. That the best services are provided by professionals who are aware of the needs of, and service options for, people with a print disability.
4. Library and information service providers to ensure that staff are adequately trained and available to work with users with disability, and support career-long professional development and formal library and information studies programs, which will facilitate the strengthening of equitable library and information services to people with disability.
5. Library and information service providers supports efforts to ensure the best level of access and utility to existing and emerging resources by people with a print disability through service agreements, referrals and sharing of resources between library and information services; and between these and other organizations specializing in services targeted for people with a print disability, whether government, corporate or voluntary.
6. Library and information service providers encourage the establishment and development of a global library of accessible materials.
7. Library and information service providers ensure that copyright legislation does not hinder the equal access by people with a print disability to information from all libraries and information providers.
8. In meeting legislative requirements, library and information service providers should ensure the observation of universal design principles, guidelines and standards to ensure that library and information services, collections, equipment and facilities meet the identified needs of users with disability, which include:
   a. the production of collection material and equipment for people with a print disability - whether produced by commercial, government or voluntary agencies;
   b. the design of catalogues, databases and guides to resources;
   c. the design and creation of accessible websites and accessible web-based resources;
   d. the development and application of hardware and software;
   e. the construction of buildings and signage; and
   f. the building safety and emergency procedure.
9. To promote the implementation of the statements in this document, library and information service providers encourage: Decision makers at national and local levels and the library community at large to develop organization-wide disability action plans for the continued development of their services to persons with a print disability, and all funding bodies to adequately resource library and information services for persons with a print disability.

4.14 Provision of Library and Information Service to Young People with Disabilities

Every library including school and public libraries should be committed to providing equal access to their services and facilities for all users as well as people with disabilities. Physically challenged young people should be made to take full advantage of all facilities and services in the library and should not be at disadvantaged in any way. Therefore, library and information services should be designed not only to educate, inform and entertain people with disabilities but that those services

should equally contribute in ensuring that the conditions of the everyday life of people with disabilities are the same as, or as close as possible to, norms and patterns which are valued in the general community. Consequently, the designed programs and services should be administered to promote the participation of people with disabilities in the life of the local community through maximum physical and social integration into that community. Below are some suggested library and information programs and services that can be offered to physically challenge young people.

- Physical access to the library and its collections should include:
  - The physical layout of the buildings which should try to remove mobility difficulties and allow the use of wheelchair regarding entrance to the library, toilet and collections areas
- Facilities that should be provided in the library for physically challenged young people should include:
  - Library Catalogue terminals with large format keyboards and key guards to assist those with fine motor control difficulties
  - Library Catalogue terminals with large screen monitors to assist users with visual impairments
  - OPACs in large-print, with voice output.
  - Scanners, text-to-voice and mind-mapping software
  - Suitable furniture and fixtures; height adjustable tables and chairs
  - Fixed and Portable induction loops for those with hearing impairment that require the assistance of an induction loop desk-top video magnifiers (with colour filters).
  - Hand held lenses magnifiers
  - Talking-book players (machines on which to play books and magazines recorded on four-track cassettes), as well as standard two-track cassettes.
  - Cassette players (machines on which to play books and magazines recorded on two-track cassettes), that is, a standard commercial cassette player.

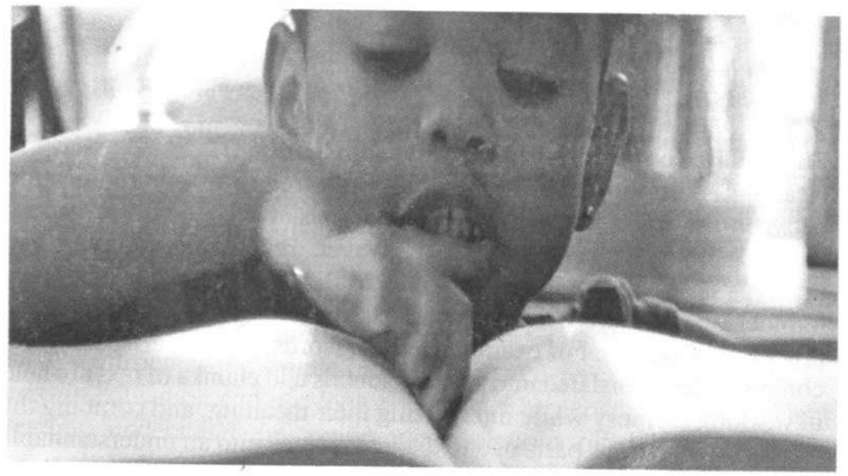
  - Illuminated CCTVs (magnifiers using a television screen to display print of varying sizes and contrasts).
  - Microfiche enlargers (magnifiers using a television screen to display enlarged microfiche).
  - Voice-output devices - software for use with computers.
  - Optical Character Recognition devices such as the Kurzweil Reading Machine, and the Robotron.
  - Braille-output devices: Braille printers.
  - Versabrailles (a device which produces paperless Braille).
  - Page-turners
  - Reading stands
  - Shopping trolleys
  - Carry-bags
- Collections for people with disabilities should include:
  - Large-print books - for both adult and junior readers.
  - Talking books, audio magazines and newspapers
  - Large-print magazines and newspapers.
  - Computer files of text.
  - Braille and other tactile materials, braille and MS Word formats
  - Audio-descriptive videos.
  - Library information leaflets available in large print
  - High-interest/low-vocabulary materials
  - Tape-and-text kits
  - Well-illustrated materials
  - Music collections
  - Audio materials
- Staff for people with disabilities. Like young people librarian (Teacher-Librarian), librarians working with physically challenged should possess the following qualities:
  i. Understanding of the unique developmental needs of young people with disabilities

ii. Flexibility to follow the changing needs and interests of young people with disabilities
iii. Outgoing person who can communicate with young people with disabilities
iv. Knowledge of all media, including books and resources in all formats for young people with disabilities
v. Highly interested in young people with disabilities and their problem and working with them

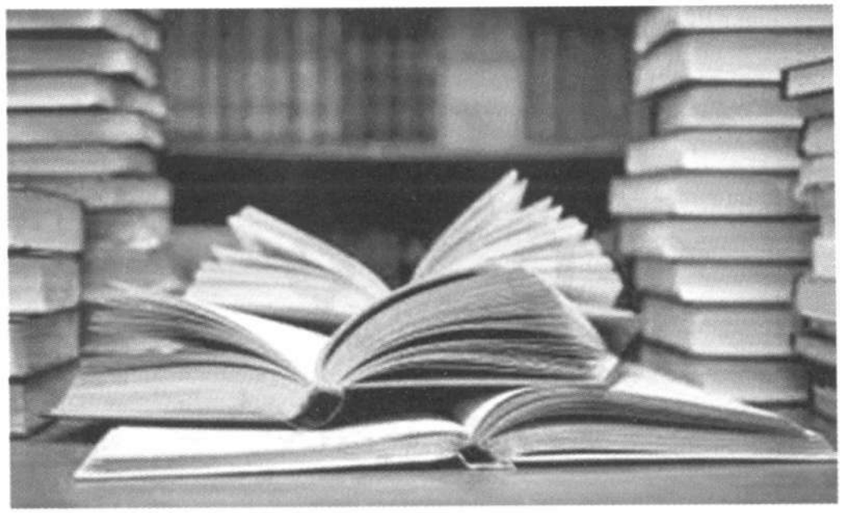
Chapter Five

Reading Habits/ Culture





"All of his novels were so fast-paced that the reader was compelled to turn the pages in a non-stop effort to reach the end of the book. The final page often produced a totally unexpected plot twist that would invariably leave even his most die-hard fans surprised" (Chinelo and Jubal)



Books are meant to be read

"Some books are to be tasted, others to be swallowed, and some few are to be chewed and digested."- Francis Bacon

5.1 The Concept and Importance of Reading

Reading is a term that is often simply referred to as communication between the mind and the printed materials, which involves getting meaning, message and thought. However, reading is complex and involves series of activities. According to Berk (2005), while reading, a number of skills are used at once, tasking all aspects of information process and system. For example, letters, words, phrases are perceived, combined and translated into speech, sounds and chunks of text are held in working memory while interpreting their meaning, and combing the meanings of various parts of a text and passages into an understandable whole. This is why Holderness (2002) describes it as an activity characterized by the translation of symbols, or letters, into words

and sentences that communicate information and mean something to the reader. Thus, reading as it is today is seen beyond mere getting meaning or message. Itis perceived as the sum total of skills, processes and activities involved in getting information from printed and non-printed sources. Consequently, reading involves among others, comprehension, questioning, criticism, understanding, ruminating, analyzing, thinking, etc. Becoming a proficient reader is no doubt a complex process.

Habit is described as a repeated action which one does very often and regularly, sometime without knowing, that becomes permanently part of him and cannot do without it. Habit is a fundamental part of every human and is a contributory factor to practically every aspect of living. It is necessary as sounded by Offiong (2010) to be cautious of the habit we imbibe so that it leads us in the right direction, because as the saying goes "habits die hard". While habit is individualistic, culture is collective. It is a way of life, especially the general customs, and beliefs, of a particular group of people at a particular time. Reading habit is therefore the primacy of reading in an individual; someone that reads always and cannot do without reading, or the cultivation of an attitude and the possession of skills that make reading a pleasurable, regular and constant activity. If individuals in a society share this primacy of reading and have possessed the skills and constantly read, the society is said to have a good reading culture.

The importance of reading to individuals and society cannot be over stated. First, reading is an important part of human communication and according to Sambo (2004) life-long learning starts when schooling ends and a brief reflection will make one realize that life-long learning is not possible without reading. Reading enriches the readers' imagination and stimulates their intellective growth faster. Those that can read easily communicate with minds that are not within the immediate environment and reading comprehension is a means of acquiring knowledge and information from books. Success at school, especially at higher level depends largely on the ability to read and understand. Therefore, reading habit is identified as the simple most important determinants of student's success in education and life-long endeavor. Learners that are competent in reading understand the grammatical relations of words, sentences, literal meaning, and sequence of events, re-state events, express in their

own words, answer direct questions, infer deeper meaning and understand the difference between main ideas and supportive ideas. Also, reading stimulates, expands, enriches and provokes the mind, which lead to research and ultimately to invention or productivity. More importantly, reading leads to education, which in turn leads to knowledge and wisdom. It is popularly said that knowledge is power, so by extension reading is power.

According to Grayling, a British philosopher, the love of reading is far more important in freeing the mind, shaping thought, accumulating wisdom and unleashing the creative forces of a people than all the technical education in the world. He said "to read is to fly: it is to soar to a point of vantage which gives a view over a wide terrain of history, human variety, ideas, shared experience and the fruits of many inquiries". The goals of reading are wide-ranging, but essentially the reader aims to understand the meaning of a written text, evaluate its significance, and use what he or she has read to enhance his or her knowledge, effectiveness, or pleasurable. Reading is indeed, one of the mind's most complex achievements, adequately described by the cognitive psychologist Ulrich Neisser as "externally guided thinking".

Versi (2011) aptly recommends that it is high time that the African is released to explore his full potential and the quickest and least expensive way to do these, as other nation have proved, is to inculcate an insatiable desire to read and to provide sufficient materials to feed this desire. He further recommends a roll-out of libraries across the continent and government should support and subsidize publishers and thinkers like the heroes they are and place them on pedestals. After all, books and writers of books do what nothing else can – they free and empower the mind.

5.2 Promotion of Reading Habit/Culture in Africa

Every nation in the World is today concerned with the level of literacy of its citizens. Therefore, every government makes deliberate efforts at ensuring that its population is not only well educated but well informed. To achieve this, most nations come up with a range of projects to support the promotion of reading habit/culture amongst children, adolescence, in particular, and the broader community in general. The

Developed Countries have gone very far in this direction to the extent that their societies have undergone transformation, from literate societies to literary societies, and today, from information societies to knowledge societies. Similar efforts have also been undertaken by the developing countries. Developing countries across Africa have established different programmes and projects for the promotion of reading habit/culture. For example, Minds Across Africa Schools Club (MAASC) initiative was an action research project based at Makerere University in Uganda and Malawi. Working with both teachers and pupils, reading in English was promoted through the distribution of series of comic books (and charts) which children were encouraged to read alone and in groups.

MAASC was launched in 1998, and initially operated in 150 under-privileged schools in Kampala. It sought to demonstrate how the learning process can be improved at primary school by encouraging children to read and write on their own. The MAASC project was based on the following three hypotheses:

- Providing an informal, interactive forum to children will lead them to improve their reading and writing skills;
- Making available literature, suitable to children will create interest in reading, writing and speaking out and lead to children's enjoyment of the learning process;
- Conditioned in-put focused on desired values will lead to children's acquisition of life skills.

In order to test these hypotheses, children's clubs were established in the participating schools. These clubs engaged in several child-led activities such as debates, discussions, exhibitions, and drama. Their underlying purpose was to address barriers and challenges in the children's schooling experiences and educational process. In line with this, four comic book series and five newsletters were provided to the clubs for use by the children. These formed the basis of their club activities. Children were also given opportunities to test themselves, compete against each other, and produce their own stories, letters and photographs in order to reinforce their interests.

Another example of project directed at promoting reading habit/culture in Africa is the Reading Tent Project, which was based at Egerton University, Njoro, Kenya. Launched in January 2000, it aimed to develop and improve good reading habits and skills at 10 primary schools in Kenya with 1500 pupils by:

- Running its own library: At the project library children were exposed to proper library and information seeking skills. They were assisted to select books, read, solve word problems and have interactive teaching/learning I.T. sessions by project staff.
- Classroom reading and IT lessons: Local primary schools were encouraged to set aside specific time (within school hours) for reading. The project supported this initiative by lending the schools story-books to read during this lesson. On alternate weeks, there were IT sessions, which were run for the schools at the University.
- Mobile reading tents: Once in a month, on Saturdays, tents were pitched in one of the participating schools. Between 9.00a.m. and 4.00 p.m. children from the school are able to read the library books, listen to poetry recitals, hear stories being told, play in the IT corner, as well as have fun with face painting, drawing, and educational games. There were also reading competitions with prizes.

Another yet important major achievement in the promotion of reading habit/culture in Africa as reported by Rosenberg (2003) was the result of an International Book Fair held in Zimbabwe in 2001 with the theme: "Changing Lives: Promoting a Reading Culture in Africa". The significant outcome of this fair include among others:

- The sponsoring of three sessions on strategies for targeting readers, strategies for promoting readership, and policy implication for developing a reading culture by the Association for the Development of Education in Africa (ADEA) Working Group on Books and Learning Materials.

- A revelation of a daunting picture of what needs to be done to encourage book reading by young people especially and adult as well.
- The starting of a *Compendium of Successful Reading Projects* in Africa; it was reported at the beginning of 2002 that over 30 entries had been made.
- Among the successful reading projects in Africa reported by the compendium include: ***Born to Read***: a reading awareness programme aimed at mothers, their new born babies and toddlers, ***Want to Read and Zambia's Readathon***: reading competitions for primary- school children, ***READ:*** implementation of book-based literacy instruction in South African schools, ***a five-day reading clinic*** in Ghana, ***book boxes*** for primary schools in Kenya, and ***Reading Tents*** in Tanzania and Zambia.
- After the completion of the compendium, it will be used to promote African exchange of information about strategies that have proven to be effective in the promotion of reading.



5.3 An Overview of Reading Habit/Culture Promotions in Nigeria

Concerned with the poor reading habit of Nigerians, various and successive Governments, Non-Governmental Organizations (NGOs) and international bodies have made many efforts toward inculcating sustain reading habit and establishing future reading culture among the Nigerian populist. These efforts started as far back as the 1930s when the adult education and literacy programme began. Although the history of Adult education and literacy dates back to the 1930s, major grounds were only gained when the government of President Shehu Shagari launched the first National Mass Literacy Programme in 1982. However, the failure of the programme led to its re-launching in 1992 by the government of President Ibrahim Badamasi Babandiga. This time around a National Commission for Mass Literacy, Adult and Non-formal Education with an Executive Secretary was inaugurated.

Laudable initiatives as they were, the two programmes failed to succeed because they were merely designed just to combat illiteracy. No plans were made to consolidate the newly acquired skills of reading and numeracy and develop them up to the point where they can read on their own for pleasure. Because of this, Fayose (1997) notes that many new literates relapse into secondary illiteracy before they are able to master the skills acquired from literacy classes. The programmes also failed because they were directed towards adult in the exclusion of children and youth, and no strategies were put in place to sustain and thereby inculcate reading habit/ culture among the Nigerian populist.

However, the first known early projects that could be associated with the promotion of reading habit/ culture in Nigerian is the Onitsha Market Literature. Onitsha Market Literature is a term coined to reflect Nigerian indigenously published pamphlets that contained stories, plays, moral discourses, and other forms of popular literature. For the first time the production of these different forms of literary works provided armful reading opportunities to the Nigerian populace and they were used to improve reading interest.

Another very important effort made towards promotion of reading habit/culture in Nigerian was the leadership provided by publishing enterprises, championed by Heinemann Publishing Company. In 1962, Heinemann founded the African Writers Series. The project undertook

the publication of series of books by African writers, which served as a vehicle for some of the most important African writers, such as Chinua Achebe, Ngugiwa Thiongo, Steve Biko, etc. to be heard and ensured an international voice to literary. The African Readers Library of the African Universities Press, the Nelson Rapid Readers , Longman's Palm Library for young Readers, Evans of Africa Library, Macmillan's Pacesetters series, etc. were others writers series that flourished in the 1960s, 70s and 80s. Similarly, Literamed Publications Limited publishers of Lantern Books, is Nigeria's leading children's book publisher and its imprint, has become a household name in Nigeria and throughout West Africa. It publishes textbooks by established authors in line with approved curriculums and story books which function as a springboard for young readers; Lantern Books caters to West African youth from pre-school through secondary education. Today, Lantern Story Books has expanded into seven series: Adventure, Folk Tales, Fairy Tales, Health, Heroes, Bible Stories, and Literary. Each series is further divided into age groups of 4-7 years, 8-12 years, 13-16 years, and 17 years and above. Most of these titles serve double-duty, both as leisure reading and as literature texts used in Nigerian schools.

North Regional Literature Agency (NORLA) is an agency that also played a very significant role in the promotion of reading, especially in the northern Nigeria and particularly in Hausa and other prominent languages in the area. NORLA, under the direction of Neil Skinner brought out many books in Hausa at the Gaskiya Cooperation where the Hausa newspaper Gaskiya ta fi Kwabo was also published. The significant contributions of the agency in promoting readership lay in absorbing and expanding all the book publishing activities of Gaskiya Cooperation and the Translation Bureau that was later changed to Literature Bureau. To encourage indigenous writing, the agency continued with the strategies started by the Literature Bureau of organizing writing competitions not only in Hausa language but other major languages in the north, such as Fulfulde, Kanuri, Tiv, Nupe and Yoruba. Unfortunately NORLA was disbanded in 1960 and all the books published were transferred to Gaskiya Cooperation. To rejuvenate the activities of NORLA, Gaskiya Cooperation in conjuncture with

Macmillan Publishers of United Kingdom set up The Northern Nigerian Publishing Company.

Therefore, it is interesting to note that under the above different arrangements and rearrangements, northern region in particular and the country at large witnessed massive production of textbooks, newspapers, pamphlets, posters and literary materials in all the three genres of literature; prose, play and poetry. Examples of such literary works are the popular masterpiece of Abubakar Imam's **Magana Jari Ce** (prose), **Tafiya Mabudin Ilimi** (prose), Mohammed Bello Kagara's **Gandoki** (prose), Ahmadu Ingawa's **Iliya Dan Mai Karfi** (prose), Yusuf Landa's **Zaman Duniya Iyawa Ne** (Play), Abubakar Tafawa Balewa's **Shehu Umar** (play), John Tafida Umar's **Jiki Magayi,** Sa'adu Zungur 's **Wakokin Sa'adu Zungur** (poetry) Mudi Spikin's **Wakokin Mudi Spikin** (poetry) and of course **Imfiraji** (poetry) another masterpiece of Dr Aliyu Namangi.

Regrettably, the succeeding years witnessed a decline in the production of these materials, hence leading to decline in readership. Conversely, the region witnessed another rise in the production of literary works and readership as a result of the re-emergence of new publications in Hausa; what came to be known as Kano Market Literature, coined after the popular Onitsha Market Literature. Under this dispensation, novels like **In Da So Da Kauna**, **Tsuntsu Mai Wayo, KiYarda da Ni,** etc. were published by local and makeshift publishing enterprises. This effort re-kindled the desire of readership of literary works in the region. Unfortunately like its namesake, the Onitsha Market Literature, the Kano Market Literature has love as theme to most of its publications, and this is even why the novels produced were tagged *Soyayya* (Love) Novels. Again like the Onitsha Market Literature, the authors of Kano Market Literature were less qualified and patronized local and unprofessional publishers. Nevertheless, one thing of note here is that Kano home video industry is an off short of this popular literature movement. Most of the earlier home videos were adaptations of earlier novels, such as **MuguwarKishiya** and **Bakandamiya**

In furtherance to the promotion of reading habit/culture among Nigerians, the National Library of Nigeria as the apex library in the country mounted one of the first and successful readership campaigns

between 1981 and 1985. The campaign included a 15-state National Reading Week. During the national reading week, a lot of literary activities such as quizzes, debates, book fairs and library tours were carried out. These activities normally culminate in a National Seminar on Reading in Nigeria.

Following the footpath of National Library of Nigeria, the Nigerian Book Foundation (NBF), which is an umbrella organization for key participants in book development to facilitate a vibrant book industry in Nigeria, started in 1994 the Annual National Book Week in order to sensitize the Government, organizations and individuals on the importance of the book to national development. In 1996 the foundation set up three reading promotion pilot projects in the North, South-Eastern and South-Western parts of the country. Similarly, the Nigerian Educational Research and Development Council (NERDC) organized a Young Readers' Club (YRC) in every state, which was launched in 20 states of the Federation.

The Children's Literature Association of Nigeria (CLAN) was another body, which concentrated on encouraging the love of reading among and providing suitable materials for children. Other non-governmental organizations (NGOs) involved in the promotion of reading include the Reading Association of Nigeria (RAN), the Association of Nigerian Authors (A.N.A), the Network for the Promotion of Reading (N.E.P-READ) and Women Writers of Nigeria (WRITA) etc.

Furthermore, the contribution of Nigerian print media, especially newspapers towards the promotion of reading habit/culture is worth mentioning. Most Nigerian newspapers have since dedicated some pages to publishing literary activities. For instance, the New Nigerian Newspaper has some dedicated pages and columns on Saturdays and Sundays – **Sunday Kiddies** – for children, which carries short stories, puzzles, crosswords, etc., and on Saturdays the long standing and captivating Umaisha's ***Write Stuff*** that discusses writers and ideas, as well as reviews new novels and other interesting literary works.

Similarly, the Daily Trust has ***Young Trusters*** for children writings, such as fun and games, crosswords, jokes, word search and cartoons, and ***Art &Idea*** about six pages devoted to reporting reading

activities, bestsellers for last week from The New York Times, profile, book review and Eugenia Abu's popular "my five favourite books" column. Equally, Leadership has **Kiddies Kingdom** and **the Literati.** Other literary activities promoted in the Nigerian print media are the selection of poet of the week and famous writers of the week, Music & Movies, interviews and entertainments.

The institution of different literary prizes not only help in the promotion of reading habit among children and young people across Africa, but more significantly turn them into writers. This singular innovation has motivated many young Africans including Nigerians to write and publish novels and short stories. Among these prizes is the Caine Prize for African writing and Commonwealth Writers, - a World of new fiction, categorized into The Commonwealth Book Prize for best first novel and The Commonwealth Short Story Prize for short story. Nigerians that have won these prizes include Festus Iyayi – **Heroes** (1988), Jekwu Anyaegbuna – **Morrison Okoli (1955-2010)**, Karen King-Aribisala- **The Hangman's Game**. While Chimamanda Ngozi Adichie's **Purple Hibiscus** (2006) won the 2007 Orange Broadband Prize for Fiction and Helon Habila's book, **Oil on Water** has been shortlisted as one of the finalists of the 2013 Orion Book Award. The Orion Book Award is an annual award given to an important work of fiction or nonfiction, in recognition of its success in addressing the human relationship with the natural world in a fresh, thought-provoking, and engaging manner.

There is no doubt to the fact that the above mentioned initiatives and innovations have collectively impacted not only on the level of readership and literary activities in the country but also in producing renowned writers. The gestures have succeeded in producing young writers, like Chimamanda; poets like Hajo Isa, an author of two anthologies of poems titled **"Shadow Fall and Dancing Tongues"** and had many of her poems published in numerous national and international anthologies, literary journals and blogs such as Snippets. Play writers in this fold include Habib Yakoob who authored a popular play titled **"The Ugly Ones Refuse to Die"** perhaps in reply to **"The Beautiful Ones are not yet Born".** In supporting the above, Umaisha (2010) notes that in spite of the numerous problems bedeviling the Nigerian literary scene, it

could be said that Nigerian literature has not only come a long way but that Nigerian writers of the new generation have really pushed Nigerian literature to the zenith and beyond setting international standards Nigerian writers have also succeeded more than any group in the country in exporting our culture and tradition to the other parts of the world.

However, despite all these laudable efforts, there is still serious complain from all quarters that the reading habit of Nigerians is still generally low and this has been voiced out by several experts and concerned citizens. It is no longer news according to Okafor (2013) that though the habit of reading has become anachronistic among the younger generations in the world, it is more so and of concern in Nigeria. The indices are clear. For pupils and students, WAEC and NECO results are visible thermometers for measuring the falling temperature of our country's reading culture. Among the graduate class, employability rate and inability to speak good English as observed by the NYSC boss tells the story better. Perhaps it is because of this renewed concern that President Goodluck Jonathan made as his part of campaign agenda the promotion of reading and on December 20, 2010 launched a readership project he stylistically coined as BBB, meaning Bring Back the Book. The project is established with a view to develop a book reading culture in Nigeria especially amongst the youths who have lost value for reading either for educational purposes or entertainment.

In furtherance of this agitation the National Institute for Cultural Orientation (NICO) in the pursuit of its statutory mandate to improve the reading culture of the people has organized many workshops. In one of those workshop, the Minister of Tourism, Culture and National Orientation, Chief Edem Duke observed that "the vision 2020 blueprint which aspires to make Nigeria one of the 20 top developed economies in the world by year 2020 will be a mirage, if the citizens are not properly repositioned to appreciate and imbibe the culture of reading which is imperative for global competitiveness". Therefore, one of the outcomes of the workshops is the call for a 5year marshal plan on reading culture and proper implementation of a reading policy of the federal government.

There are many factors attributed to the decline in readership and literary activities not only in Nigeria but the world over. Ndakostu

(2000) notes that in most developing countries action does not back up the stated intentions at the official level. Many authors have cited funding as the most serious problem impeding reading culture not only in developing countries but even in the developed countries. More importantly, the absence of well-designed reader development activities, reading programme, trained staff and effective monitoring and evaluation system constitute major impediments to the promotion of reading habit/culture in developing countries. Similarly, Ibrahim (2004) laments that today; reading culture is, throughout the World, in double jeopardy. The jeopardy caused by the decline in the readership as a result of reasons stated above, and now, the jeopardy caused by the almost total takeover of reading by what is now referred to as the "viewing culture". The Nigerian Children and Youths, and most unfortunately the adults all over the world are today glued more to television than books. The films, T/V, video games, Facebook, Twitter, etc. have completely taken the place of the book.As good as ICT is, many observers say it has also cast some measure of negative effects on Nigerians, especially on their reading habits. This is also, as they say internet obsession has caused many kids to waste valuable time surfing diverse anti-moral and socially inclined websites.Also, the introduction of the Global System of Mobile Communication (GSM) in Nigeria has been viewed as one progress that has come with certain negative tendencies that are detrimental to the culture of reading in the country.

5.4 Strategies for the Promotion of Reading Habit/Culture in Young People

It is certain that the continued decline in readership and literary activities and the ineffectiveness of previous programmes to sustain and promote reading habit/culture calls for re-strategizing and developing programmes that would not only compete with the current information drive but will also be in tune with the information age. This is why over the years experts and other stakeholders have been advocating for the design of sustainable strategies that would enhance the promotion of reading habit/culture among children and adolescence. Ndakotsu. (2000), Vakkai (2004]) and Ibrahim [2004] have argued that for any country to have a sustained reading culture, vigorous reading activities

need to be designed and sustained beyond the schooling system. In line with this advocacy, the following strategies though not exhaustive are suggested and discussed:

5.4.1 Designing Reader Development Programme (RDP)

Available information shows that there is no any designed programme of reading that is vigorously pursued by any level of government or organization and institution in Nigeria and most developing countries in Africa. In line with this, Reader Development Programme (RDP) is proposed as the first step towards inculcating sustainable reading habit/culture. Rachel Van Reil- Director of one of the UK's first reader development agencies in Rosenberg (2003) defined Reader Development as active intervention to open up reading choices, increase readers' enjoyment and offer opportunities for people to share their reading experiences. Therefore RDP is a pro-active marshal plan that involves well stated reading policies and specified reading activities, periods and mechanism for evaluation.

Reading is an activity that requires discipline. Therefore, to cultivate reading habit a lot of determination and perseverance are needed. A reader should hence be involved in a well laid down reading programmes that can be followed daily, weekly, monthly and other pre-determined periods if reading habit is to be instilled. A reading programme involves choosing reading or study time, cutting down on social activities and TV/Video time, having writing /study aids, such as Dictionary, paper clip, biro/pencil and creating book shelves for oneself.

Other activities in the reading programmes include keeping a list of all the great books you want to read. This can be kept in your journal, pocket notebook, or your personal home page. Be sure to add to it whenever one hears about a good book, online or in person. Keep a running list, and cross out the ones you read. Similar to the reading list, is a log this log should have not only the title and author of the books you read, but the dates you start and finish them if possible. Even better, put a note next to each with your thoughts about the book. It is extremely satisfying to go back over the log after a couple of months to see all the great books you've read.

5.4.2 Home Programme for the Promotion of Reading Culture

It is significant to realize right from the onset to state the importance and place of the home to children's learning. Parents are children's earliest teachers, and strengthening parents' ability to stimulate their children and encourage them to learn can set the stage for adult success. Without be labouring the importance and place of the home to children's learning, it is pertinent to observe that until the impact of psycholinguistics and sociolinguists upon reading theory, the concept of reading readiness was widely accepted. It was thought that children needed to reach a certain developmental stage before they could start to read. Nowadays, learning to read is seen more as a continuum. Children can be introduced to simple books as soon as possible and move through stages along the continuum at an individual pace.

Therefore, parents should be encouraged to develop their children's awareness of written language by reading books to them from an early age, to play word games, and sing songs and rhymes. These activities are very necessary because as collaborated by a research conducted by Goswami and Bryant (1990), children's awareness of rhymes and phonological patterns influence their later ability to develop reading competence. This is why most nursery teaching emphasizes the value of nursery rhymes, chants and songs, in successfully preparing children to learn to read. It has also been established that parents engaging in these activities when a child is young helps to promote a love of reading and boost performance in school, as well as improving a child's attention span, concentration, and interaction with other people. Similarly, research conducted in Britain and the United State way back as 1987 and 1983 respectively suggests that child's attitude to and success in literacy reflect the influence of the home culture and the attitudes of the home and community to reading.

However, because children seem to achieve reading competence through participating in regular patterns of behaviour, which involves the essential skills, competencies, and strategies that are inherent in the four stages (Inexperienced, apprenticeship, i.e. less experienced, Independent i.e. moderately experienced, and experienced) of reading development, parents need to establish programmes of reading with their children. In light of this, parents should be encouraged to:

- Become active partners in helping their children learn to read, often with guidance from booklets or workshops
- Become active members of libraries
- Become aware of various reading resources available in libraries
- Regular visits to libraries, enquiring about their children's reading needs
- Establish regular patterns of reading, book sharing, storytelling, and etc. at home with their children. Don't forget that Ben Carson M. D, the most celebrated pediatric Neurosurgeon in the world today attributes part of his success to his mother for making him read two books every week while in fourth grade.
- Give books as gifts to their children, especially during special occasions such as birthdays, Sallah and Christmas, etc.

Activity 5.1 below is a story of how Sheila, using home programme for the promotion of reading habit/culture, helped her daughter, Jill who was a first grader and was falling behind in her class.

Activity 5.1: Home programme for the promotion of reading habit/culture.

The Best Ever

Sheila was worried about her daughter, Jill. Jill was a first grader and was falling behind in her class. Read how Sheila helped her child.

News from School

Sheila picked up the envelope that was in a stack of papers her daughter brought home from school. Sheila didn't look at the other papers but just sat down at the kitchen table and stared at the envelope. It was Jill's report card, and Sheila was afraid to open it.

Jill wasn't worried at all because she had forgotten about the report card. All she cared about was her after-school snack. She was climbing on a kitchen chair to reach her favorite cereal in the cupboard. "Morn," she said, "I can't reach the box."

Sheila didn't seem to hear her daughter. She pulled out the folded paper and just stared at it. She closed her eyes as if to say a **prayer.** Then, at last, she opened the paper. Her eyes **scanned** the page for a minute. There it was!

She read it again to be sure it was true. Jill had a good grade in reading. Sheila didn't say anything, but inside she was cheering. At the bottom of the page she saw the teacher's note. It said,

Jill's reading is much improved.

Sheila thought that this was the *best news ever.* She knew then that all the work with Jill had been worthwhile.

A Proud Mother

Sheila hurried over to her daughter and gave her a hug. "I could just squeeze the beans *out of you,"* she said. "You're so smart, Jilly! I'm so proud of your report card. Mrs. Lopez says your reading is much better. Just look at that!" she said. She showed Jill the note the teacher had written. Jill smiled with pride but quickly remembered her hunger.

"Mom, help me get the cereal, please. I'm starving!"

Sheila got the cereal box and watched Jill fix her snack. She seemed like such a big girl, Sheila thought. She was really going to do OK in school. For the first time, Sheila felt sure that things would be better for Jilly. She wouldn't feel the pain of failure.

Remembering the Past

Sheila knew what it was like to fail. She had been a slow reader in school. She was always in the low reading group. School was one long struggle for Sheila because of her reading problems. She always felt dumb. Now as she thought back about her childhood, tears sprang to her eyes. She brushed them away as she remembered that wonderful word.

Satisfactory

Sheila recalled all the hours that she had worked with Jill. It all began after she had met with Jill's teacher, Mrs. Lopez. The teacher said Jill was behind the class in reading. When Sheila heard that, her heart sank. "This is all my fault," sp.e thought. "Jillis behind already in the first grade! Maybe she takes after me."

Mrs. Lopez showed Sheila some of Jill's work.

"She is a bright little girl," she **reassured** Sheila. "But reading is hard for her. And she seems quiet and sad lately,"

Sheila knew that Mrs. Lopez was right.

Jill's Problem

At first, Jill loved school. She would skip out of the house each morning and come home with stories to tell at the end of the day. She was making new friends.

Then suddenly, something changed, and Jill didn't want to get out of bed. She wanted to stay at home. She said she was too tired or that her stomach hurt. It was always something. She just wasn't herself. She stopped talking about the other kids. Sheila asked her about school, but Jill didn't say much.

Sheila thought Jill might be sick, but she didn't have a fever. Sheila was worried. She wondered what was wrong with Jill. Could a little kid *get the blues?* Sheila just couldn't put her finger on the problem. But now she thought she had the answer.

"You're right," she told the teacher. "Jill doesn't like school much these days. I guess she feels bad about her reading problem."

"We don't want her to give up," said Mrs. Lopez. "That's why I wanted to talk with you. We'll give her extra help here, but you. Can help her, too. Make sure she reads at home. Reading together will make a big difference."

Reading Together

Sheila followed Mrs. Lopez's advice. Every day when she got home from work and after dinner was finished, she and Jill read together. They took turns reading aloud. They read stories from Jill's schoolbook. They read books that they borrowed from the library. They read poems, fables, and stories about people. Sometimes they read an old favorite bedtime story. Whenever and wherever they could, they read together.

They also talked about what they read. Mrs. Lopez said talking was important, too. So Jill and Sheila tested each other with questions. Sometimes they made up new endings for the stories they read. Jill loved to make up silly endings. She giggled so much that Sheila laughed, too.

Results

It wasn't always fun, though. Many nights, Sheila was tired and Jill was grumpy. Jill wanted to watch TV, but Sheila *stuck to her guns*. Reading comes first, she would tell Jill.

Now looking at Jill's report card, she knew it was all worth it. Sheila felt happy and proud. A load of worry seemed to *melt away*. "I'm a pretty good teacher," she thought. "Who would have guessed it?" Then, Sheila laughed out loud at the thought.

Jill looked at her mother in surprise. "What's so funny, Mom?"

Sheila just smiled and pointed to the report card.

"Satisfactory," she said. "This isn't satisfactory. This is fantastic!"

5.4.3 School Programme for the Promotion of Reading Habit/Culture

The role the school plays towards effectively socializing and educating the child is also not an issue to be laboured. Apart from the classroom and other curricula activities, the school establishes and encourages pupils/students to participate in other extra moral activities, one of which is belonging to various societies, clubs and associations. Though voluntary, Mohammed (2002) notes that they are usually recognized by the school authority as more or less a formal institution. In addition to promoting unity and cooperation among the pupils/students, these associations also promote educational, social, cultural, religious and general welfare of the pupils/students.

One association that is established to help in the promotion of reading culture in schools is the readers club, often associated with literary club or even Quiz and Debating club. It is regrettable to note that most of the activities that are carried out under this association are directed just towards quiz and debating competitions. It is obvious, as is evident in our schools that there is no well-planned and coherent activity set to achieve the goal of establishing life-long reading habits among the pupils/students.

5.4.4 Adult Literacy Programmes for the Promotion of Reading Habit/Culture

Adult literacy programmes are already in existence in Nigeria. However, many writers have observed that despite the very grandiose plans for combating illiteracy in the country, the programmes have failed to record meaningful success. Perhaps this is because most of the Programmes have failed to mention how literacy is going to be sustained. Lack of provision of adequate and relevant reading materials for this audience at both mass literacy centers and libraries could also be associated with the failure of the programme. Therefore, in order to enrich and consolidate literacy programme, Chetty (2003) recommends:

- Setting up of regular reading groups in the evenings for adults either to listen to books being read or to read the books themselves
- Organizing book clubs for middle-class audience
- Providing supplementary reading materials to adult learners.
- Organizing group tours to public libraries

5.4.5 Partnership Programme for the Promotion of Reading Habit/Culture

The importance of building partnerships with all those sectors interested in promoting reading is very relevant and necessary. In support of this Rosenberg (2003) notes that there is a need to form alliances with all those who not only promote reading but also reap the benefits of a literate population. In light of this, the following types of partnership can be adopted:

a. Home-School-Library Partnership: This is a partnership between parents, school authority and librarians, each one fully involved in the reading programme. There has to be cooperation and coordination between and among them.
b. School-Library-Association partnership: There are many associations that exist which have the promotion of reading as their focal point. For instance Association of Nigerian Authors (ANA), Reading Association of Nigeria (RAN), Network for the promotion of Reading (N.E.P-READ), Children's Literature Association of Nigeria (CAN), just but to mention a few. It is

pertinent that both the school and the library should be in partnership with these associations by inviting them to the school and library to participate or sponsor programme

c. School-Library-NGOs partnership: UNESCO, UNICEF, Carnegie, NBF and other non-governmental organizations are ever ready to sponsor well-proposed programmes and projects. Schools and Libraries should therefore make good proposals and approach these bodies

At present, greater interactions is seriously needed between literacy providers. Vakkai (2004) hopes that with all eyes focused on the same goal, success will not be far off. The journey may be long and difficult but the first step has to be made. The society will be better off when empty vessels are filled with important knowledge.

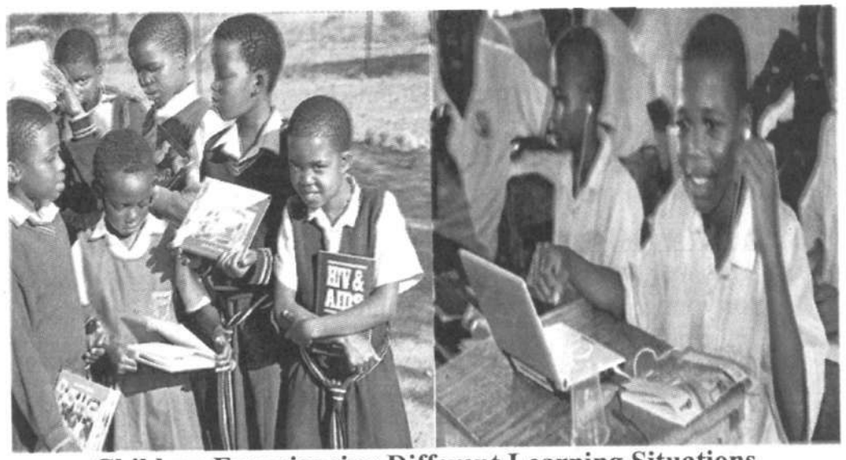
5.4.6 Special Programmes for the Promotion of Reading Habit/Culture

These are programmes to be set up and maintained by Governments-Local, State and Federal. The programmes should be directed to particular group of people, locality and time. For instance, Reading Recovery Programme can be a special programme directed at those adults who have gone through adult literacy but notice is made on their deterioting reading fluency. Or Target Audience Reading Programme can be mounted for women, physically challenged, prisoners, etc. Special projects such as Reading Clinics Apenten (2003), Book-Box Ngumo (2003), Reading Tents Nsubuga (2003) and Reading Café have been established in areas where people usually frequent.

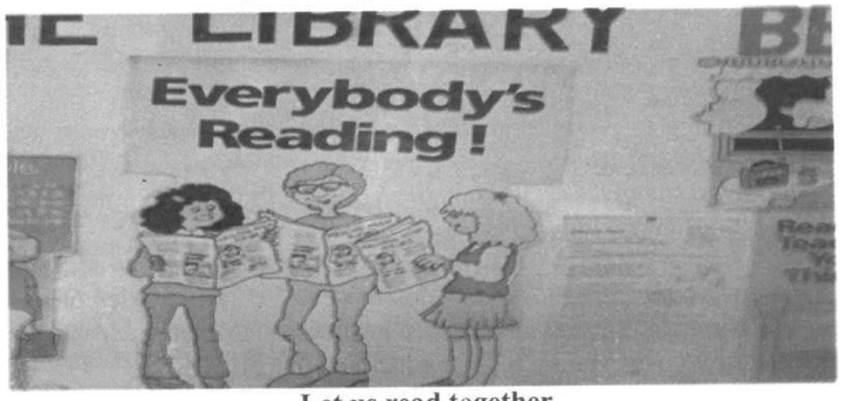
5.4.7 Training Programmes

Rigorous training programmes should be put in place to actualize the speedy achievement of sustainable reading culture. Rosenberg (2003) warns that it should not be assumed that teachers and librarians already have the skills necessary to engage in reader development. In fact, she reaffirms that lack of appropriate skills is often cited as limiting factors in most programmes.

Training programmes such as pre-service, in-service, workshops, booklets should be organized on continuum. Training here should emphasis acquiring specific skills for specific purposes. Working with children, prisoners, slow learners, adults, women no doubt call for acquisition of different skills. Equally important is the need to acquire skills on identifying and evaluating reading materials for the specific groups identified above, as well as knowing the stages of their developments and needs.



Children Experiencing Different Learning Situations



Let us read together

5.5 The place of Information and Communication Technologies (ICTs) in the Promotion of Reading Habit/Culture

The Information revolution happening today, especially as a result of Information and Communication Technologies (ICTs) should not be seen as supplementing the book culture, rather, it should be seen as not only complementing but also advancing the reading process. ICTs can effectively be used to advance the course of reading. In fact, Holderness (2002) remarks that today's readers would have to become literate in a wide range of areas. They have to learn how to "read" film and video, cartoons, comics, and advertisements, and to access texts stored on and presented by computers, hypermedia packages, and the www-internet.

To prove that ICTs can be used to further reading habit, this section provides below a list and summary of some web sites that are dedicated to the promotion of reading.

1. http://www3.Sympatico.ca/alanbrown/
   This web site is titled **Just For Kids Who Love Books**. It is ideal for young Users and promotes interest in reading for leisure. It has information about popular Children's authors and interviews with them
2. http://www. Amble side. Schoolzone.co.uk/ambleweb /literacy.htm
   Literacy Hour Activities is the title of the above web site, created by a British School for children, teachers and parents. It is an interactive English lesson on homophones, poetry, comprehension.
3. http://www.arts.ufl.edu/art/rtroom/
   Aiming to promote interest in art and art history in young users, **The @Art Room**
   Web site gives art teachers resources, activities on various topics
4. http://www.kiddy house.com/snails/
   All About Snails is the title of a web site that is designed for young readers. It explains the basic characteristics of snails, including diet and habitat, and includes snail-related activities.
5. http://www.Marine.rufgers.educ/pt/actities/ifqs.htp
   The above web site is titled **Looking For The Gulf Stream**. It is an educating exercise in satellite image reading

6 http://www.Synergyed.org

7. *www.**story-telling**.com/References/**WebSites**.htm*
   Story-telling.com featuring The Storybook Lady. Resources for *storytelling* and *storytellers*, including holiday and seasonal stories, Directories of online

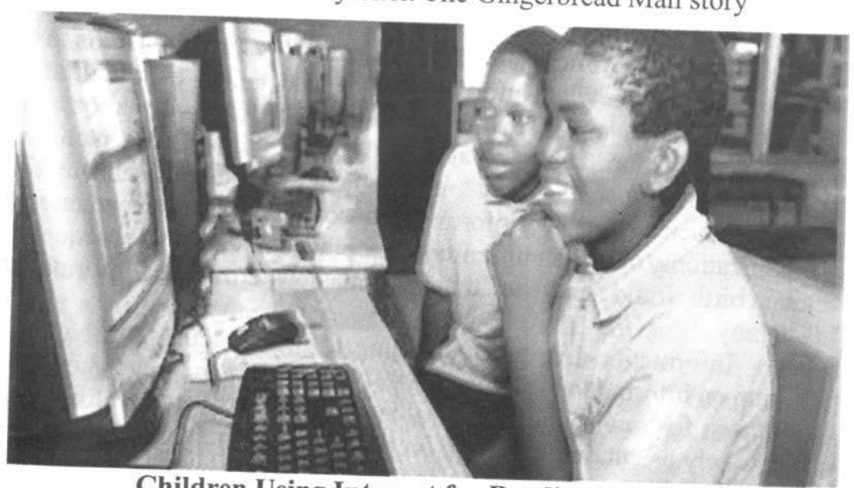
8. **64 *Sites* for Digital *Storytelling* Tools and Information | Fluency21 ...**
   *fluency21.com/.../64-**sites**-for-digital-**storytelling**-tools-and-information/*
   Apr 3, 2013 - Digital *Storytelling* Tools for Educators- 120 *page* pamphlet (download) written by Silvia Rosenthal Tolisano (Creative Commons Attribution 2.5).

9. ***Storytelling Websites* and Resources | Elizabeth Figa***courses.unt.edu/efiga/STORYTELLING/StorytellingWebsites.htm***Jul 19, 2013 - Resources for *storytelling* performances, training, coaching, and research.**

10. Tortoise & the Hare by Dianne de Las Casas. www.storyconnection.net

11. National Spelling Bee. www.derrickcomedy.com

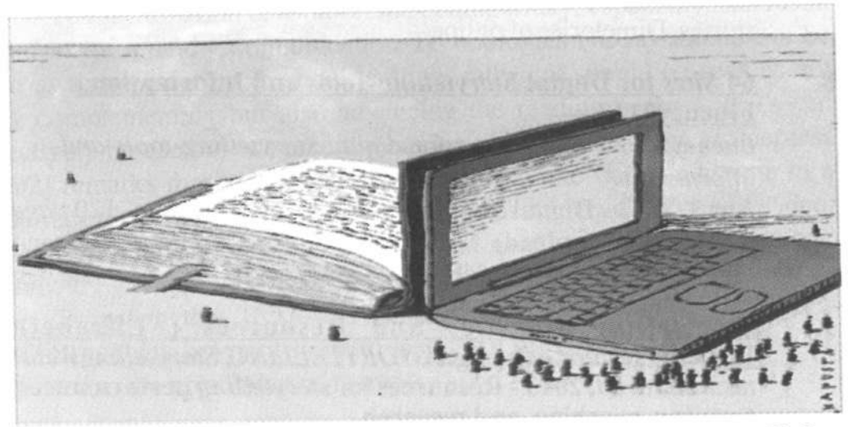
12. Tony WILSON Storyteller. The Gingerbread Man story



Children Using Internet for Reading Purpose

Chapter Six

Information Literacy Skills for Young People



Information Handling Skills are an Extension of the Reading Skills

6.1 The Concept of Information Literacy

The 21st century christened the "Information Age" has redefined literacy from the traditional view of the ability to read and write at an adequate level of proficiency that is necessary for communication to the ability to recognize when information is needed and have the aptitude to locate, evaluate, and use effectively the needed information. The explosion of information output available in multiple media, including textual, graphics, audio, visual, electronic and digital, and information sources, such as libraries, information resource centers, special interest organizations, media and the Internet in this century has subsequently given birth to and necessitated the use of a new term called Information Literacy.

Information Literacy, according to the United States National Forum on Information Literacy (1989) is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand. Other definitions incorporate aspects of skepticism, judgment, free thinking,

questioning, and understanding. Consequently, information literacy is perceived as the sum total of skills, processes and activities involved in getting information from printed, non-printed, electronic and digital sources. Therefore, according to the National Research Council (1999), an information literate individual is that individual who is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access, and
- Use information ethically and legally

Information Literacy is seen today not only as a very wide and an all-encompassing area but that information literacy itself is emerging as a distinct skill set and a necessary key to individual's social and economic well-being in an increasingly complex information society. According to Herbert Gerjuoy, a renowned scholar, new education must teach the individual how to classify and reclassify information, how to evaluate its veracity, how to change categories when necessary, how to move from the concrete to the abstract and back, how to look at problems from a new direction – how to teach oneself. For in the opinion of Johnson (2003),the 21st century functionally illiterate are those individuals who cannot only read or write well enough to get along, or function very well in today's society but who might not be able to figure out the right dosage to take from a bottle of medicine, or completely fill out a job application, or find an intersection on a map. This is why Alvin Toffler argues that the 21st century illiterate will not be the man who can't read; he will be the man who has not learned how to learn. And hitherto the American Library Association Presidential Committee on Information Literacy further says "Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because

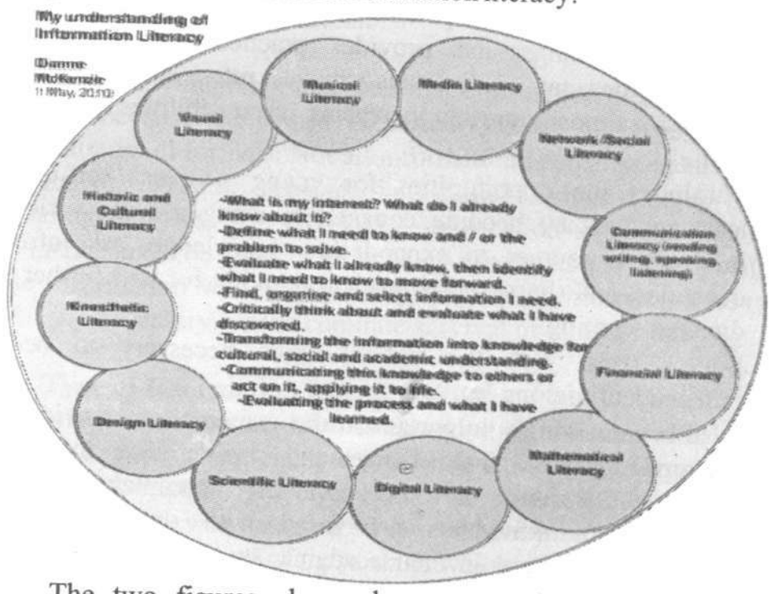
they can always find the information needed for any task or decision at hand.

Information literacy, therefore, involves acquiring information skills in so many areas. Fig 11 below shows the many interwoven areas of information literacy, while fig 12 depicts Mckenzie's (2010) understanding of information literacy:

Fig 11: Interwoven areas of information literacy



Fig 12: Mckenzie's areas of information literacy:



The two figures above demonstrate the various levels of information literacy. For instance, visual literacy is the ability to read pictures, charts, illustrations and other visual information resources while network literacy is the ability to use computer and network with people and organizations the world over through the e-mail system and other social media devices

6.2 The Importance of Information Literacy Skills

The importance of young people acquiring information literacy skills in this modern information age cannot be quantified. Information literacy, according to many literatures:

- Forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.

- Is a key component of, and contributor to, lifelong learning. Information literacy competency extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all arenas of life.
- Multiplies the opportunities for young peoples' self-directed learning, as they become engaged in using a wide variety of information sources to expand their knowledge, ask informed questions, and sharpen their critical thinking for still further self-directed learning
- Equips them with the critical skills necessary to become independent lifelong learners
- Also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability.
- Developing lifelong learners is central to the mission of higher education institutions. By ensuring that individuals have the intellectual abilities of reasoning and critical thinking, and by helping them construct a framework for learning how to learn, Colleges and Universities provide the foundation for continued growth throughout their careers, as well as in their roles as informed citizens and members of communities.
- Augments students' competency with evaluating, managing, and using information and considered by several regional and discipline-based accreditation associations as a key outcome for College students.

- The current world in which we live is knowledge- based and information driven and to cope within such a world the individual must be information literate.

From the foregoing, it is clear that information literacy is critically important because the world is surrounded by a growing ocean of information in all formats. Not all information is created equal: some are authoritative, current, reliable, but some is biased, out of date, misleading or false. The amount of information available is going to keep increasing. The types of technology used to access, manipulate, and create information will likewise expand. Hence information literacy is today very necessary for the continue survival of all and sundry.

6.3 Type of Information Literacy Skills

Information literacy itself is emerging as a distinct skill set and a necessary key to one's social and economic well-being in an increasingly complex information society. However, this distinct skill set of information literacy is categorized into so many sets of skills. Figs 11 and 12 above show some of these skills which are collectively discussed under the following subsets:

6.3.1 Computer Literacy Skills

Computer literacy skills are the ability to create and manipulate documents and data through word processing, spreadsheets, databases, etc. It is also the ability to use computers equipped with e-learning software, virtual educational cinemas, educational tablets, school curriculum, self-tutor lecture videos, free e-books and games.

6.3.2 Information and Communication Technology (ICT) Literacy Skills

The rapid development in Information and Communication Technology (ICT) and its speedy diffusion into all aspects of human endeavour call for concerted effort on the part of all people, especially young people to learn how to use the different technologies. Information and Communication Technologies are many and varied that include among others: GSM, Photocopier, Scanner, Digital camera, Cam Coder,

Overhead projector, Computer, MP3 Player, ipad, iphone, e.t.c. Therefore, it is essential that for every ICT young people should know how:

- To operate
- The kind of information retrievable
- Its various applications.

It is important to note that unlike in the developing countries where personnel are assigned to operate different Information and Communication Technologies, especially in office and public environments; in the developed countries, everybody operates the technologies by themself. The rate at which ICTs are being adopted in developing countries will soon bring the culture of everybody operating the technologies by themselves.

6.3.3 Visual Literacy Skills

A lot of information is hidden in pictures, photographs, diagram and graphs, illustrations, signs, models and 3D materials. Therefore visual literacy is the ability for young people to, according to Etim (2008),organize neutral images around shapes, lines, colours, textures and compositions. It is also the ability to decipher constructive meanings and information contained in visual objects. Visual literacy involves:

- Getting information from pictures, photographs, etc.
- Getting information from maps and graphs, and
- Understanding sings

Kristishaw – Digital Storytelling @ kristishaw.wikispace.com



6.3.4 Media Literacy Skills

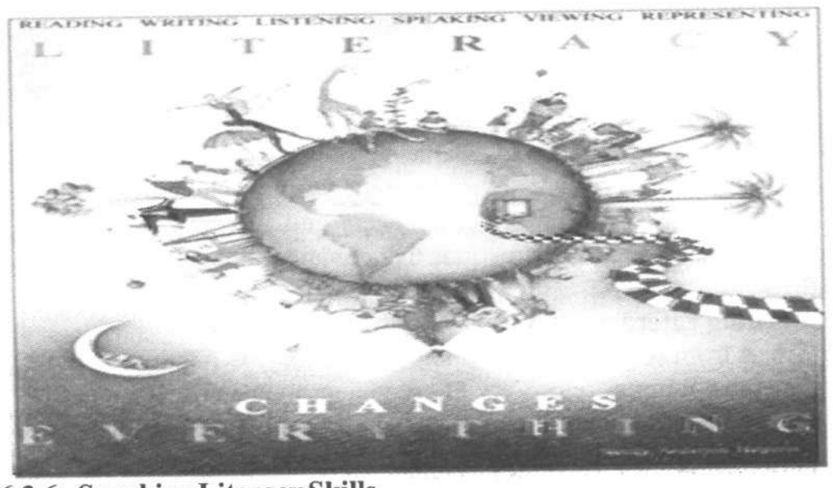
Media information is the type of information that can be accessed from radio, television, motion pictures, newspapers/magazines, recorded music, etc. Therefore, adolescents require literacy on these. Apart from knowing how to operate these media, adolescent also need to know what kind of information they can get from each and how to evaluate the information. Someone once said films are to be read and not just to be watched. Films are made up of characters acting to execute theme or themes through series of plots over different settings and styles. Young people, should therefore, be critical viewers and listeners, and should realize that all media are constructions that contain implicit messages.

6.3.5 Writing Literacy Skills

Apart from writing essays, young people may be required to write letters, memos, minutes, etc. Very often, young people are also required to fill various forms, such as WAEC, JAMB, Visa, Registration forms manually or electronically. So, writing literacy skill is the ability for young people to express their thoughts and ideas in writing, as well as to understand and convey correctly the information requested to be filled in forms. By utilizing this skill, young people should be able to:

- Present ideas orderly
- Develop thoughts sequentially
- Maintain orderliness in writing
- Use transitions devices, such as time links, cause and effect links, etc. wisely
- Use mechanics of writing such as punctuations and related marks appropriately

Fig 13: Showing Writing and Speaking as forms of information literacy:



6.3.6 Speaking Literacy Skills

Among what people fair most according to Suleiman (2013) is speaking in public. Very often young people are called upon to make class presentation or represent their schools in quiz and debating. Sometimes they are also requested to make speeches either as prefects or leaders of cultural organizations and extra curricula clubs and societies, or even on behalf of their families and communities. Hence, young people need to acquire skills in the art of public speaking. For example they should know:

- When to set the scene and engage audience by motivating them to listen.
- How to drive home the main points to ensure listeners have clear understanding
- How to make strong appeal, especially in conclusion
- When to have confidence, composure and overcome fear
- How to manage time
- How to create interest and establish relationship with the audience
- How to use paralinguistic features i.e. use of body languages

Activity 6.1 below shows two speeches, one delivered by Earl Spencer, the brother of Diana when he stood at the funeral of Diana at the podium in Westminster. The other is by another adolescent delivered also at a funeral

Activity 6.1: Example of part of Speeches delivered by young people

- "I stand before you, the ***representative*** of a family in ***grief***, in a country in ***mourning***, before a world in ***shock".*** Above all we give thanks for the ***life of a woman*** I am so proud to be able to call my sister, ***the unique, the complex, the extraordinary and irreplaceable*** Diana whose beauty, both internal and external, will never be extinguished from our minds."
- Today is our ***chance*** to say thank you for the way you ***brightened our lives,*** even though God granted you ***but half a life***. We will all ***feel cheated always*** that you were ***taken from us so young and yet we must learn to be grateful that you came along at all***. Only now that ***you are gone do we truly appreciate what we are now without*** and we want you to know that life without you is very, very difficult.
- "We have all ***despaired at our loss over the past week and only the strength of the message you gave us through your years of giving has afforded us the strength to move forward***.

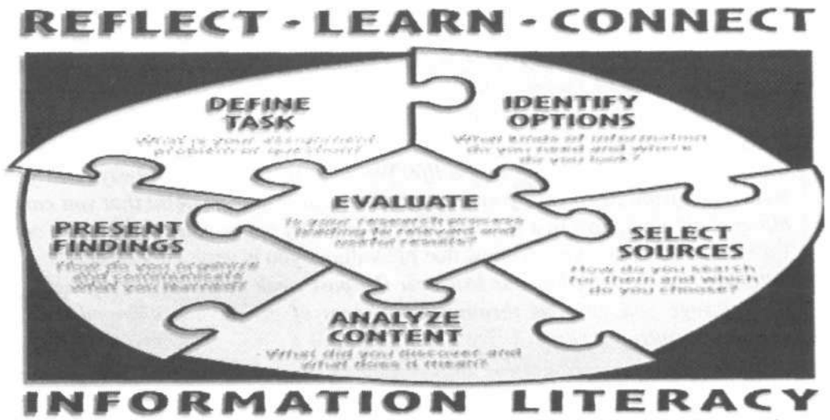
6.3.7 Critical Thinking Literacy Skills

This type of information literacy skills is described as the beginning of formal operational thought as it is the ability of young people to comprehend, translate, interpret and project concepts and ideas. Adolescents should also be able to extrapolate, analyze and synthesize using critical examination, which would be necessary to decipher the strengths and weaknesses of concepts, essays, etc. They should also perceive relationships, similarities, differences, consistence and inconsistencies, as well as develop capacity for abstract thought, of ideals and selection of role models. The importance of critical thinking lies in research evidence showing that the ability of adolescents to solve complex problems is a function of accumulated critical thinking skills. Critical thinking involve among others recognizing:

- Clues to word meaning
- Cause – and – effect relationships
- Time- order relationships
- And predicting outcomes
- And drawing conclusions

- And understanding comparison and contrast
- Generalization

Fig 14: Critical Thinking Tasks

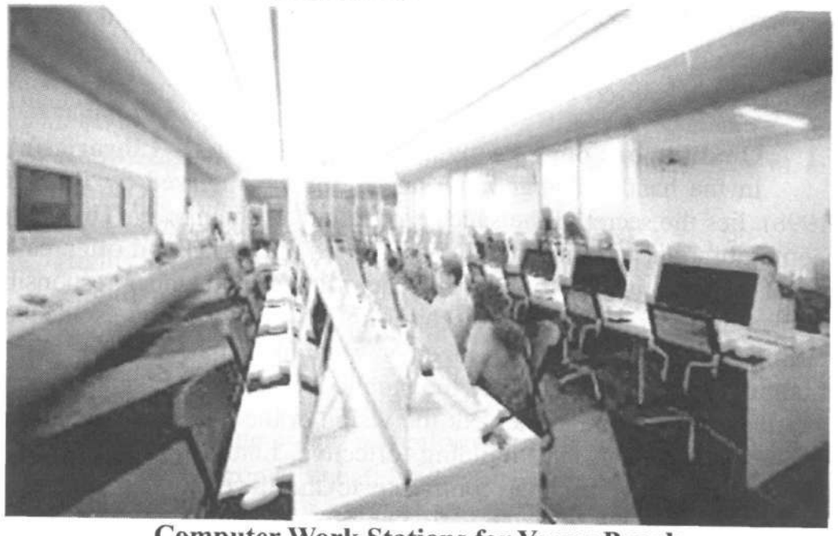


6.4 Roles of Libraries and Librarians in Teaching Information Literacy

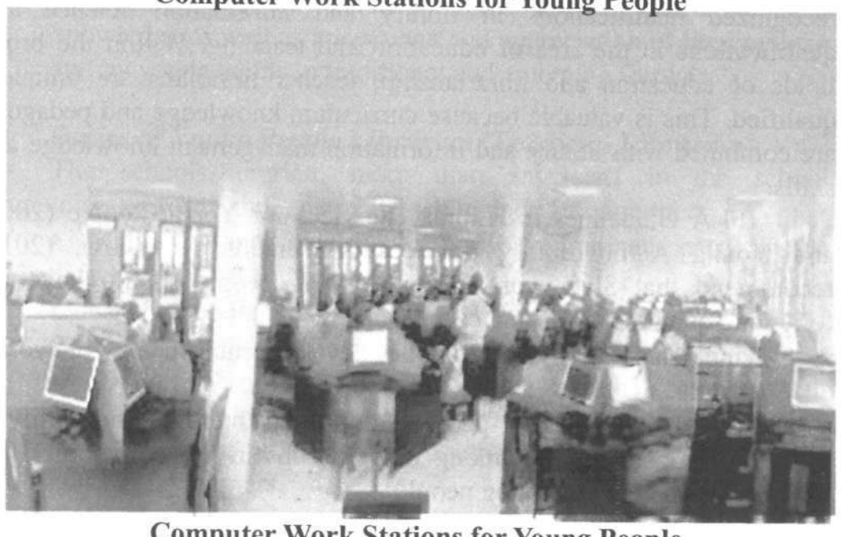
Since librarians work in a service-oriented organization, the new roles being played now should also be integrated with total quality service. Thus, libraries and librarians are truly and significant contributors to the success of their organizations or institutions, as well as active partners in information literacy education for lifelong learning

- Libraries should be at the fore-front of creating information access tools
- Libraries should move away from places that provide specific services towards places that facilitate lifelong learning
- In the same vein, librarians should move away from librarians – as- expert towards librarians as teachers
- Librarians should move away from librarians as the 'handmaidens to research' towards librarians as partners with faculty in creating critical thinkers and competent researchers.
- Librarians are the natural in-house experts for teaching its clientele how to find, evaluate and use information effectively

- Librarians are often encouraged to research, explore new issues and create new programmes



Computer Work Stations for Young People



Computer Work Stations for Young People

Chapter Seven

Teacher- Librarian

7.1 Qualities of Young People Librarian (Teacher – Librarian)

In the hands of your librarian, as rightly observed by Bernhard (1998), lies the secret of the success or failure of the library. The Young people librarian, technically called Teacher – Librarian and often called school librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by as adequate staffing as possible, working together with all members of the school community, and liaising with the public library and others. Teacher librarians support and implement the vision of their school communities through advocating and building effective library and information services and programs that contribute to the development of lifelong learners. A teacher – librarian is first and foremost a librarian who holds recognized qualifications in library and information science and qualifications in the area of education and teaching. Within the broad fields of education and librarianship, teacher librarians are uniquely qualified. This is valuable because curriculum knowledge and pedagogy are combined with library and information management knowledge and skills.

IFLA Guidelines for Library Services for Young People (2004) and Young Adult Library Services Association (YALSA), (2010) recommend that Staff working with young people should have the following qualities, skills and competencies:

- Understanding of the unique developmental needs of young people.
- Knowledge of young people culture and interests, and ability to create partnerships among other groups in the community that address needs of young people.

- Flexibility to follow the changing needs and interests of young people.
- Outgoing person who enjoys communicating his enthusiasm for wide range of information resources to groups as well as individuals.
- Knowledge of all media, including books and resources in all formats.
- Possessing creative thinking skills.
- Highly interested in young people and their problem and working with them.
- Knowledge of the principles of lifelong learning.
- Knowledge of curriculum, learning and teaching.
- Knowledge of library and information management.
- Ability to provide library and information services management
- Leadership; commitment, pleasant, congenial personality, dedication.
- Generalist in that they are aware and acquainted with all areas of knowledge as well as knowledge and appreciation of literature for and by young adults in traditional and emerging formats.

7.2 Duties of Young People Librarian (Teacher – Librarian)

The school librarian, more than any staff in the school community, performs more duties which include among others:

- Managing and operating learning environment used by the whole school community
- Making reading and learning relevant and interesting
- Making significant impact on teaching and learning
- Supporting and implementing the vision of the school through advocating and building effective library and information services and programs that contribute to the development of lifelong learners.
- Encouraging young people to become lifelong library users by helping them to discover what libraries offer, how to use library resources, and how libraries can assist them in actualizing their overall growth and development.

- Keeping up-to-date with popular culture and technological advances that interest young people.
- Identifying and meeting the needs of young people with special needs, such as at-risk teens, those with disabilities, as well as those with special or niche interests.
- Promoting library and information services to young people, teachers and through engaging parents, educators and other youth-serving community partners.
- Designing and conducting community analysis and needs assessment.
- Developing, justifying, administering, and evaluating budget for young people resources and services.
- Identifying and acquiring resources (staff, materials, facilities, funding) that will improve library service to young people.
- Providing variety of informational and recreational services to meet the diverse needs and interests of young people and to direct their own personal growth and development.
- Instructing young people basic information gathering, research skills and information literacy skills - including those necessary to evaluate and use electronic information sources - to develop life-long learning habits.

Chapter Eight

The School Library

8.1 The Concept of the School Library

The School Library, often variously referred to as the School Library Media Center (SLMC), School Resource Center (SRC) or Educational Media Center (EMC) is the type of library that is established in primary and secondary schools. Like its counterpart in universities and other higher institutions, the school library is integral to the education process. It is established to assist both teachers and pupils and therefore central to fostering life-long learning. As noted by CILIP (2001) the school library is the heart of a school, which itself has learning at its core and good libraries can empower the learner. Similarly, IFLA/UNESCO (2006) notes that the school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops their imagination, enabling them to live as responsible citizens. It also offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media.

The aims and objectives of school libraries as enumerated in the Minimum Standard published by the Federal Ministry of Education (1992) include

- Supporting teaching and learning within the school system
- Enriching the school curriculum
- Promoting the development of reading skills and encouraging long-term learning habits through reading, listening to and viewing a variety of learning materials
- Stimulating research and independent study by providing a wide range of materials
- Providing opportunities for further reading and use of materials other than prescribed classroom textbooks

- Providing materials for recreation and encouraging students/pupils to read for pleasure
- Encouraging students/pupils with vocational information leading to the choice of a suitable career
- Providing up-to-date information to keep staff and students abreast of new developments

Furthermore, the purposes of the school Library should also include:

- To support the school's reading programme and students' literacy by promoting the links between the classroom, the library and the wider community to develop a culture of reading for pleasure, as well as for information.
- To underpin inquiry learning through the teaching, in context, of information literacy skills and strategies.
- To provide access to a rich range of information resources and services in a dynamic and student centered environment, supported by professional expertise, and the school's ICT infrastructure.

Since the school library is not only meant to serve pupils alone but also their teachers, the school library should equally provide some services to teachers. The school librarian should therefore, interact with the teachers to know them and to know the subject each is teaching. The librarian should be informed reasonably far in advance about changes in curriculum to enable him plan for acquisition and should equally be informed about class assignments to be made or units to be taught so that he adequately assists both the teachers and students. He should notify teachers about new materials added to the library and follow the policy of reporting to teachers, parents and advisers salient information about individual students

8.2 The Role and Place of School Library in Information Work with Young People

The place and role of school library in the attainment of national education goals is not contestable. The National Policy on Education

(NPE) and Universal Basic Education (UBE) have not only highlighted the role and importance of the school library but recommend strategies for the provision of a network of functional libraries in primary and secondary schools. For instance, the National Policy on Education, NPE (2004) highlights the importance of the school library by stipulating that every school should have a functional library and train staff to be effective. It is the role of the school library then, to assist the student through well planned services to interpret himself in relation to others and develop in him a better understanding of life about him, to arouse true intellectual curiosity, introduce to him his rich cultural heritage and inculcate the understanding of the intrinsic importance of reading and libraries in an informed nation. The child who is surrounded with good books of all kinds and who learns to use them through well planned library services and activities reaches out well beyond the classroom routine and becomes involved in learning under the most productive system of all, because their learning becomes self-directed.

There is no doubt that well- stocked school libraries manned by qualified school librarians and offering unique library services would contribute enormously not only towards raising the standard of education but also instilling the habit of self-directed independent learning which is antecedent to life-long education. The library must, therefore, enrich the school curriculum with supplementary books in all subject fields, books, magazines, newspapers, pamphlets, visual aids – all are grist to that mill, and all have a place and a part in the school library's partnership with the school

To sustain the standard expected from primary and secondary schools, students must learn how to use and enjoy the library collection effectively because the library is the prime source of information and the custodian of human knowledge. It adds a new breadth and depth to learning. After classroom teaching, the learners can follow up their studies in the library. Therefore, an excellent school library with dynamic programmes should be an essential requirement for quality, education for everyone, from the slowest learner to the most gifted. No phase of the entire school programme is in a more strategic position to foster self-learning and to bring meaning and understanding of the ever widening community than the school libraries.

8.3 Developing the School Library

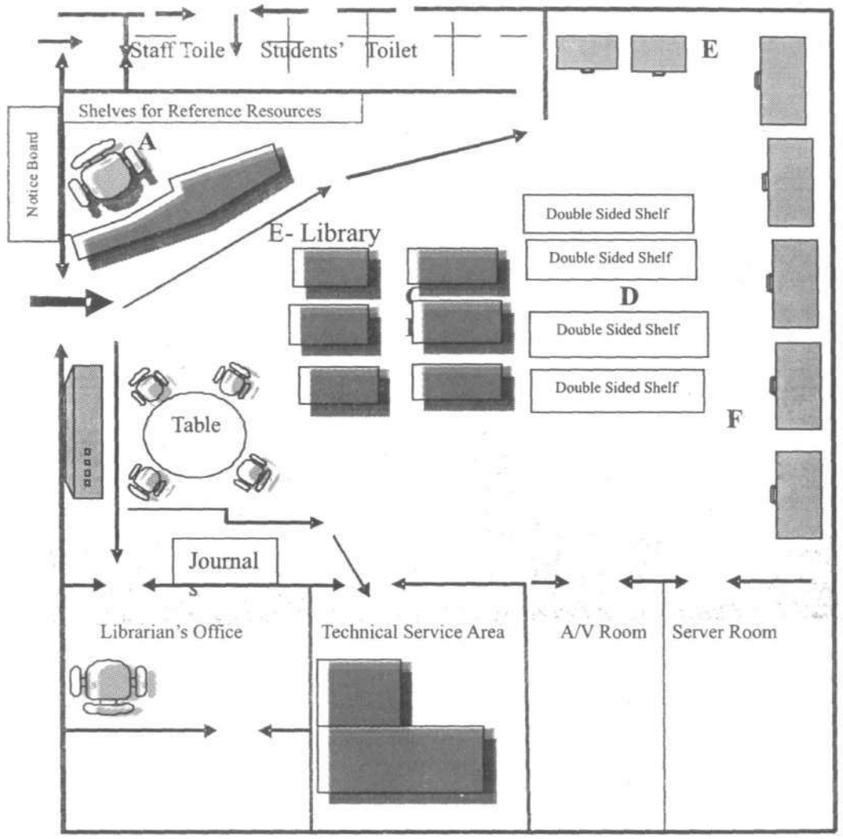
Developing a school library means having a clear purpose and overall short and long term plan for the establishment and continuous improvement of the library in terms of physical facilities, information resources and staffing. It is expected that the school librarian should be involved in any developmental plans for the school library. Developing the school library involves building it in a good location accessible to all as well as building a sound collection. Other developmental considerations are funding, staffing and management. These are discussed below.

8.3.1 Location for the School Library

The school library needs to be centrally located within the school as suggested in many literatures. This is because the library needs to be easily accessible to all the users. It also needs to be attractive and inviting. In the interim, the library can be located in an existing building because it takes quite some time to raise money and construct a building, during which young people may start to lose interest. By starting in an existing building, the librarian can show people how the library works and gain their support and confidence before expanding.

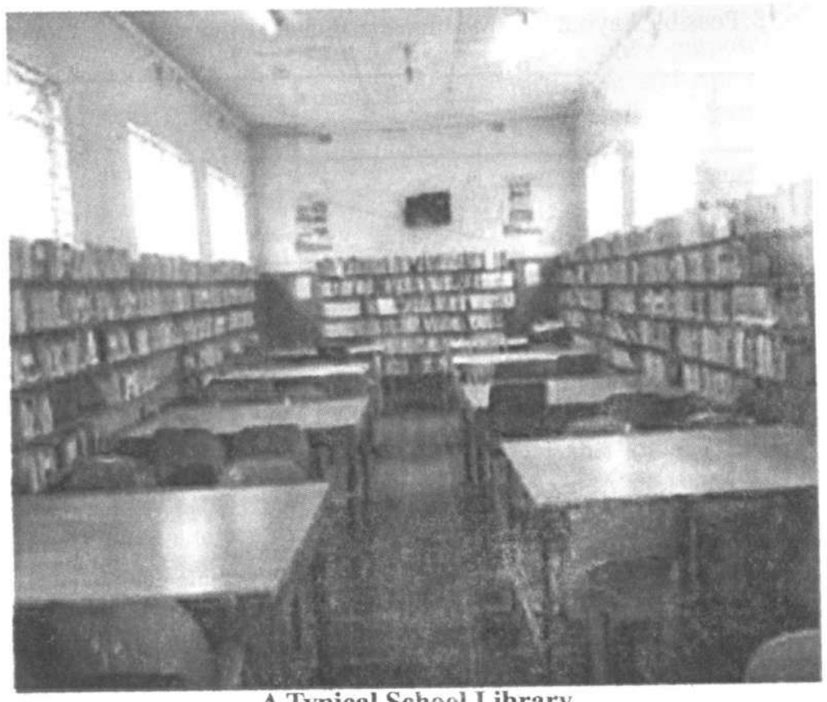
When a building is secured, whether new or existing, the school librarian needs to plan the layout of the space available. The plan layout should allocate spaces for library service functions, such as reference, circulation, serial, library exhibition and display areas and storage/reading areas like shelves, reading tables and chairs, furniture, computers, etc. Other important consideration about the library building includes the need for the building to be properly secured, well lit and ventilated.

Fig 15: Possible Layout for a Medium Size School Library



KEY

A	=	Circulation Desk with shelves behind for quick reference resources
B	=	Reading tables that can seats 4 users each
C	=	3 X 5 Double sided shelves
D	=	Computer tables for internet connectivity and e-resources
E	=	Tables for T.V & CD/DVD Player
F	=	Tables and executive seats for consulting Newspapers and Magazines



A Typical School Library

8.3.2 Formation of School Library Advisory Committee

A broad base advisory committee should be formed by the school librarian. The advisory committee will go a long way in helping the school library work out and implement plans for the school library. The committee should be quite representative, with members made up of representatives of the parents, teachers and officials from the Ministry. Inclusion of representatives from the community where the school is located is also very important. The advisory committee should serve in an advisory capacity as well as pressure group that will ensure all decisions taken on the library are implemented and the school authority has accorded the school library its deserved attention.

8.3.3 Developing the School Library Collection

Developing the school library collection is another very important managerial task that the school librarian needs to perform effectively. Apart from creating Information Development Policy which will ensure that not only information resources in tune with the school curriculum are acquired but that a balanced collection in terms of subject areas and formats is developed. In developing the collection the school librarian should ensure:

- The acquisition of wide range of information resources reflective of the whole curriculum
- Provision of information resources to support literacy and literary skills across the curriculum
- The inclusion of information resources for topic teaching
- That use of library is included in curriculum and scheme of work
- Collaborative planning between teaching staff and the librarian

Thus, before the above is done, it is very important that the school librarian finds details about the curriculum run in the school. Information resources should be planned for every subject taught in the school. He should also carry out an assessment to determine the reading interest, background, levels, ages and information resources that will match pupils and teachers. In identifying the reading interest of young people and their teachers, the school librarian should not forget to include the provision of a wide range of information resources for general reading. These information resources are meant to inform, entertain and educate by broadening the horizon of readers and providing different experiences of human endeavour.

The school library building is very important, but more important is the collection of information housed by the library. It is this together with interesting programmes and services that will attract users. Therefore, it is important to collect only information resources that will be useful to teachers and the pupils. This is why information needs assessment is very important and paramount. From the information gathered during the information needs assessment, the school librarian

should strive to build a balanced collection in terms of subjects spread and formats. In this regards, the information resources the school library needs to acquire should include recommended and non-recommended but related textbooks in different subjects, reference materials, audio and visual resources, teaching aids, maps, posters, games/puzzles, newspapers and magazines, internet, etc. However, emphasis should be given to information resources that will have direct impact on the teachers and pupils learning. Newspaper and magazine should be provided daily to attract teachers to the library and to encourage pupils to read for current affairs, especially members of press, quiz and debating clubs

8.3.4 Identifying Sources of Funds

To be truly successful and sustainable the school library should have stable sources of funds. There. is no doubt to the fact that no effective development in whatever form can take place without adequate funds. One of the functions of the school librarian is his ability to source and utilize funds for school library development. Using the School Library Advisory Committee, the school librarian can carry out some advocacies and exploit the following sources:

a. UBEC policy guideline suggests setting aside 15% of the UBE Fund accruing to states for instructional materials and library development. School librarians under SUBECs should ensure the implementation of this policy.
b. 10% of the annual recurrent grants of state Ministries of Education (MOE) and Local Education Authority (LEA) should be set aside for funding school libraries in Secondary and Primary Schools.
c. 5-10% of PTA and other school levies should be collected for the school library.
d. 5-10% of the school fees realized by the school authority should be set aside for the school library.
e. Parents and Teachers should be encouraged to donate in cash and kind (Information Resources) to the school library.

f. The school library should engage in revenue generating activities, such as providing photocopying services, internet for WAEC/NECO, JAMB, and etc. registration. within the library.
g. Individual philanthropists should be contacted to donate towards the school library development.

8.3.5 Budgeting

Just as it is the responsibility of the school librarian to identify sources of funds for the

School library and use the advisory committee to solicit for the funds, it is equally their responsibility to prepare an annual budget no matter how small it may be. Budget is a very important tool that not only ensures that monies are judicially expended but also accounted for and should form the basis for meaningful evaluation. It also facilitates:

- Effective utilization of available funds
- Improves decision-making.
- Provides a benchmark to measure and control performance
- Increases general communication and analysis within the organization.
- Establishes understanding between managers about goals and objectives

8.3.6 Acquiring Information Resources for the School Library

Acquiring Information Resources for the Library can be done through many ways. Using the funds sourced and based on the budget proposed, information resources can be purchased from bookshops and vendors or agents. However, the school librarian can get a lot of information resources through donation, by contacting teachers, parents and other notables in the community. The religious bodies, publishers/book vendors, Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs), etc. could also serve as another source. There are many ways for soliciting donations. The school librarian can hold a book drive activity during the school open days, library week, sports week, etc.

8.3.7 Organizing Information Resources

Information Resources in school libraries need to be properly organized because good organization will ensure accessibility and afford quick retrieval. In the school library, simple organization is always advocated because of the level of the users. Organization of information resources require that a catalogue or shelf list is created, which will help users find books by title, author or subject. Organization of information resources also requires that information resources are classified using any library classification systems such as Library of Congress Classification Scheme (LCCS) and Dewey Decimal Classification (DDC). The use of abridged edition of classification schemes is always recommended for school libraries. Organized information resources will ensure that a user:

- Finds information resources quickly and easily
- Makes it easy to put books back in the right place
- Makes it possible to do inventories that check for theft and loss
- Reveals how many books there are in each subject
- Helps the school librarian take important decisions

8.3.8 Providing Library and Information Services

To allow for the maximization of the value of the school library by teachers and pupils, the school librarian should evolve, plan and provide library and information services that would have direct bearing on the school curriculum. Ibrahim (2000) notes that the value of the school library does not only lie on the collection alone but more on the unique services it provide. Hence, the school librarian should create a reading programme, plan and organize such library and information services as reading aloud, book talk, talk show guide to research, library week, excursion, storytelling, etc. The provision of these services would cultivate the reading habit and library skills and will make the pupils enjoy reading and make the best out of the library.

The Library is not just a place for users to read, but more importantly, the library is where activities, programme and services for instilling learning, love of books and lifelong education are carefully planned and executed. No matter how beautiful the library collection may be, if

information services are not created and rendered, the collection may just be a waste.

8.3.9 Managing the School Library

Appleby (1994) defines management as a process by which scarce resources are combined to achieve given ends. From this definition, it can be deduced that management is applicable to organizations no matter how small they may be. The four elements of management; planning, organizing, directing and controlling can be applied to even small library or resources in order to maximize their value. Thus, to be a good manager, the school librarian should, within the setup of the school library organize priorities, secure resources, create meaningful services, motivate staff, teachers and pupils, and evaluate staff performance and services to obtain the optimum efficiency and benefit for the library

Planning as one of the keys of the management function includes determination of the school library's vision, mission and objectives, as well as drawing procedures for achieving them. It is essential that the school librarian reviews and analyses the school programme and activities, and draws up strategies of meeting them. In planning, constant attention should be given to changing circumstance. Planning has to do with determining budget objectives and purposes, as well as finding ways of achieving them. Planning budgets need early preparation. This is because budget requires that a lot of wealth of data is gathered before it is done; the state of the School Library programme past and present and future changes, surveys of students and teachers will result in lists of resources needed for instruction in the school. Collection analyses and curriculum maps can portray an accurate picture of the state of the resource collection.

Evaluation is another key element in management. The overall goal of the school library is to serve the entire school community. Therefore, evaluation here means finding out how well the library is serving the school community. The process can start by finding out some basic facts about the library in terms of the categories of users registered and using the library, the books on loan and the books that are popular. This calls for keeping records and statistics of different activities in the library which will be used to evaluate performance and services.

Evaluation requires collecting and analyzing quantitative and qualitative data in such a way to help:

- Identify ways of improving resources and services
- Develop new action plans
- Demonstrate to the school authority how useful the school library activities and services are
- Inform relevant authorities, such as, the School Library Advisory Committee, LEA, ministries, etc. how the school library is helping in the realization of the overall education goals

8.3.10 Challenges of Library and Information Service Provision in the School Library System

The challenges of providing library and information services in school libraries is summarized as presented in a report by the Conference of Chief Executives of Library Boards in NERP (2004), thus:

- that most primary and secondary schools do not have a specific building earmarked for library development or even a temporary accommodation provided for library services;
- that in instances where one exists, it is usually a classroom which has been stocked with textbooks in multiple copies, housed on improvised shelves and that are unsuitable and inadequate;
- that the furniture and other facilities of these improvised libraries are unsuitable and inadequate;
- that these circumstances rather than promote interest in the adequate use of libraries instead promotes a lack of interest and nonchalant attitude generally from both the authorities and the pupils;
- absence of curriculum and syllabus for teaching the use of library in school system; and
- lack of qualified staff, adequate library and information resources and teaching aids.

8.4 Minimum Requirements for the School Library

In order to fulfill the objectives for which a school library is established, every school library must meet certain basic requirements in the areas of building or a furnished space for the library, library and information resources or collection, furniture and other facilities, school library staff or personnel and funding. Additionally, Libraries need to develop ways of assuring quality in resources and services.

Attempts have been made at both international and national levels to create standards on minimum or basic requirements for the school library. An example of international standards includes IFLA guidelines for library services for young Adult, UNESCO/IFLA Library Manifesto and The Young Adult Library Services Association (YALSA) (2010), while national standards comprises of Minimum Standards for School Libraries in Nigeria (1992) published by the Federal Ministry of Education and Youth Development and School Library Manual prepared by Librarian's Registration Council of Nigeria (LRCN) (2013). A summary and modified basic requirement from these standards is presented as below:

8.4.1 Building and space layout

The minimum requirement for the school library in terms of building and space layout as contained in many standards is that the building should be big enough to accommodate 10 - 20% of the total number of students in the school or at least one big class size. The building should be purposely designed and constructed and have space for future expansion. It should be centrally located for easy accessibility. The space layout should not be too compacted; it should allow for free movement in between shelves and reading tables. The space layout should provide for all the service elements in the library, e.g. issue desk, catalogue cabinet, seats, shelves arrangement and exhibition/display area. See figure 2 above as possible space layout for a school library building

8.4.2 Furniture

In the area of furniture, the school library should have the following:

- Bookshelves of between 4 – 12 number
- Periodical shelves of between 2 – 4 number
- Reading tables and chairs that can seat 10 -20% of the school students or one class at a time
- Journal/Periodical rack of 1 – 2 number
- Audiovisual Storage Cabinet of 1 – 2 number
- Book trolleys, (at least 2 number)
- Book troughs for picture books and other large books, at least 2 number
- Circulation and swivel chairs
- Tables and chairs for Library staff (Librarian/Library assistant/security)
- Catalogue cabinet
- Storage cabinet
- Issue trays

8.4.3 Equipment

For equipment, at least the following are required:

- Computer systems
- Computer tables, swivel chairs
- Photocopying machine
- Digital projector and screen
- Digital camera
- Camcorder
- CD/DVD Player
- Television (flat-screen)
- Locker
- Magnetic board
- Scanner

8.4.4 Library & information resources

The following library and information resources are needed:

- Books in all the subjects taught in the school
- Reference and Information resources, e.g. Dictionary, encyclopedia, e.t.c
- Audio-visual resources, such as CD-ROMs, CD/DVD Player

- Internet resources and e-resources
- Computer, TV and other games
- Newspaper and Magazine
- General Reading (Literary Works)

8.4.5 Staff requirement for school library

The recommendation in terms of minimum staff requirement for school library as contained in many school library standards range between 3- 5 personnel comprising of the following:

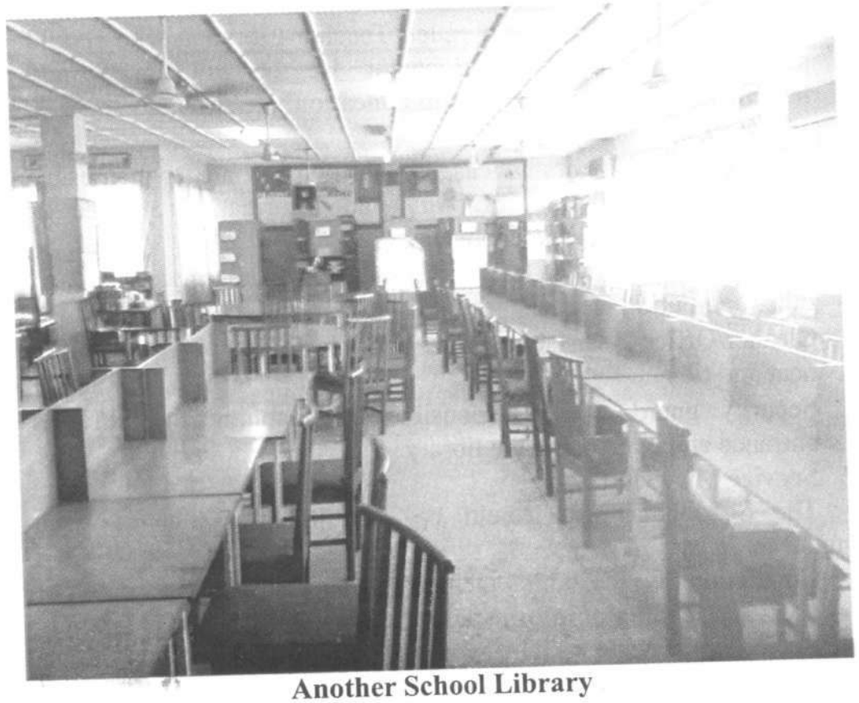
- The School Librarian often called Teacher-Librarian who should possess a minimum of Bachelor Degree in Library and Information Science with bias in education. He/she is to serve as administrative head of the library
- Two Library Officers in case of shift. They are to possess a minimum of Diploma inLibrary and Information Science or Senior Library Officer Certificate
- Computer Operator to be responsible for word processing and other computing works
- Cleaner/Office Assistantto be responsible for keeping the library neat and tidy
- Security guard to be responsible for manning the library's entrance and overseeing the library

8.4.6 Service provision

The School Library should be able to offer the following minimum services

- Circulation Service, which includes reader services; registration of users and lending of information resources
- Reference Service, which involves teaching users on how to use different reference resources
- Promotional Service, which aims at maximizing the use of different library and information resources like books, newspapers, e.tc by students and teachers. This can be done through such activities as book talks, storytelling, reading competitions, library week, etc.
- Current Awareness Service provided through the use of newspaper/magazine and other serial publications

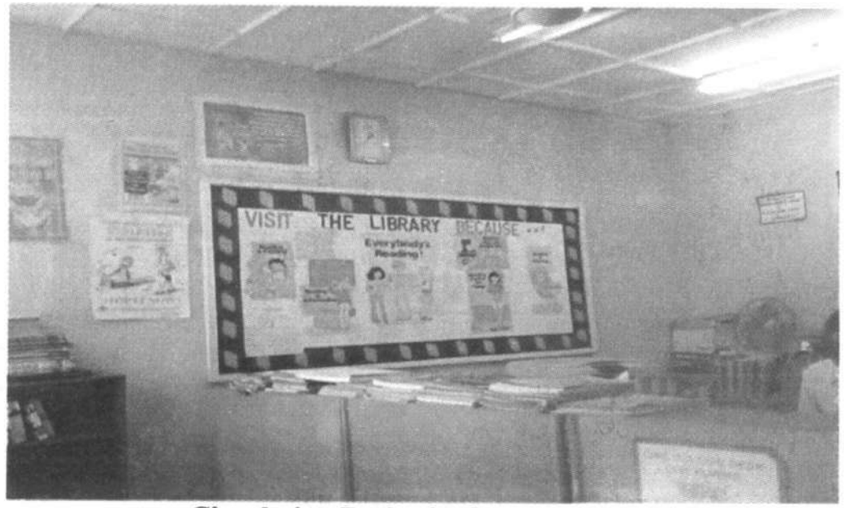
- Information Literacy Service, teaching users on how to access information using different ICTs
- Project Work exposes users to research and report writing
- Entertainment/Recreation Service through the use of puzzles, jokes and riddles
- Library Use Education teaches skills on how to use and enjoy the library



Another School Library



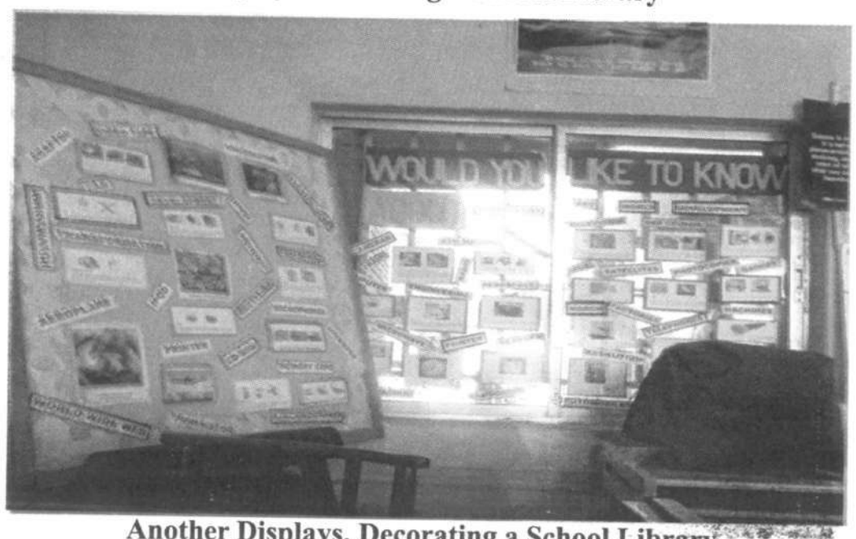
A Serial Section of a School Library



Circulation Desk of a School Library



Displays decorating a School Library



Another Displays, Decorating a School Library

Chapter Nine

Public Library

9.1 The Concept of Public Library

The public library represents an important public physical and social space that serves cultural, civic and educational functions. Located within communities, both urban and rural, public library are, according to Oyegade and Nassarawa (2003) an organization established, supported and funded by the community either through local, regional or national government or through some other form of community organization. It provides access to knowledge, information and works of imagination through wide range of resources and services, making it available equally to all members of the community in respect of race, nationality, age, gender, religion, language, disability, economic and employment status and educational attainment. No wonder many literatures termed the public library "the people's university", as it serves as the local gateway to knowledge; providing opportunities for lifelong learning, independent decision making and cultural development of individual and social groups.

The public library manifesto of the International Federation of Library Associations and Institutions (IFLA) (2004) lists the mission of the public library, including a particular responsibility to meet the needs of children and young people. The manifesto, updated in 2009 by the IFLA Public Library Section, has strong, inherent message about 'creating and strengthening reading habits in children from an early age, 'and stimulating the imagination and creativity of children and young people', with additional recommendations, so that public libraries can place their services in the 21st century, with use of new information technologies.

The purpose of the public library is to among others:

- Provide access to the world of the imagination; to the cultural memory of communities and society at large, and to sources of information and knowledge
- Support the educational, civic and cultural activities of groups and organizations
- Support individuals in the acquisition of formal and informal education;
- Democratizing access to reading, information and learning
- Act according to (Bundy, 2006)as a 'shop window' for local authority services.
- Provide focal point for community and intergenerational contact
- Provide recreational opportunities and encourage use of leisure time

9.2 The role and Importance of Public the Library in Library and Information Work with Young People

The strategic role and importance played by public libraries in the attainment of national development is unquantifiable. Public libraries have traditionally been key providers of information and material for education, leisure and cultural pursuits, functioning as a gateway to the world of knowledge, with book provision as the cornerstone of their services. While public libraries increasingly provide a wider and more diverse range of formats, reading remains their central focus. Reading according to (Hicks, 2003)is of wide-ranging value to society, promoting education, independence, equality and health. International research shows that reading continues to be important in young people's lives, but increasingly includes a wider range of media than books alone.

In recent years, many public libraries, particularly larger branches in urban areas, have progressively promoted libraries as places for teenagers to 'hang out', responding to the needs and interests of young people. Public libraries have also frequently struggled to maintain the interest of young people and young adults, from teenagers to those in their early 20s because according to many researches, nearly a fourth of library patrons are teenagers. This is why as reported in the 2007

National Recreation Policy, *Teenspace*, larger public libraries have dedicated "teen zones" with sofas, CD-listening posts; free Internet access and multimedia and music collections. Additionally, Public libraries have undertaken innovative projects such as drama and drumming workshops, specifically aimed at the young people' (OMC, 2007).

Public libraries develop very good relationships and synergy between the public libraries and school libraries or other specialist resource centers. The two types of libraries network among themselves and establish common based initiatives, such as facilitating class visits, authors' readings and other events.

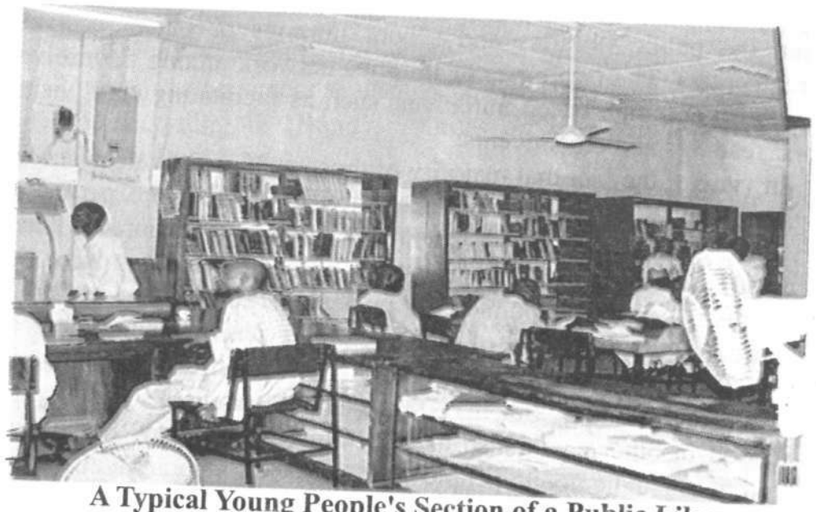
In view of the fact that majority of those using public libraries are youngsters and as established by many researches that the period of adolescence is characterized by storm and stress, public libraries have specialized staff dedicated to handling young people that patronize the library. This is because as pointed out by Jenkins(2000),Clancey (2007) evidence points to the value of dedicated staff with understanding of young people and their interests. Apart from having qualification in Library and Information Science, the teen's librarian also has some qualification in other areas such as Education, Psychology, Sociology, etc. In order to handle young people very well, teen's librarian also have a lot of interest in them

9.3 Promotion of library and information services in Public Library

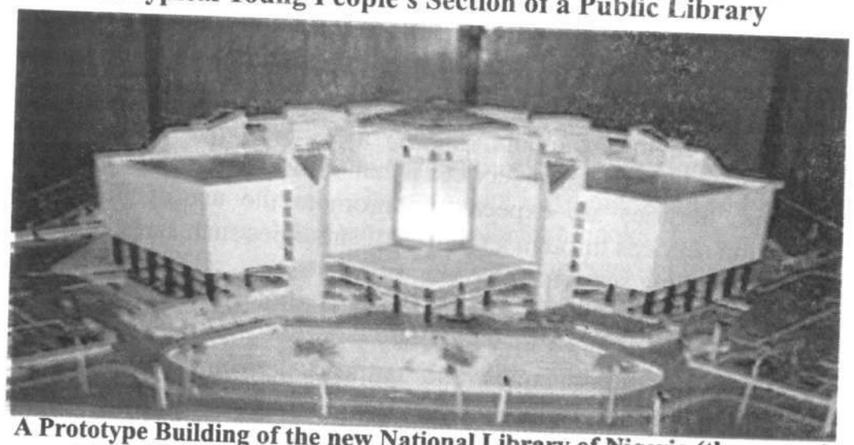
The strength of the public library like other types of libraries lies in the variety and quality of services it can offer to the public. Therefore, the public libraries are expected to promote the use of library and information services through a number of strategies such as:

- Storytelling sessions for young people
- After-school programs with an intention of developing early literacy skills and a love of books.
- Providing free lectures and cultural performances, and other community service programs, such as groups meetings

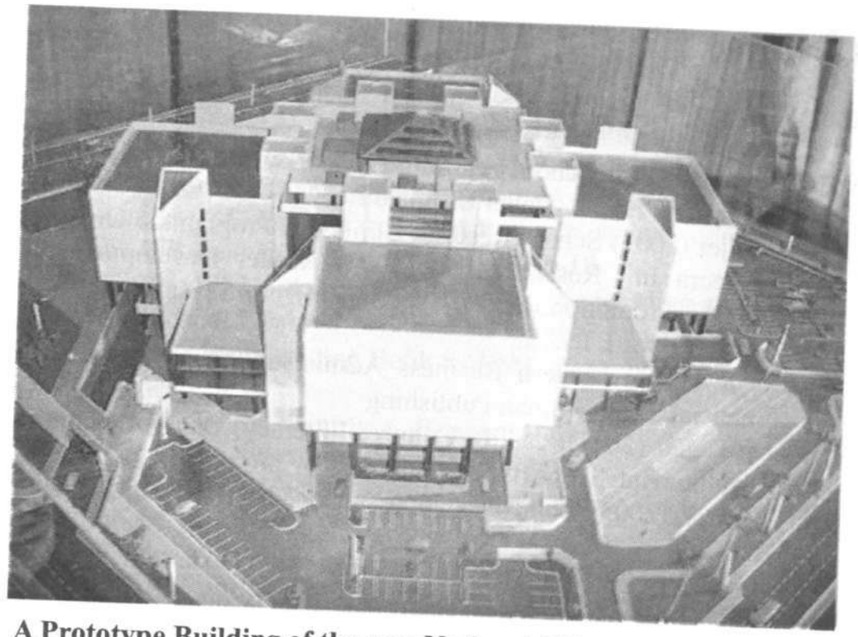
- Provision for mobile library service, using Motorcycles and buses furnished as a small public library, serving communities, especially rural according to a regular schedule
- Supporting various literacy programmes.
- Instilling skills and confidence in using libraries and all types of material



A Typical Young People's Section of a Public Library



A Prototype Building of the new National Library of Nigeria (the apex of Public Libraries)



A Prototype Building of the new National Library of Nigeria (the apex of Public Libraries)

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An educator, season administrator, infopreneur and tradico-digita librarian, Prof Umar Ibrahim is fascinated by the intersection of technology, communication and information. Born in 1961, Umar is a Life-long learner and very excited about being part of educational programme. He attended Government College, Kaduna, School of Basic Studies, A. B. U. Zaria and A.B.U. Zaria respectively. He obtained BLS, MLS, Certificate in Computer and PhD with specialty in Information Science.

Prof Ibrahim worked in various institutions including Kashim Ibrahim Library, A.B.U. Zaria, Department of Library and Information Science, A. B. U Zaria, Nigerian Defence Academy (NDA), Kaduna and Kaduna State University, Kaduna where he is the University Librarian. He published/edited and made chapter contribution to many books, Journal articles and seminars/conference papers. He is also an External Examiner to many Universities and Polytechnics, and member Editorial Boards to a number of journals. A Fellow of the Nigerian Library Association (FNLA), Umar is known for his humour, easy-to-read writing style and ability to explain complex topics in an understandable way. He is happily married to two Wives and blessed with Children, and likes reading, gardening as his hobbies.

ABOUT THE BOOK

His interest in children and young people and his many years of experience in the teaching of the course "Library and Information Service for Young People" made him to publish this book. The book focuses on providing resources and ideas to help work with children and adolescents. The goal of the book is to support children and adolescents learning and development, and nurture their sense of wonder and joy for lifelong learning. Hence, the book presents an extended and thorough discussion on every possible topic on library and information work with children and teens. Every topic treated is followed by either a story or a library/take home assignment. By this, the book is made more interactive and easy for even an un-initiated to use as it is designed to support the strategic planning and delivery of library services and programmes in schools without well-developed libraries. The areas covered are quite adequate and very much simplified.

One key feature of this book is the inclusion of detailed discussion on the importance and use of lesson plan and its usage in the teaching of library and information service provision. It is demonstrated that the use of lesson plan will not only make teaching library and information service more organized but will also ensure that effective evaluation and feedback are carried out at the end of every activity. The book promises to be accessible, informative and inspiring as it offers practitioners the knowledge, ideas and confidence to work in partnership with other key professionals in delivering services and programmes to children and young people.

Although written primarily for students, the author believes that the book will be an essential reading for all children/adolescents' librarians, teacher-librarians and school librarians. It will also be of value to all library practitioners, parents, teachers, school managers, educationists and policy makers.

ISBN 978-978-937-111-2

Printed by Ahmadu Bello University Press Ltd.,
P.M.B. 1094 Samaru, Zaria, Nigeria. Tel: 08065949711.
Website: www.abupress.org