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Call for submissions and instructions for authors

Authors should include a 100-word biography and mailing address with their submissions. Submit feature articles of approximately 1,000-6,000 words on any topic in librarianship or a related field. Issue deadlines are October 1 (Fall), January 1 (Winter), April 1 (Spring), and July 1 (Summer). Please email submissions to mbolin2@unl.edu in rtf or doc format.

President's Message

SAMANTHA SCHMEHL-HINES

The PNLA Board is proud to announce that the winner of the 2009 Lifetime Membership is Susannah Price of Boise, Idaho. The award was based on Susannah's long and storied career as well as her hard work for associations at the regional, state and national level.

Susannah Price is a Boise native; however, she only attended first grade in Boise before traveling extensively with her parents and living in many states: Utah, Kansas, Iowa, and Missouri. She is a librarian by formal training with a BA in Creative Writing from the University of Missouri and a Masters Degree in Library Science from the University of Washington, Seattle.

Susannah Price began her career in libraries in 1965 as a Library Services and Construction Act (LSCA) Title IV consultant with the Idaho State Library; now know as the Idaho Commission for Libraries. In the early 1970s she was the Children's Librarian at Boise Public Library. She then moved to California for seven years, where she served as Reading Specialist, librarian, and instructor at Nueva Learning Center in Hillsborough, California. At this private school for the gifted, she worked with children from 3 years through seventh grade. She taught them puppetry, literature skills, library skills and shared literature and puppets with them. She also wrote a book on mathematics in children's literature, Mathematical Manka and the Many Moons, during this time. In 1979, she returned to Idaho and Boise Public Library as Youth Services Division Manager, where she stayed until retiring in May 2009.

Susannah has been an active member of the Idaho Library Association serving as President, Vice-president, Past President, PNLA Board Representative and more. She has also contributed to the regional library community by serving as President, Past-President, Second Vice President, and conference chair for the Pacific Northwest Library Association. In 2004, she successfully organized the very first PNLA Leadership Institute.

As an active proponent for intellectual freedom, she was named to the American Library Association's Office of Intellectual Freedom Honor Roll. Throughout her tenure as a librarian she has mentored numerous librarians.

Besides serving as a librarian she has taught college classes at Boise State University (Children's Literature, and Children's Non Fiction), and Notre Dame (California). She has conducted workshops for California Lutheran College, Cronin School, Dublin School District, California, and Ada-Meridian Unified School District. She has also spoken and conducted workshops for California Association for the Gifted and Boise Teachers of English, and Idaho and Pacific Northwest Library Associations.

She is a puppeteer, writer, and storyteller. She has led children's book discussion groups and puppet performances. In the past few years she has been very involved in public education programs on emergent literacy for young children. She also conducted two weekly programs for infants to age two called Bloomin' Babies.

Community membership and affiliations include: American Association of University Women (past President), past Soroptimist member, Puppeteers of America, past San Francisco Bay Area Puppet Guild, ACLU member, Freedom to Read Foundation, American Library Association, Idaho Library Association (past President), and the Pacific Northwest Library Association (past President).

Her hobbies are fly fishing, kayaking, backpacking, cooking, bridge, making paper and greeting cards, writing, poetry, and reading. She has a husband, Joel Price, who works at The J. A. and Kathryn Albertson Foundation. She and her husband have been married over twenty years and have a dog and a cat.

Please join me in congratulating Susannah on her many achievements! Thank you for all your hard work for PNLA and libraries.

From the Editor

MARY BOLIN

The *PNLA Quarterly*, like many electronic journals, has taken on an increasingly international character. Our authors now come from the Pacific Northwest and other regions of the US, but also from a number of different countries worldwide, including Nigeria and India, which have significant numbers of very active librarians. I feel very proud and happy that PNLA and the *Quarterly* have this international presence. It fosters exchange and understanding for librarians in the US and librarians all over the world.

Fantastic Fables and Folktales

ERIKA BENEDICT

Erika Benedict is the librarian at Harvey Dondero Elementary School Library in Las Vegas, Nevada. She can be reached at: erikabenedict@yahoo.com

Introduction

Harvey Dondero Elementary School is located in the heart of Las Vegas, Nevada in an older, quiet neighborhood that serves more than 1,149 patrons, including students, teachers, and administrators. It is a Title I school and has a large English Language Learners (ELL) population, more than 60 percent. It is one of the older schools in the district, more than 40 years old, and the design of the building is very different than that of newer schools. Perhaps the biggest design difference is the location of the library, which is in the middle of the school and is an open room. All great rooms, offices, and the multi-purpose room lead to the library. At first glance, it seems that it would be hard for it to serve its purpose as a library, because of the openness; however, the library at our school is literally the center of the school in more ways than one. It is at the center of everything that goes on in the school.

The librarian was a classroom teacher for 25 years and has been the school librarian for eight years. There is also a library aide who has worked in various school libraries in the district for more than 15 years. Together, they have built the school library collection, which has more than 24,000 volumes. There are 523 volumes in the reference section, which includes atlases, encyclopedias, and dictionaries. There are no serial subscriptions in the Dondero library.

This library offers a variety of services to students. There are six computers that allow online searches for research projects for the classroom teachers. Students, teachers, and staff can check out books. Students can reserve books through the district circulation system. The library does not offer reference service or interlibrary loan.

There is weekly library instruction, based on the library standards set by the Clark County School District (CCSD) for each grade level. Each instruction session begins with a story that goes along with the unit.

The most beneficial service is the Accelerated Reader (AR) program. The district has a large, well-organized database. All teachers promote and participate in the AR program and almost every book in the library has an AR test. Each grade level has a goal for AR points and there is time set aside each day for AR reading. The library allows teachers to check out baskets full of AR books each week. This is a great service for new teachers who do not have large classroom libraries, and gives their students a variety of AR books to choose from. The librarian offers incentives for reaching their goals and has fun activities for students to participate in.

The school AR program has helped Dondero Elementary become a high-achieving school in reading, despite its Title I status and ELL population. Many students have improved their reading comprehension and have come to love reading due to the AR program.

The Dondero library has an electronic catalog. The library classifies books using Dewey. There are no periodical indexes, since the library does not have journals or magazines. The library has 2,232 books. More than 3,000 titles circulate each month. It is one of the largest school libraries in the district and there are fund raisers and donation drives to add even more to the annual budget.

The library also has collections for teachers to use in the classroom, including teaching manuals and idea books for grades K-5 for all curriculum areas. There are more than 200 teacher resource guides to supplement instruction. There is also a Writing Traits section, which has story books and lessons to go along with the six traits of good writing. It works in conjunction with a Nevada-sponsored website called Writing-fix.com that uses picture books to give students examples of how each writing trait should be applied. There is also a novel collection that has 43 classroom sets of novels.

CCSD is the 5th largest school district in the country and one of the positive aspects of its size is access to technology and a systematic approach. All school libraries are on the same system, so if students move in the district, their library account follows them. There is a shared catalog and circulation system. Individual libraries can add notes to about AR reading levels and points or interest levels.

CCSD librarians focus on nine literacy standards. I created a library unit that supports the "enhance social responsibility" standard. The unit incorporates literature, teaches students about folklore, and teaches a moral lesson. The unit is called Fantastic Fables and Folktales.

Objectives

- Students will understand what folktales and fables are
- Students will be able to describe characteristics of fables and folktales
- Students will be able to find the moral of the fable or folktale and explain its importance
- Students will be able to write their own short fable or folktale

These objectives are in line with the English Language Arts and Writing standards that are part of the CCSD's power standards across grade levels. The objectives tailored to each grade level, but fables and folktales are part of each grade level's standards. It is a four-week unit that uses folktales or fables from different regions of the world.

Background and History

Character traits like honesty, kindness, and a having a strong work ethic, along with education, can make a difference in a child's life. Educators understand that teaching character-building traits can enhance the quality of their education and their life. Fantastic Fables and Folktales is a curriculum for intermediate elementary students, and integrates literacy with character trait teaching.

Fantastic Fables and Folktales focuses on four traits that can benefit students academically and socially. They are honesty, hard work, taking initiative and being prepared, and team work. The four fables or folktales that have been selected for this unit

are, The Ant and the Grasshopper from Aesop's fables, The Empty Pot, a Chinese folktale, How Frog Went to Heaven, from Africa, and an Australian aboriginal folktale, Why the Koala Has No Tail. Each is paired with a specific character trait.

The lesson plans for each folktale have different activities for primary and intermediate students. There is currently a character-building program at the school called *Marvin and Jesse*, which is a quarterly play put on by a group of teachers. The students watch the play and learn the songs, but there is no hands-on experience with the lessons taught.

Since 64 percent of the school population are ELL students. Much time in the primary grades is spent teaching students to read and speak English. Fantastic Fables and Folktales can teach character-building traits, but can also expose them to material they have not yet encountered. Many of the students are not familiar with popular fables, folktales, or fairy tales. The curriculum will help them build important literacy skills along with the character traits.

This four-week unit has one folktale used in the library each week. The library is on a fixed schedule for each class. A few years ago, the librarian did a reader's theatre unit in the library, and had previously used a lot of reader's theatre in her classroom. One of the units in Fantastic Fables and Folktales has a reader's theatre activity.

Timeline

Each week's activity will include reading the fable aloud, short lesson, class activity.

Lesson and activity need to end 15 minutes before the end of their library period so students can browse and check out books. Periods are 50 minutes.

- Week 1: The Grasshopper and the Ant
- Week 2: The Empty Pot
- Week 3: How Frog Went to Heaven
- Week 4: Why the Koala Has No Tail

Below is the library schedule with class and grade levels, showing the times that lessons will be taught.

Harvey Dondero ES		Name			
Library Schedule (Fixed)		From:		To:	
Monday		Tuesday			
Period	Plan	Period		Plan	
Before School Prep 8:05-9:00	- Turn on computers - Prepare materials for lessons/activities - Check in AR classroom sets - Straighten and organize shelves - Shelve books from previous afternoon	Before School Prep 8:05-9:00		- Turn on computers - Prepare materials for lessons/activities - Check in AR classroom sets - Straighten and organize shelves - Shelve books from previous afternoon	
2nd Grade Prep 9:00-9:50	2nd Grade Class	2nd Grade Prep 9:00-9:50		2nd Grade Class	
Library Prep Time 9:55-10:45	- prepare lesson plans - catalog materials -print class reports/AR reports -add and withdraw students - shelve books -send out overdue letters -check email -budgeting	Library Prep Time 9:55-10:45		- prepare lesson plans - catalog materials -print class reports/AR reports -add and withdraw students - shelve books -send out overdue letters -check email -budgeting	
4th Grade Prep 10:50-11:40	4th Grade Class	4th Grade Prep 10:50-11:40		4th Grade Class	
Lunch 11:45-12:15		Lunch 11:45-12:15			
3rd Grade Prep 12:20-1:10	3rd Grade Class	3rd Grade Prep 12:20-1:10		3rd Grade Class	
1st Grade Prep 1:15-2:05	1st Grade Class	1st Grade/Kinder Prep 1:15-2:05		1st Grade/Kinder Class	
5th Grade Prep 2:10-3:00	5th Grade Class	5th Grade Prep 2:10-3:00		1st Grade/Kinder Prep	
Wednesday		Thursday			
period	Plan	Period		Plan	
Before School Prep 8:05-9:00	- Turn on computers - Prepare materials for lessons/activities - Check in AR classroom sets - Straighten and organize shelves - Shelve books from previous afternoon	Before School Prep 8:05-9:00		Grade Level Meetings - meet with other specialist to plan/discuss issues -meet with other grade levels to coordinate read alouds and lessons to current units	
2nd Grade Prep 9:00-9:50	2nd Grade Class	2nd Grade Prep 9:00-9:50		2nd Grade Class	
Library Prep Time 9:55-10:45	- prepare lesson plans - catalog materials -print class reports/AR reports -add and withdraw students - shelve books -send out overdue letters -check email -budgeting	Library Prep Time 9:55-10:45		- prepare lesson plans - catalog materials -print class reports/AR reports -add and withdraw students - shelve books -send out overdue letters -check email -budgeting	
4th Grade Prep 10:50-11:40	4th Grade Class	4th Grade Prep 10:50-11:40		4th Grade Class	
Lunch 11:45-12:15		Lunch 11:45-12:15			
3rd Grade Prep 12:20-1:10	3rd Grade Class	3rd Grade Prep 12:20-1:10		4th Grade Class	
1st Grade Prep 1:15-2:05	1st Grade Class	1st Grade/Kinder Prep 1:15-2:05		1st Grade/Kinder Class	
5th Grade Prep 2:10-3:00	5th Grade Class	5th Grade Prep 2:10-3:00		5th Grade Class	
Friday					
Period	Plan	Notes			
Before School Prep 8:05-9:00	Weekly Staff Meeting/Held in library - Set up board and lap top for presentations - Prepare sign in sheet - work with administration for anything they may need for meeting - attend and participate in meeting	All lesson plans are based on grade level library standards from Nevada State.			
2nd Grade Prep 9:00-9:50	2nd Grade Class				
Library Prep Time 9:55-10:45	- prepare lesson plans - catalog materials -print class reports/AR reports -add and withdraw students - shelve books -send out overdue letters -check email -budgeting				
4th Grade Prep 10:50-11:40	4th Grade Class				
Lunch 11:45-12:15					
3rd Grade Prep 12:20-1:10	3rd Grade Class				
1st Grade Prep 1:15-2:05	1st Grade Class				
5th Grade Prep 2:10-3:00	5th Grade Class				

CCSD has one time slot each day for elementary students that is called "specials," when students have Physical Education, Music, Art, and Library time, and their classroom teacher has prep time. This means that the majority of elementary libraries are on a fixed schedule, and each class has an allotted time period. The unit was created to cover the time allotted for library instruction. Normally, the librarian has about 20 minutes for instruction, but at the time this unit was implemented, the library was inventorying the collection, and students could not check out books. Each lesson and accompanying activities took the full 50-minute period for four weeks.

Materials and Resources

This unit requires only a few, easily-acquired materials. They are the stories themselves, a portable white board to use during discussions for thinking maps, white board markers, crayons, construction paper, pencils, and access to computers.

Literature Review

It is important for the library to follow state and district standards, which can help create an exciting and educational experience for students. Many students feel that the library is a place to go to find a good book to read. It is that, but there are so many other ways the library can help enhance education and love of learning. Fantastic Fables and Folktales introduces elementary students to the world of folklore and helps them to learn important moral lessons. To create an effective unit, it is important to do a literature review to find to get different viewpoints and ideas. Below are six sources that were used in the creation of this unit.

The Importance of Including Culturally Authentic Literature. Katrina Willard Hall

This article discusses using culturally diverse literature within the library. It is important for teachers to represent and recognize different cultures and to reflect on the ideology of respect and knowledge. By reading stories in the library, a point of view or lesson usually comes across. This is especially true with fable and folktales, whose lessons are very intentional.

This article discusses that fact that when a teacher chooses to read a book aloud or include it in a lesson plan or unit, they are telling the students that in some way this is an important book. It also discusses how using books from other cultures can help expand a child's curiosity about learning about other cultures. Teachers can help teach important lessons and develop values in children through literature.

Reading this article helped me make the decision to use fables and folktales from different regions of the world. It gives the opportunity to discuss different cultures, and at the same time is a story that is entertaining and teaches a moral value. Education is more than just learning facts. School is a place where students are educated mentally, socially, and emotionally.

How to Use Standards to Draw Curriculum Maps. Pat Franklin

The CCSD library curriculum is a very important part of a student's education. The school district has developed power library standards for each grade level. They include basic standards on how to use the library and find information, but also integrate into the

language arts curriculum for each grade level. This article discusses how to use standards to help guide instruction in the library and how to build the library collection so that it supports those standards.

Beginning in second grade, part of the language arts curriculum is learning folktales, fables, and fairytales and having students learn to identify the lesson or moral of the story. This standard is built upon through the end of 5th grade. After reading this article, I looked at the language arts standards pertaining to folktales. I was able to map out a plan using the grade-level standards and the library standards to create lesson plans and activities appropriate for each grade. All grade levels read and learn about the same folktales and fables, but the activities vary depending on the grade level standards. This article gave very comprehensive and easy-to-follow information on curriculum mapping for the library.

Have You Heard About an African Cinderella Story? The Hunt for Multiethnic Literature. Violet Harris

This article discusses the reemergence of multiculturalism in education. The author is a publisher who as a child viewed other cultures in a very simplistic way, and much of that had to do with the education she received. As she grew older, she began to travel and find out about different cultures. She discovered different folklore and began using it in children's books. The author discusses the changing demographics in the US and the need to embrace different types of literature from around the world. She feels that introducing literature from different cultures is the way to break through the barriers of race. The article discusses the incredible change in society from the 1960s and 1970s to the present day, discusses the role of different types of literature and changes in education that have affected the knowledge, views, and interactions among people.

Using diverse literature in the classroom is very important. I wanted to create a unit where folktales from around the world were read and studied, so that the students can see that literature is found everywhere and affects everyone.

Eliseo Diego and Fairy Tales. Mark Weiss

This article discusses Eliseo Diego, a Latin American poet and story writer. He is a Cuban writer with a lifelong interest in fairytales, which he feels are an important part of a child's education. He talks about how when Castro first took over Cuba, there was an initiative for high school students to teach younger students to read. They used fairytales and folktales to teach. He says, "teachers know that there's a magical way to pacify the most impetuous group of children; a simple, cost-free way, which can be a pleasure for the teacher - which must be, or it won't work. This, like every magical cure, begins with a spell: 'Once upon a time . . .' It's as if, as soon as they hear it, the children are turned to stone. Peaceful at last!"

The article goes on to say that children become immersed in stories and feel as if they are part of it. One of the best ways to get children interested in reading is to have them learn fairytales and folktales.

The Process of Sharing Stories with Young People. Brian W Sturm

This article discusses the importance of storytelling and how stories teach lessons that we hold onto forever. There are many fairytales, folktales, and folklore that have stood

the test of time and continue teaching important lessons. The author states, "In librarianship, storytelling has long been the purview of children's story hours, and the emphasis has been on sharing world folktales that will help children 'see themselves' in a story and learn about the other cultures that share their world. Folktales, having been refined over generations of oral retelling, have developed an innate power to speak to all of us; their survival in oral societies demanded it, as the weaker tales were simply told less often, or not at all, and disappeared."

The author goes onto to discuss the incredible impact that folklore can have on students socially and emotionally. They walk away from hearing a story feeling different; somehow better than before they heard the story. Students do not usually analyze the story; they think about how the story makes them feel. The author says that librarians can choose the right story by spending time studying folktales.

Aaron's World of Stories. Aaron Shepard

Aaron's world of stories is a free Internet resource. It discusses the importance of teaching folktales and folklore and gives teachers ideas for incorporating it into the classroom. There are graphic organizers and maps to use when teaching folktales and suggestions on lesson planning and how to initiate conversation and interest with the students.

Lesson Plans for Fantastic Fables and Folktales

Week 1: The Grasshopper and the Ant

- Lesson Plan: The Grasshopper and the Ant, A Lesson on Procrastination
- Grade Level: 1st-5th (adjustments made for primary grades)
- Subject: Reading/Creative Writing/Character Building
- Length: 1 day for each class period over one week

Objective: Students will learn about the importance of taking initiative and being prepared, rather than procrastinating, through reading and analyzing the Aesop fable, The Grasshopper and the Ant. Students will identify the main elements of the story by completing a story map.

Materials: The Grasshopper and the Ant, chart paper, colored pencils, story map.

Lesson Sequence: The teacher will begin this unit by reviewing the characteristics of fables and folktales. The class will sit down together as a group, and the teacher will introduce another vocabulary word, procrastination. The teacher will then read The Grasshopper and the Ant to the class and discuss.

The teacher will pass out a preprinted story map to the class. Students will individually to complete the story map. Students will meet together again in their table teams to discuss the elements of the story.

Closing: The class will come together to discuss character traits of the ant and the grasshopper and why it is important to not procrastinate.

Assessment: Completed story map

Week Two

- Lesson Plan: The Empty Pot, a Lesson on Honesty
- Grade Level: 1st -5th Grade (some adjustments made for primary grades)
- Subject: Reading/Creative Writing/Character Building
- Length: 1 day for each class period over one week

Objective: Students will learn about the importance of honesty through reading and analyzing the Chinese folktale The Empty Pot. Students will complete a Bio Poem for the main character in the story.

Materials: The Empty Pot, chart paper, colored pencils, Bio Poem Worksheet, writing paper.

Lesson Sequence: The teacher will begin the unit by showing a map of the world. The class will discuss where some folktales they are familiar with come from. By looking at the map, students will be able to see that folktales and fables come from all over the world. The teacher will let the class know that the next folktale they will be working comes from China. The class will discuss things that are part of our everyday lives that we may not be able to explain and create a thinking map on the Smart Board. Students will free write about something in their lives that may be confusing or difficult. Students will pick their own partner to share their ideas with.

The class will come together as a group, and share (if they choose) what they wrote. The teacher will then read the folktale The Empty Pot to the class. The class will discuss the moral of the story, honesty, and talk about situations where it may have been easier to tell a lie instead of the truth. They will discuss why it is important to be honest in school and in life.

The teacher will pass out a preprinted Bio Poem worksheet to the class. Students will work individually to complete the Bio Poem. Students will come together and share their Bio Poems with the table group.

Closing: The class will discuss character to review the importance of being honest and what they learned from The Empty Pot.

Assessment: Completed Bio Poem

Week 3

- Lesson Plan: Why the Koala Has a Stumpy Tail, a Lesson on Teamwork
- Grade Level: 1st -5th Grade
- Subject: Reading/Creative Writing/Character Building
- Length: 1 day for each class period over one week

Objective: Students will learn about the importance of teamwork through reading and analyzing the Aboriginal folktale, Why the Koala Has a Stumpy Tail. Students will compare and contrast the qualities of the main characters and complete a Character Profile Chart (Appendix A).

Materials: Why the Koala Has a Stumpy Tail, colored pencils, Character Profile Chart

Lesson Sequence: The teacher will begin this unit by discussing what folktales and fables are and their purpose. The class will review the types of characters found in folktales and fables and the genre of the story. The class will brainstorm and create a thinking map of fables and folktales they are familiar with. Students choose three fables or folktales they are familiar with and complete a problem/solution chart for each. In their table groups, students will discuss the fables they chose, the problem in the story, how it was resolved, and the moral.

The class will locate Australia on the map and discuss some things that they know about Australia, focusing on animals. When they mention the koala, the teacher will ask them to describe its physical characteristics. If the koala's tail is not mentioned, the teacher will add it to the list of characteristics. The teacher will remind the class that fables are usually created to explain the reason for something and usually have a moral, and let the class know that this fable does both: explains why a koala does not have a tail and teaches a lesson about teamwork. The teacher will then read the story Why the Koala has a Stumpy Tail to the class.

The teacher will pass out a preprinted Character Profile Chart (Appendix A) to the class. Students will work in pairs to complete the chart. One student will complete the profile chart on the koala and the other on the tree kangaroo. They will work individually on their charts and come together to compare and discuss them.

Closing: The class will come together to discuss character traits of the koala and the tree kangaroo, and discuss the moral of the story, which is teamwork and why teamwork is important.

Assessment: Completed profile chart

Week 4

- Lesson Plan: How Frog Went to Heaven, a Lesson on Hard Work
- Grade Level: 1st -5th Grade (adjustments for primary grades)
- Subject: Reading/Creative Writing/Character Building
- Length: 1 day for each class period over one week

Objective: Students will learn about the importance of hard work through reading and analyzing the African folktale How Frog Went to Heaven. Students will perform the folktale in reader's theatre.

Materials: How Frog Went to Heaven, chart paper, colored pencils, construction paper, material, scissors, chenille stems, buttons, glue, designed paper, googly eyes, wooden dowels

Lesson Sequence Day 1 (Week 1): The teacher will begin the unit by reviewing the three previous folktales and the lessons they have taught. The teacher will review the places the folktales came from using a map. The teacher will ask students to identify Africa on the map and explain that the folktale for this unit is from Africa. The teacher will ask the class to brainstorm on character traits that would be important to teach. The class will create a thinking web with their ideas. The teacher will pass out the script for the story and the students will break into groups to read it together and decide on parts. Students will create

props, practice, and perform for the class. For the primary grades, teachers will read the script out loud, discuss the story and its moral, and make puppets for the performance.

Closing: The class will come together as a group and perform the play.

Assessment: Reader's Theatre performance

Conclusion

The unit worked well except for some problems with the timeline. Library time is short and goes by quickly. An extra day for each folktale would be ideal. The reader's theatre activity, in particular, suffered from lack of time.

My goal for next year and the years to come is to help students realize that the library is more than a place to find a good book to read; it is a place with resources to enhance education and the way they view the world.

A Survey of Collection Development Activities in Nigerian University Libraries

K.A. OWOLABI

B.O. AKINTOLA

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Introduction

The library is the nerve center of academic activities in universities and is a depository of knowledge, with varied and useful information carried in different kinds of materials, each of which has its unique way of handling. University libraries must help reach the academic goals of their parent institutions and this can be achieved through adequate library collections. Chukwu (1998) maintains that the major indicator of a good library is the quality and quantity of its collections. It is necessary for university libraries in Nigeria and elsewhere to acquire current and relevant information resources necessary for sustaining the teaching, learning, and research activities that universities are known for. The paper investigates collection development activities in Nigerian universities.

Literature Review

The task of university libraries is to select, maintain and provide access to relevant and representative information resources this can be achieved through adequate collection development. Collection development can be described as the ways of building up and improving upon a library's information resources. Olaojo and Akewukekere (2006) defined collection development as a process of selecting, ordering and payment of information materials for the use of the users in the library. Based on this, collection development helps to enhance the assemblage and provision of a variety of information materials to meet the desperate need of library users. Nnadozie (2006) in his opines described collection development as a planned, continuous and cost effective acquisition of quality and relevant materials to meet the needs of the users and objectives of the university libraries. Commenting on the importance in Nigerian university libraries, Olanlokun and Adekanye (2005) submitted that collection development is an important aspect of library service that can promote libraries. They went on to say that university libraries need to rise up to their responsibility by providing materials capable of supporting teaching, learning and research, and also for community services. Collection development is the vehicle through which library activities can be measured by the users. Lamb (2004) stated that the major benefit of good collection is that it helps the library to review the strength and the weakness of their collection. Showing the importance of collection development in libraries, Ranganathan's 5th law stated that the library is a growing organism

Ifidon (1997) maintains that library objectives and philosophy must be taken into consideration in collection development, emphasizing that the areas of interest and concerns of library users is paramount. Attama (2005) identifies ways in which university libraries can build their collections, including legal deposits, exchange, direct purchase, donation, donations, and photocopies. Jones (2007) categorizes collections into four areas:

materials to support students' learning and teaching, materials to support researchers, special collections, and "just in case" materials.

Nwafor (1997) discovered that a low level of funding of university libraries had led to the deterioration in the quality of library collections. This was supported by Lawal and Okwueze (2007). Akobo (1998) and Olanlokun and Adekeye (2005) discovered that problems facing library collections in Nigeria include foreign exchange restrictions, economic recession, and the large population of students.

Ononogbo (2003) discovered that 91 percent of the collection in the library being studied was derived from donations, gifts, and bequests. The situation is the same at the Federal University of Technology, Owerri (FUTO) (Iheaturu, 2003).

Objectives of the Study

- To discover the methods of acquiring materials in selected universities
- To ascertain participants in the process of selection of library materials
- To identify selection tools used in acquiring library materials
- To identify hindrances militating against acquisition of library materials

Methodology

The study used a descriptive survey and data were collected with questionnaire distributed among collection development/acquisitions librarians in Nigerian universities. A total of fifteen copies of a questionnaire were distributed, of which twelve were returned and found usable. The questionnaire was aimed at eliciting information on collection development procedure in Nigerian universities. Purposive sampling technique was used to select respondents and descriptive statistical techniques were employed in the analysis of data.

Finding and Discussion

Table 1: Institutions

UNIVERSITY	OWNERSHIP	YEAR OF ESTABLISHMENT	ABBREVIATION
UNIVERSITY OF IBADAN	FEDERAL	1948	UI
OBAFEMI AWOLOWO UNIVERSITY	FEDERAL	1962	OAU
UNIVERSITY OF LAGOS	FEDERAL	1962	UNILAG
UNIVERSITY OF AGRICULTURE	FEDERAL	1988	UNAAB
OLABISI ONABANJO UNIVERSITY	STATE	1983	OOU
LAGOS STATE UNIVERSITY	STATE	1982	LASU
TAI-SOLARIN UNIVERSITY OF EDUCATION	STATE	2004	TASUED
COVENANT UNIVERSITY	PRIVATE	2002	COVENANT
BABCOCK UNIVERSITY	PRIVATE	2002	BABCOCK
CRESCENT UNIVERSITY	PRIVATE	2005	CRESCENT
REDEEMER'S UNIVERSITY	PRIVATE	2005	RUN
CRAWFORT UNIVERSITY	PRIVATE	2005	CRAWFORT

Five private universities, three state universities, and four federal universities were used for the study.

Acquisitions Methods

METHOD	FEDERAL	STATE	PRIVATE	NUMBER	%
Donation	UI, OAU, UNILAG, UNAAB	OOU, LASU, TASUED	BABCOCK, CRESCENT, RUN, CRAWFORD, COVENANT	12	100
Bequest	OOU			01	8.33
Legal deposits	UI UNILAG	OOU		03	25
Exchange of Materials	OAU, UI, UNILAG	RUN	BABCOCK	05	41.66
Purchase	UI, OAU, UNILAG UNAAB	OOU, LASU, TASUED	BABCOCK, CRESCENT, RUN, COVENANT, CRAWFORD	12	100

All the universities acquire material through donation and purchase. Five exchange library materials with other academic institutions, while only three use legal deposit. No private university receives legal deposits. It is mandatory for authors to send a copy of their published work to federal and state universities.

Table 3: Participants in Selection

N=12

PARTICIPANT	FEDERAL	STATE	PRIVATE	NUMBER	%
UNIVERSITY LIBRARIAN	OAU, UI, UNAAB, UNILAG	LASU, OOU, TASUED	BABCOCK, CRAWFORD, COVENANT, RUN	12	100
SUBJECT LIBRARIAN			COVENANT	01	8.33
COLLECTION DEVELOPMENT LIBRARIAN	OAU, UNILAG	LASU	RUN, CRAWFORD, COVENANT	06	50
LECTURERS	OAU, UI, UNAAB, UNILAG	LASU, OOU	BABCOCK, COVENANT, CRAWFORD, RUN	12	100

University librarians and lecturers are the major contributors to the selection of library materials. Lecturers, who pass on knowledge to students, have the opportunity to recommend as well as use the best materials to achieve teaching and research purposes. However, it is also recommended that collection development librarians be trained to participate in selection as well.

Table 4: Tools for Selecting Material

TOOL	FEDERAL	STATE	PRIVATE	NUMBER	%
VENDOR'S LIST	UNAAB, UI, OAU, UNILAG	OOU, TASUED, LASU	CRAWFORD, CRESCENT, BABOCK, COVENANT, RUN	12	100
PUBLISHERS CATALOG	UNAAB		CRAWFORD	02	16.66
SUGGESTIONS FROM LECTURES	UNAAB, UI, OAU, UNILAG	OOU, TASUED, LASU	BABCOCK, COVENANT, CRAWFORD, CRESCENT, RUN	12	100
ONLINE SEARCH	OAU			01	8.33

The major tools used in the selection of library materials are vendor lists and suggestions from lecturers. Only one university uses online searching for selection.

Hindrances to Acquisitions

HINDRANCE	FEDERAL	STATE	PRIVATE	NUMBER	%
LACK OF FUNDS	LASU, OOU,OAU, UNILAG, UI	UNAAB, TASUED		07	58.3
EXCHANGE RATE	COVENANT, BABOCK, RUN			03	25
ECONOMIC RECESSION	CRAWFORD	CRESCENT		02	16.66

The major hindrance to the acquisition of new materials is lack of funds. The exchange rate and economic recession are also problems to be oversome.

Findings and Conclusion

The acquisition of material through donation and purchase is corroborated by Busayo (2008.) It was also discovered that Obafemi Awolowo bequeathed his collection with 11,362 volumes and 2,877 volumes of classified files to Olabisi Onabanjo University (OOU), Ago-Iwoye, Ogun State (Amusa, 2001). University librarians and lecturers are the major participants in the selection of materials. The reason for this is that academic staff are in the field of teaching and doing research, and may have access to current books which they can recommend. Using lists from vendors and book suggestions from lecturers as tools supports Attama (2005). The study also revealed that lack of funds is the major hindrance to the acquisition of library materials, which may be due to the fact that government institutions depend on the government for funding, while the private universities depend on their founders.

From the findings of the study, it can be concluded that donations and purchase are the two major ways of acquiring library materials and also that university librarians and lecturers participate in the process of selection of library materials. Poor funding was the major problem facing the libraries in developing their collections.

Recommendations

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- There is need for adequate funding of the universities, particularly the university libraries, in order for them to have access to relevant and current library materials.
- Libraries should solicit book donations and funds from Non-Governmental Organizations (NGOs) and prominent individuals to enable them provide relevant and current information to their communities and thereby meet the changing needs of library users.
- The book budget of the library should be increased so that more books can be acquired for users.
- Acquisitions librarians should be encouraged to participate more in the book selection process and necessary training given to them to enable them to do this.
- University libraries should have a collection development policy. The policy will serve as a guide in the selection and procurement of library materials.
- Libraries, especially university libraries, should be involved in consortia to reduce the cost of acquiring e-journals, books, and databases.

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Developing a Public Library Policy Manual

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Introduction

Does your library have a written manual for the staff that guides them in the daily operations of the library? You may be surprised to learn that many public libraries do not have a written policy manual. The policies and procedures of most small public libraries are "word of mouth" rules for daily operations. It is the job of staff members who have been at the library to train new staff with their interpretations of library policies and procedures. For the most part, libraries run pretty efficiently with this type of training, but this approach can also waste time and money and cause confusion and resentment among staff and or patrons.

Policies give the staff written tools for daily decision-making. Library policies support the staff when problems arise, and they show patrons why the library is enforcing these policies.

Sager (1989) says that, "written policies eliminate the guess work, confusion, and favoritism towards the staff and patrons." The following is a basic outline for public libraries to use to develop a written policy manual that they can continue building. It defines and describes five library operations and gives examples of policies in those areas.

The policies outlined here reflect specific needs of one small public library in Western Kentucky, the Calloway County Public Library. The Calloway County Public Library uses the Follett Library Resource Management System. The Follett system is used by several public school systems and small public libraries in this area. The Calloway County Public Library has six full-time staff members, including the director, seven part-time staff members, and one part-time bookkeeper. The state regional library office is housed in the same building and has two full-time state employees. The Calloway County Public Library has a collection of about 65,000 volumes, with average circulation of 2.5 per item per month. The population of the county population is nearly 35,000 (Murray Calloway County Chamber of Commerce)

Brumley (2004) states that, "The library, because it possesses, organizes and provides access to its community's single largest concentration of information resources, must develop information services appropriate to its community." A good policy and procedure manual is part of these services, and it "ensures for every person a level of library service that meets his essential needs." (American Library Association, 1967). Sager (1989) describes the basic contents of any manual:

- Materials selection policy: Standards and guidelines used by institution.

- Reconsideration policy: Steps patrons may take if they object to material in the library, including a form to detail the nature of their objection.
- Personnel policies: Benefits and staff responsibilities.
- Gift policy: Types of materials accepted by the library.
- Patron privileges and obligations: Loan periods, registration requirements and fees.
- Complaints: Steps the public or staff may take in bringing complaints on the policies or services to the administration and board.
- Board bylaws: The formal organization and procedures of the Board.
- Emergency action: Steps staff should take in the event of fire, bomb threat, and similar calamities

Steps in Creating a Manual

- Form a Committee

No one knows how the library operates better than the library staff. Meeting with the director and the library staff to discuss the policies of the library is the place to begin. Appoint someone to take notes and write down the policies and procedures described orally in the meeting. Go over the list with the staff and choose five to ten policies and their procedures to begin with. When the list is finished, the director should appoint a committee of at least three people to research that group of policies and their procedures. When possible, choose the department heads. The department heads will make up an informed, well-balanced committee. If choosing a department head is not possible, someone from each department. This ensures that all areas of the library will be represented.

- Collect Data

The committee will evaluate each procedure step by step, meeting frequently to keep the project moving forward. These steps, as well as the policy behind the procedure, should be written down. The committee should choose at least one procedure from each department represented. The ultimate goal is to have all department procedures and policies written down for employees and the public. While observing these procedures, the committee can use a form and will ask the following questions:

- What is the procedure's name?
- What is the objective of this procedure? (What are we trying to achieve?)
- Who handles this particular procedure?
- What are the steps to this procedure?
- What is the policy behind this procedure?

Circulation is a major part of the daily library operation; therefore, it would be a good idea to start your research in the circulation department. Circulation consists of patron privileges and obligations. The patron privileges and obligations may include the loan periods, registration requirements and fees. The daily patron care is also a part of circulation. This may consist of checking out patron's material, checking in returned library material, making photocopies for the patron, sending and receiving faxes for patrons and staff members. There is also the daily maintenance of the collection which may include straightening and reading the collection, and shelving material.

When the committee has chosen a particular procedure, use a Procedure and Policy form from the examples. The following are three different examples of information your form might include:

Example 1

What is the procedure?

Checking in library material

What is the objective?

Our objective is to check in returned library material in a timely and efficient manner.

Who handles this procedure?

Staff who are assigned to work at the circulation desk.

What are the steps?

- Retrieve the material from a patron, its deposit location at the desk, or from the bookdrop.
- Check containers to make sure materials are in containers and that it is the correct material and correct amount of material for that particular container.
- Put computer in check-in mode.
- Scan the barcode.
- Monitor process on screen and look for messages.
- Print out messages and put material in place for the next step.

What is the policy behind this procedure?

All circulating library material will be properly returned, checked in, and placed in its proper place in the library after the appropriate return time has been observed.

Example 2

What is the procedure?

New library card application

What is the objective?

To ensure that the library has correct and current information about its patrons.

Who handles this procedure?

New library card applications are handled by full and part-time circulation staff.

What are the steps?

Ask if the patron has had a card before and check patron maintenance on the computer to make sure. If there is no record, complete the following:

- Have the patron fill out a card application.

- Collect full name, address, and phone information. The patron must provide date-of-birth and photo identification that includes a number. (University identification card is not sufficient because they do not have identification numbers.)
- Check the completed application with the patron to make sure the information is correct and legible.
- Type the patron's last name, first name, and library identification must be typed on the card application.
- Type the patron's library card with first name, last name, and mailing address.
- Place identical patron barcodes on the card application and the library card.
- File the finished card application, laminate the library card, hand the card to the patron if they are over fourteen. If they are not over fourteen, show them the card and place it in the children's card file that is kept at the front desk.
- Explain borrowing policy for new cardholders: the first time they use their library card they will be limited to two books (this does not include magazines, books on tape, or compact discs). Once the books have been returned there will be no limit on books. When they return the books their account will be opened to audio material, serials, and movies if they are 18 or older.
- Give the patron a copy of library brochure and ask if they have questions or need assistance

What is the policy behind this procedure?

The policy behind this procedure is to ensure that the library has current information on all library patrons. This enables them to notify the patron of overdue material and retrieve it.

Example 3

What is the procedure?

Interlibrary Loan

What is the objective?

Our objective is to provide our patrons with information that is not readily available in our library.

Who handles this procedure?

A staff member who has been trained on the Interlibrary loan system handles this procedure.

What are the steps?

- Interlibrary loan forms must be filled out in person.
- The patron must give as much information as possible. Information should include the author, title, the patron's full name, the patron's library card, identification number, and a telephone number where they can be reached.
- The staff member should go over the information with the patron to make sure they have all the information needed.
- The staff member makes sure the interlibrary loan form is marked with the current date and is delivered to the proper place or person.

- The staff member who orders the interlibrary loan material should make sure that the loan request is handled in a timely manner. The items are ordered, the lending library will confirm or deny the request, and the material that is being borrowed is sent to the library.
- Once the material has been received, the items are processed through the library system so that the patron can check out the items and the items can be accounted for at all times.
- Once the patron has returned the items, they are processed and returned to the lending library through a carrier service or US mail.

What is the policy behind this procedure?

The policy behind this procedure is to ensure all library patrons receive the best possible service. This service can include outreach services such as interlibrary loan and ensuring proper care of all material loaned and borrowed by the library.

Example 4

What is the procedure?

Steps to hire part-time staff members.

What is the objective?

To hire the best employee

Who handles this procedure?

The director of the library or designee

What are the steps?

- All available part time positions must be posted inside the library or in the local newspaper.
- All potential employees must be at least 16 years of age with a valid driver's license.
- All potential part-time employees must complete the three page job application inside the library.
- Once the application has been completed, the director will interview the potential employee and have them place a book cart full of fiction and non-fiction books in Dewey Decimal order.
- Once the employee has been offered and given the job, a work schedule will be set up by the department head, and all forms must be filled out with the bookkeeping department. An employee uniform (polo shirt) should be ordered by the department head.
- The employee will be given a two-week training schedule and trained with the employees of that department.
- The employee must complete a 90 day trial period.

What is the policy behind this procedure?

To create an applicant pool that contains quality applicants for library vacancies.

Example 5

What is the procedure?

Library donations and gifts.

What is the objective?

The objective is to ensure that gifts and donations are handled within the best interest of the library and the library community in mind.

Who handles this procedure?

A designated staff member handles this procedure, usually the director or the secretary handles donations and gifts.

What are the steps?

- Donors giving cash or a check must fill out a form.
- The form and the cash/check amount are logged into a record book. The money is given to the bookkeeping department and the secretary or director decides where the amount is to be spent. The donation can be spent on library material or it can be placed in a special fund for the library.
- Donors can specify how they would like the money spent.
- Donors of used books and other library material are told that items not added to the collection will be placed on the library's sale table to be sold for no more that $.50. The money from the sale will be used to purchase new library material.

What is the policy behind this procedure?

Donations accepted by the library become the sole property of the library and the library is solely responsible for the disposition of the donation. All monetary giftsare subject to board guidelines.

Present to the Director

After the committee has collected information, it should be presented to staff and department heads for correction and comment. After that is done, the committee should meet with the director. The director reviews the procedures and policies, and decides, along with department heads, if changes are needed. The director will make sure that the procedures and policies are presented to the board of trustees in accordance with the policymaking by-laws.

Present to the Board of Trustees

The director will present the policies and procedures at a board meeting. Each policy may be adopted as a group with other policies, but are titled individually. According to the Kentucky Public Library Standards, a library which operates at an enhanced level, "reviews all policies at least every three years updating as needed." To meet the qualifications for the exemplary level, the standards require that, "the board reviews all policies every year, updating as needed".

Conclusion

Policies and procedures are a very important guide for the library. They give staff a guide to perform their jobs to the best of their ability. A library manual serves the need of its borrowers by explaining how the library operates and the guides they are expected to follow. The policies ensure that the community's tax money is being used for the good of the entire community.

In addition, library policies and procedures serve the needs of library patrons in various ways. They will serve "the needs of its borrowers by explaining how books can be borrowed, and for how long. It indicates the procedure for reserving books, and tells how requests for new additions to the library should be made. It informs readers of the inter-library loan network, demonstrating the fact that all libraries, however small, are part of the nationally linked scheme" (Chirgwin and Oldfield, 1978). When staff and patrons do not know what to do, they wander blindly. Having clear policies and procedures helps ensure a smooth-running library and happy patrons.

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The Role of Libraries in the Unified Tertiary Matriculation Examination

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Introduction

It is obvious globally that most candidates seeking admission to higher education prefer universities. The Unified Tertiary Matriculation Examination (UTME), however, will help recruit students to other kinds of institutions such as the Polytechnic and the College of Education.

Emodi (2010) observed that our higher educational institutions are confronted with the pressure of an increasing number of students demanding for access. She stressed that students compete for the limited places in our universities and that in all countries, admission into the top institutions have become more difficult to achieve. Emodi therefore noted that competition has always been a force in institutions of higher education and that in many ways, it can help to produce excellence and best performance.

Adedoyin (2009) however canvassed for the approval of more private tertiary institutions in Nigeria, adding that the number of Universities in the country was inadequate and cannot satisfy the educational needs of the Nigeria youths. This assertion is also true and applicable to both State and Federal Universities in Nigeria, bearing in mind the number of candidates seeking admission yearly.

Brief on Joint Admission Matriculation Board (JAMB)

The Joint Admission and Matriculation Board (JAMB) was established in Nigeria in 1978. Prior to this, each University was responsible for the conduct of its own concessional examination and admitted its students. In 1987, JAMB performed the exemplary feat of printing examination materials in Nigeria. Since then, the Board's question papers have always been produced and answer scripts processed in Nigeria-Idoko (2008). JAMB, which is now (1978-2010) 32years old, celebrated its 30th anniversary of success (1978-2008) at the Headquarters office, Bwari, Abuja. A review of JAMB activities after more than thirty years of existence, with the introduction of UTME is seen as imperative and justifiable.

UTME Replaces JAMB

The Joint Admission and Matriculation Board (JAMB) recently established the Unified Tertiary Matriculation Examination (UTME) to replace JAMB. UTME has therefore been scheduled for 17th April 2010 in place of the University Matriculation Examination.

Ogbuka (2009) who is JAMB's Spokesperson confirmed that logistics for the new examination (UTME) had been put in place. Ogbuka assured that the Board was leaving no stone unturned to update candidates on what to expect and that the sensitisation of candidates and other stakeholders would continue to ensure that the enlightenment leads to

the success of the UTME. She also stated that JAMB, in conjunction with the Federal Ministry of Education, would organise a symposium with the theme "UTME : Gateway to Quality Tertiary Education in Nigeria" to create more awareness about the examination.

Intent of Unified Tertiary Matriculation Examination (UTME)

The Unified Tertiary Matriculation Examination (UTME) has by implication, unified both the Universities Matriculation Examination (UME) for candidates applying for admission to the Universities and the Monotechnics, Polytechnics and Colleges of Education Matriculation Examination(MPCEME) for those applying for admission to the Polytechnics and Colleges of Education. The Board intends, therefore to use the scores obtained from UTME for admission purposes into all the three branches of the tertiary level.

Awuzie as reported by Oyekanmi(2010) noted that what the UTME is all about is that candidates who fail to secure admission to the university will be considered for Polytechnics and if there is no space, then they will be considered for the Colleges of Education.

Comments/Remarks on UTME

The introduction of UTME has generated comments from different quarters since the measure (policy) was announced. Oyekanmi (2010) reported that negative comments about the proposed Unified Tertiary Matriculation Examination (UTME) being organised by the Joint Admissions and Matriculation Board (JAMB), gained momentum recently, with both the President of the Academic Staff Union of Universities (ASUU), Prof. Ukachukwu Awuzie and a former Vice Chancellor describing it as both illegal and ill informed.

It was obversed that a projected 1.5 million candidates are expected to sit for the maiden examination scheduled for April 17. Awuzie stressed that JAMB had been dishonest about the UTME. He noted that it was well known that most candidates preferred to attend a university and that asking candidates to make extra two choices of Polytechnics and Colleges of Education erodes the significance of those institutions.

According to Awuzie's projection, about 85 percent of those who will take the UTME will apply first to the universities. He queried why asking for five credits from everybody, yet, the Polytechnics are not awarding the Bachelor of Technology, neither are Colleges of Education awarding Bachelor of Education degree hitherto. Awuzie frowned at asking for five credits across the board, stressing that even with the UTME result, candidates attending the Polytechnics would still begin at the National Diploma level and earn the National Diploma (ND) first, while those attending the Colleges of Education will still end up with the National Certificate in Education (NCE).

Awuzie thus recommends that everybody be allowed to fit into his own space. He stressed that the idea that it is when one cannot gain admission to university that one could be considered for admission to the Polytechnics, or when one cannot make it to the Polytechnics that one would be considered for the Colleges of Education is discriminatory and erodes the position of Polytechnics and Colleges of Education. He posited that it is like saying that Polytechnics are second rate, while Colleges of Education are third rate.

Oyekanmi(2010) equally reported a former Vice Chancellor of one of the southwest universities, who also spoke under the condition of anonymity as saying that it was wrong to centralise an examination of such magnitude insisting that it would have been better to

have the two separate examinations (UME and MPCEME) the way they were being done before. The Ex-Vice Chancellor maintained that parents prefer universities to anywhere else. He said if a candidate takes the UTME this year, fails to get into a university and maybe ends up in a polytechnic, next year, he will take the examination again and get into the university.

He opined further that the scope of management of the UTME will be too complicated and therefore suggest that the two separate examinations be held as it was being done before. However, the arguments being put forward by JAMB as justification for the UTME are that it will reduce cost, time of preparation, energy and administration of the matriculation examination.

The Import of the Library in the success of UTME

The criticisms for and against the introduction of Unified Tertiary Matriculation Examination (UTME) notwithstanding, the library has some important roles to play to make the new examination policy a success.

Edozien (2010) lamented on the state of public examinations in Nigeria during the 17th convocation ceremony of the University of Agriculture, Abeokuta as follows:

"The chancellor's forum is greatly disturbed by the failure rate in qualifying examinations into tertiary institutions in the country. We are not happy that less than 30 percent of those who sat for JAMB examinations actually passed the examination, neither are we comfortable with the fact that less than 20 percent of candidates who sat for terminal examinations organised by WAEC and NECO recorded credit passes in the key subjects. While we recognise the contributions of disruptions in the school calendar to this disturbing phenomenon, we call on relevant authorities to undertake a thorough assessment of the situation with a view to proferring a wholistic solution to the problems."

Falola (2010) reported that the National Examinations Council (NECO) has released the results of the November/December 2009 Senior School Certificate Examinations, with 98 percent of the 234, 682 failing to clinch five credits, including English and Mathematics. NECO however stated that 4,223 candidates got five credits, including English and Mathematics. The 4,223 candidates formed about 1.80 percent of those that sat for the examinations. Ironically, Kogi, Bauchi and Ondo led other states in the list of examination malpractices as remarked by the Registrar of NECO, Prof. Promise Okpalla. He added that 234, 682 candidates wrote the examinations out of 245, 157 that registered, which was held in 1,708 centres spread across Nigeria. The total number of candidates with five credits and above, irrespective of subjects according to the Registrar is 12, 197, representing about 5.2 percent of those that sat for the examination.

The Registrar, Prof. Okpalla also said that 236,613 cases of examination malpractices were discovered in the examinations. Kogi state, it was reported topped the list of examination malpractices while the Federal Capital Territory (Abuja), Abia and Oyo states were ranked lowest in infractions. Prof. Okpalla regretted the poor performance of the candidates in the examination, saying that there was need for stakeholders to intensify efforts in ensuring improvement in candidates performance.

The News Agency of Nigeria "NAN", (2010) equally reported that out of the 245,157 candidates who registered for the examination, 234,682 sat for the examination held in 1, 708 centres across the country. Prof. Okpalla said the council recorded 236,613 cases of

examination malpractice in the examination. The reports show that the analysis of malpractice by state, subject and type revealed that there are 236,613 cases with :

- 82,647 cases of aiding and abetting as well as seeking and receiving help from non-candidates.
- 65,348 cases of mass cheating.
- 40,876 cases of impersonation.
- 12,728 cases of irregular activities inside or outside the examination hall.
- 12,502 cases of cheating detected at marking venue (double script).
- 6,212 cases of candidates who brought in foreign materials inside the hall.
- 4,618 cases of collective insult and violent behaviour.
- 4,299 cases of those absent but had answer script.
- 1,761 cases of collusion.
- 1,436 cases of use of electronic communication devices inside the hall.
- 1,279 cases of cheating detected at marking venue (copying foreign materials) &
- 1,049 cases of those who brought electronic communication devices into the hall

The Nation (2010) editorial/opinion comment on "Mass failure of candidates in NECO" observed that it is obviously bad news for parents and guardians, wards and other independent candidates who sat for the examination, with a view to improving their lot in life. The truth however, as opined is that the poor showing in the examination could hardly be said to be unexpected. Each time very poor results are churned out by the West African Examinations Council (WAEC), NECO, and or the Joint Admissions and Matriculation Board (JAMB), the usual responses is for everyone connected with examination to trade blames, thereafter, "falling standard" of education is singled out as the cause of the poor performance. Then, everyone goes to sleep. It is not quite clear whether the Federal Government and the Nigerian society really understand the implication of this incessant failure of young students for the future of the country. Indeed, it is a disaster waiting to happen.

While it is true that a country cannot grow beyond the level of education accessible to its citizens, the corollary is also true, that the level of ignorance is the barometer for measuring underdevelopment. Abysmal failure in examinations at all levels of our education system is somewhat becoming a recurring decimal. The results obtained by candidates in the last few years attest to the fact that something is fundamentally wrong with the education system, both in content and its delivery. What is frightening is that these results have not only continued to show a steady decline, (with the 2009 NECO results being one of the worst), there are no indications that the pattern could change in the nearest future except the suggested measures are applied.

However, there is nothing unusual about a noticeable decline in the standard of education. Currently, both the United States of America and Great Britain are re-working the education of their youths, not only to address noticeable fall in standards, but also, to prepare them for the challenges of the future. What is most annoying in the Nigerian situation, however, is that successive governments in the country feel that the trend of mass failure would go away just by wishing it away. This is wrong. Societies, all through human civilisations worked through their problems to arrive at desired results. The Nigerian case of "falling standard" in education cannot be an exception; all the stakeholders must be willing to work at improving it.

Bagudu (2010), who is the Deputy Chairman, Senate Committee on Education in Nigeria said the results of the last November/December 2009 National Examinations Council

results were embarrassing to the nation. Senator Abubakar Bagudu made the observation in Abuja at the National Education Conference organised by his Committee and noted that the 98 percent failure indicated that all was not well with the education sector, stressing the need to prevent its recurrence. Bagudu said that all stakeholders should collaborate to ensure improved performance in public examinations. He assured that the Committee would monitor the use of funds allocated to education agencies and ensure that what was budgeted for, was strictly implemented.

The library has a significant role to play, and can help to sustain the newly introduced UTME and can equally, adequately, address the alarming failure rate of candidates in SSCE, NECO and other qualifying examinations into tertiary institutions in Nigeria through the following measures:

- Inculcation of Reading Habit
- Use of School Library.
- Use of Public Library.
- Revision and Examination Writing Hints.

Inculcation of the Reading Habit

When children are introduced to books early enough in life, it improves their reading habit. Habits, it is often said, die hard. When reading becomes part of the habit of a child, such a child will do well in both written and oral examinations. The Biblical phrase, "Train up a child in the way he should go, and when he is old, he will not depart from it" (Proverbs 22: 6) further buttresses this point. Efforts must be made to "catch the children young" to be able to excel in their education.

Use of the School Library

Familiarisation and use of school library from the primary school level to the secondary school would prepare students adequately for any public or qualifying examinations after graduation from the secondary school. Achebe (2008) defined school library as the type of library found in the primary and secondary schools. The materials are acquired according to the school curricula. The school library helps students to carry out class assignments, term papers, book report and general reference. Additionally, some school libraries have collections or recordings, video tapes and computerized instructional programme all for the use of the teachers and students.

Use of the Public Library

Candidates writing UTME and other qualifying examinations as external students can also benefit immensely by the use of Public library. Both primary and secondary school pupils can avail themselves of the services of public library once they are registered as users. Public library makes provision for all category of users and open at weekends. Its basic function is to provide information, education and entertainment to all the people it serves (children, youths and adults in any aspect of profession).

Durojaiye (2010) reported that a philanthropist, Mrs. Iyabo Atta, worried about unavailable library facilities in many primary and secondary schools in Oyo State, Nigeria, recently constructed a modern library for one of the rural public schools in the Afijio Local Government Area of Oyo State-Akinmoorin Grammar School. The library which is a model in

the state, was built in honour of the philanthropist's late father , Pa Ayorinde Thomas. Mrs. Atta also donated 68books to the library, as well as sports equipment and audio-visuals to the school.

Mrs. Atta, while speaking at the presentation and hand-over ceremony, reiterated that : "If libraries are established in the rural areas, the pupils will be in a better position to select and acquire relevant materials that will enlighten them about their cultural heritage, as well as upgrade their moral life and enable them to acquire skills and knowledge that will enable them to face uncertainties of future life. They need fiction and non-fiction books that will satisfy their imaginative and emotional curiosity".

It was also observed that the provision of library services in rural communities can help teachers to establish the reading corners in each class room in primary schools, which is necessary to promote pupils reading habits, especially where the children do not have access to a school library.

Revision and Examination Writing Hints

Failure in an examination starts with ill-preparation. A candidate who fails to prepare for an examination must be prepared to fail. Candidates preparing for the UTME or other similar examinations should adhere to the following guides/tips:

Revision

It is important to revise all that has been read few days to the examination. Group discussions can also be held where possible, as this will allow for sharing of ideas and asking of questions from other colleagues. Time must be evenly allocated to every subject to be examined and past examination questions must be attempted on each of the subject. It helps because questions are sometimes reframed or repeated.

A Day before the Examination

Check and ascertain the venue and time of the examination. Usually for UTME, the examination town could be a town, for instance, Ado-Ekiti, the capital of Ekiti State, has different institutions. Therefore, be sure of the exact school. Organise your examination materials namely: Exam permit/identity card, Biro, HB pencil, Erazer, Blade/Shapner, Calculator (if allowed) etc. The

Subject(s) for the next day must be revised thoroughly

Day of the Examination

Get prepared and leave your home/hostel early enough. Ensure that you take along with you all needed writing materials which you had earlier organised. Be at the venue latest thirty (30) minutes before the examination. Dont be anxious or nervous. Drop your bag or any material that can implicate you at the corner/place provided for such.

In the Examination Hall

Have a comfortable seat and desk. Fill your name, registration and examination numbers, subject options and your other particulars as may be required on the computer

(OMR) sheet provided. Sign the attendance sheet as appropriate. Check your question papers for any omission and comply with all instructions given.

Answering the Questions

Read the instructions properly and be sure of what you are expected to do. Attempt all the required questions by answering those considered the easiest first. Do not devote all your time to tackling the difficult questions. Be conscious of the time, ensure that your answers are properly shaded in the manner specified, otherwise, the computer machine to do the marking might reject it. Do not shade more than one answer. Erase properly when the need arises to do so.

Before Submission of Script

Do not be in a hurry to submit your answer script when you are through. Take time to review your work. Ensure that you do not leave out any question unanswered. Once you submit your script hurriedly, you will never have access to it again, even when you remember of an important thing that you have left out.

Recommendations

All the stakeholders in education have significant roles to play to make the Unified Tertiary Matriculation Examination (UTME) in Nigeria a success.

Parents should introduce their children to books right from their nursery/primary school days, to inculcate in them the desirable reading habit/culture. When a child is trained in the way he should go, when he is old, he will not depart from it.

Most schools do not have a functional school library. The few schools having school library are not properly stocked with relevant materials that could support the curricula of the respective schools. The nursery/primary and secondary schools are the foundational levels of education, hence, the school libraries must be adequately equipped to enable our youths face UTME and other qualifying examinations without stress and phobia.

Government should give priority to the establishment of Public library in each local government area in Nigeria. This will serve the needs of candidates who are already out of school (external candidates), who are also involved in the writing of the UTME and other qualifying examinations.

The various examination writing hints must be noted and be religiously followed by the candidates who are either taking the UTME or other qualifying public examinations. Candidates should note that the principle of one day reading before examination to pass, that is all night reading till the following day of examination, may not do the expected "miracle". Such is even detrimental to the memory and the body system/health. Adequate rest and normal sleep are equally important.

More importantly, candidates writing UTME and other examinations should not alienate the library. Rather, they should avail themselves of the various services provided by the libraries such as: Users education, Book loan services, Interlibrary loan services, photocopying services, conducive reading environment etc which will help candidates to pass their respective examinations with ease.

Conclusion

The library as an educational resource center, rich both in human and material resources, has more than the candidates can imagine to offer, which will invariably prepare them well ahead of time to pass their various examinations without any stress or anxiety. Obviously, only those candidates who fail to prepare and alienate the library's rich resources should be prepared to fail after all. Prospective candidates are therefore advised to avail themselves of the various services and facilities provided by the library to guarantee better academic performance and excellence in all examinations. Students who pass through the library without allowing the library to pass through them, end up as half-baked graduates and may not find success in what they hope to achieve.

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Book Clubs for Middle Schools

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Introduction

When you enter Brame Middle School library in Alexandria, Louisiana, you get a warm feeling. The librarian and student clerks are friendly and helpful. The library is spacious with several quiet, comfortable reading areas for students and teachers. Eight round tables and chairs are available for work and study areas, as well as nine designated library computers which can be used for research, etc. Many Brame students enjoy visiting their library and seem to use it for relaxation and academic purposes alike. Teachers also feel comfortable using the library and its services, but believe it could have so much more to offer. Because of finances and recent budget cuts, the library is limited in what it can offer.

Brame Middle School library has one librarian to serve approximately 800 students and fifty faculty members. A clerk is assigned to this library, but must work in the office instead. Two or three student workers per hour, about 18 total, aid the librarian as clerks. Brame is not a Title I school and serves mainly middle class students.

Brame Library has 10,000 volumes, with 2,000 in the reference collection. The number of volumes circulated annually is 18,000. This year they only have 13 serial subscriptions due to budget cuts, but in the past that number was around 40. The library has a special Louisiana collection and audiovisual collection.

Library instruction and book fairs are a few of the special programs offered in the library. Future plans include guest authors, book clubs, and computer lab updating. The current library houses 30 computers where teachers can bring an entire class for research, although the computers are relatively old. Follett's OPAC is used as online catalog, with the Dewey Decimal System is used for classification. Everything except gifts and local purchases comes "shelf ready." The collection is barcoded and circulation is automated.

The library offers online searching, reference, reserves, photocopying, computer printing, circulation of material (particularly Accelerated Reader [AR] books), and facilities for students to make up tests they have missed.

The library has flexible scheduling. Students are allowed to come to the library when they need a book, but it must be during their reading class. Any other visits are scheduled by the teacher and the class must come as a group.

The Book Fair is the primary fundraiser. There are two a year and they make about $500 on each. The PTC donates books and money as well. Brame has a canteen, and profits

are deposited in the library account each month to buy books. The librarian often purchases books from the discount section at Books-a-Million and finds this a really good bargain.

The librarian at Brame is experienced, admired, and respected. She has held the position for 12 years and loves books and young people. She sees room for improvement and expansion for her current library if the funds were available.

Project Description

Educators know that reading for recreation is as important as reading for information. Studies have proven a positive correlation between reading for fun and higher reading proficiency. Young adults, especially, have an innate desire for fun and friends and book clubs are just one way to provide opportunities for both. Young adults are attracted to programs they have a hand in designing and implementing, and book clubs can offer that as well. Book clubs at Brame Middle School can draw students into the library during their free time, encourage them to participate, introduce non-readers to the joy of reading, and motivate more young adults to read for their own enjoyment. Brame Middle School Book Clubs can foster a lifelong love of books and reading and appreciation for libraries, as well as improving academic and social skills.

Project Objectives

Various book clubs will be formed to create the conditions for young adults to talk about books they like (or dislike), find out what other young adults think, and build on young adults' love of socializing with peers which, in the long run, will produce better readers by improving reading skills and instill a lifelong love of reading. These book clubs will also reinforce reading skills and encourage students to read independently, taking responsibility for their own literacy. Brame Middle School Book Clubs will also teach valuable skills: reading for understanding, relating reading to personal experience, participating in discussion by taking turns and respecting the opinions of others.

The objectives will be achieved by:

- Surveying students and teachers, either written or orally, to get their input on book clubs.
- Deciding what type of book clubs to offer, based on survey results.
- Involving students in negotiating places and times to meet, along with the pacing and discussion of the books. They take on responsibility for their own literacy and learn to value one another as readers and learners.
- Passing the word! Send information out through emails, posters, bookmarks, teachers, friends, etc.
- Encouraging local businesses, companies, organizations, movie theatres, etc., to donate free passes or items for door prizes or incentives. Incentives never hurt!
- Modeling book reviewing during club meetings. with questions answered and discussion facilitated if necessary.

Planning Activities

- Discussing and planning next meeting's book and activities.
- Allowing students time to fill out evaluation forms to better plan for the next book club meeting.

Student Objectives

Students will:

- establish community rules for group formation and interaction.
- choose what to read and establish their own schedule for reading and discuss books
- read for the joy of it, learning to value themselves and others as readers and learners.

Project Background

Brame Middle School has not had book clubs in the past. The current librarian and several language arts teachers have informally discussed book clubs for several years. The librarian and language arts teachers feel book clubs might help with motivating recreational reading, address some of the high interest/low level problems, reinforce reading skills, and be "the" club that some students simply need to belong to for lack of one that fits their needs.

Project Method

Resources for this project will be information obtained through textbooks, educational magazines, the Internet, teachers, students, and other libraries and their book clubs. Equipment needed for this project will be a computer and printer.

Literature Review

Soltan, Rita. "Fairy Tale Characters Breathe New Life, A Fantasy Book Club Approach for Tweens." *Children and Libraries* . Summer/Fall 2007.

This article contains fabulous ideas for the fantasy book club but the author also includes typical book club meeting outlines which may be used for any type of book club. These outlines detail suggestions for the three consecutive meetings beginning with book introduction through evaluation and choosing the next book club "new book".

"Flippin' Pages with the No Name Book Club." *School Library Journal* . 20 May 2008.

This article stresses the importance of letting the students create the book clubs themselves. It gives them ownership and control, helping them develop important life skills. Book clubs must be put together by students as much as possiblem with reading lists chosen by the students or groups of student selectors. This article suggests the use of contests, since they can be a big motivator for many students. This article reinforces my idea of giving students ownership in their book club to motivate them and get them more involved.

Howard, Elise. "Making YA Cool for Teens." *Publishers Weekly.* 1 June 1998: Vol. 245 Issue 22.

The author stresses the fact that it is important to educate the "gatekeepers", teachers, librarians, and parents, involved in the YA reading audience. The gatekeepers often have a limited knowledge of the richness and depth of YA literature. In addition, parents often want their children to look for harder, longer books which only lead to frustration for the child.

Finding out what's cool for YA is another approach to reaching them through book clubs. Graphics and other products in media are another place to focus our attention to what might turn young adults on to reading.

"Facebook's Book Clubs Gets Kids Excited About Reading." *School Library Journal.* May 2009.

Although this article is about an Internet book club, it has relevant information and ideas for any type of book club. It stresses that for many people, belonging to a book club is the first time they may have belonged to any type of group or club. The article also states the importance of putting together readers who share common interests. Book clubs are a place to chat or socialize for all ages.

Messner, Kate. "Met Any Good Authors Lately? *School Library Journal* . August 2009.

Kate Messner discusses taking the book club a step further through videoconferencing with authors. While it's great to meet an author in person, similar interaction is possible even if the author is on the screen. Messner discusses authors' web sites, email links, and even blogs and tweets as a way of getting started. Included is also a list of authors available for videoconferencing. She goes into detail with steps for "before" and "on the day of" your videoconference.

Jones, Patrick, Michele Gorman, and Tricia Suellentrop. *Connecting Young Adults and Libraries* . New York: Neal-Schuman Publishers, Inc., 2004.

This book is a how-to-do-it manual covering many topics ranging from customer service to booktalking to technology to youth involvement. The chapters on programming and youth involvement include numerous ideas that can be incorporated into book clubs. The authors admit that book clubs take time but that they can also be very rewarding for those involved, students and leaders alike. They also remind us that book clubs can often take a month or two to settle down and that a group will constantly be changing. Students coming and going will add unique flavor to a group.

Problems

The main problem I encountered during this entire project was finding a good time for the book club to meet. Before and after school was not an option, since the majority of the students ride buses. There are only two short recesses, so that was not an option. The only choice was to try to meet during the students' lunch breaks, which were somewhat longer than the recesses. We eventually decided to serve donated pizza on book club days, which allowed us extra time if we ate and discussed at the same time.

Conclusion

Young adults are often sent to the library to research an assignment or find information for a report. Therefore, reading and the library are associated with work. There are so many other reasons to read! Young adults need to learn that reading for recreation is as important as reading for information. Book clubs can draw young adults into the library and motivate them to read for enjoyment. In addition, studies prove there is a positive correlation between reading for fun and higher reading proficiency. Young adults who

devote more time to reading seem to do better in school and beyond. For this reason, teachers and librarians need to support free reading.

This project helped me realize that some students may not have access to the same comfortable surroundings for reading as other students. Book clubs can also prove to students that adults have made time for them, are listening to them and value their opinions.

I enjoyed getting to know the students better, learning about books that appeal to them and see them share their enthusiasm for books through the book club. Seeing their energy and enthusiasm energized me as well! I can't wait to start my own book club in my own library using what I have learned while completing this project.

I learned it's so important to make a place and time for those who like to read. Teachers and librarians alike need to support free reading. It seems book clubs will attract those who love to read and if structured correctly, can also prove the joy of reading to nonreaders. What I have done and learned in this project is just a stepping stone to what I hope to achieve as a school librarian. More than ever I realize reading is an important activity to help students develop other skills and it is simply one of the librarians' jobs to provide fun and meaningful programs where students can do just that.

Appendix A

Story Map
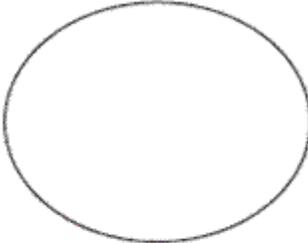Use this story map to outline a story or to create your own

Name of story

_____

Setting Description

Characters

_____
_____
_____
_____

Basic

Problem/Conflict

Action/ Story Event

Action/Story Event

Solution

Ending

Appendix B

Character Profile Chart
Use this chart to develop a story character report

Name of story _____

Character Name

Description of Appearance .... List words.......

Picture of Character

Description of Personality ....List words.......

What is the character's role in the the tale?

Character reminds me of _____
Character is related to _____

Character Name

Description of Appearance .... List words.......

Picture of Character

Description of Personality ....List words.......

What is the character's role in the the tale?
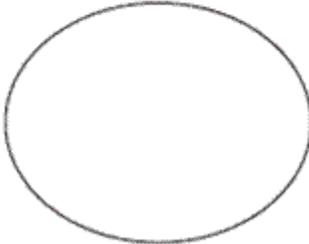
Character reminds me of _____
Character is related to _____

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Virtual Library Training Report

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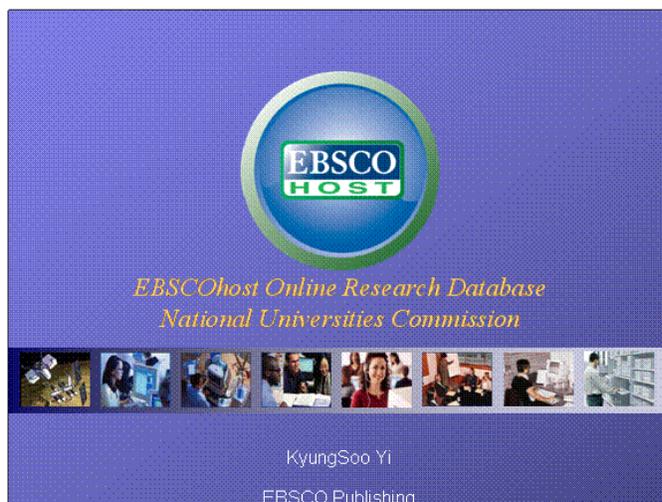
Introduction

The National Universities Commission (NUC) of Nigeria provides the EBSCOhost database to Nigerian universities. The EBSCOhost Online Research Database is a collection of journals from universities and publishers in the UK, US, and Africa. The journals cover the full range of disciplines in the arts, humanities, social sciences, and sciences. The NUC has provided a subscription that began in 2008 and will be renewed in 2011.

Training was offered for librarians in Nigerian university libraries. It was well-attended and successful. The keynote address was given by the executive secretary of the NUC, Prof. Julius O. Okojie, who encouraged universities to access the database. He had personally noticed that many universities were not accessing the database, and advised them to access it so, to help universities create a positive impact on society. He noted that the content of the database is very rich, and that many universities worldwide use EBSCOhost. The Minister of Education (Prof. (Mrs.) Ruquavyatu A. Rufa'i) observed that Internet access speed is slow. She urged the NUC to expand its bandwidth and improve services so that users from will not have cause to complain about the virtual library website and the EBSCOhost database in particular.

The Federal government of Nigeria, through the Education Trust Fund and NUC, makes Ebscohost available to Nigerian universities. Federal and state universities are automatically covered, but private universities must register with EBSCO publishing through the NUC.

Universities Represented in the Training

Gender	No. of Participants	%
Male	56	70
Female	24	30
Total	80	100

Eighty participants were involved in the training, which was held in the NUC virtual library at Abuja, Nigeria. The universities were well-represented. There were representatives from federal, state and private universities. The universities represented included: Delta State University, Abraka; Ambrose Alli University, Ekpoma; University of Benin, Obafemi Awolowo University, Ile-Ife, Katsina University; University of Jos, Jos; University of agriculture, Makurdi; Tai Sholari University of Education,; Western Niger Delta University, Oghara, Niger Delta University, Wilberforce Island, Bayelsa; Covenant University, Otta; Redeemer University, and others.

EBSCO has more than 250 databases with more than 35,000 titles. They have more than 80,000 customers and cover 90 percent of colleges and universities in North America.

EBSCOhost Resources for Nigeria

Database	# of Serials Indexed & Abstracted	# of Peer Reviewed Journals Indexed & Abstracted
Academic Source Premier (ASP)	8,030	6,879
Business Source Premier (BSP)	10,184	1,778

EBSCO resources for Nigeria include nearly 20,000 journals in the Academic Source Premier and Business Source Premier databases. Academic Search Premier covers the full range of disciplines.

Databases like Academic Search Premier have metadata with comprehensive controlled vocabulary, using subject-specific thesauri, to give access to the full text of articles. The database contains International Collections and Nigerian Collections. The International Collections include information resources in areas like Agriculture, Arts, Education, Medical Sciences, Sciences and Social sciences. Ebsco's databases include titles that are not found in other resources such as DOAJ and SCOPUS. The databases provided by Ebsco through the NUC have been tailored to the Nigerian academic environment. They provide information on peer-reviewed journals, including open access journals.

Using the EBSCOhost Databases

Nigerian users can access the Ebsco databases from the NUC using the steps below:

- The URL for the Nigerian Virtual Library is http://www.nigerianvirtuallibrary.com.
- Each university has a particular username and password for its users
- Choose EBSCOhost Collections.
- Enter username and password
- Choose a database
- Choose a search type: Boolean/Phrase, Find all my search terms, Find any of my search terms, Smart text searching, Apply related words, etc.
- Display the full text result.
- Use Basic, Advanced, or Guided search.
- The administrative module can be used to customize display for a particular institutions.

Observations

Human capital development is essential for Nigeria. Training and retraining is urgently requires for Nigerian universities to measure up to expectations and return to the quality they had in the 1970s and 1980s. NUC and EBSCOhost have provided practical solutions and training to help Nigerian universities meet these expectations.

Conclusion

It is therefore important that human capital development, which has been one of the major agenda in Nigeria at this current era where the Universities need to be properly equip, training and retraining is highly require for Nigerian Universities to measure up to expectation and improve tremendously as used to be in the 70s and 80s. On this fact NUC and EBSCOhost should deem it so necessary that Nigerian Universities are up to expectation of those abroad in all ramifications and the EBSCO training is solely practical indeed.

Recommendations

- NUC should provide hands-on training in EBSCOhost, both its use and administration, to make it easy for trained personnel to train others and fully implement it in their libraries.
- The NUC should increase bandwidth to enhance the speed of access.
- Individual universities should as a matter of necessity be connected to the Internet and remain connected in order to render the best to the academic world and provided skilled human resources for Nigeria.
- It is equally recommended that part of the ETF fund should be used yearly to improve the staff skills in all areas in Nigerian universities, including studies within Nigeria and abroad.
- Universities should encourage staff and students to access the database by making sure the username and password are released to them and the steps involved in accessing the databases clearly explained.

Expectations/Recommendations for Delta State University

It is expected that Delta State University will release the username and password of the EBSCOhost database to the staff and students to enhance academic performance. Secondly, the university should make the Internet centre available to students and staff to use for research through specific hours allocated to them per week, and support the staff with funds to acquire their own laptop and private Internet via MTN, ZAIN, Visafone, Etisalat, etc. In the same vein, it is expected that the university library, the ultimate repository for research, should be linked to the Internet to facilitate the use of this database and act as a hub for university research activities. It is commendable that the current Vice Chancellor, Prof. Eric A. Arubayi, who desires so much technological progress for the university, is working towards providing 100 computers to the university library to facilitate research activities, adding another option besides the digital centre, where students register online, and the ICT centre that is provided by oil companies.

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Library Survival Strategies in Developing Countries during the Period of Global Economic Meltdown (GEM)

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Introduction

An economic "meltdown" is the reduction in the economic activities of a nation. The current global economic crisis has negated the activities of government across the world and there are stronger indications that the present economic and financial meltdown will affect many sectors of the economies such as library, media centre and *I*nformation Communication Technologies (ICTs) unit. For the developing world, the rises in food prices as well as the financial instability coupled with uncertainty in industrialized system are likely to have a negative impact on the human race.

Adamsick (2009) reports that there is an increase in unemployment rates and loss of manufacturing jobs across the US and noticeable along the West Coast, as well as in Michigan and in parts of the Deep South. The national unemployment rate has reached 8.1 percent, the highest since 1983. Unemployment has crept as high as 22 percent in places like El Centro, California, an area weakened by dried-up crops.

Goldsmith (2009a) observed that in Iceland, where the economy depends solely on the finance sector, the banking system is virtually collapsed there and the government had to borrow from the IMF and other neighbouring countries to try to rescue the economy. A number of European countries have attempted different measures (as they seemed to have failed to come up with a united response). Since most of the world economy depends on the oil sector, the recent falling of the oil prices in the international market and the current global economic crisis has made decision making for governments across the world have difficulty. The Russian government has however already overseen the gradual devaluation of the local currency (ruble) and efforts are being made to recapitalize several large private and state-owned banks as a coping strategy (Kevin, 2009)

Adeyemi (2009) reports that the International Telecommunications Union (ITU) in Europe recently enumerated the hardship facing the global Information Communication Technologies (ICTs) industrial sector due to global economic meltdown, but still believed of getting the sector on the right path again, compared with other sectors of the economy that are being seriously hit harder.

In the African context, Goldsmith (2009b) believes that Africa is generally weak in integration with the rest of the global economy, and thought that many African countries will not be affected by the crisis, posting however that the wealthier ones who do have some exposure to the rest of the world may face some difficulties because they are economically depended on other nations. In the long run, it can be expected that foreign investment in Africa will reduce as the credit squeeze takes hold while the foreign aid which is important for a number of African countries, is likely to diminish. In recent years, there has been more interest in Africa from Asian countries such as China. However, if the financial crisis is getting deeper on Western nations, it is most likely the international institutions and western banks that have lent money to Africa will need to shore up their reserves, and the alternative to this is to demand for debt repayment by African countries. This could as well cause further cuts in social services such as health and education, which have already been reduced due to crisis and policies from previous eras (Goldsmith 2009c)

Ugweje (2009) posits that the ICT sector in the world and in Nigeria in particular still remain very buoyant and strong despite the harsh condition posed by the meltdown. This, he said was as a result of the fundamental principles that guide the operations of the industry. However, nevertheless the fact still remains that the country cannot be isolated from the crisis. He went further to warn that "Global meltdown is real. It is not a gimmick and it is not an imagination of sort from anybody around the world. It is real and the impact is virtually on other sectors of the economy. But we must be prepared for the unforeseen and proffer adequate and timely response should it showcase itself in our sector". Like all developing countries, Nigeria is not immune to the global economic meltdown. Presently the decline in the economy over the last decade led to low purchasing power of the local currency. In a situation where the local currency has been devalued by over 1,000 percent in ten years and the library books and equipment votes have hardly tripped over the same period little is left for any meaningful planning. It is therefore necessary to adequately prepared for global economic meltdown if the libraries would remain in the mainstream of the intellectual resources.

Overview of Nigerian Libraries

The importance of libraries cannot be overemphasized. Libraries are usually the first point of call for information seekers. Library is a repository of information in different format and it is supposed to have structural representation of the environment in which it is located such that people within the locality are knowledgeable in terms of the content of the environment and also what obtains globally, and these are usually through the print forms, audio visuals, and so on. (Adedeji as cited by Majirioghene and Bilewomo, 2008). He posited also that the modern library is a repository of knowledge that is delivered on real time basis through the Internet. More so with influence of the information age, modern libraries have gone factual with some of them providing information in digital formats as well as offering 24 hours services for their clientele.

The librarian has very substantial responsibility for ensuring that his library is adequately financed through careful preparation of his estimates and has an equal responsibility for ensuring that the money is spent legitimately on the purposes for which it was voted. Collection development in Nigerian libraries in the past made the libraries worth visiting with updated books, journals and other materials. It offered researchers up-to-date information in desired areas. But presently the reverse is the case. The university libraries for example receives 10 percent grant of the recurrent university budget from the government through the National University Commission (NUC). However, this recommendation is more honoured in the breach than in the compliance. In some libraries,

the approved budget will be a very much truncated fragment of the original proposals. Even so, the librarian has no guarantee that the small sums of money approved on paper will be made available when needed. The situation is worse in state/public libraries, due to irregularity of grants from the government. The National Library which was once a pacesetter for other libraries, but its current state is a reflection of the decline of the public library system across the country. Some of the branches of the National library exist only in name. The National Library of the 1960s and early 1980s competed well with libraries in other parts of the world. The library subscribed to 30 international journals and got regular supplies of books from Ranfurly Library Services, now Book Aids International, and the Ford Foundation, both based in the United States (Majirioghene and Bilewomo, 2008) but such services are no longer there. In order to improve their Nigerian libraries collection development, the states laws was enacted and stipulated that every author is bound to submit three copies of their books to the library, but since the law was established in 1964, most of the publishers has refused to deposit their publications (*Tell Magazine*, 2008). The state libraries have now become a warehouse for old books, some of which were covered with dust that have gathered over time, with mismatched chairs and tables blending well with the ageing bookshelves. There are computers both in-use and out-of–use none of which is connected to the Internet because the server is down or there is power outage.

Adequate finance is vital for the satisfactory running of any kind of library. No matter how perfect the method of organization by its management and no matter how efficient and well-qualified the staff, the fundamental principle for satisfactory services is to have sufficient income to operate and maintain the service to best standard. The condition of many libraries across Nigeria has made them unattractive for learning. Should the economic meltdown impact spread to all other sectors in Nigeria, will the library survive? Therefore, the libraries should become more forward thinking in rolling out (new) measures to survive under the global economic meltdown. What are the ways out?

Suggestions on the Way Forward

Due to the recent changes in the world economy system and insufficient funding of the library both in the past and present, moreso the time available for the users to keep pace with information flow is becoming insufficient. It is noteworthy that the library has the responsibility to provide the substantially-available information to the end-users. Hence, the adoption of marketing matrix and internal income generation (IGR) will go a long way to ameliorate any problems that might arises from the global economic meltdown. The way forward includes the following elements

Marketing Information Services

Kotler (1988), one of the most respected marketing authorities observe that market-oriented thinking is a necessity in today's competitive world, the winners will be those who carefully analyze needs, identify opportunities, and create value-rich offers for customer groups that competitors can't match. Majaro (1993) defines marketing as the management process responsible for identifying, anticipating and satisfying customer requirements profitably. It is a planned strategic approach of bringing together consumers and products. Marketing could also be considered as a planned approach to identifying and gaining the support of the users and then developing appropriate services in manner which benefits the users and furthers the aims and objectives of the information centers or libraries.

Marketing always requires choices of what products should be offered because no institution can do everything. The library's success depends upon the quality and excellence

of its products (Weingand, 1983). There is simply no substitute for a topnotch product; inferior or inadequate design will scuttle the most meritorious planning and marketing strategies. The products that libraries provide are varied and ever changing and consist of core, tangible, and augmented products. Kotler's (1982) definition of product is anything that can be offered to a market to satisfy a need. It includes physical objects, services, persons, places, organizations, and ideas. Products include all of the goods and services made available through the library. These products might include materials owned by the library and also such things as contracted services from other providers for which the library serves as a type of agent for the client. Products might be electronic information actually held by the library or other libraries. Library and information products/services are now being recognized as saleable and use to face any depression from the economic and there is a constant market for these products.

Repackaging Information

Packaging of information and organize access points are best avenues of reaching the clients. Information repackaging according to Oguntuase and Falaiye (2004) is an intellectual process that involves the extraction of information from an information source or data which is then followed by the evaluation of the quality of information or data, analyzed and interpreted in a broad sense to enable the information expert use the stock of data and information to produce a new package meant for a target group or class. The target groups consist of the community, engineers, politicians, scientist and those in different fields of human knowledge who are constraint by time and need the continuous supply of information; such clients would not mind paying for any prompt services offered them. Feedback from clients on the relevance of information will also help librarian to keep abreast of recent information as regards in meeting the changing needs of the clients with a view to improve the quality of information provided.

Advertising and Exhibition

Advertising is a good medium for ongoing image or awareness-building. It is an ideal vehicle to encourage attendance to special presentations, workshops or seminars. Advertisement builds interest and motivates readers to take action. Advertising can be employed by librarians to draw attention of the public to their services It is costly but very effective. Occasional free press release may be partially helpful, when it is not possible to publish paid advertisements in newspapers or magazines.

Another alternative to advertising is exhibition, a public display of library holding showing the activities of the library. Such exhibitions can be done in the library open place, town halls and be displayed at various places which the identified users visit frequently. This educative information will further strengthening the relationship between the potential clients and the library.

Database Searching/Interlibrary Loan Charges

The information explosion coming from the scientific and technological community has changed the way and method in which the society harness and source for relevant information. Consequently there are improved resources in libraries which have culminated into improved choice, convenience and customization which are handled by expert and made available to the end users. This was also observed by Ajegbomogun (2009) that a

librarian who is knowledgeable in the identification, location and evaluation of information resources is in a better position to guide users who are uninitiated in the complexities of information retrieval and evaluation will be overwhelming if information is made available to them at a token price.

Charges for inter-library loans are extremely important in the Nigerian situation now since most of the materials for research are often out of print or available because of their tight budgets. The interrelationship that exit between Nigerian libraries could as well attract providing services to one another, rendering such services could attracts payment for it. Online searches is another method of reaching out to the clients and library policies in this area has to be reviewed in order to cover costs incurred by the library in providing these services.

Assistance and Cooperation from Other Libraries

There are large numbers of cooperative activities at the international and local level in which libraries can participate and such cooperation is executed through agencies like national libraries, library associations or other international organizations. There are a number of international organizations helpful in the area of international cooperation, among these are UNESCO, IFLA (International Federation of Library Associations and Institutions), FID (International Federation of Documentation) and ISO (International Federation of Documentation) and ISO (International Organization for Standardization). The publications brought out by these organizations prove to be useful in appraising librarians of recent trends and developments in different areas of knowledge. University Libraries in Nigeria are known to have taken advantage of some of these international cooperative ventures, and indeed have benefited very much from them in terms of cash and kind. The knowledge acquired from these organizations could as well be extended to the users.

Consortium Building

Given the current serious economic meltdown globally and coupled with the spiraling costs of library materials even before the meltdown, the need has arisen for university libraries more than ever before, to pull their resources together in order to maximize their procurement, processing and inter-library cooperation power so as to offer more efficient and timely services to their users at the minimum cost possible (Ajegbomogun, Oduwole, and Agboola, 2008).

Consortium building in Nigeria university libraries is an idea whose time has come given recent development in ICT in the country and fear of global economic meltdown. The example of such consortia database in overseas countries is the Digital Library of Information Science and Technology (DLIST), which is extremely enjoyed by America 's libraries. This type of consortium is also initiated in Nigeria by the National Universities Commission, to incorporate National Virtual Library for Nigerian universities. One development that has impacted so much on the services library provides to their clientele is the digital revolution and such could be harnessed into its fullness through consortium building. Digitizing the National Bibliography of Nigeria being taken by the National Library of Nigeria will go a long way to incorporate the activities of Nigerian Libraries. The formation of NULIC by the Committee of University Librarians of Nigerian Universities will serve greater purposes as well as if their ideas are tailored towards a corporate use of available materials in various institutions.

Library Publications

Properly management of library publications could serve a purpose of internal income generation (IGR). Edoka (1991) identified library services that can attract fee to include photocopy, interlibrary loan, longer enquiries, reading lists and bibliographies, abstracting services, document delivery and current contents. Others are translation services, abstracting work, copying services, interlibrary lending services, compilation of union catalogues and preparation of bibliographies, gift and exchange of library materials will be a commensurable measure in alleviating any short coming from the government.

Consultancy Services

Librarians are in a good position to identify relevant information sources (e.g. bibliography, full-text databases or the Internet) and they are in better position to help users in getting information. They have experience in searching the library's indexes and databases, acquire information from seminars and international conferences, evaluation of information needs and services are examples of consultancy services, they could as well organized seminars for bankers, businessmen, politicians, and so on. Doing these would be another source of income to the library.

Liaison with Government and NGOs

Regular contact with government ministry and department as well as NGOs for relevant information generated by them and for financial assistance may go a long way to face the challenges of economic meltdown. e.g Book Aid International (BAI) United Nations Educational, Scientific and Cultural Organizations (UNESCO) United Nations Children Educational Fund (UNICEF), World Bank, Ford Foundation, Carnegie Foundation etc. Although, financial assistance comes to the federal universities from Government routed through the National Universities Commission (NUC), however, this fund is not enough for libraries to carry out their activities. The interventions of Educational Task Fund (ETF) has been a great assistance to educational sectors in Nigerian universities, this laudable assistance could as well be extended to the public libraries. Assistance could also be sort from World Bank, other donor agencies and friends of the institution. There should be persistently lobbying of the policy makers and legislators in order to raise the standard of libraries in Nigeria.

Other Fund Sources

Other means libraries can source for a fund to cushion the effect of the global economic meltdown is listed as follows:

- Endowments, bequests and fund raising: Library can generate funds by soliciting for donations and endowments. Giving names to specific collection and name them after the donor, one of such example is Osunkeye Food and Nutrition collection, which was endowed to the University of Agriculture by Chief Osunkeye and the donor has been in close contact for the development of the collection;
- Reservations charges (more in public libraries);
- Membership deposit or annual subscription for non-members of the university;
- Service charge (e.g.) on lost books, soiled, damaged materials etc;
- Sales of books withdrawn from shelves and unwanted materials;
- Hiring library rooms for conferences, seminars and exhibitions;

- Rental of books (multiple copies of textbooks), lockers, carrels and other equipments;
- Canteen for staff and users;
- Research grants to the library for a library project;
- Friends of the library; usually book donation, special appeals, and sponsorship;
- Loan of audiovisual materials

Conclusion

The ability to respond to client needs in a timely and appropriate manner is given varying value within differing libraries in that improving the availability of specified high demand items or services may be important to some libraries, while providing a greater variety of titles or highly specialized services may carry more importance within another library of the same or different type with a different client audience.

Libraries should reflect the needs and help to solve the problems of its libraries, by looking inward, re-strategizing, mostly during the crises of economic meltdown in case it hits our sector. Although stronger indications has shown that the effect of the financial meltdown may persist for long, especially in the later part of year 2009, there is little or nothing any individual can do at this stage. Libraries should play a stronger role in packaging and disseminating information to the public, thereby raising funds to run the library. Libraries should see the economic crises as an incredible opportunity, according to Yunus (2009) who concluded that we should not just look at it (the economic crises) as a crisis only. It is the greatest of our opportunity to rebuild the economy, rebuild our concept, and rebuild our way of doing things so that we move to the right direction with the right structure

In today's environment of informed consumerism, distrust of government, and demands for accountability, publicly funded libraries in particular are being challenged to provide products/materials that give a very high return. It is excellent or quality products (programs, materials, services) that induce customers to return again and again, and to provide the appropriate exchange in terms of funding to allow the exchange relationship to continue. Without excellent materials that address the specific clients, community, or market segment of a library, the library's support base will deteriorate rather than expand. If the library fails in collection development and information dissemination, it will loose patrons, and eventually the financial support.

It is incumbent upon the library to develop excellent materials to cushion the effect of global economic meltdown; these materials should represent the best professional and informed judgment of the librarian.

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