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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

HEIDI CHITTIM

"In the non-stop tsunami of global information, librarians provide us with floaties and teach us to swim."--Linton Weeks, Washington Post, January 13, 2001

"Into the Wild: Surviving and Thriving in Uncertain Times" was the theme of the 2012 PNLA conference in Anchorage, Alaska.

Despite the challenges we faced by holding the conference at a boycotted hotel, we had great positive feedback from those that attended the conference. We were also pleasantly surprised that we had approximately 150 in attendance and 20 vendors.

The conference opened with 3 great pre-conference workshops which included "Interested-based Problem Solving", "Library Programming with the Brain in Mind", and "Finding, Assessing, & Celebrating Indigenous Literature". The PNLA board also met that afternoon and topics such as the future of YRCA, upcoming plans for LEADS, and membership issues were discussed.

The highlight for the Grand Opening Reception was the Kingikmuit Dancers. The dancers entertained us with their stories and dances that had been passed down from generation to generation.

Keynote speaker Dana Stabenow, author of the Edgar Award-winning Kate Shugak mystery series, inspired us with her stories of growing up on a fishing boat in the Gulf of Alaska and her love of libraries and books.

Joe Raiola, editor of Mad Magazine and a member of the Theatre Within Workshop was passionate as he spoke to us on first amendment issues. As a comedy writer and performer he made us laugh with his talk on the Joy of Censorship.
Michael Burris, Past PNLA President, awarded the President's Distinguished Service Award to Linda Frederiksen and Barbra Meisenheimer for their year of services and work on YRCA and PNLA.

The YRCA luncheon speaker was Alaskan author Debby Dahl Edwardson. Debby is the author of the National Book Award finalist My Name is Not Easy.

The Conference concluded with "Dine Around Town" which gave conference attendees a chance to experience the culture and the various restaurants in and around downtown Anchorage.

The PNLA board will be meeting on November 16th – 18th at Dumas Bay in Federal Way, Washington. For more information, questions, or comments please contact me at hchittim@ewu.edu.

From the Editor

MARY BOLIN

This issue contains a number of wonderful presentations from the PNLA Annual Conference in Anchorage. This issue features the always-interesting "Reading the Region" presentation, as well as others on libraries and food banks, storytelling and the brain, and creating collaborative spaces in libraries. It's not too late to have your presentation published in the Quarterly. Just send it to me for the Winter issue. This issue also has some excellent and interesting articles in the peer-reviewed section.
Reading the Region 2011-2012: Award Books, Award Programs, and the Latest Winning Titles From Around the PNLA Region

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Regional Awards

Pacific Northwest Library Association (PNLA) Young Readers Choice Award 2011 Winners (www.pnla.org/yrca/) – Sara Saxton

Junior Division (4th-6th Grades): 11 Birthdays by Wendy Mass (Scholastic Paperbacks)

Intermediate Division (7th-9th Grades): The Maze Runner by James Dashner (Delacorte Press)

Senior Division (10th – 12th grades): Shiver by Maggie Stiefvater (Scholastic Paperbacks)

Pacific Northwest Booksellers Award


The Sisters Brothers by Patrick deWitt (Ecco)

West of Here by Jonathan Evison (Algonquin Books)

Feathers by Thor Hanson (Basic Books)
**Shards** by Ismet Prcic (Black Cat)

**Habibi** by Craig Thompson (Pantheon Books)

**Chronology of Water** by Lidia Yuknavitch (Hawthorne Books)

**American Indian Youth Literature (AILA) Award**

2010 Winners (awarded every 2 years) ([www.ailanet.org](http://www.ailanet.org)) – Della Dubbe and Jan Zauha

Best Picture Book:

*The Christmas Coat: Memories of My Sioux Childhood* by Virginia Driving Hawk Sneve, illustrations by Ellen Beier (Holiday House)

Best Middle School Book (tie):

*Free Throw* by Jacqueline Guest (Lorimer)

*Triple Threat* by Jacqueline Guest (Lorimer)

Best Young Adult Book: *Pipestone: My Life in an Indian Boarding School* by Adam Fortunate Eagle (University of Oklahoma Press)

**Alaska—Sara Saxton**

Alaskana Award – Adult Fiction or Non-Fiction ([akla.org/newspoke/](http://akla.org/newspoke/))

2012 Winner: *Imam Cimiucia: Our Changing Sea* by Anne Salomon, Henry Huntington, Nick Tanape Sr. and Principal Photographer Lisa Williams (Alaska Sea Grant)

National Book Awards – from the National Book Foundation ([www.nationalbook.org/](http://www.nationalbook.org/))

2011 Finalist in Young People's Fiction: *My Name is not Easy* by Debby Dahl Edwardson (Amazon Children's Publishing)

**Alberta—Christine Sheppard**

Alberta Readers' Choice Award ([www.albertareaderschoice.ca/portal.cfm](http://www.albertareaderschoice.ca/portal.cfm))

2012 Winner: *Fall from Grace* by Wayne Arthurson (Forge Books)

Book Publishers' Association of Alberta 2012 Awards ([www.bookpublishers.ab.ca](http://www.bookpublishers.ab.ca))

Children's & Young Adult Book Award: *Canadian Rockies Wildlife for Kids* by Wayne Lynch (Summerthought Publishing)

Trade Fiction Book Award: *And Me Among Them* by Kristen den Hartog (Freehand Books)

Trade Non-Fiction Award: *The Grads Are Playing Tonight!* by M. Ann Hall (University of Alberta Press)

Louis Hole Award for Editorial Excellence: *The Man in Blue Pyjamas* by Jalal Barzanji, edited by Peter Midgley (University of Alberta Press)

Poetry Book Award *Demeter Goes Skydiving* by Susan McCaslin (University of Alberta Press)

Alberta Book Design Awards:

Book Cover: *House of Spells* by Robert Pepper-Smith, cover design by Natalie Olsen, Kisscut Design (NeWest Press)

Book Design: *Three-Persons and the Chokitapix* by Allen Ronaghan, book design by Marvin Harder (CAHS Press)

Rocky Mountain Book Awards (grades 4-7) ([rmba.lethsd.ab.ca](http://rmba.lethsd.ab.ca))

2012 Winner: *Dear George Clooney: Please Marry My Mom* by Susin Nielsen (Tundra Books)

Writer's Guild of Alberta 2012 Winners ([www.writersguild.ab.ca](http://www.writersguild.ab.ca))

Georges Bugnet Award for Novel: *The Antagonist* by Lynn Coady (House of Anansi Press)

Stephan G. Stephansson Award for Poetry: *Tenderman* by Tim Bowling (Nightwood Editions)

Wilfrid Eggleston Award for Non-Fiction: *Intersecting Sets: A Poet Looks at Science* by Alice Major (University of Alberta Press)

R. Ross Annett Award for Children’s Literature: *Karma* by Cathy Ostlere (Puffin Canada)

**British Columbia – Michael Burris**

Red Cedar Book Award 2011/2012 Winners (grades 4-7) ([www.redcedaraward.ca](http://www.redcedaraward.ca))

Information Book Award: *How to Build Your Own Country* by Valerie Wyatt, illustrated by Fred Rix (Kids Can Press)

Fiction: *After the Fire* by Becky Citra (Orca Book Publishers)

Stellar Awards 2011/2012 (ages 13-19) ([www.stellaraward.ca](http://www.stellaraward.ca))

Winner: *The Gryphon Project* by Carrie Mac (Puffin Books)

BC Book Prizes 2012 Winners ([www.bcbookprizes.ca](http://www.bcbookprizes.ca))

Ethel Wilson Fiction Prize: *Half-Blood Blues* by Esi Edugyan (Thomas Allen Publishers)
Roderick Haig-Brown Regional Prize: *The Chuck Davis History of Metropolitan Vancouver* by Chuck Davis (Harbour Publishing)

Hubert Evans Non-Fiction Prize: *Eating Dirt* by Charlotte Gill (Greystone Books in partnership with the David Suzuki Foundation)

Bill Duthie Booksellers' Choice Award: *The Chuck Davis History of Metropolitan Vancouver* by Chuck Davis (Harbour Publishing)

Dorothy Livesay Poetry Prize: *crawlspace* by John Pass (Harbour Publishing)

Christie Harris Illustrated Children's Literature Prize: *When I was Small* by Sara O'Leary illustrated by Julie Morstad (Simply Read Books)

Sheila Egoff Children's Prize: *Blood Red Road* by Moira Young (Doubleday Canada Publishing Group)

Chocolate Lily Awards 2012 Winners ([www.chocolatelilyawards.com](http://www.chocolatelilyawards.com))

Best Picture Book: *Stanley's Little Sister* by Linda Bailey (Kids Can Press)

Best Novel: *Follow the Elephant* by Beryl Young (Ronsdale Press)

Best Chapter Book: *Black Dog Dream Dog* by Michelle Superle (Tradewind Press)

**Idaho—Heather Stout**

Idaho Library Association Book Award ([www.idaholibraries.org/bookaward](http://www.idaholibraries.org/bookaward))

2010 Winner (most recent): *The Lonely Polygamist* by Brady Udall (W.W. Norton)

2010 Honorable Mention:

*Wolfer: A Memoir* by Carter Niemeyer (Bottlefly Press)

**Montana – Jan Zauha & Della Dubbe**

Montana Book Award 2011 Winners ([www.montanabookaward.org](http://www.montanabookaward.org)) Jan Zauha

Winner: *Raptors of the West: Captured in Photographs* by Kate Davis, Rob Palmer, and Nick Dunlop (Mountain Press Publishing)

Honor books:

*Beautiful Unbroken: One Nurse's Life* by Mary Jane Nealon (Graywolf Press)

*Conjugations of the Verb To Be* by Glen Chamberlain (Delphinium)


High Plains Book Award (ci.billings.mt.us/index.aspx?nid=1180) Della Dubbe


2011 Best Fiction Book Award Winner: Ghosts of Wyoming by Alyson Hagy (Graywolf Press)

2011 Best First Book Award Winner: Bound Like Grass: A Memoir From the Western High Plains by Ruth McLaughlin (University of Oklahoma Press)

2011 Zonta Award for Best Woman Writer: Goodbye Wifes and Daughters by Susan Kushner Resnick (Bison books)

2011 Best Poetry Book: Horse Tracks by Henry Real Bird (Lost Horse Press)

2011 Art & Photography: Visions of the Big Sky: Painting and Photographing the Northern Rocky Mountain West by Dan Flores (University of Oklahoma Press)

Treasure State Award (K-12 picture book award) (www.montanareads.org/tsa.html) Della Dubbe

2012: Wonder Horse: The True Story of the World's Smartest Horse by Emily McCully (Henry Holt)

Washington – Sue Anderson

Children's Choice Picture Book Award (childrenschoiceaward.wikispaces.com)

2012 Winner: Little Pink Pup by Johanna Kerby (Putnam Juvenile)

Evergreen Young Adult Award (www.kcls.org/evergreen/)


Sasquatch Reading Award (www.wlma.org/sasquatch)

2012 Winner: NERDS: National Espionage, Rescue, and Defense Society (Book One) by Michael Buckley (Amulet Books)


Fiction: Matterhorn: A Novel of the Vietnam War by Karl Marlantes (Grove Press)
Poetry: *The Bled* by Frances McCue (Factory Hollow Press)

History/General Nonfiction: *The Long Way Home: An American Journey from Ellis Island to the Great War* by David Laskin (Harper)

Biography/Memoir: *The Hustle: One Team and Ten Lives in Black and White* by Doug Merlino (Bloomsbury USA)

ScandiuZZi Children's Book Award 2010 Winners (from the Washington State Book Awards):

*Polar Opposites* by Erik Brooks (Amazon Children’s Publishing)

*Guinea Dog* by Patrick Jennings (EgmontUSA)

*Hold Me Closer, Necromancer* by Lish McBride (Henry Holt and Company)

**Thriving in a Challenging Environment: Creating Technology-Rich, Collaborative Learning Spaces on a Shoestring**

Joan Petit

Tom Bielavitz

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**Introduction**

Over the past few years, despite low funding and significant space constraints, the Portland State University Library has created and renovated new technology-rich learning spaces for students. Although the state budget included the library on a list for possible new construction and a replacement building, we finally decided that the budget crisis meant that our small, outdated building was going to be our home for many more years, and we went ahead with updates. Even with declining funding, we were able to find money in some creative places, especially through salary savings and collaborative funding partners.

The Library’s group study rooms were small but popular spaces where we recognized an opportunity to make significant improvements without spending a great deal of money. We transformed one storage space and several no-tech study rooms, with old wood tables and basic chairs, into technology-rich learning spaces. A new practice presentation room includes the same set-up found in campus classrooms: students now can practice their presentations in the Library with the same equipment they’ll have during class. The updated furniture and new technology were funded through salary savings from open positions.
Presentation Room

BEFORE
Student government gave money to the library to transform our old media room with one small TV into a more comfortable, living-room style room.
The Library collaborated with the Helen Gordon Child Development Center on the PSU campus to create a family-friendly study room. This room, which can be used by two family groups at a time, includes two computers for student-parents and child-sized furniture, toys, and books for their children. This room is available for use only to students who have children with them, and it has a small but loyal fan base amongst PSU’s many non-traditional students. The Gordon Center regularly refreshes the toys and books in this room.
FAMILY STUDY ROOM

Collaborative partner: Helen Gordon Child Development Center

Not all of our new spaces are student-focused. The university faculty union negotiated for some funding for the library in a contract renegotiation; most funds were used towards materials and collections, but we allocated some to the creation of a faculty-focused reading space. The new faculty reading room includes two computers with scanners and a few comfortable armchairs. This room has been especially popular with adjuncts and other faculty without private offices and those looking for a quiet escaped for focused writing.
FACULTY READING ROOM

THE SANDBOX: BEFORE
Our recent updates also include a large renovation on the first floor of the library building, which formerly housed an outdated computer lab managed by the campus Office of Information Technology (OIT). When student government was looking for an opportunity to disperse student fees, we proposed using those funds, along with some from the Library and OIT, to renovate and expand the lab. The transformed lab now includes two distinct spaces: an updated lab with more computers, scanners, and printers; and an experimental area we call the Sandbox. The Sandbox features new technology and moveable furniture, and our plan is to regularly refresh the space with new software and hardware that might later be used on the rest of campus. The most popular feature may be the floor-to-ceiling whiteboards, which students use for everything from equations to poetry. The new Learning Ground was a $700,000 project, with $500,000 from student government, $120,000 from the Library, and $80,000 from OIT.
AFTER: THE LEARNING GROUND

Beyond PSU

In deciding what spaces to update, what user needs to prioritize, and what potential funders to approach, it may be helpful to consider the following questions:

- What do your users want to be different or better in your library?
- If money and staffing were unlimited, what would your library look like?
- Given that we don’t live in a perfect world, what from the above lists is most important (regardless of what your library looks like right now)?
- Do your current library planning efforts reflect these priorities? If not, why not? What are you and your library doing now that you could stop doing or perhaps approach differently?
- What departments or groups on campus might share some of these priorities? And what relationship do you currently have with those groups? What would you need to do or have in order to develop relationships with those groups and implement your top priorities?
- What spaces in your library are currently allocated to lower-priority needs? How could you use those spaces differently or better?

Our experience at Portland State University Library demonstrates that it is possible to improve library spaces even during difficult budget times, especially if the Library is aggressive about identifying potential collaborative funding partners.

To learn more about recent space updates at Portland State University Library, please see our forthcoming case study:

The Choice is Yours: Bringing the Young Reader’s Choice Award to Life in Your Library

Sara Saxton

LouAnne Krantz

Sara Saxton is Youth Services Librarian Wasilla Meta-Rose Public Library, Wasilla, Alaska. She can be reached at: ssaxton@ci.wasilla.ak.us. LouAnne Krantz is Teacher/Librarian at Polson Middle School Library, Polson, Montana. She can be reached at: lakrantz@polson.k12.mt.us
About YRCA

• Begun by Seattle bookseller Harry Hartman in 1940
• The oldest children’s choice award in North America
• The only reader’s choice award that includes youth in the US and Canada
• Facilitated and run by Youth Librarians and School Librarians

Making the List:

**NOMINATIONS**

Criteria

• Eligible titles must be published 3 years prior to the award year.
• No sequels will be considered.
• Nominees from three divisions will be accepted: Junior (Grades 4-6), Intermediate (Grades 7-9), and Senior (Grades 10-12).
• Fiction, Non-Fiction, Manga, and Poetry are all eligible.
• There must be at least one book by a Canadian author in each division.
Who nominates titles?

- Librarians
- Teachers
- Parents
- Students
- Literature Lovers
  - Mostly librarians. Around here, not many folks seem to know that they can nominate titles. Thus, the job falls largely to librarians.

Creating the Ballot

- YRCA State & Provincial Representatives
- 6-8 Nominees per division
- Balanced list with appeal for both boys & girls, variety of genres, quality writing, and high readability
- Chance to expose readers to new genres & titles
Choosing the Best

**VOTING**

- Only students in grades 4-12 may vote.
- No matter their age, kids may vote in any division where they have read more than 1 book.
- Takes place annually between March 15 and April 15.
- Last year more than 50,000 kids voted across the region.

**Rules**
Honoring the Authors

AWARDS

Honorees at Conference
2011 Junior Division Winner Kazu Kibuishi signs books after accepting his medal at the PNLA Conference.
GET INVOLVED

At Your Library

- Create Displays
- Feature YRCA Titles
- Label
- Network
- Resources
Looking for a GOOD book to read? Try a YRCA -Young Reader's Choice Award Winner!

These books were voted on by kids like you (that's the "young reader's choice" part) AND these are the winning titles!

Junior = grades 4-6 Intermediate = grades 7-9 Senior = grades 10-12

YRCA WINNERS

2012 11 Birthdays by Wendy Mass

Intermediate: Maze Runner by James Dashner

Senior: Shiver by Maggie Stiefvater

2011 The Stonekeeper by Kazu Kibuishi

Intermediate: Rapunzel's Revenge by Dean & Shannon Hale

Senior: The Hunger Games by Suzanne Collins

2010 Diary of a Wimpy Kid: Greg Heffley's Journal by Jeff Kinney

Intermediate: Schooled by Gordon Korman

Senior: City of Bones by Cassandra Clare

2009 Miraculous Journey of Edward Tulane by Kate DiCamillo
Intermediate: *Boy in the Striped Pajamas* by John Boyne

Senior: *New Moon* by Stephenie Meyer


Intermediate: *Lightning Thief* by Rick Riordan

Senior: *Peaches* by Jodi Lynn Anderson

2007 *Dragon Rider* by Cornelia Funke

Intermediate: *Supernaturalist* by Eoin Colfer

Senior: *Hat Full of Sky* by Terry Pratchett

2006 *The Tale of Despereaux* by Kate DiCamillo

Intermediate: *Eragon* by Christopher Paolini

Senior: *Fat Kid Rules the World* by K. L. Going

2005 *The Thief Lord* by Cornelia Funke

Intermediate: *Son of the Mob* by Gordon Korman

Senior: *The House of the Scorpion* by Nancy Farmer

2004 *Skeleton Man* by Joseph Bruchac

Intermediate: *Artemis Fowl* by Eoin Colfer

Senior: *The Sisterhood of the Traveling Pants* by Ann Brashares

2003 *Because of Winn-Dixie* by Kate DiCamillo

Intermediate: *No More Dead Dogs* by Gordon Korman

Senior: *Hope Was Here* by Joan Bauer

2002 *Bud, Not Buddy* by Christopher Paul Curtis

*Intermediate division added: *Mary, Bloody Mary* by Carolyn Meyer

Senior: *Rewind* by William Sleator

2001 *Holes* by Louis Sachar

Senior: *The Boxes* by William Sleator
2000 *A Mouse Called Wolf* by Dick King-Smith  
Senior: *The Taking of Room 114* by Mel Glenn  
1999 *Frindle* by Andrew Clements  
Senior: *SOS Titanic* by Eve Bunting  
1998 *Wayside School Gets a Little Stranger* by Louis Sachar  
Senior: *The Midwife's Apprentice* by Karen Cushman  
1997 *Nasty Stinky Sneakers* by Eve Bunting  
Senior: *Driver's Ed* by Caroline B. Cooney  
1996 *The Boys Start the War* by Phyllis Reynolds Naylor  
Senior: *The Giver* by Lois Lowry  
1995 *Terror at the Zoo* by Peg Kehret  
Senior: *Who Killed My Daughter* by Lois Duncan  
1994 *Shiloh* by Phyllis Reynolds Naylor  
Senior: *Wolf by the Ears* by Ann Rinaldi  
1993 *Maniac Magee* by Jerry Spinelli  
Senior: *The Face on the Milk Carton* by Caroline B. Cooney  
1992 *Danger in Quicksand Swamp* by Bill Wallace  
*Senior division added: *Evaby Peter Dickinson  
1991 *Ten Kids, No Pets* by Ann M. Martin  
1990 *There's a Boy in the Girls' Bathroom* by Louis Sachar  
1989 *Wait Till Helen Comes: A Ghost Story* by Mary Downing Hahn  
1988 *Sixth Grade Can Really Kill You* by Barthe DeClements  
1987 *The War with Grandpa* by Robert Smith  
1986 *The Dollhouse Murders* by Betty Ren Wright  
1985 *Thirteen Ways to Sink a Sub* by Jamie Gilson
1984 *Indian in the Cupboard* by Lynn Reid Banks
1983 *Superfudge* by Judy Blume
1982 *Bunnicula: A Rabbit Tale of Mystery* by Deborah and James Howe
1981 *Hail, Hail Camp Timberwood* by Ellen Conford
1980 *Ramona and Her Father* by Beverly Cleary
1979 *Roll of Thunder, Hear My Cry* by Mildred Taylor
1978 *The Great Brain Does It Again* by John D. Fitzgerald
1977 *Blubber* by Judy Blume
1976 *The Great Brain Reforms* by John D. Fitzgerald
1975 *Tales of a Fourth Grade Nothing* by Judy Blume
1974 *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien
1973 No Award
1972 *Encyclopedia Brown Keeps the Peace* by Donald J. Sobol
1971 *Ramona the Pest* by Beverly Cleary
1970 *Smoke* by William Corbin
1969 *Henry Reed's Baby-Sitting Service* by Keith Robertson
1968 *The Mouse and the Motorcycle* by Beverly Cleary
1967 *Chitty-Chitty-Bang-Bang* by Ian Fleming
1966 *Rascal* by Sterling North
1965 *John F. Kennedy and PT-109* by Richard Tregaskis
1964 *The Incredible Journey* by Sheila Burnford
1963 *Danny Dunn on the Ocean Floor* by Jay Williams
1962 *The Swamp Fox of the Revolution* by Stewart Holbrook
1961 *Danny Dunn and the Homework Machine* by Jay Williams
1960 *Henry and the Paper Route* by Beverly Cleary
1959 *Old Yeller* by Fred Gipson
1958 *Golden Mare* by William Corbin
1957 *Henry and Ribsy* by Beverly Cleary
1956 *Miss Pickerell Goes to Mars* by Ellen MacGregor
1953 to 1955 No Awards
1952 *Sea Star* by Marguerite Henry
1951 *King of the Wind* by Marguerite Henry
1950 *McElligot's Pool* by Dr. Seuss
1949 *Cowboy Boots* by Shannon Garst
1948 *The Black Stallion Returns* by Walter Farley
1947 *Homer Price* by Robert McCloskey
1946 *The Return of Silver Chief* by Jack O'Brien
1945 *Snow Treasure* by Marie McSwigan
1944 *The Black Stallion* by Walter Farley
1943 *Lassie Come-Home* by Eric Knight
1942 *By the Shores of Silver Lake* by Laura Ingalls Wilder
1941 *Mr. Popper's Penguins* by Richard and Florence Atwater
1940 *Paul Bunyan Swings His Axe* by Dell J. McCormick.
Library Programming with the Brain in Mind

Sherry Norfolk

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Introduction

With the recent release and interpretation of brain research, we have access to exciting information that enables us to see the ways in which stories and books can be used to help build the best possible foundation for learning.

In the beginning of time, Truth walked naked upon the Earth. His skin was smooth and shining, his body was strong and well-formed, and he walked tall and proud. Everywhere he went, Truth tried to share the great store of knowledge that he possessed.

Each time he entered a village, he would call out, “I am Truth. Come listen and learn from my teachings!”

But no one listened to Truth. Oh, sometimes children came running to sit at his feet and hear him talk, but their parents dragged them away, covering the children’s eyes with their hands. Sometimes a young woman was drawn to Truth, looking at him with wonder and listening with awe, but her mother immediately reprimanded her and turned her aside. Young men looked at him with envy and fear and turned quickly away. Old women looked at him with fond, reminiscent smiles, and old men with a look of chagrin.

No one listened.

Truth wandered from village to village, town to town, always with the same reception, and always alone.

One day he came to the house of his sister, Story.

Story lived in a fine and fancy house, surrounded by flowers and ferns, trees and blossoming vines. A wide, shady porch stretched around the house, filled with comfortable rocking chairs, soft cushions and hanging swings. The wide windows were hung with lace curtains and brocade drapes, and stained glass cast rainbows of light across the Oriental carpets.

Story herself sat in a wide wicker chair, dressed in a flowing chiffon gown that shimmered with light and color. Her curling hair tumbled about her shoulders, and was strewn with flowers and ribbons, and her fingers and throat, wrists and ankles were adorned with jewels.
When Story saw her brother approaching, she ran to him in distress.

"Why, Truth, you look awful. So sad and dejected. What’s wrong? How can I help you?"

“I don’t think anyone can help me, Story. I’ve gone to every village and town, trying to share my knowledge, and no one will listen. I have such important things to say, Story! But I can’t make them listen!"

“You’re wrong, my Brother. I can help you -- I know just what you need. Come with me.”

Story led Truth into her bedroom, where she threw open trunks and hampers and armoires full of clothes, shoes, hats and cloaks.

“Dress yourself, Truth.”

Truth was horrified.

“Dress myself in these gaudy things? Oh, Story, I can’t! I’d feel so silly!”

But Story insisted, and Truth obeyed. He put on purple trousers made of velvet, a fine linen shirt with billowing sleeves and a quilted vest sewn with glittering jewels. He wrapped a flowing silken scarf around his neck, and hung golden hoops from his ears. He put rings on every finger, a pair of silver shoes on his feet, and on his head he wore a hat with a long curving feather. When he thought he was finished, Story wove ribbons into his hair, poked a flower into his lapel, and hung a satin cloak around his shoulders.

At last Story was satisfied.

“Now you are ready,” she told him, “Go back to the villages, and see what happens.”

Truth felt ridiculous, but he thanked Story, and set out once more to enlighten the world.

After one year, he returned to Story’s house.

“What happened, Truth? You look much happier than the last time I saw you,” she asked.

“I really don’t understand it, Story, but these silly clothes worked! Everywhere I went, people would gather around and listen eagerly to everything I had to say! It was wonderful, but I’m confused. I still have the same things to say. Why will people listen now to what they rejected before?”

Story smiled.

“Don’t you see? No one wants to listen to the naked Truth, but everyone will listen when it’s clothed in Story.”

Recent brain-based research supports intuitive belief in storytelling with empirical evidence. In *Making Connections: Teaching and the Human Brain* (Addison-Wesley, 1994), Renate and Geoffery Caine state, “there is strong reason to believe that organization of information in story form is a natural brain process. We suggest that the brain research confirms that evidence and begins to explain why stories are important.”

In a nutshell, neuroscience is discovering that the brain is wired to organize, retain and access information through story. If that is true -- and it is true! -- then it is imperative that children hear lots and lots of stories – in fact, in *Reading Magic: Why Reading Aloud to Our Children will Change Their Lives Forever* (Harcourt, 2001), Mem Fox states, “experts tell us that children need to hear a thousand stories read aloud before they begin to learn to read for themselves.”

Why is this so? The research gives us lots of reasons – and provides us with a template for library programming that will address children with all learning styles (auditory, kinesthetic, and visual) and all “ways of knowing.” Read on!

**Research says** emotions play an important role in both memory and motivations. Strong negative emotions inhibit the learner’s ability to think; positive emotions provide motivation and promote learning. Laughter increases white blood cell activity and boosts alertness and memory.

**So** have fun!!! Read funny stories and laugh together!

Make library programs as stress-free as possible (no-loser games, a smile to greet the participants, etc.)

Help children to understand and verbalize their emotions by sharing stories with strong emotional messages, such as *Owl Babies*.

Tell stories with emotional content (laughter, sadness, a bit of fear) to help children learn these concepts and the vocabulary that addresses them.

Story puts information into an emotional context, and research indicates that emotions play an essential role in both memory and motivation. When emotions are present, hormones released to the brain act as a memory fixative. Story is engaging -- it evokes emotion, which provokes learning!

**Research says** there are multiple ways to demonstrate intelligence or high ability. Howard Gardner names eight: Linguistic (word smart), Mathematical (logic smart), Spatial (picture smart), Bodily Kinesthetic (body smart), Musical (music smart), Interpersonal (people smart), Interpersonal (selfsmart) and Naturalist (nature smart).

**So** tell stories (linguistic) with logical, predictable patterns (math/logic).

Choose books with clear illustrations, or use puppets, props, etc., to help children create visual images (spatial).

Provide opportunities to act out the story (kinesthetic) or sing along (musical).

Share stories about nature.
Stories help children understand other people (interpersonal) and themselves (intrapersonal).

Include activities that address all of these “intelligences” or “ways of knowing.” Crafts address the spatial, interpersonal, and kinesthetic learners; workshops on training animals or growing herbs address the naturalists; interactive games address mathematical/logical learners and often the interpersonal folks as well. Make sure that in any series of programs, everyone is included!

Research says there are three basic learning styles, and that most of us are dominate in one of these: Visual (learn by seeing), Auditory (learn by hearing), and Kinesthetic (learning by doing). As we grow older, we learn to integrate these styles, but the younger the child is, the more dominant a particular learning style might be. A child may be as much as 85% dominant in a learning style, learning only 15% of the time in another way.

So be sure that you give instructions out loud, visually AND through demonstration, allowing the kinesthetic learners to follow along as you demonstrate.

Allow listeners to act out stories; make sure that illustrations are large enough for everyone to see; use manipulatives for children to touch and feel; use character voices and sound effects – make it fun for everyone!

Research says listening to (or making) music can boost memory, attention, motivation, and learning.

So share books based on songs such as The Wheels on the Bus by Raffi;

Integrate rhythm instruments into stories when appropriate;

Play appropriate music in the background as you read a story aloud. For example, find scary music for when the wolf comes to the pigs’ door, or happy music when the pigs are safe.

Research says the brain pays closer attention to things that are new and different.

So tell familiar stories in a variety of ways: with puppets, with movement, with flannelboard figures, with creative drama, etc.

Or add new characters, sounds, actions, etc., to favorites like Brown Bear, Brown Bear.

Research says the brain thrives on making and detecting patterns. The more one reads about brain research, the more evident it becomes that the key to our intelligence is the recognition of patterns and relationships in all that we experience.

So read lots of books and stories that have a repetitive pattern in the language of the text, such as Brown Bear, Brown Bear or “The Three Pigs.”

Read stories that have a repetitive pattern in the action such as “The Gingerbread Man.” ...help kids discover patterns in the illustrations of their favorite books.

Build on the patterns and repetition through participation.
Research says... problem solving is one of the brain’s favorite exercises. The brain only learns when it is confronted with a problem.

So read stories that are focused on problem-solving such as Stone Soup, Three Billy Goats Gruff, or Lionni’s Swimmy. Read stories that present problems and provide solutions, helping children begin to recognize cause-and-effect and begin to infer and predict.

Research says in order for information to be stored in long-term memory, it must make sense (fit into the learner’s existing understanding) and be meaningful (be relevant to the learner.)

So if we want children to be motivated to read, the act of learning to read must be meaningful and make sense to the child. Reading stories and information to them demonstrates that reading is useful and sensible in their life experience. It demonstrates that reading is fun -- and that’s the best motivation of all for learning!

Widen horizons by slowly introducing new vocabulary, places, animals, actions, etc., in meaningful ways.

Story aids memory because it puts information into a meaningful context, to which other information can be “attached.”

Research says using the fingers not only stimulates the hands, it also stimulates the brain. Manipulating the fingers stimulates an increase in both size and connections in the brain.

So do fingerplays every day. Integrate fingerplays into stories and storytime, and encourage parents and caregivers to do the same. Then encourage children to engage in manipulative activities such as drawing a picture of the characters in the story, making a clay model of Old MacDonald’s farm, baking bread along with the Little Red Hen, or preparing the vegetables for Stone Soup. (Even if these activities are make-believe, the actions are important.)

For further information, read Pam Schiller’s book, Start Smart: Building Brain Power in the Early Years (Gryphon House, 1999), which summarizes the findings of this research, and provides practical, easy ways to apply them in library programming.

More useful resources for emergent literacy:


“Critical Issue: Addressing the Literacy Needs of Emergent and Early Readers” on the North Central Regional Educational Laboratory website. http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li100.htm


**More information for school librarians/media specialists:**


Food for Mind and Body: Libraries Partnering with Food Banks

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Introduction

Mountain View Neighborhood Library

- Reopened in September 2010
- 5 staff members
- Close to schools
- Diverse community

The Mountain View Neighborhood Library reopened in September 2010 after being closed for 10 years from the combination school/public library and 20 years from the standalone location. There are five staff members: branch manager, youth services librarian, and three support staff (associate library and two clerks). The library is close to schools. It shares a
parking lot with a middle school and is within walking distance of two elementary schools and a high school. It serves a diverse community: 90 languages are spoken in the Anchorage School District. Additionally, Anchorage is a refugee resettlement area for Catholic Social Services. The ethnic groups include people who are Hmong, Samoan, Bengali, Filipino, Polynesian, and Somalian.

**Need in Mountain View**

The Anchorage School District reports a 27% transiency rate. The students are 100% economically-disadvantaged at Clark Middle School, compared to 44% district-wide. About 29% if students have limited English. Library surveys show that 40% lack transportation.

We see kids with nowhere to go, just hanging around the library, and there is lots of noise and chaos, as well as lots of discipline issues. We see 14-year-old girls taking care of all their siblings, searching on craigslist for apartments for the family to live in, buying groceries, and feeding their siblings. Some kids have lots of money for snacks at Red Apple one week and nothing the rest of the month. Other kids never have any. Middle School teachers talk about kids sticking snacks in their pockets on Fridays because there is no food at home for the weekend.

**Finding the Food Bank Program**

The food bank program was right for us because we saw 100 teens and nothing to do. There were discipline issues. We wanted to do non-traditional service in traditional programs. There was work to be done to qualify as a site. We had to convince our library administration. We needed a program with no cost to the library except staff time. It was also important that it be easy to leave the program if that became necessary. In this program we can cancel meal services with 24 hours notice. We had been doing teen programs with limited success. They needed food to get into the program. We could only do small cheap snacks. It wasn’t enough. The library was overwhelmed with teenagers and staff and adult patrons were frustrated. Teens were frustrated with lack of better options.
Because of the poverty in Mountain View, our site qualified, didn’t have to qualify individual children. At first, administration was hesitant, but we had to try something.

**The Need in Alaska and the US**

Nearly one-fifth of Americans worry about where their next meal is coming from, answering "yes" to the question: "Have there been times in the last twelve months when you did not have enough money to buy food that you or your family needed?” and 48.8 million Americans live in food insecure households, including 16.2 million children. A total of 105,000 Alaskans worry about where their next meal is coming from and 19.9% of Alaska children live in homes that are food insecure.

**Hunger in Children**

Children who are at risk of hunger are behaviorally difficult (hyper or lethargic). They miss more school due to illness. They are more likely to perform poorly in school and more likely to be held back a year. Two USDA Programs that target children outside of school are the Summer Food Service and the Child and Adult Care Food Program (CACFP). These are meal reimbursement programs. The USDA will reimburse an organization for the cost of the meals, provided all regulations are followed. For both programs, there is a "Sponsor" who is responsible for paperwork and food provision and a "Site" that serves food to children. Food Bank of Alaska acts as Sponsor and Mt. View Neighborhood Library is the Site.

**Logistics – Set Up**

The library filled out the initial application for the program. The library qualified as a site, not as individual people. There is a different application for each program. The Food Bank shepherds the application through the state process. There is daily paperwork that is turned
in weekly and stored for one year. Staff members need a Municipal Food Worker Card. Our staff got food worker cards either through the municipal test or free Food Bank training.

**On Food Service Day (library side)**

It is required to have a source of water and a means of handwashing. You must provide a place for handwashing – easy for us since we have bathrooms. We also provide hand sanitizer on the food table. We must provide water to drink. We got a big serving container from Costco. The food is shelf-stable and delivered once a week. There are meals and milk included. One feature is the "Share Table." We can only serve kids up to 18. No adults. We print the list of resources, of food pantries, from the municipality and have that available for adults. It’s only come up a couple of times. The adults can take from the share table. One tip: buy extra trashcans! The shelf-stable food is stored in a locked closet. Kids must take all the food given to them, including the milk. Anything they don’t want goes on the share table. Anyone can take anything from the share table. Since the food is shelf-stable we pack up the things from the share table and put them out the next week as well.

**Food Service (Food Bank Side)**
The Food Bank seeks sources of shelf-stable food 6 months in advance. They purchase food by the truckload and store it in a warehouse. They deliver food with truck and driver.

What A Meal Looks Like

- Shelf Stable Meals
- Meet all USDA nutritional guidelines

Integrating into Library Programming

During the school year the library sponsors the CACFP and the Teen Zone, which is held every Wednesday from 3-5 pm. We have video games, board games, ukuleles, drawing supplies, and other fun activities for the teens, in addition to the meal. During the school year, an average of 60-70 teens attend this program. It is just a safe place for them to be, to engage in positive activities and to help reduce the noise in the main library. We have Family Movies every Friday from 3-5 pm, with meal service and occasionally popcorn from our popcorn machine. We have a movie license. We do a theme of movies for the month (e.g., action, talking animals, etc). An average of 50-60 people attend this program.

We have Summer Food Service. Four days a week we have lunch and play. Kids can get lunch and engage in an activity. We’ve had games, crafts, music, etc. This service is only
possible because of our summer VISTA staff members. A two-hour minimum meal service required.

Benefits to the Library: Hard Numbers

- Between July 2011 and July 21, 2012, we served 3,566 meals
- In April 2011 (pre-food service) 6 teen programs, 99 total teens average: 17 teens/program
- In April 2012 (with food service) 4 teen programs, 279 teens 4 family movies, 260 people 539 total for the month average: 67 people/program 461 meals served average: 66 meals/service
- Started food service summer of 2011 with the teen zone and movies during the summer. Continued in the school year. This summer with the Vista staff members increased to four day a week service.

Benefits to the Library: Softer Side

- Increased engagement not just attendance
- Teens stay longer in community room (quieter library)
- Decreased discipline issues

When we started doing teen program, we just had small snacks. Kids were in and out quickly. The new program has more complicated meals and more time spent in the program. There is more chance to engage in the activities and stay longer. The main library is quieter. More teens and youth are engaged positively in the activities. There are fewer discipline issues. Hungry kids act out. Kids don’t act out if it gets them kicked out of the place with the food.

Benefits for the Food Bank

The Food bank now has a partner in a low-income area. It is a partner who focuses on kids and reinforces good habits. The Food Bank received money for food from the USDA

How to Start Your Own Program

Sell the idea to your library team. Contact your local food bank to find out if they sponsor CACFP and SFSP. If not, contact your state government and find out if there is a program that can sponsor you.
Library final thoughts: it is not right for every library, but it can be very right for your library. It's one of the things that really impresses assembly members, board members and members of the community. In this era of shrinking budgets, look to non-traditional partnerships and services to increase your service opportunities, programs, and relevance in the community.

Green Libraries on the Cheap

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Introduction

"Going green," or becoming more environmentally conscious, has become a mounting international concern in recent decades. The increasing global consumption of finite resources has led to large-scale societal campaigns to heighten awareness about environmental issues and concerns. With interest in environmental sustainability on the rise, libraries are increasingly deciding to undertake their own green initiatives. And why not? Libraries that embrace greener practices reinforce "their roles as community/cultural centers that significantly and positively impact the quality of life of those they serve" (Mulford & Himmel, 2010). Additionally, green library initiatives are a wonderful means of building community partnerships, demonstrating effective leadership, and enhancing the library's public profile (Brodie, 2012).

So what exactly does it mean to be a "green library"? The designation is difficult to define, but, generally speaking, libraries that implement green practices are committed to pursuing innovation, to minimizing waste, and, where possible, to adopting and promoting environmentally sound processes throughout their organizations (Schaper, 2010). While these aspirations are admirable, it is easy to lose sight of them, especially in times of
widespread economic hardship and dwindling library budgets. In light of these difficulties, the challenge of optimizing library facilities, operations, and collections can seem overwhelming, and the potential costs can be intimidating.

Contrary to these impressions, libraries can work toward a more sustainable future through relatively simple, inexpensive measures, and many changes can actually save money in the long term. This article outlines a variety of practical strategies for implementing greener practices within the context of budget limitations. Most of these strategies can be employed at minimal cost, and, taken together, they can serve as a powerful catalyst for change. Where there is a will, there is always a way, and getting creative is often the most effective way to stay within budget parameters!

**Facilities**

Creating sustainable facilities is a critical (and often expensive) component of going green. A sustainable building "has a minimum adverse impact on the built and natural environment, its immediate surroundings, and the broader regional and global setting" (Weiner & Boyden, 2001). Increasingly, libraries are built with sustainability in mind, but creating greener facilities from existing buildings is also a viable option. Renovation is a form of recycling, which will have less of an impact on the natural environment than clearing a site and building a new library. The greening of existing library facilities is possible through a range of upgrades, many of which can provide a generous return on investment.

To start greening, the easiest and cheapest changes involve:

- Interior climate and lighting control
- Prevention of heat transfer through windows
- Water conservation through natural landscaping
- Replacement of outdated appliances

Proper management of the building's interior climate is a simple way libraries can save money in energy costs. Monitoring temperature, humidity, airflow, and energy consumption of major appliances will help determine the most efficient settings that maintain a comfortable climate for patrons and collections. When the library is closed, automatic settings to turn off ventilation and setback temperatures are recommended and can be cheaply installed and programmed (Gisolfi, 2011).

Automatic lighting control is another means of utilizing technology to create greener facilities. Libraries can use light sensors to dim artificial lights when there is ample sunlight or turn on and brighten lights when the room grows dark. Besides reducing electrical use, such sensors will benefit the library by creating a well-lit environment, which will reduce eyestrain from too much or too little light. In large libraries, occupancy sensors are a practical idea since it is unnecessary to light vacant areas. This will reduce superfluous energy consumption.

In order to prevent heat transfer in warm months, the amount of direct light through windows should be limited. This will help curb reliance on cooling systems, which can be costly to run. Some options for limiting heat transfer through windows include planting deciduous trees to create shade, purchasing exterior sunshades or interior shades, and applying an exterior coating of glaze to windows (Gisolfi, 2011). If contemplating planting trees, remember that unless rainfall is sufficient, the use of ground water to maintain an
unnatural landscape is not considered sustainable practice. Therefore, when landscaping, phase out non-native plants and lawns and only replace with self-sustaining vegetation (Gisolfi, 2011).

Another simple green change is to replace old major appliances, including heating and cooling equipment (compressors, cooling towers, boilers). This will reduce energy costs, as older appliances require more energy than newer models (Gisolfi, 2011). Also, consider the money saved in repairs, which older equipment requires more frequently. In some situations, it may be necessary to wait for old appliances to be forcibly replaced until money is appropriated for the purchase of newer, more energy-efficient models.

When remodeling, making repairs, or replacing outdated equipment or fixtures, there are some notable green options to consider. In terms of electronics, consider using thin clients instead of personal computers when replacing public-access computers (Schaper, 2010). Thin clients require less energy and are cheaper than the average personal computer. They do not have all the capabilities of a personal computer, but for single functions such as a catalog search, they are a great alternative. Also, consider the purchase of energy efficient central processing units (CPUs). Besides lower electricity bills, both thin clients and newer CPUs will generate less heat than their alternatives, which is better for maintaining a stable interior climate (Schaper, 2010). In terms of repairs and renovations, consider adding more insulation to the roof when making repairs, as preventing heat transfer will lower heating and cooling costs. During more serious renovations, add insulation to the exterior walls as well, and consider buying triple glazed windows (Gisolfi, 2011).

There are some upgrades that are just too expensive for low budget green planning, but that could become possibilities with grants or monetary gifts. A popular trend is the creation of renewable energy, which is generated from natural resources with no emissions. So instead of just cutting energy consumption, many libraries are choosing to create their own with solar panels or windmills. If funding becomes available, harnessing renewable energy would be very beneficial for creating greener facilities.

For the most part, newer buildings are more commonly noted for their green construction and design. However, existing buildings can become Leadership in Energy and Environmental Design (LEED) certified for green operations and maintenance as well. This is an internationally recognized rating system that would give a library prestige and public acclaim. The LEED Checklist for Existing Buildings (http://www.usgbc.org/ShowFile.aspx?DocumentID=8876) may be useful for guidance when considering facilities and operational changes.

Why update library facilities to enhance sustainability and seek LEED certification? First, making greener facilities choices means taking responsibility for the library’s environmental impact. Further, libraries are in a position to lead by example and become community leaders on the issue of environmental sustainability (Gisolfi, 2011). By showing leadership in green initiatives, libraries can serve patrons beyond the confines of the bricks-and-mortar institution.

**Operations**

Library literature has begun to pay more attention to the exploration of green operational initiatives, and libraries are increasingly coming to understand the advantages of implementing environmentally sustainable policies and procedures.
The simple fact is that green libraries cost less to operate (Schaper, 2010). In day-to-day library operations, the little things can add up. There are many small practices that can easily be modified to incorporate green values, and these modifications can lead to positive change. Even small changes matter: apart from having the potential to reduce costs, they help to affirm a shift in values that can inspire further green initiatives.

Shifting to environmentally friendly cleaning products and materials is an easy, cost-effective means of commencing greener library operations. Brands that have fewer hazardous chemicals will have minimal, if any, extra cost. Cleaning products that contain a green seal certification mark on the bottle will contain the least harmful chemical agents (Miller, 2010). Libraries can even concoct their own very low cost, natural cleaners by mixing baking soda, lemon juice and water into a spray bottle. Odours can be expunged from carpets by sprinkling baking soda, letting it absorb for twenty minutes and then vacuuming (Miller, 2010). Investing in quality cleaning equipment, such as vacuum cleaners, is beneficial in the long run. Even if these products cost a little more initially, they are less likely to break, need to be replaced, and end up in landfills (Miller, 2010). Janitorial staff can be scheduled to begin cleaning at earlier hours, so that they complete their work just after closing time and thereby cut down on the library's after-hour electricity consumption (Schaper, 2010).

Lighting accounts for 30% of energy use in libraries (Miller, 2010). Aside from simply turning off lights when they are not needed, libraries can employ many strategies to cut down on lighting energy use. Compact fluorescent light (CFL) bulbs are energy efficient. Though more expensive, they use 75% less energy than conventional lighting, making them cost-effective purchases in the long run (Miller, 2010). LED light bulbs are also a great choice: they can reduce electricity consumption by 50-90%, and they have an impressive ten- to twenty-year life span (Schaper, 2010).

Printing and copying is another big area of waste in libraries. Paper, ink, toners, and machinery all have environmental impacts. The ideal solution, though perhaps not quite realistic at this point in time, would be to completely swap paper with electronic copies and messaging. Aside from this approach, libraries can move towards reducing their ink and paper consumption in several ways.

One strategy is to encourage patrons to download rather than print. For instance, academic libraries can teach patrons about free reference management software (such as Zotero and Mendeley), which store all your sources in a single online location so there is no need to print (Kruse, 2011). When printing is necessary, libraries can cut back on their paper use very simply by changing their printer settings to double-sided printing rather than single sided. There is also the option to switch to recycled paper, although, at present, this option can be slightly more expensive (Kruse, 2011).

A new option for sustainable ink is soy-based ink. Soy ink dries more slowly than conventional petroleum-based ink, but the environmental benefits outweigh this slight inefficiency (Kruse, 2011). Soy ink is lower in volatile organic compounds, making it the preferred choice for limiting air emissions and preserving clean air (Business.com, 2011). Further, soy ink simplifies the recycling process by making it less complicated and more cost-effective to de-ink paper that is to be recycled (Kruse, 2011).

General use of materials in the library can also be evaluated and improved. Eliminating plastic bags is an important step toward a greener library, and it comes with no additional
cost. If patrons are in need of a bag to carry checked-out materials, reusable bags can be made available for purchase. Waste produced by physical library cards can be reduced by making them from recycled materials, or by switching to a virtual check-out system (Schaper, 2010). Disposable plates, cups, and cutlery might be more convenient for office functions due to their quick clean-up time, but switching to reusable kitchenware will save garbage bags full of landfill items, and will also save money over time.

Remember, without the involvement and cooperation of library staff, the task of implementing and maintaining green practices will be difficult. Library management can take measures to encourage collaboration and brainstorming, and to keep staff motivated and excited about going green. It's quite easy to stir up enthusiasm for new ventures, but building and maintaining a lasting commitment will take genuine interest and great leadership. Measures to cultivate a green-minded staff can be as simple as establishing a green committee or using an environmental management system to track progress and provide positive feedback to boost morale.

**Collections**

The environmental impact of library collections is a delicate topic, as collections are so central to the identity and purpose of most libraries. Nevertheless, both physical and digital collections inevitably contribute to a library's carbon footprint, and so it is important to include them in any responsible discussion of green library initiatives. The footprint of physical collections is perhaps the most obvious, as such collections are composed entirely of items that were produced and distributed at a direct cost to the environment. And, much as we might love them, printed works are especially bad culprits, as their production is inextricably tied to deforestation.

At the same time, physical collections also contribute to the library's carbon footprint by incurring a range of ongoing environmental costs, including all of the resources required to support "the processing, handling, storage, and management" of the physical collection (Chowdhury, 2012). Focusing just on storage, for instance, consider all of the energy required to keep an open-shelf area clean and well-lit, with a comfortable temperature and good air circulation, and to do so year after year, for the life of the collection!

As libraries continue to invest heavily in digital collections, researchers have begun to consider the environmental benefits of reducing the size of traditional physical collections and relying more heavily on their digital counterparts. More research is needed, but preliminary studies suggest that digital collections have a smaller carbon footprint than print collections, and that they become even more environmentally sustainable over time (Chowdhury, 2012). If digital collections are more sustainable, and if library patrons are not averse to the idea, then it stands to reason that libraries could reap significant environmental (and financial) rewards by reducing the size of their physical collections. Indeed, many libraries are already putting these ideas into practice.

At Macquarie University in Sydney, Australia, for instance, the librarians devote almost 80% of their collections budget to electronic resources, and, through the use of an automated storage and retrieval system (ASRS), they have reduced the floor space that would otherwise be required to house the physical collection by almost 40%—a reduction which they expect will save them 817 tonnes of greenhouse gas emissions each year (Brodie, 2012). These environmental savings will lead to considerable financial savings over time, and so, while installing and maintaining an ASRS is certainly expensive, it may well save the library money in the long run. Even discounting the ASRS, however, the example of
Macquarie helps to show that any reduction in the size of a library's physical collection can lead to significant environmental (and financial) benefits. (Of course, many libraries have good reason for relying heavily on their physical collections, and so decisions concerning the relative size of physical and digital collections will necessarily depend on the context.)

Digital collections also have a significant carbon footprint, due largely to the expensive IT infrastructure that is typically required to provide access to them. This infrastructure is comprised of computers and other devices that require a great deal of energy to create and still more energy to power and maintain, and that also frequently need to be replaced. In light of these environmental costs, what measures can libraries take to reduce the impact of their IT infrastructure?

Perhaps the simplest measure would be to make better use of freely available software solutions that can streamline workflows and minimize waste—innovations like online video-conferencing and collaborative, cloud-based software, as well as open-source software that can save the library money. Another option is to implement environmental management systems to optimize a library's IT infrastructure by minimizing excess downtime and other wasteful practices, as well as to monitor various other aspects of the library's everyday operations (Chowdhury, 2012). With regard to IT hardware, the adage about spending money to save money also seems apt: by purchasing hardware that is built to last, libraries spend more initially but save money over time.

There is also a strong argument for reducing the impact of IT by transitioning to a service model based on cloud computing (Chowdhury, 2012). Cloud computing essentially involves using online services that provide a certain amount of computer storage and processing power through the services themselves, and innovation which reduces the degree of IT infrastructure required for users to utilize the services. By moving to a service model based on cloud computing, the library could dispense with much of the expensive IT infrastructure that is traditionally required to host desktop-native software, as cloud-computing services include much of this infrastructure as a built-in component of their service.

In practical terms, this would mean a smaller IT department and reduced financial expenditure on hardware and software. Users need less powerful machines, and said machines rarely need to be updated. This also simplifies the process of collecting data about the library's resources and services, as cloud-computing services make it easy to view and analyse this data (Chowdhury, 2012). Indeed, while there are also various arguments against the cloud-computing service model (including concerns over privacy and the loss of control over library data), it may lead the way toward more environmentally sustainable library collections in the future.

**Summary**

There are a variety of measures that libraries can take to reduce the environmental impact of library facilities, operations, and collections. Many of these measures are affordable even in the short term, while others may require a substantial expenditure in order to save money in the long run, but they all promise to benefit both the environment and the library's bottom line.

With regard to library facilities, managers may wish to consider the following practical recommendations:
• Adjust temperature and ventilation settings to decrease energy consumption, especially when the building is unoccupied.
• Install automatic light controls to adjust artificial lights for sunlight and occupancy.
• Use exterior and interior sunshades to reduce reliance on air conditioning.
• Replace major appliances and IT equipment with more reliable, energy-efficient models.
• Avoid lawns and revert landscaping to native vegetation.

Practical recommendations for more sustainable library **operations** include the following:

• Install CFL or LED light bulbs for more energy efficient lighting.
• Use environment-friendly cleaning products.
• Ensure that janitorial staff have reliable, energy-efficient equipment, and schedule them to complete most of their cleaning while the library is open.
• Reduce the impact of printing and copying by using the double-sided printer setting, purchasing more sustainable paper and ink, and relying more heavily on electronic documents and communications.

Finally, to move toward greener library **collections**, the following recommendations may prove helpful:

• Reduce the size of physical collections by relying more heavily on digital collections.
• Reduce the footprint of digital collections (and their requisite IT infrastructure) by seeking out more efficient hardware and software solutions.
• Monitor energy usage and minimize waste associated with maintaining and managing library collections.
• Make better use of cloud computing services, leveraging the IT infrastructure that these services vicariously provide in order to reduce the library’s own IT footprint.

**Conclusion**

As greenhouse gas emissions and global temperatures continue to rise, going green is becoming an increasingly important priority for libraries. By undertaking environmental initiatives, libraries can substantially reduce their carbon footprint, and thereby contribute to a healthier planet and a more sustainable future. Going green need not be expensive, and it promises to save libraries money in the long run. There are numerous affordable ways to improve the environmental profile of library facilities, operations, and collections, and even the more expensive options can prove economical over time. These savings can then be used to improve services, reinvest in further green initiatives, or address other pressing needs.

Sustainability initiatives also present libraries with a fantastic opportunity to become important community partners on environmental issues, partners that not only contribute to the educational push, but also lead by example—and thereby raise their profile within the broader community. Finally, going green can also improve staff morale by adopting an inclusive approach that promotes collaboration across the library. By setting goals and rewarding progress with positive feedback, libraries can cultivate a powerful sense of accomplishment that builds with each milestone. While environmental initiatives are first and foremost about respecting the planet, they can lead to a range of other rewards. With so much to gain, and with so many affordable ways to get started, there has never been a better time to go green!
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Participation in Local Library Associations: The Benefits to Participants

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Introduction

Library associations have a long history of sponsoring or supporting in some manner conferences, ongoing professional development, and various aspects of library services. For them to do so, however, requires that some members must participate in the planning and implementation of those activities, not just attendance by interested library personnel. In this article I will review the history of sponsorship of conferences and then look at the benefits of participation in local organizations.

Conferences sponsored by library associations in the United States began in the 19th century. The first "national" library conference was held in New York City in 1853 (Holley, 1976). The next conference, however, was not held until 1876, in Philadelphia during the Centennial Exposition. 103 librarians attended that conference (Mission & history, ALA website, n.d.), and the American Library Association was born. Inspired by the national association, several states followed shortly thereafter to establish library associations. In 1889, New Hampshire organized a library association. By 1891, Iowa, New York, Massachusetts, New Jersey, Connecticut, Minnesota, Wisconsin, and Michigan had all formed library associations (Kenney & McMillan, 1992). Twenty-eight states had created library associations by 1905.

While much has been written on the benefits of joining a national professional association, specifically in this case the American Library Association (ALA) (Curry, 1992), (Holley, 1976), (Wiegand & Steffins, 1988), there is little in the literature to demonstrate the benefits of belonging to and participating in local (i.e. state and regional) library associations. The associations with which I am most familiar are in the Pacific Northwest (specifically a state association, the Washington Library Association (WLA) and the Pacific Northwest Library Association (PNLA), the regional association that includes Alaska, Alberta, British Columbia, Idaho, Montana, and Washington).

The articles written about the benefits of belonging to and participating in professional associations don't describe the benefits of belonging to a local association compared to a national association. As a long time member and participant in WLA, I have experienced numerous benefits that have been gained from concentrating my professional service at the local level.

According to the ALA website, there are library associations for all fifty states, four regional associations in the United States, and associations for Guam and the Virgin Islands.
While many state and regional library associations have mission statements, or statements that resemble mission statements, only approximately half of them appear on the associations' homepages.

ALA's mission statement appears on its website, although not on its homepage. According to its website, ALA's mission is "...to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all ..." Its strategic plan specifically calls for improvements in " ... Advocacy for Libraries and the Profession, Diversity, Education and Lifelong Learning, Equitable Access to Information and Library Services, Intellectual Freedom, Literacy, Organizational Excellence and Transforming Libraries ..." The mission statement clearly expresses the assertion that it is the association's responsibility to provide many and varied opportunities for professional service activities to all library employees, particularly to librarians in faculty positions. ALA does this on a grand scale.

There are also opportunities at the local level, specifically in the state and regional library associations. After reviewing the web sites of the fifty states' associations and four regional associations, I've categorized their specified areas of priority into these six general areas: Leadership, Support of Library Services, Professional Development, Library Advocacy, Intellectual Freedom, and Membership Acquisition. I will add a seventh category: conferences, because conferences incorporate many of these facets and provide outlets for them. These areas are closely aligned to the topics mentioned in ALA's mission; they also provide opportunities for librarians to pursue professional service activities in a wide array of categories.

Since state and regional associations' missions are so similar to ALA's, a librarian might wonder what the benefits are of belonging to these state and regional associations rather than the national organization. There are a number of them, especially those members who participate in the organization's committees, programs, and conferences. In the next part of this article, I will discuss what these benefits are, why joining and organization is important, and how doing so differs from (and can complement) membership in the national organization. I'll look at the broad categories of activities and discuss some of the benefits or opportunities for participation in each.

Conferences

National organizations can provide many benefits, but they and their conferences are large and cumbersome. While there are networking opportunities that can benefit librarians, they can also be overwhelming. For example, an ALA conference typically requires over 350 meeting rooms to accommodate the more than 2,500 scheduled events, 250-300 of which are programs. According to the ALA Conferences Q & A website, there are typically around 12,000 attendees at the annual conferences. There are so many exhibitors at ALA that "it is occasionally difficult to navigate in the sea of exhibitors ..." (Frank, 1997, p. 3). This can be overwhelming for attendees, who may have difficulty finding the vendors or exhibitors with whom they could actually do business. Attendees may also have difficulty locating and meeting with colleagues from other libraries, with whom they are able to discuss issues of importance in libraries, upcoming issues, or potential collaboration. These meetings and discussions are vital to professional networking.
The significant difference in conference size between the national and the local (state and regional) associations is that the local conferences afford greater opportunities for attendees to meet people they are likely to encounter again in the course of their careers. This makes networking a valuable benefit of attendance at these smaller conferences. I have been involved in the Washington Library Association for nearly twenty years, and I have built long term and productive working relationships with many of the people I encounter each year at conferences and at other association meetings. As Brown (2010) points out, at small conferences, attendees can interact with peers from similar institutions and can get constructive feedback. He adds that other advantages of small conferences are opportunities for leadership and for contributions to the profession. They are usually easier (and less expensive) to get to than national conferences and easier to navigate once you are on site. Attendees can visit the exhibitors and be able to take the time to talk with many of them, getting information that can lead to purchasing their products or services that are pertinent to the attendees' libraries.

**Support of Library Services**

Association members rely on their associations to keep them abreast of the latest and best practices in the field. Sometimes training available from local and state associations is the only feasible way for library employees to keep up with advances in the field, especially if they work in a library or system with limited funds. Registration for state and regional conferences is frequently less expensive than that of national conferences. This is especially important if staffing is sparse at the attendees' libraries, or if several employees wish to attend the conference. Training obtained at conferences and standalone workshops is vital to the continuing education of library employees, and assists in providing better service to library patrons. This is another example of how the regional organization realizes its mission and helps the local library do so as well.

**Leadership training**

ALA provides leadership training. (Glendenning & Gordon, 1997). So do some state and regional associations. For instance, PNLA presents a Leadership Institute (PNLA Leads) every two years (http://pnla.org/institute/index.htm) that is a week-long seminar to teach participants leadership skills. Participants learn skills they can take back to their libraries and share with their colleagues. As Mech (1996) points out, not all leaders need to be administrators. People who are "leading from below" take advantage of opportunities for leadership on projects and by mentoring and helping colleagues with their work. Even those employees not seeking formal advancement can be leaders and can benefit considerably from leadership training and education. They can make a positive difference in their libraries and help others to accomplish projects, come up with ideas, as well as lead by example. These local leadership training workshops benefit employees and institutions alike. Additionally, they can be easier to apply for, easier to travel to, and more economical than training at the national level. As is the case with local conferences, these smaller and local workshops afford participants the opportunity to meet people they are likely to encounter again in the course of their careers. Attendees interact with peers from similar institutions and can develop professional relationships that will last for many years.

**Professional Development (including Leadership Experience)**

Participation on committees or holding association offices are ways of obtaining direct leadership experience, as well as of applying the training participants have gained, either by means already mentioned or at a sessions held at the members' libraries or campuses.
Many librarians and library paraprofessionals, however, think that serving on committees or holding offices in ALA is nearly impossible, since most of those positions are held by library administrators (Kamm, 1997). Wiegand & Steffens (1988) point out the trend for the highest ALA office: "Over the years the vast majority of ALA presidents have been directors of whatever library unit employed them ..." (p. 18). Overall, the perception and the practice demonstrates that there are better opportunities in regional and state associations for people who otherwise would not be able to, or want to, compete for national offices in ALA. A Wisconsin librarian is quoted by Kamm (1997) as saying, "Getting a committee appointment was nearly impossible because I'm not employed at an academic library and didn't have my employer's financial or professional support. I can make more of a contribution at the state and local level," (p. 7). Many front line librarians and indeed paraprofessional library employees have held offices and committee positions at all levels in state and regional associations. These committed library employees have taken advantage of state and regional committee appointments to make many positive contributions to the profession and gain valuable leadership experience.

A related aspect of professional development is mentoring. New members of the library profession can benefit from being mentored. Professional associations can help with the development of these new members by providing mentoring programs. Mentors can help with practical tips for working in the profession, networking, and career advancement information (Zabel, 2008). Another benefit of mentoring is retention (Davidson & Middleton (2006). If new librarians are mentored successfully, they are more likely to remain in the profession. The "mentees" are not the only ones who benefit from mentorship. Mentors can also gain advantages from these relationships, since they often acquire insight as well as new knowledge from those they mentor. This phenomenon is known as "reverse mentoring". Zabel (2008) also states that "... interviews with leaders in library organizations confirm that professional associations play an important role in facilitating mentoring" (p. 359). Mentoring is a vital enterprise, along with professional development, in assuring succession planning within the association. Current committee members and association officers help prepare new and interested members for the tasks they may perform as active incoming association participants. Association service can lead to many professional skills that can be used throughout the mentees' careers.

As already mentioned, workshops and conferences offered by state and regional library associations augment the job skills of librarians (Kenney & McMillan, 1992). These workshops are greatly appreciated by those who take advantage of the workshops. Participants are able to gain training and knowledge that might otherwise be difficult, more expensive, or simply out of reach. Another facet is that those who conduct the workshops are often library employees as well. Their participation in creating and holding the workshop provides them a valuable outlet for demonstrating and developing their knowledge and teaching skills.

**Library Advocacy**

There are several ways local library associations engage in advocacy. One way is through the members themselves. People who work in libraries tend to be advocates for libraries, and when organized in an association's structure, they can be very effective. Many associations send representatives to library days at legislatures, both in their states or regions and nationally. During those days, library employees are often able to meet and speak with legislators in person. Another way state or regional associations can be involved in advocacy is through the use of lobbyists. Several associations pay lobbyists to advocate for library issues with their state legislatures. For example, the lobbyist for the Washington
Library Association spends much of his time examining upcoming legislation and dividing issues into those that can be left alone, those that need to be supported, and those that could be bad for libraries and need to be worked on to help them be defeated or modified. He can look ahead and see which issues are going to be important to libraries, for better or worse (Soneda, 2008). While ALA has lobbyists, they don't have the local state and regional connections and time for local issues that the local lobbyists have. State and regional association members also have opportunities to become directly involved in library advocacy. Even if the association has a professional lobbyist, association members can work with the lobbyist on issues that are important to libraries during the already mentioned legislative days, or at other times. Members can organize grassroots activities. In these multiple ways, they are able to forge important and lasting relationships with state and local legislators (Taylor & Wise, 2003). Another outlet for advocacy is the state or regional association's journal. These local journals can inform the membership about legislative issues pertinent to their specific areas (Scherlen, 2008).

**Intellectual Freedom**

Intellectual freedom is a broad category, including such topics as free speech, censorship, USA Patriot Act, Children's Internet Protection Act (CIPA), and Open Access, among others. Most library associations are strong supporters of intellectual freedom. The extent of their support may vary depending on their resources, both monetary and volunteer. Although there is little to be found in library literature regarding intellectual freedom and local library associations, the associations' websites themselves are good starting points to discover what intellectual freedom resources they do provide. For example, the Washington Library Association has an Intellectual Freedom Interest Group (IFIG). Among their many services, they list a page of resources and local library policies (http://ifig.wla.org/resources/). The Oregon Library Association's Intellectual Freedom Committee webpage is located at http://www.olaweb.org/index.php?option=com_content&view=article&id=159. The Idaho Library Association also has an Intellectual Freedom Committee (http://www.idaholibraries.org/node/97). These are just a few examples of state associations that promote intellectual freedom and provide services to support it, in many cases by means of continuing education for library personnel. Many other state and regional associations have similar intellectual freedom committees, round tables, and interest groups.

**Membership Acquisition**

In order for library associations to be effective and continue to grow and change, they need to acquire and retain members. A strong membership is the backbone of any association. During tough economic times, it is all too easy to drop local association memberships. However, these are the times in which associations and their support are absolutely essential to library employees. Associations offer their members benefits that constitute value for the cost of membership, such as mentoring (Zabel, 2008), discounts at conferences, continuing education, occasions for networking, earliest access to journals and other association publications, and leadership opportunities.

**Journals**

Journals of state and regional library associations relate to more than one category because they serve most of the already mentioned purposes. These journals inform members about best practices, legislative or other advocacy issues, and provide a means for librarians to share information about other aspects of libraries in their areas. According to Scherlen
These local journals also give publishing opportunities for library authors who might have difficulty submitting articles to national journals. Especially in academic libraries, it is often required that librarians publish and contribute to the scholarly literature of the profession. These state and regional journals are a valuable means for them to do so. In addition, these journals provide the benefits of all journals, that of the dissemination and preservation of scholarship.

There is one more benefit from belonging to a state or regional library association that is less tangible. That is the joy and satisfaction of being able to help make a difference for people in the library field, and by extension people who live in the states and regions served by the associations and libraries. I believe that during my nineteen years of participation in WLA, I have helped make a difference in the professional lives of many library personnel and, in a corresponding fashion, my participation has certainly made a difference in mine.

So while national associations such as the American Library Association can provide valuable services to members, sometimes it is just as important, or sometimes more important, to belong to and participate in state or regional library associations.

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Effect of Instructional Media on the Academic Achievement of Students in Social Studies in Junior Secondary Schools

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Introduction

Social studies as a school subject has over the years occupied an important position in the school curriculum. The subject has been recognized as effective tool for citizenship education in Nigeria. It is also a subject that equips the learners with critical and problem solving skills which enable them to tackle problems and issues that may arise in their socio-economic life. As a result of this, the Federal Ministry of Education in Nigeria categorized social studies as one of the core subjects in Junior Secondary School curriculum (National Policy on Education 2004).

More specifically, the Federal Ministry of Education’s (2007) nine year basic education curriculum for social studies has overall objectives of enabling primary and junior secondary school pupils and students achieve the following objectives:

i. Develop the ability to adapt to changing environment

ii. Become responsible and disciplined individuals capable of and willing to contribute to the development of their societies.

iii. Inculcate the right types of values

iv. Have compassion for other people, appreciate their culture, history and those foundational factors that make them human.

v. Develop the capability to recognize the many dimensions of being human in different cultural and social contexts.
vi. Develop a sense of solidarity and sharing based on a sense of security in one’s own identity.

Akinlaye, Manzaray and Ajiboye (1996) contend that social studies in school curriculum should help students at all levels to develop the ability to adopt to the ever changing environment. Akintunde (2004) also argues that since social studies is interested in everything about man, in relation to all aspects of his environment; the subject incorporates all aspects of reforms and innovations geared towards the sustenance of man’s environment in related study. Falade (2007) asserted that social studies enable man learn about the problem of survival in their environment. He argues further that it enable man to be a functional member of the society and useful to himself or herself as well as community at large.

In spite of the laudable objectives and benefits of social studies in the school curriculum, the teaching of the subject is characterized with conventional method of teaching which always lead to ineffective learning and poor attitude of students towards the subject. Adelekan (2010). Several measures have been recommended to improve students’ attitude and academic achievement in secondary school subject. Among the measures recommended are appropriate use of teaching methods, instructional media and resources (Oyedeji 2002). However, research has also proved that facilitative potentials of instructional media in enhancing students’ academic achievement and also enriching classroom instruction (Afuwape 2004).

The foundation for the use of instructional media in the school system is to transmit information in the teaching and learning process. Instructional medial according to Ajelabi (2000) refers to a broad range of information carrying resources that constitute and integral component of classroom teaching and learning, and are utilized in an instructional process with the hope of facilitating effective and efficient communication in the teaching and learning process. That is instructional media are those materials or objects that help the teacher in making the lesson more interesting on the learners.

Abimbade (1997) reported that using instructional media in teaching and learning make students learn more and retain better what they have been taught and that it also promotes and sustains students’ interests; it also allows the learners to discover themselves and their abilities. Instructional media enrich learner’s knowledge and reinforce verbal instruction (Ajelabi 2000). In other words, when instructional media are used, there is tendency to make classroom environment lively and interesting.

There are several types of instructional media, depending on what to teach, where to teach and the availability of instructional media in that environment. According to Abimbade, (1997) instructional media can be classified into three categories. These are non-print media, print media and electronic media. The non-printed media are projected materials such as films, slides, film-strips while printed materials are books, text, map, journals and electronic media consists of visual, audio and audio-visual that relies on electricity to function effectively. All these and many more stimulate a sense of observation in learners.

The issue of gender in education has been a recurring decimal in research. As indicated in the Nigerian blueprints on women’s education (1977-1981). Several factors affect female participation in technology. That is female students often run away from science and technological subjects because of the social pressure and potential attitude of female role models. This tendency has been noticed from secondary schools. Both girls and boys feel
that teachers, counselor and parents perceive science subjects especially technology as male oriented field course.

Studies have shown the facilitative roles of instructional media in learning, but most of these studies are in other school subject apart from social studies. Being a relatively new subject in the curriculum of Nigerian secondary schools, not much had been reported about the effectiveness of media in its teaching and learning. Furthermore, most teachers assume that social studies does not require any other illustrate device. Hence there is need to verify this notion party informs this study.

**Research Hypotheses**

Two research hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the mean achievement scores of students taught social studies using instructional media and those taught social studies without instructional media.

2. There is no significant difference in the mean achievement scores of male and female students taught social studies using instructional media.

**Methodology**

In this study, pretest post-test, control group quasi experimental design was used with one experimental group (instructional media) and one control group (without instructional media).

**Population of the Study**

The population for this study consisted of the entire Junior Secondary social studies students in Akure South Local Government Area of Ondo State.

**Sample and Sampling Technique**

A total of 100 students purposively selected from two junior secondary schools in Akure South Local Government Area of Ondo State participated in the study. Two schools were randomly selected from stratified schools that fall into the following:


2. Having at least two university graduate teachers in social studies JSS 2 arms/class was used in the study.

**Instrument**

Three instruments were developed and used in this study. They are;

i. Social Studies Achievement Test (SSAT): This is a twenty items multiple choice questions with four options per item. The instrument has two sections, Section A and B. Section A comprises of the personal data of the participants while Section B is made up of twenty
items questions covering selected concepts taught during the lesson. These concepts include meaning of mineral resources, types, uses, and location of mineral resources in Nigeria.

ii. Operation Guide: This is a guide of discussion for use of the teachers in both experimental and control groups. The researcher drew the chart of types and locations of mineral resources in Nigeria on transparent paper and projected it for the class in the experimental group.

iii. Instructional Media: This consists of media resources used in the treatment on the experimental group. It consists of the instructional charts and projected material.

Validation of Research Instrument

The social studies achievement test was given to experts in related field to help to establishing the face and content validities of the instrument. To establish its reliability, test-retest method was adopted. The instrument was also constructed in order to determine the discrimination indices and difficulty level of the items.

Research Procedure

The procedure was in three faces, the first face include the training of the participating teachers. Before the commencement of the research work, the researcher trained the teachers in both experimental and control group. This is to enable the participating teachers to be proficiency in their assigned roles and also acquire all the necessary skills to enable them use the operational guide of instruction in both experimental and control groups. The teachers in experimental group make use of instructional medial package prepared for experimental groups.

The first week of experiment was used to conduct the pretest in order to determine comparability of group. The groups were found to be comparable based on the mean test scores. In the second face, the students in the experimental group were taught social studies using instructional media to explain some concepts in social studies, such as the meaning of mineral resources, types and location of minerals resources as well as uses of mineral resources in Nigeria. While the control group was taught some concept in social studies without instructional medial, this lasted for six weeks.

Phase III: The social studies achievement test was administered as a post test for students in the experimental and control groups.

Data Analysis

The data from the study were analyzed using t-test statistics.

Finding: the results of the study are presented in the following table.

Hypothesis 1:

Table 1 T-test comparison of the mean achievement score of the students taught social studies using instructional media and those taught without instructional media.
From table 1 above, the mean score of students taught social studies with instructional media is 59.3 which is far higher than those taught social studies without instruction media (41). The difference between the means of the two groups is significant since t calculated value of 9.6 is greater than the t-critical of 2.00 at 0.05 level of significance. Therefore, the hypothesis which stated that there is no significant different in the mean achievement score of students taught social studies using instructional media and those taught social studies without instructional media is hereby rejected.

Hypothesis 2

There is no significant difference in the mean achievement scores of male and female taught social studies using instructional media.

Table 2: t-test showing comparison of achievement test of male and female students exposed to instructional media in the teaching of social studies.

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>t-cal</th>
<th>t-crit</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>25</td>
<td>64</td>
<td>8.4</td>
<td>0.9</td>
<td>2.0</td>
<td>48</td>
<td>0.05</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>56</td>
<td>5.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Result in table 2 above indicates that the value of t-calculated is 0.9 which is not significant at an alpha level of 0.05 with degree of freedom of 48. However since t-calculated (0.9) is less than t-critical (2.0), the null hypothesis 2 is not rejected. This means that there is no significant difference in the mean achievement score of male and female taught social studies using instructional media.

Discussion of Findings

In this study, two hypotheses were formulated and tested. Hypothesis one which states that there is no significant difference in the mean achievement score of students taught social studies with instructional media and those taught social studies without instructional media was rejected. It clearly shows that students that are exposed to instructional media during the teaching of social studies performed better than the students that are not exposed to the use of instructional media in the teaching of social studies. The findings of this study corroborate the findings of Aiyelagbe (1998) that instructional media has a positive effect on student academic achievement. Also gender has no significance effect on the use of instructional media in the teaching of social studies in secondary schools. The study negate the findings of Abimbade and Egunjobi (2003) who claim that gender has significant effect on the use of technology.

Conclusion and Recommendations

Effective utilization of appropriate instructional media is highly essential to improve teaching and learning of social studies in secondary schools. Improvement and better academic achievement can also be guaranteed through the use of instructional media. And if the standard of education has to be raised, the uses of instructional media should be used for
the teaching and learning of social studies and other school subjects. It is therefore recommended that the use of instructional media must be given adequate priority in our school system.

In addition government and all other stakeholders in education sector should as a matter of urgency supply schools with all the necessary instructional media to enhance effective teaching and learning of social studies and other school subjects.

Workshops and seminars should be organized for the teachers where they would be trained and equipped on how to select and use appropriate instructional media in the classroom. Government should also encourage educational resource centres and media production centre to intensity the production of instructional media in a large scale.

References


Reading and Library Use Habits of Senior Secondary School Students: Abeokuta Metropolis, Ogun State, Nigeria

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Introduction

Kolawole (2005) sees reading as the cornerstone of literacy and that without it, there can be no literacy. Habits motivate our behaviour; however, at the initial stage, we have to learn them. Habits of reading are economic way of adjusting to routine requirements of daily reading. They help the students in mastering the content of learning. It is at the school setting that the importance of reading is best appreciated because books constitute the bulk of learning resources. It is obvious that a student’s success depends on the extent to which he can obtain information from texts quickly and efficiently. Araromi (2005) Observed that teaching reading skills should not be confined to the language teachers alone, rather every subject teacher should practice the art of reading for the purpose of making his students digest the content of the subject area. Kolawole (2005) also noted that reading is basic to learning and so a child’s ability to read is the centre of the education process. Nkiko and Yusuf (2006) also asserts that reading is one of the life’s greatest pleasures that opens the door to culture, knowledge and independence. Through reading, individual knowledge base is enhanced, intellect sharpened and misconceptions eroded. They further conclude that in the past ten years, the reading habit has very much declined among Nigerians.
The term “reading habit” refers to the behaviour which expresses the liking for reading of individual types and tastes of reading (Sangkaeo, 1999). It is a pattern in which an individual organises his reading. Reading is important for everybody in order to cope with new knowledge in a changing world- that of the technological age. The ability to read is the heart of self-education and lifelong learning. Due to increased accountability, the educational institutions of the modern era are being asked to impart quality education to all their students, regardless of the differences in their capabilities as well as social backgrounds. No school can claim to be the best without continuously adapting and improving its teaching and reading strategies in accordance with the changing times and one of the most important suggestions for promotion of learning is to develop reading habits among students. It is in support of this that OECD (2002) concluded that “finding ways to engage student in reading may be one of the most effective ways of leverage social changes. Libraries do exist in secondary schools, but many almost only in name, because all the elements required for them to operate are not put in place.

In the light of this, this study examined the reading and library use habits of senior secondary school students; the frequency and time of reading, the perception of students about their school libraries, perceived usefulness of the library in promoting reading habit, factors hindering reading and possible solution on means of improving reading and library use habits in Nigeria.

Objectives of the Study

The main objective of the study was to assess the reading and library use habits of senior secondary school students in Abeokuta metropolis, Ogun State, Nigeria. Specific objectives of the study are;

- To determine the frequency and time of reading among senior secondary school students in Abeokuta South.
- To find out the perception of students about their school libraries.
- To determine the usefulness of the library in promoting reading habits among senior secondary schools in Abeokuta South.
- To identify the factors hindering reading and library use habits among senior secondary schools in Abeokuta South.
- To offer recommendations on means of improving reading and library use habits among senior secondary school students in Abeokuta South.

Research Questions

- What are the frequency and time of reading?
- What is the perception of students about their school library?
- What is the usefulness of the library in promoting reading habits?
- What are the factors hindering students from reading?
- What are the possible solutions to improving reading habits?

Literature Review

Elaturoti (2003) reported that, it is however worrisome that in Nigeria today, reading is taken with so much unserious. Apart from the high cost of illiteracy bedevilling the Nigerian nation of which it is understandable that a sizeable number of the Nigerian population cannot read or write, it becomes even more disturbing to discover that among the percentage of Nigerians who are literate, the habit of reading is dying out. A report by
UNESCO (2004) highlighted the various problems that affect the reading habit among secondary school students among these, there are cases of lack of dedicated library space, in appropriate use of libraries, poor stocked and unattractive libraries etc which lack potentials to encourage anyone to read for knowledge or pleasure. Adigun and Oyelude (2003) posited that skill in reading will not only assist students in organizing their thought and jotting down important facts while reading, but also equip them to comprehend entire texts. Students in secondary schools even after ten or more years of schooling do not often have the reading habit. This is mostly because there have never been enough suitable books around to establish the habit. Reading tends to be associated with course work and difficulty, rarely with pleasure. Whatever their discipline, students cannot fulfil their potential if they do not read widely. Their general knowledge remains low and standard of their written work remains low.

Lawal (2004) conducted a survey on the use of school libraries in Nigeria and revealed that libraries are almost non-existent in primary schools while few secondary schools have what could be referred to as reading rooms, and he further stress that, there is no doubt that the level of development in a country is directly proportional to the literacy level. The literacy rate of Nigeria dropped from sixty-two percent (62%) in 1992 to fifty-two percent (52%) in 2006. This implies that the illiteracy rate in the country is forty-eight percent (48%). It is also means that rather than improving on the literacy rating, Nigeria keeps on retrogressing (Olanrewaju, 2008). Nssein (2008) identified factors that lead to poor reading habits among Nigeria students which include; slow comprehension rate, slow reading rate, difficulty in distinguishing main ideas from irrelevant details, inadequate vocabulary, inadequate reading interests, distractions from television and film viewing, and availability of relevant reading materials. Aside from this, Nigeria students do not make time to read. Like Prof Chinua Achebe said in the 2009 “Ahiajoku lecture” what makes illiteracy high in Nigeria is that most people often say they do not have time to read”. This is a tragedy of the issue because no one gives what one does not have. Reading a book in a peaceful corner of a library has become an archaic idea for most people while technology is slowing taking a steady control over individual lives, the reading habits is fast vanishing into thin air. In Sub-Saharan Africa, particularly, the problems of illiteracy and the scarcity of learning resources gravely limit the opportunities people have to learn and to transmit their circumstances (Tella and Akande 2007).

Lauglo (2000) observed that in the African continent, the reading habit of children is waning. The cause of this has been traced to poor reading cultures of Africans generally and other notable factors like non-availability of reading materials (books). The situation in Botswana is no different from other African countries, though, the literacy level is now improving. It has been observed that many students at all levels of the educational ladder spend so much time in video game playing that they rarely have anytime left for their reading. Gone are the days in Nigeria when people possessed and read literature books, especially novels with rapt interest as they travelled in lorries, buses or taxis. Those were those days, since the entry of mobile phone into Nigeria; people listen to and talk about all sorts of things both useful and useless. And these have helped to distract our students from developing good reading habits. A nation whose young and old wallow in banalities, showing little quality interest to useful information and education is obviously doomed. The task of improving as well as developing reading habit in Nigeria is for all and sundry viz; the family, teachers, librarians, philanthropists, the media, religious bodies, non-governmental organisations, and government (Uya 2004).
**Methodology**

The study used a descriptive survey design. Questionnaire was used to collect the data. Descriptive statistic techniques like tables of frequency counts and percentages were used in the analysis. The target population was one thousand and six hundred (1600) students in senior secondary school 2 (SS2) and senior secondary school 3 (SS3) in public and private schools in Abeokuta South Local Government Area of Ogun State, Nigeria. However, fifty copies of the questionnaire were given to SS2 students and fifty questionnaires to SS3 students making a total of one hundred questionnaires in each school.

Stratified Random Sampling Technique was used to select twenty secondary schools out of forty secondary schools in the Local Government, used for this study. Out of two thousand (2000) questionnaires distributed, one thousand and six hundred (1600) were found useful which constitute eighty percent (80%) of the total copies administered.

**Research Findings**

Schools used for the study

<table>
<thead>
<tr>
<th>S/No</th>
<th>Names</th>
<th>No. of Questionnaires Given</th>
<th>No. of Questionnaires Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Methodist High School.</td>
<td>100</td>
<td>88</td>
</tr>
<tr>
<td>2</td>
<td>Abeokuta Grammar School.</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Saint John Anglican School.</td>
<td>100</td>
<td>76</td>
</tr>
<tr>
<td>4</td>
<td>Lisabi Grammar School.</td>
<td>100</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>Nawair–u-deen High School.</td>
<td>100</td>
<td>76</td>
</tr>
<tr>
<td>6</td>
<td>Reverend Kuti Memorial Grammar School</td>
<td>100</td>
<td>84</td>
</tr>
<tr>
<td>7</td>
<td>Asero High School.</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>8</td>
<td>Egba Comprehensive High School.</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>9</td>
<td>Lantoro High School.</td>
<td>100</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>Baptist Girl’s College.</td>
<td>100</td>
<td>72</td>
</tr>
<tr>
<td>11</td>
<td>Alaba Lawson Royal College</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>Folarin Dalley International College</td>
<td>100</td>
<td>68</td>
</tr>
<tr>
<td>13</td>
<td>Taidob College, Asero</td>
<td>100</td>
<td>98</td>
</tr>
<tr>
<td>14</td>
<td>Roseborn International Secondary School</td>
<td>100</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>Patterson Memorial Baptist Grammar School</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>Trinity Group of Schools</td>
<td>100</td>
<td>74</td>
</tr>
<tr>
<td>17</td>
<td>Al- hudah Model College</td>
<td>100</td>
<td>78</td>
</tr>
<tr>
<td>18</td>
<td>Emmanuel College.</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>Adeline Ogunlade Memorial Home Secondary School</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>20</td>
<td>Cornerstone College</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>2000</strong></td>
<td><strong>1600</strong></td>
</tr>
</tbody>
</table>
Results

The results of the analysis are presented in the following tables.

Table 1: Students’ frequency of reading.

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Frequency of Reading</th>
<th>No. Of Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Often</td>
<td>636</td>
<td>39.75</td>
</tr>
<tr>
<td>2.</td>
<td>Rarely</td>
<td>852</td>
<td>53.25</td>
</tr>
<tr>
<td>3.</td>
<td>When need be</td>
<td>58</td>
<td>3.63</td>
</tr>
<tr>
<td>4.</td>
<td>Not at all</td>
<td>54</td>
<td>3.37</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1600</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 revealed that 852 (53.25%) students claimed that they rarely read whenever they feel like reading while 636 (39.75%) agreed that they often read their books. This findings was supported by Prof Chinua Achebe in the 2009 ‘Ahiajokuta lecture’ what makes illiteracy high in Nigeria is that most people often say they do not have time to read and they study when they feel like reading.

Table 2: Time spent on reading.

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Time spent on reading</th>
<th>No. Of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 to 2 hours</td>
<td>700</td>
<td>43.75</td>
</tr>
<tr>
<td>2.</td>
<td>2 -3 hours</td>
<td>534</td>
<td>33.38</td>
</tr>
<tr>
<td>3.</td>
<td>3 – 4 hours</td>
<td>192</td>
<td>12</td>
</tr>
<tr>
<td>4.</td>
<td>4 – 5 hours</td>
<td>110</td>
<td>6.87</td>
</tr>
<tr>
<td>5.</td>
<td>5 hours and above</td>
<td>64</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1600</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 shows that majority of the students 700 (43.75%) claimed that they spend between 1 to 2 hours daily reading, while 534 (33.38%) students stated that they spend between 2 to 3 hours reading their books.

Table 3: Perception of students about their school library

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Students perception of their library</th>
<th>No. of students</th>
<th>%</th>
<th>No. of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you have a functional library?</td>
<td>496</td>
<td>31</td>
<td>704</td>
<td>44</td>
</tr>
<tr>
<td>2.</td>
<td>Do you have library period on the school timetable?</td>
<td>68</td>
<td>4.25</td>
<td>1532</td>
<td>95.75</td>
</tr>
<tr>
<td>3.</td>
<td>Do you have enough variety of books to select from in your school library?</td>
<td>300</td>
<td>18.75</td>
<td>818</td>
<td>51.12</td>
</tr>
<tr>
<td>4.</td>
<td>Do you know how to use the library?</td>
<td>308</td>
<td>19.25</td>
<td>336</td>
<td>21</td>
</tr>
<tr>
<td>5.</td>
<td>Is there a professional school librarian in your school?</td>
<td>400</td>
<td>25</td>
<td>868</td>
<td>54.25</td>
</tr>
</tbody>
</table>
Table 3 revealed that majority of the students (1532, 95.75%) admitted that they do not have library period on the school timetable, while 868 (54.25%) students agreed that they do not have professional librarian in the school library, 818 (57.12%) of the students claimed that they do not have variety of books to select from their libraries, 704 (44%) of students agreed that they do not have functional libraries. My observations during visits to the schools confirm this. What is available in these schools are merely reading rooms, with few unorganised books. Also, 336 (21%) of the students do not known how to use the library. This is a serious setback on reading culture. Since reading is not included in secondary school curriculum and this make most students lacks reading and library use habits in Nigeria. This confirms the assertion of OECD (2002) that finding ways of engage students in reading may be one of the most effective ways of leverage social changes.

Table 4: Reasons for using the library.

<table>
<thead>
<tr>
<th>S/No</th>
<th>Reasons for using the library</th>
<th>No. Of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To read</td>
<td>1404</td>
<td>88</td>
</tr>
<tr>
<td>2.</td>
<td>To meet friends</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>3.</td>
<td>To carry out assignment</td>
<td>196</td>
<td>12</td>
</tr>
<tr>
<td>4.</td>
<td>To make photocopies</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1600</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4 above shows that, majority of the students 1404 (88%) use the library to read while 196 (12%) students admitted that they use the library to carry out assignments.

Table 5: Time of using library.

<table>
<thead>
<tr>
<th>S/No</th>
<th>Time of using library</th>
<th>No. Of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Break time</td>
<td>820</td>
<td>51.25</td>
</tr>
<tr>
<td>2.</td>
<td>Free period</td>
<td>226</td>
<td>14.13</td>
</tr>
<tr>
<td>3.</td>
<td>Anytime</td>
<td>554</td>
<td>34.62</td>
</tr>
<tr>
<td>4.</td>
<td>Class period</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1600</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4 above established that, majority of the students 820 (51.25%) use the library during break time, while 554 (34.62%) admitted that they use the library anytime, and 226 (14.13%) of them use the library at their free period.

Table 6: Preferred place of reading.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Preferred place of reading</th>
<th>No. Of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Home</td>
<td>1214</td>
<td>75.87</td>
</tr>
<tr>
<td>2.</td>
<td>School library</td>
<td>336</td>
<td>21</td>
</tr>
<tr>
<td>3.</td>
<td>Public library</td>
<td>50</td>
<td>3.13</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1600</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 6 above claimed that, majority of the students 1214 (75.87%) prefer to read at home while 336 (21%) students admitted that they read in the school library and the remaining 50 (3.13%) students read in public library. It is in the support of Lawal (2004) who revealed
that libraries are almost nonexistent in primary schools while few secondary schools have what could be referred to as reading rooms.

Table 7: Factors hindering students from reading.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Hindrances</th>
<th>No. Of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lack of comprehension</td>
<td>502</td>
<td>31.38</td>
</tr>
<tr>
<td>2.</td>
<td>I have much school assignment to do at home therefore there is no time to read.</td>
<td>438</td>
<td>27.37</td>
</tr>
<tr>
<td>3.</td>
<td>I do not have time to read at home because i usually help my parents</td>
<td>200</td>
<td>12.5</td>
</tr>
<tr>
<td>4.</td>
<td>Television, social network, and radio programmes usually prevent from reading.</td>
<td>460</td>
<td>28.75</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1600</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 7 above revealed that among the factors indicated as hindrances to the students reading habit, lack of comprehension was rated higher by the students 502 (31.38%) and 460 (28.75%) students agreed that television, social network, and radio programmes usually prevent them from reading. These findings was supported by Nssien (2008) who identified inadequate reading interest, distraction from television and viewing of films that leads to poor reading habits among Nigerian students.

Table 8: Suggested ways of improving reading and library use habits among the students.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Ways of improving reading and library use habits.</th>
<th>No. Of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Creation of library periods on the school timetable.</td>
<td>1532</td>
<td>95.75</td>
</tr>
<tr>
<td>2.</td>
<td>Radio and television house promotion of activities that will stimulate reading.</td>
<td>1316</td>
<td>82.25</td>
</tr>
<tr>
<td>3.</td>
<td>State government should include teaching of reading skills in the school curriculum of secondary schools</td>
<td>1212</td>
<td>75.75</td>
</tr>
<tr>
<td>4.</td>
<td>There should be a professional librarian that will be able to plan, develop, and execute result oriented information literacy education in every school</td>
<td>1042</td>
<td>65.12</td>
</tr>
<tr>
<td>5.</td>
<td>There should be adequate funding of the educational sector by the government.</td>
<td>1400</td>
<td>87.5</td>
</tr>
<tr>
<td>6.</td>
<td>Interesting literature and story books should be made available in large quantity in schools</td>
<td>1406</td>
<td>87.87</td>
</tr>
</tbody>
</table>

Table 8 above revealed that, 1532 (95.75%) students agreed that, there should be library period on the school timetable while 1406 (87.87%) students admitted that, interesting literature and storybooks should be made available in large quantity and 1400 (87.5%) students claimed that, there should be adequate funding of the educational sector by the government. These findings reinforce the demand by Uya (2004) who asserted that government organisation and non government organisation are to be responsible for improving as well as development reading and library use habits in Nigeria.
Summary of Findings

Below is the summary of findings of this study:

- Students rarely read and whenever they feel like reading.
- Majority of the students spend between 1 to 2 hours daily on reading.
- There are no library periods on the students’ school timetable.

- Students use their respective school libraries mostly during the break time.
- Most of the students prefer to read at home.
- Majority of the students consider lack of comprehension when reading as a major hindrance to their reading.
- Literature and story books should be made available in school libraries in large quantity.
- The need for adequate funding of educational sector by the government.

Conclusion

Through systematic implementation of the above mentioned strategies, the reading habit of students in secondary schools would be visible to all. By promoting reading for pleasure in every school we can empower our students to become lifelong learners and to have successful careers. Secondary schools where reading culture is instituted will be able to give their students the key to learning independently and this can make fulfilling their potentials. However, there are still barriers to creating a reading environment that will inculcate good reading habits in secondary schools. This notwithstanding, secondary students should be encouraged to study in library.

Recommendations

The study recommends measures that need to be taken by the Government and stakeholders in order to improve reading habit. These include,

- The need to restructure the current secondary school curriculum to incorporate activities that can promote reading for leisure. A library period should be included in the school timetable.
- The need to enact a policy that encourages construction of libraries in secondary schools, provision of relevant information resources and, qualified librarians to run such libraries.
- There should be provision of more reading books to students to widen their scope in promotion of reading and development of a reading habit.
- Radio and television media in the country should include in their schedules programmes that can promote reading culture; this can come up at least once or twice a week. They should as well make sure that interesting literary books are always read on air.
- Parents should encourage their children and wards to read at home, and watch children educational television programmes.
- Teachers must acknowledge the importance of reading skills and must plan an effective programme of reading instruction with a focus on promoting reading habit among students in their schools.
References


OECD (2002). The Organisation for Economic Cooperation and Development’s programme, Reports Emphasise reading skills, Teacher supply as keys to Educational success.


