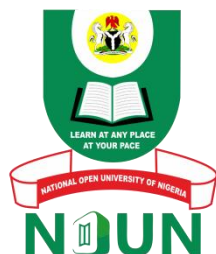# PED 433

Children's Literature

Module 2

PED 433 (Children's Literature) Module 2

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Unit 1 Reading Skills Readiness

1.0 Introduction

The goal of any children's literature reading programme is to successfully teach children how to read. As a teacher of children's literature, you will ask yourself a number of questions: Are these children ready to start the task of reading literature? How do I know they are ready? How can I help them if they are not ready? This unit is meant to help you in answering these questions. In this unit, we shall examine the meaning of the terms reading and reading readiness and identify some factors related to learning how to read.

2.0 Objectives

At the end of this unit, you should be able to:

- define reading and the concept of reading readiness
- identify readiness factors related to learning how to read
- discuss activities to develop reading readiness in children.

3.0 Main Content

3.1 Definition of Reading and the Concept of Readiness

3.1.1 What is Reading?

Reading is the interaction between the reader's resources and the text data. The reader's resources are his knowledge about his culture, his family, community, their economic and social activities and his language. The text data are the properties of the printed words such as the words and the sentences, how words are linked together, to form sentences and how they are organized in novels, short stories, folk tales, myths and legends and soon.

3.1.2 What is reading Readiness?

Reading readiness here means that children are psychologically and intellectually ready to read. We may illustrate further the meaning of reading readiness. Imagine you are a parent living in a rural village.

You have a strong, six-year old son whose task is to fetch water from a stream about a half kilometre from your home. Every morning at 6 a.m, he carries a plastic bucket along the path to the stream and fetches water for you. This boy is fetching water for you because he is in physically ready to fetch water for you.

But you did not send him to fetch water when he was three years old because he was not strong enough to carry a bucket filled with water or able to know his way to the stream. He was too young then to understand that he must wait for his turn if many others were in the stream before him. Here the boy is not ready to fetch water fro you.

In the example above, you as a parent observed the child's physical strength and social maturity before assigning the water fetching task to him. As a literature teacher, you will also use different ways of observing to determine when your pupils are ready to read children's literature. You will first need to define the task of reading and then you will consider which abilities or experiences are necessary for children to be successful at the task of reading children's literature.

3.2 Important Pre-reading Skills

There are some skills that are important to consider when trying to determine if a child is ready to read literature. These are the child's:

- oral language ability

- experimental background

- auditory and visual discrimination skills

- intellectual ability

- positive attitude towards and interest in reading

- emotional and social maturity.

Let us examine each factor.

Oral Language Ability

The Nigerian child is expected to be fluent in his mother tongue by the time he enters school. He may communicate a little or not at all in English. You must ensure that your pupils are able to speak enough English to recognize the wards in print. This is why you must make every effort to encourage children to talk and use English in oral drills and conversation in your literature class.

Experiential Background

When a child reads about what he has also experienced or done, he has a greater depth of understanding about what he has read. The more activities or experiences a child has had in life before coming to school, the more stories he will be able to relate to because the story will be about something he is familiar with. Therefore, he will find it easier to read with understanding. Thus, his background knowledge will aid his comprehension.

Self-Assessment Exercise
List the factors that are important to consider when trying to determine if a child is ready to read literature.

Auditory and Visual Discrimination

The English alphabet contains 26 letters, but there are nearly twice that number of consonants and vowel sounds. Most of the vernacular languages in Nigeria which have a written orthography use the English alphabet system with modifications to show where a sound is not present in English but appears in the vernacular.

It is easier for your pupils to different sounds in English when they are also present in his mother tongue (the vernacular). Problem arises when the similarity in the sounds of many

letters or word in the two languages is minimal. Skill in identifying similarities and distinguishing differences in sounds and was shapes is very important for decoding words in print when learning to read.

Intellectual Ability

Although every child can learn to read, whether he is of low, average or high ability, it is generally agreed that children of average or above average intelligence will have less difficulty learning to read literature.

Emotional and Social Maturity

Learning to read is done in a classroom environment. Part of classroom etiquette requires that children accept direction and guidance from the teacher. It also requires that the child cooperates with other children or classmates. Examples of behaviours which show immaturity or emotional problems are withdrawal, aggression, extreme shyness or inability to sit quietly and listen. These negative characteristics can prevent the learner from using the other five factors above and thus hinder or even stop the learner from succeeding in the task of reading.

3.3 Activities for Developing Pre-Reading Activities

Oral language and experimental background activities

Every day, time should be allotted to discussion, first in the vernacular and gradually in English. The activity of 'show and tell' can encourage children to talk. Each week different pupils can be asked to bring items from home to class. These items are shown to the class while the owners tell something about them. Examples are favourite toys, pets, a special article of clothing for exhibition and discussion.

Visual Discrimination Activities

A variety of sorting activities which require pupils to sort objects/things into similar groups gives visual discrimination practice. Different types of bottle caps, buttons, seeds and other common objects from home or school can be utilized. Sorting can be done on the basis of size (small or big), colour (red, blue, or yellow, etc.), shape (round, square, fat or thin, long or short etc.) too~' use (in garden, kitchen, classroom or market). The objects can be stored in the class in cartons or bags to be used over and over again.

Auditory Discrimination Activities

This activity usually starts with listening to sounds of a general nature and imitating sounds like animal sounds. What noise does a duck make?

A dog? A cat? A bird? A rooster? From general sounds, you move to listening to the sounds of the English words. You can use words that rhyme like red-bed, boy-toy, fish-dish, Jack-Jill. Or worlds with the same beginning like children's names: Chioma-Chinyere, Moji-Moses, and so on. Remember you are a model. Whatever you do, your pupils will do it. If you practice so will your pupils.

Self-Assessment Exercise
Describe some activities you will use to develop auditory discrimination

4.0 Conclusion

There are many activities you can do to increase your children's literature reading readiness. They include-oral language, visual discrimination, and auditory activities.

5.0 Summary

In this unit, you have learnt that:

- before children read literature, you need to check to see if they are in fact ready to read.

- when your pupils speak well, have had a variety of experiences (rich background), can tell the difference. between similar sounds and shapes, are smart and alert, are interested in and excited by books, get along well with classmates, they can be said to be ready to learn to read children's literature. However, when they are not ready, you have to develop the necessary abilities through a variety of activities discussed in this unit.

6.0 Self-Assessment Exercise

When will it be said that a child is ready to read?

7.0 References/Further Reading

Burron A.A. & Claybaugh, A.L. (1977). *Basic Concept in Reading Instructions:* A programmed approach (2nd ed.). Columbus: Merril Publishing Co. pp. 23 -39.

Karlin C. (1975). *Teaching Elementary Reading.* New York: Harcourt Brace Jovanovich Inc.

Unit 2 Developing Reading Interest and Skills in Children

1.0 Introduction

In Unit 1, we examined the concept of reading and reading readiness. You learnt that reading is the interaction between a reader's resources and the text data. You also learnt that reading readiness refers to the reader having essential pre-readings skills such as oral language ability, auditory and visual discrimination skills intellectual ability etc.

In this unit, the skills that win help you develop and sustain reading interests in your pupils are dealt with.

2.0 Objectives

At the end of this unit, you should be able to:

- discuss the need for developing reading interest in children
- explain ways of developing reading interesting in children
- identify skills that will help you develop reading interest in children.

3.0 Main Content

3.1 Developing Reading Culture

Reading can be fun, a source of pleasure and for language development. As a student, you need to read to obtain information and ideas to enable you pass your exams. As a professional, you need to read to update your knowledge of facts and ideas to help you develop on the job. As a citizen, you, need to read to keep abreast of news and events of your country and the world. For these reasons you need to imbibe the reading culture. In other word, you should become interested in reading various texts. The choice should be a personal one. It should arise out of voluntary force of habit.

By making reading a regular and happy habit, you are directly and indirectly establishing dose links with minds far and near, minds high and developed, pleasant and pleasurable, serious and humorous. Reading provides useful diversion, away from the strains and stresses of modern living. You may be alone in the home, farm or bus, but you are in good company, the company of the writer or those taking part in the events you are reading. That is the intellectual thrill that reading provides for you. All these should lead you to developing various reading interests in children.

Self-Assessment Exercise
Explain the needs for reading.

3.2 Stimulating Children's Reading Interests

Allow the child to read what he/she likes: Children have their own tastes and interests. Choose the reading materials that interest them most to read. If a child finds a piece rather boring after spending a short time reading through, guide him to put it aside and look for something else. Children should enjoy what they read, particularly at the early stages of forming the reading habit, and when they are new to the reading culture.

Choose materials within ~ level of language: You need not start with difficult texts that require frequent reference to the dictionary. It will become tedious and boring for the children. Select materials that they can easily comprehend and enjoy. Select simple readable texts that would help develop their vocabulary and power of expression.

Allow children to read whenever they like: Allow children to read when they feel like reading, but encourage them to develop the habit of reading frequently and regularly. Encourage them to read anywhere, in the library, at home.

Sourcing reading materials: You could buy some whenever you can afford to. You could register with some nearby libraries and make regular borrowing to read and return a habit. If there is a book club nearby, join it and use its facilities. Borrow reading materials from friends but always keep your promise to return and keep the date. Teach and encourage your pupils to borrow from libraries too.

Encourage children to develop the desire to read more: Try to develop in children the will and the desire to read more. It requires a deliberate effort at the early stages of their reading habit formation. Reading is like travelling, a sort of excursion into other worlds. Children are transported beyond their actual environment, into experiences beyond their physical reach. Reading enables children to enlarge their ideas and their personal experience. The more children read, the wider their experience and their outlook, because their minds become more open to deal with the problems and prospects of life and living.

Encourage your pupils to mix reading for academic purposes with reading for general information, pleasure and recreation: They should read novels, plays and poems, story books, cartoon strips as well as simple articles in the Newspaper and Magazines; discourage them reading obscene texts that do not add anything positive to the development of their mind.

3.3 Developing Reading Skills in Children

You should train the children to distinguish between fact and opinion, objective and subjective or biased reporting. Teach them to distinguish between real events and fantasy, serious and humorous comments, irony and straight forward implications. Guide children to ask questions based on what they have read. This has to do with reading and thinking. These are self-probing questions which may arise from children's reactions to the piece of text they have just read.

Pay attention to language, children may use the dictionary occasionally, where they have the opportunity to do so. Help and encourage them to become sensitive the way language is used in the texts. Allow their minds to rest fairly well at points containing usual expressions, new words, and new structures. Teach children not to spend too much time labouring or striving for comprehension of difficult words. It is better and more rewarding for them to

take on larger units of meaning than small bits if a word blocks their way because it is new. Children may look up difficult words later in the dictionary, when they take a break from reading the text. Encourage children to read extensively and intensively.

Self-Assessment Exercise
How do you develop reading Skills in children

4.0 Conclusion

To enjoy and learn from literature, you must help yours pupils to develop the culture of reading for pleasure and academic purposes. This will require that you stimulate their interest in reading.

5.0 Summary

In this unit, you have learnt some things about developing reading interest and skill. It is hoped you gathered that.

- Reading habit can develop into a whole culture of reading which is needed by children.

- Reading interests can be developed for general knowledge, information, intellectual and professional development.

- There are various reading skills to be developed and applied to reading activities based. on the interest areas like children's literature.

- There are various ways of developing children's reading.

6.0 Self-Assessment Exercise

1. Make a list of seven ways by which you can develop reading interests in your pupils.
2. Make a list of five ways in which reading can help you develop your language ability.

7.0 References/Further Reading

Kai-Fat, Lue & Fleming, P. (1978). *Better Reading Skills*. Hong Kong: Oxford University Press.

Francoue Greller (1981). *Developing Reading Skills*. Cambridge: University Press.

Unit 3 Purposes and Types of Reading

1.0 Introduction

In Unit 2, we examined developing reading interests and skills. In this unit, we shall discuss purposes and types of reading. The unit also provides you with a number of ways to developing vocabulary skill.

2.0 Objectives

At the end of this unit, you should be able to:

- discuss the various purposes for reading

- identify the four types of reading

- describe each type of reading

- explain some of the practical skills required for each type of reading.

3.0 Main Content

3.1 Purpose and Types of Reading

Purposes of Reading

We may begin our discussion here by posing some relevant questions such as:

Why do we read? Why do I read? Why am reading this course book?

The answers to our questions may be that most people who read do so for the following reasons:

- To obtain information.

- To acquire new ideas and new knowledge and skill.

- To derive pleasure from new experiences.

- To be critical of other people's ideas, thought-and actions.

We may ask another question such as:

What do we do when we read? Our answer to this question may be that when we read our eyes come in contact with words which are made up of symbols. These are letters of the alphabets. They are the living words of the language when we listen and hear a person speak we do not listen to individual words, but full statements or utterances. Therefore, when we read the language that is written down our attention is not on individual words but on a stretch of words that gives us some information.

You should notice that in one sense, reading is like hearing the writer talk to us when we read. We could hear the sounds of words and stretches of words and statements which

carry information to us. We think of the message or information and we react to it in our minds. We cannot talk to the writer immediately, because he or she is not physically present in this situation. In this sense, the writer is communicating with the reader, even though the reader does not respond as in a face to face conversation.

The implication is that the writer of what we read does so for a number of reasons which include the following:

- to give information to people they cannot talk to directly, because they are separated by distance and time

- to affect minds and behaviour of others who are reading their material

- to give their thoughts and ideas some permanence.

- to keep permanent records (e.g. of business religion, politics etc.)

You must notice here that there is a kind of close relationship between people who write and people who read as they enter into some form of communication.

Thus the writer has purposes for writing and the reader has purposes for reading.

For students like you, your purpose engage in reading activities is to get information and new knowledge.

This means that we all have our purposes for reading. Our purposes of reading determine the type of reading activity we undertake. We shall discuss four major types of reading activities here. These are:

- Skimming

- Skimming a Text

- Scanning,

- Reading to study/learn

- Beading critically

- Intensive reading

- Extensive reading.

Types of Readings

Skimming: To skim in reading means to look at briefly. Skimming involves the act of the book or page quickly in order to have a general idea of the content. The purpose of skimming is to identify information in its broad from quickly.

Skimming a text: The text may be a chapter of a book or just a page. The purpose here is to look for what it contains briefly. You may look at the title of the chapter to see what topic is discussed in that chapter. Then you read through to see if the chapter is divided into sections and whether each section has a sub-title or sub-topic discussed. You check the end of the chapter is given. If the chapter is presented in continuous paragraphs without labelled subsections, you look at the opening sentence of each paragraph to have a general impression of what the paragraph deals with. If there is a summary, you look at the beginning and end sentence of the summary.

By the time you do these activities, you are skimming. At the end of the skimming activities on the text, you should be able to say in one or two sentences what the chapter or page about. This will be able you to decide whether you need its detailed information or not.

Here are 'examples of skimming activities:

- Mma wants to buy only one newspaper and she stops the vendor who puts three different newspapers in her hand Mma opens each newspaper quickly and skims its pages, looking news headlines. A news item in one of the papers attracts her but it contains a long detailed report. She chooses to buy the paper and returns the others to the vendor.

- Adulugwa is a student visiting a book shop. He looks through the shelves of books 'displayed. He comes to the Economics section and skims the titles. One title reminds him of the list of recommended books from the lecturer. His purpose is to decide whether the book is relevant to his course. That purpose required him to look for the following information from the book:

_ Author – is he a familiar authority on the subject? – Year of publication – could its information be outdated or recent? – Edition – is this copy the latest edition?- Table of contents – what are the topics not listed in the table of content? – Adulugwa selects some randomly pages – to see If there are useful Illustrations – A few sentences from the preface to see if the author indicates the level of readers or students for whom the book is intended. Finally, Adulugwa skelling may decide to buy the book or leave it, on the strength of the information he has had by skimming the book. Note that again knowledge by skimming books at bookshops, newspapers and magazine stands.

Scanning: To scan in reading is to look for specific information discussed in a text with minimum of time. Before you set out to scan a text, you must be sure what items of information you are looking for. Scanning requires rapid reading of the text in order to reach the information you require.

In this way, it is possible for you to assemble a number of points you need about a given topic. For example, if you require the definition of inflation in economics, you can scan three or four different books to see how each, author defines it. In this case, you are not looking for the consequences of inflation but – the definition. You do not stay your eyes on that information when you are scanning definition. Scanning is like looking for your child in a large crowd. You watch out for your child's features. You do not see other children's faces at that moment.

To help the reader to scan easily, authors usually present texts in certain patterns. Examples of such patterns are:

- Text contents are organized in paragraphs, each paragraph deals with an aspect of the topic discussed. In a paragraph, one of the sentences usually gives out the main point of the paragraph.

- Varying of font size e.g, some are in italics or bold letters to direct attention to important points. Varying of colours, letters and diagrams in a piece of advertisement in such a way that some parts catch the eye of the reader before other parts.

Reading to study/learn: This is the most important type of reading activity in which the reader is required to read and search text slowly in order to:

- gather information by looking main points and supporting. Details;
- organize the Information In form of notes and make It part of his new knowledge;
- apply his new knowledge to deal with immediate and subsequent problems;
- learn to discriminate between facts and irrational propositions and mere opinions.

Self-Assessment Exercise
What does reading to learn involve?

Reading critically: Critical reading means reading and thinking about what the writer wrote using your power of reasoning to identity false information, facts fiction or opinion as well as identify true information.

Critical reading requires you to take the passage you are reading to pieces, analyse the parts, by interpreting the writer's thoughts and arriving at your own conclusions leave out un-required details, reject weak points and so on.

Self-Assessment Exercise
What does reading critically involve?

Intensive reading: This is a deep reading of the text requiring that you get as much information from the text as possible. Unlike for skimming and scanning, intensive reading requires you go at a slower speed.

This is the type of reading you do when you are studying to learn or to critically analyse the author's ideas or thoughts.

Extensive reading: This is the method used in the training for fast reading. The purpose may be to enhance fluency, faster reading or for pleasure. It is a private reading activity which involves silent reading and is purely done by the individual. Extensive reading is used in teaching children literature especially at the beginning stage. Speed is a very important aspect of this type of reading.

3.2 Factors Affecting Reading Comprehension

Comprehension breakdown

Comprehension breakdown here means lack of understanding of what is being read. Comprehension breakdown may set in when the reader is not familiar with the topic or theme of the text. It may also be due to length and complexity of sentences, too many unfamiliar words, organization of the material, complexity of idiomatic expressions, and difficulty of the concepts presented by the author.

Comprehension breakdown may also be caused by failure to identify author's attitude and mood as well as insensitivity to author's ironic humourous, deadly serious or light hearted attitude.

Additionally, some practices by the reader such as sub-vocalising, finger pointing and regression can make reading whether alone or in groups slower and delay comprehension.

Sub-vocalizing: Means murmuring the words you read to the hearing of the other person next to you. It is a mark of poor reading.

Finger pointing: This is using the finger or any pointer (Pencil, ruler, etc) to point at the word being read. It leads to word by word reading which slows reading and also comprehension and understanding.

Regression: This is the habit of letting your eyes to move backwards over what you have read instead of going forward. It is done sometimes for the purpose of discovering a particular answer to a question, but it is a mark of laziness and aid to poor comprehension or understanding because it interrupts progress in thinking.

Effective Reading Technique

One of the popular techniques used in achieving effective reading is the SURVEY, QUESTION, READ, RECITE AND REVISE (SQ3R) technique.

Survey: You read the whole text so that the general picture of the material and the subject matter is identified.

Question: Here you raise questions on the subject matter eg about main and supporting ideas, author's purpose attitude, relationship of ideas, seamence of events etc.

Read: You now read the text. And read it again to find the answers to the questions posed

Recite: Here, you discuss with friends and colleagues so that you become more familiar and more knowledgeable with material.

Revise: You re-read the text again, ensuring that you have answered the questions you posed above.

4.0 Conclusion

There are various purposes of reading and various types of reading. You must as a teacher of children's literature understand this so as to know how best to teach your pupils how to read and enjoy literature.

5.0 Summary

In this unit, we have learnt that there are six types of reading namely skimming, scanning, reading to study, reading critically, reading intensively and extensively. We also learnt that there are factors that impede reading comprehension as well as a procedure for effective reading.

6.0 Self-Assessment Exercise

1. Give three reasons why you read?
2. Name and describe four types of reading.

7.0 References/Further Reading

Dawson M. A. & Henry, A Bamman (1959). *Foundations of Basic Reading Instruction*. Longman.

James, Sybil (1984). *Reading for Academic Purposes*. Edward Arnold.

Unit 4 Library Use Skill

1.0 Introduction

In this unit, we shall discuss the meaning and the use of the library.

2.0 Objectives

At the end of this unit, you should be able to:

- explain the meaning of library
- describe the objectives and functions of a library
- identify types of libraries and their organizational structure
- explain types of library materials
- describe the use of the library.

3.0 Main Content

3.1 The Meaning, Objectives and Functions of a Library

What is library?

- Library is a collection of materials such as books, journals, newspapers, magazines, monographs and non-books materials such as films, microforms, tapes, film stripes, compact discs, computer soft wares and photographs. A library is a place where people go to source information in virtually every area of life.

- A librarian is a person who is trained to provide library and information services to library users.

- Library users are persons who make use of a library collection or services. Library users are also called readers, clients, and patrons.

Objectives of the library

Every library is usually established with certain objectives in mind. The following are some of the objectives of the library:

- To determine the information needs of users through user study

- To identify and select books and other non-book materials through purchase, bequeath, donation, legal deposit or gift and exchange.

- To properly organize these materials so as to make them accessible to use.

- To ensure that people are assisted to use these materials by drawing their attention to then.

- To provide materials promptly to satisfy the information needs of the people.

- To preserve for future generation all information materials stored in it.

Functions of the Library

The functions of different libraries are usually geared towards achieving the objectives for establishing them. The Encyclopaedia Americana. (1980) has categorized library functions into four broad areas as shown below:

- Development of resources, resources here means the totality of information materials in the library

- Organization of materials

- Services to users

- Administration.

Self-Assessment Exercise

Explain some of the objectives of the library.

3.1.1 Types of Libraries

There are different types of libraries serving different categories of users. Libraries are often grouped according to the category of people that are meant to serve. Generally, six different types of libraries exist. They are as follows:

Academic libraries

This refers to all libraries that are found in institutions of learning. Libraries that are established in Primary and Secondary School, Universities, Polytechnics, Colleges of education are all known as academic libraries. Examples are Abia State University library, Nnamdi Azikiwe library of the University of Nigeria Nsukka, Kenneth Dike library of the University of Ibadan, Alvan Ikoku College of Education Library, Owerri etc.

Academic libraries serve the library and information needs of the undergraduate, postgraduate and diploma students, lecturers and non-academic staff of the universities. The libraries take into considerations the different courses offered by the institutions in rendering its services, so that every student or staff has books and other materials relevant to his or her course of interest.

National libraries

National libraries are established and managed by a State or Federal government. Their main purpose is the collection and preservation of the nation's cultural heritage for future generation. To achieve this purpose, every national library attempts to achieve the following objectives:

- to acquire all materials published within the country

- to acquire all materials written by citizens of the country regardless of place of residence. To acquire all materials written and published about the country including those by citizens of other countries.

- There is usually one national library in every country. The National Library in Nigeria is located presently at Abuja with branches in some state capitals. The National library for

United State of America is called the library of Congress, that of Britain is called the British library and France calls its owe Bibliotheque Nationale.

Private libraries

Libraries owned by individuals are known as private libraries. Private libraries usually reflect in their collection of books the subject areas of interest of their owners. For example, a private library owned by a politician will contain mainly books on politics and that of a lawyer will contain mainly law books and materials.

Public libraries

These are established with public funds and maintained by state governments. There is no restriction to those who use public libraries. The public library uses mobile library van to take books and information bearing materials to prisoners, hospital patients and rural dwellers who may not be able to visit the library. It uses video films and television to serve those who cannot read and provides Braille materials for the blind users.

There is also a section of the public library known as CHILDREN'S LIBRARY. It provides books for children and offers story hours. Public library services are essentially free of charge as they are sponsored by the government. Most states in Nigeria maintain public library services. Examples of public libraries in Nigeria are the Abia state public library in the capital city, Umuahia. Lagos and Kano states each has hers. Public libraries are expected to have branches located in towns and villages of each state.

School libraries

Libraries located in primary and secondary schools are called school libraries. They are meant to house materials that promote learning in the schools. Every school library has its main users: the students or pupils, the teaching and non-teaching staff of the school. It provides materials for them to do their homework and class assignments, further reading, self-development and relaxation. It also provides a conducive reading place for students and staff. Students' of one primary or secondary school do not enjoy automatic right to use another school's library. They require special letter of introduction before they are admitted.

Libraries are usually managed by professional libraries. However, In the case of some school libraries in Nigeria it is different. As a result of insufficiency of funds, many school libraries in Nigeria engage classroom teachers to perform the duties of librarians. These teachers who combine their jobs as teachers with the management of the schoos libraries are called teacher librarians. They are often assisted by library prefects.

Special libraries

Libraries are called special when the collection and users are restricted to certain types and categories. Special libraries are established and funded by corporate bodies such as banks, companies, institutes, media houses, government ministries, agencies and parastatals. The main aim is to acquire and disseminate information to their staff. The collections of special libraries are dominated by the subject matter in which the funding organization is interested. A bank library for example will consist of a collection of books on banking, finance and

related. A Ministry of Agriculture library will be made up largely of books on farming, fishing and horticulture.

In Nigeria, special libraries are the best funded type of libraries and some of them have taken advantage of that to computerize their operations. Examples of special libraries are the libraries of international institute of Tropical Agriculture, Ibadan; Nigerian Institute of International Affairs, Lagos. Others are Central Bank of Nigeria, Abuja, Ministry of Justice special library, Umuahia etc.

3.1.2 Types of Library Materials

Library materials include books, serials, microforms, tapes and discs among others. The importance of library materials can be seen from the fact that if they are removed, the library ceases to exist as what will be left is only a building. The library is made up of both the building, staff and the materials and none of them can function effectively without the other. There are many types of library materials. They are usually categorized into two broad terms of print and Non-print materials.

Print materials consist of:

Books

A book is a print material usually bound in one or more volumes. Books are categorised into two groups, reference and non-reference books. The reference books are those that are meant to be consulted or referred to for a definite piece of information as their nature and size do not make for cover to cover reading. Examples of reference books are:

- Encyclopedia which provides background information for both the specialist and the layman.

- Dictionary: e.g Advanced Learners 'Dictionary

- Directory: is a reference book that lists persons, companies, institutions and organizations giving their names and addresses.

- Almanacs and year books

- Handbook and manuals are reference books

- Serials -they are materials published daily, weekly, monthly, quarterly or annually and intended to be continued indefinitely serials are also called periodicals. They include journals, newspapers and magazines.

- Maps, Atlases, pamphlets and clippings. A pamphlet is a booklet or piece of writing appearing with soft covers that deal with an issue of current interest. Clippings are piece of paper cut out from newspapers or magazines. Clippings which are also called cuttings contain very important information of current interest such as job advertisement.

- Manuscripts: These are books or papers written by hand or with typewriter intended for publication. It is from manuscript that books are subsequently published.

The non-reference materials are those that are meant to be consulted or referred to cover to cover in search of information education and inspiration. Examples are textbook and novels.

Non-print materials

These are library materials that are not printed on paper. They include:- Audio materials - audio tapes, phonodiscs, radio cassette, record player.

- Visual materials -example: Transparences with images that can be seen only when light is passed through them. They include slides and filmstrips.

- Microforms: These are materials that contain information in greatly reduced form. Microform is composed of microfilm, microfiche and micro cards. Microfilm saves space for computerized libraries as it is used to store back stock of newspaper with minimal space.

Audio-visual materials

These are materials that combine both the audio and visual effects in the transmission of information. They include television (TV), motion pictures (sound films), Video films and video discs, computer aided compact ideas (C.D) and video compact discs (VCD). Equipment required to use these materials include film projectors, video players, compact disc players and computers. You should note that due to the high cost of these equipment and audio- materials are not commonly found in libraries of developing countries like Nigeria.

3.1.3 Use of the Library

The library offers many services and opportunities for the intending users and it becomes the choice of users to decide the type of use they may wish to make of the library. The use to be made of the library by a library user is determined by a number of factors including his level of education, occupation, status in the society, environmental influence and lately computer literacy. For example, the manner of use of the library by a professor will be different from that of a student or a farmer. The different ways of using the library and materials include the following:

Internal Use: This is the use of library books and materials within the library building without any intention of borrowing them. This type of use involves those that visit to read library books for class assignments, research, preparing for examinations.

Reference use and consultation: Here readers use the library for reference purposes and for consultation.

Relaxation: Libraries can be used as a place for relaxation and leisure spending. Some of the materials used for leisure and relaxation are novels, newspapers and magazines.

Reading place: Libraries provide good places for reading. It provides reading tables, chairs, good lighting and noiseless environment.

Borrowing of materials: Most libraries allow users to borrow library books for home use. It is only references and reserved books that cannot be taken outside the library.

Self-Assessment Exercise
Explain different uses of the library

4.0 Conclusion

Library means a collection of books and other materials properly organized for effective use. There are six types of libraries and two major types of library materials; Print and non print-materials. Users of library use it for many purposes and in different ways.

5.0 Summary

A library is a collection of books and non-book materials orderly arranged for accessibility to users. Every library is established with the basic objective of providing library and information services to the people who use the library. There are six types of libraries: academic, national, private, public, school and special libraries, library users use it for internal use, references, relaxation, reading place and a source of borrowing of book or non-book materials.

6.0 Self-Assessment Exercise

1. Describe libraries that admit every to use their collection.

2. Identify 2 main types of services a library can render to users.

3. What are the objectives and functions of a library?

7.0 References/Further Reading

Kent, A & Lancour, H. (1969). *Encyclopedia of Library and Information Science V*ol.2 New York: Marcel Dekker.

Nwokocha, U. (1999). *A Foundation Text in Use of the library*. Owerri: Whyley Prints.