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Use of School Library and Students' Satisfaction in two Secondary Schools in Minna, Niger State.

by

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Abstract:

This study investigated the use of school library and students' satisfaction in two secondary schools in Minna, Niger State. Survey research design was adopted for the study. The total population for the study was three thousand nine hundred and seventy-two (3,972) and a sample size of three hundred and fifty (350) was selected for the study. Questionnaire was used as the instrument for data collection. The study revealed that majority of the respondents mainly use the school libraries to do assignments and read personal books. The study equally revealed that most of the materials such as dictionaries, children's' Britannica Britannica, textbooks on science, languages and commercial subjects, poetry books, story books, novels and government documents were available in the libraries. On the other hand, resources such as pamphlets, maps and atlases, encyclopaedia Britannica Britannica, yearbooks, magazines, newspapers and audio-visual resources were not available in the School Libraries studied. Low level of satisfaction with the library services and use was revealed. The study therefore, recommended among others that the students should be encouraged to borrow library resources and visit the library frequently in order to increase their level of library use and satisfaction.

Keywords:User Satisfaction, School Library, Secondary Schools, Use of library

Introduction

It is obvious that no institution of learning can exist without a library and this is the reason secondary schools are not an exception. School libraries are natural home of maker space for K-12 Education (Daley and Child, 2015). This means that a school library houses and share information that helps to support the curriculum activities of the school. According to Oyedum (2006) libraries located in primary and secondary schools, grammar and trade schools, comprehensive schools, teachers training colleges and technical colleges are called school libraries. The term school library is also used to cover all types of information resources or collection of materials in schools. The term is used in Nigeria and other developing countries and even in the United Kingdom(U.K) mainly as a generic term but in United State of America (USA) it is referred to as school learning resource centres or school media resource centres.

Apeji (2009) stated that one of the major goals of a post-secondary school library is to instigate a love for reading-to promote a reading culture among its users and the library can achieve this by making available and accessible a set of books, magazines as well as audio-visual materials, provision of conducive atmosphere for writing, storytelling, reading research, availability of study skills on how to locate books and make best use of these libraries. A quality school library within a 21st century learning environment, includes instructional leadership, curriculum design, information in books and online resources, reading and literature consultancy, and services that foster best practice in teaching and learning (O'Connell, 2017).

NSW Department of Education (2015) stated that school libraries have a responsibility for provision and management of collection which are:

- i. Reflecting government policies related to equity;
- ii. Involvement in selecting, acquiring and organizing contemporary materials to support the school curriculum;
- iii. Formulating selection and acquisition policies which ensures that resources are relevant to quality teaching and learning programmed and
- iv. Operating relevant and efficient library systems to make resources available.

The National Policy on Education (2013) acknowledged school libraries by stating that; library is the heart of education enterprise and also one of the most important educational services. Therefore, Federal Capital Territory(FCT)/States and Local Government Areas as well as proprietors of schools shall establish functional libraries in accordance with the established standards and actively promote reading culture in all their educational institutions and they shall make provision for the training of information professionals (Librarians) for these services and finally weekly library period shall be made part of the school curriculum, in order to aid learning activities. In spite of the above, some school libraries could still be performing beneath the roles stated in the 2013 National Policy on Education in Nigeria.

Statement of the Problem

Secondary schools are established in order to inculcate educational values into students. This would improve the living standard of the students and make them better citizens of the country. To achieve this objective, it is essential to establish functional school libraries in the Nigerian post primary schools to aid and support the education and knowledge activities in the school. State Government in order to develop secondary schools disburse fund used in establishing libraries in the schools. The huge amount of money spent by the state government in establishing secondary schools and their libraries demands that there should be adequate use of library in secondary schools. However, the school libraries in Niger State are not properly utilised by the students. Observing this situation is disturbing and calls for an investigation since underutilisation of these libraries affect their academic performance and so the need to investigate the use of school library and students' satisfaction in Maryam Babangida Girls' Science College and Government Girls' Secondary School in Minna, Niger State, becomes a necessity.

Objectives of the Study

The main objective of the study is to investigate the use of school library and students' satisfaction in two secondary schools in Minna, Niger State. Specifically, the objectives are to:

1. assess the materials available in secondary school libraries;
2. identify the purpose students use the school libraries;
3. ascertain the level of students' satisfaction with the school library services in the studied secondary Schools, and

4. identify the factors militating against effective use of school libraries.

Literature review

School Libraries are used by students for various reasons ranging from assignments, examinations, test, leisure etc. According to Adebamowo (2011) students mostly make use of the library for more than one purpose, out of the 200 respondents he studied, 112(56%) use the library to consult personal books brought from home, while 42(21%) of the population borrowed books kept in the library. There was very low patronage of the clients in consulting newspapers, 7(3.5%), 14(7%) use the library to do class assignments, while 11(5.5%) browse from beginning to end of the collections without borrowing any. Adebamowo concluded that if school libraries are not properly used by secondary school students, the library is as good as wasted. Benard and Dulle (2014) stated that textbooks, novels, poetry books, atlases and maps, dictionaries and audio-visual resources are materials available in school libraries used by students.

Similarly, Akanya (2012) also revealed that most school libraries in the Federal Capital Territory were stocked with outdated and irrelevant publications. Akanya also discovered that out of 131 respondents, 51% indicated availability of textbooks, 6.3% indicated fictions, 9.1% indicated novels, 11.9% indicated dictionaries and encyclopaedia, 2.8% indicated reference materials, 1.3% indicated audio-visual materials and in all schools surveyed, it was discovered that none of them had realia.

In the same vein, Benard and Dulle (2014) in their study on "Assessment, Access and Use of School Library Information Resources by Secondary School Students in Morogoro Municipality, Tanzania" these revealed that most respondents 97.1% indicated not satisfied with audio-visual services, 93.5% indicated not satisfied with newspapers/magazines, 80.7% reported not satisfied with poetry, 79.9% indicated atlases and maps, 65% indicated dictionaries, 64.2% stated textbooks, while 61.4% indicated not satisfied with novels. This shows that information resources found in school libraries do not satisfy students' academic needs.

The effectiveness of library use by secondary school students is of great concern to every stakeholder in Nigeria particularly Niger State and several studies have addressed the factors facing the use of School libraries. For example, Adebamowo (2011) in his study revealed that school libraries are not appropriately used due to lack of library materials, inadequate space and unskilled library staff. All these are

accountable for the ineffective use of school library resources by secondary school students. Ode (2013) on the other hand, revealed that many factors preventing the use of school library resources by secondary school students are lack of qualified librarians to assist students and lack of instructional materials also stands as impediment to library use.

Similarly, O'Connell, Bales and Mitchell (2015) stated that the most significant impediment identified to be affecting school libraries are limited budgets for purchasing e-books for establishing e-books infrastructure, insufficient regular access to suitable devices for sustained reading and lack of suitable content. The issues are in three main categories: E-book genre and purpose; The infrastructure required to make e-book accessible; The technology required to read the text.

Methodology

The research design adopted for this study is the descriptive survey design. This was used because survey type of research is characterised by population and sample size as well as the use of data collection instrument. The total population of the study is 3,972 from both schools out of which 350 students were randomly selected from Maryam Babangida Girls' Science College and Government Girls Secondary School, Minna. The sample size was based on Krejcie and Morgan Table (1970) which stated that for a population of 4,000, 351 sample size is adequate. Based on their table, 350 sample size was adequate and used for the study. Structured questionnaire was the instrument used for data collection. The data generated through the use of questionnaire was organised, analysed and presented in frequency distribution tables.

Data Analysis and Discussion

Table 1: Materials Available in the School Libraries Studied

Library Materials Considered	M.B.G.S.C, Minna				G.G.S.S, Minna			
	Available		Not Available		Available		Not Available	
	FQ	(%)	FQ	(%)	FQ	(%)	FQ	(%)
Dictionaries	105	100%			175	100%	-	-
Encyclopaedia Britannica 's	-		105	100%	-	-	175	100%
Yearbooks	-		105	100%	-	-	175	100%
Maps and Atlases	-		105	100%	-	-	175	100%

Library Materials Considered	M.B.G.S.C, Minna				G.G.S.S, Minna			
	Available		Not Available		Available		Not Available	
	FQ	(%)	FQ	(%)	FQ	(%)	FQ	(%)
Textbooks on science subjects	105	100%	-	-	175	100%	-	-
Textbooks on commercial subjects	105	100%	-	-	175	100%	-	-
Textbooks on languages	105	100%	-	-	175	100%	-	-
Children's Britannica	72	69%	33	31%	-	-	175	100%
Poetry books	105	100%	-	-	175	100%	-	-
Magazines	-	-	105	100%	-	-	175	100%
Newspapers	-	-	105	100%	-	-	175	100%
Pamphlets	-	-	105	100%	-	-	175	100%
Story books and Novels	105	100%	-	-	175	100%	-	-
Government Documents	95	90%	10	10%	-	-	175	100%
Audio -visual materials	-	-	105	100%	-	-	175	100%

Key: M.B.G.S.C = Maryam Babangida Girls' Science College, Minna
 G.G.S.S = Government Girls' Secondary School, Minna.

Table 2 revealed that in Maryam Babangida Girls' Science College, Minna, all the respondents, 105(100%) indicated availability of dictionaries, textbooks on science, languages and commercial subjects, poetry books, story books and novels in their School Library, while 72(69%) of the respondents disclosed availability of children's Britannica Britannica, 95(90%) indicated availability of government documents, whereas encyclopaedia Britannica, year books, maps and atlases, magazines, newspapers, pamphlets and audio-visual materials are not available in Maryam Babangida Girls' Science College, Minna School Library.

Similarly, in Government Girls' Secondary School, Minna, all the respondents 175(100%) indicated availability of dictionaries, textbooks on science, languages and commercial subjects, poetry books, story books and novels in their School Library. However, all the respondents, 175(100%) revealed that encyclopaedia Britannica, year books, maps and atlases, magazines, newspapers, pamphlets, children's Britannica, government documents and audio-visual materials are not available in their School Libraries.

Table 2: Purpose of using the libraries in the two schools studied

Statements	M.B.G.S.C, Minna		G.G.S.S, Minna	
	Frequen cy	Percentage (%)	Frequency	Percentage (%)
For leisure	18	17%	36	20%
To do Assignments	97	92%	140	80%
For reading	85	81%	81	46%
To read newspapers	-	-	-	-
To read personal books	75	71%	146	83%
To meet with friends	-		-	
As hiding place	-		-	

Key: M.B.G.S.C = Maryam Babangida Girls' Science College, Minna
 G.G.S.S = Government Girls' Secondary School, Minna.

Table 1 shows that in Maryam Babangida Girls' Science College, 97(92%) of the respondents use the library to do assignments, 85(81%) stated they use the library for reading, 75(71%) reported to read personal books, while 18(17%) disclosed they use the library for leisure.

Similarly, in Government Girls' Secondary School, Minna 146(83%) of the respondents indicated they use the library to read personal books, 140(80%) of them revealed they use the library to do assignments, 81(46%) of them stated for reading, while 36(20%) of them indicated for leisure. This shows that majority of the respondents in the two schools

purposely use the library for assignments, for reading and to read personal books.

Table 3a: Level of Users' Satisfaction with the Services and Use of School Library in Maryam Babangida Girls' Science College, Minna.

Statements	Level of Users' Satisfaction										Remarks
	Very high		High		Low		Very low		Not available		
	FQ	(%)	FQ	(%)	FQ	(%)	FQ	(%)	FQ	(%)	
Audio -visual services	-	-	-	-	-	-	-	-	10	100%	NA
Library hour services	-	-	-	-	30	28%	76	72%	-	-	VL
Borrowing of books	-	-	13	12%	69	66%	23	22%	-	-	L
Library orientation	-	-	14	13.3%	65	61%	26	24.8%	-	-	L
Library materials	19	18%	15	14.3%	26	24.8%	45	42.9%	-	-	VL
Library staff - students relationship	12	11.4%	21	20%	48	45.7%	24	22.9%	-	-	L
Library furniture provision	-	-	25	24%	62	59%	18	17%	-	-	L
level of users satisfaction with the services and use of school library	4	3.8%	13	12.3%	43	41%	30	28.6%	15	14.3%	L

Key: FQ=Frequency, %=Percentage, VL= Very low, L=Low and NA=Not available.

Table 3a revealed that in Maryam Babangida Girls Science College, Minna, all the respondents 105(100%) indicated non-availability of audio-visual services in their School Library indicating it has very low satisfaction, 76(72%) of them stated very low level of satisfaction with library hour services, 69(66%) revealed low level of satisfaction with borrowing of books, 65(61.9%) disclosed low level of satisfaction with library orientation, 45(42.9%) reported very low level of satisfaction with library materials, 48(45.7%) stated low level of satisfaction with library staff-students relationship, while 62(59%) of them indicated low level of satisfaction with library furniture.

Table 3b: Level of Users' Satisfaction with the Services and Use of School Library in Government Girls' Secondary School, Minna

Statements	Level of Users' Satisfaction										Remark	
	Very high		High		Low		Very Low		Not available			
	FQ	(%)	FQ	(%)	FQ	(%)	FQ	(%)	FQ	(%)		
Aud io-visual services	-	-	-	-	-	-	-	-	175	100%	NA	
Library hour services	13	7%	35	20%	85	49%	42	24%	-	-	L	
Borrowing of books	-	-	32	18%	78	48%	65	37%	-	-	L	
Library orientation	-	-	41	23.4 %	58	33.1 %	76	43.5 %	-	-	VL	
Library materials	19	11%	52	30%	35	20%	69	39%	-	-	VL	
Library staff students relationship	-	18	10.3%	30	17.2%	86	49.1%	41	23.4 %	-	-	L
Library furniture provision	-	-	28	16%	96	55%	51	29%	-	-	L	
level of users satisfaction with the services and use of school library	7	4%	31	18%	63	36%	49	28%	25	14%	L	

Key: FQ=Frequency, %=Percentage, VL= Very low, L=Low and NA=Not available.

Table 3b revealed that, in Government Girls Secondary School, Minna, all the respondents 175(100%) indicated non-availability of audio-visual services in their School Library indicating it has low satisfaction, 85(49%) of them indicated low level of satisfaction with library hour services, 78(48%) revealed low level of satisfaction with borrowing of books, 76(43.5%) reported very low level of satisfaction with library orientation, 69(39%) stated very low level of satisfaction with library materials, 86(49.1%) disclosed low level of satisfaction with library staff-students relationship, while 96(54.9%) of them indicated low level of satisfaction with library furniture.

Generally, majority of the respondents from the two schools 63(36%) and 43(41%) indicated low level of satisfaction with the library services and use, 30(28.6%) and 49(28%) of them indicated very low level of satisfaction with library services and use, 31(17.7%) and 13(12.3%) of them indicated high level of satisfaction with library services and use, 4(3.8%) and 7(4%) of them stated very high level of satisfaction with the use of their school libraries. However, 15(14.3%) and 12(14.3%) of them disclosed non-availability of audio-visual services in their libraries; invariably showing very low of satisfaction with the services and use of school libraries.

Table 4: Factors Affecting Effective Use of School Libraries

Statements	M.B.G.S.C, Minna		G.G.S.S, Minna	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Inadequate library materials	85	80%	147	84%
Location of the library	46	44%	31	18%
Low relationship with Library staff	41	39%	23	13%
Library opening and closing hours	89	84%	121	69%
Inadequate library orientation	53	50%	69	39%
Inadequate library infrastructure(reading chairs and tables)	78	74%	104	59%

Key: M.B.G.S.C = Maryam Babangida Girls' Science College, Minna
G.G.S.S = Government Girls' Secondary School, Minna

Table 4 revealed that in Maryam Babangida Girls' Science College, Minna, 89(84%) of the respondents indicated that library opening and closing hours affect their library use, 85(80%) of them disclosed inadequate library materials as a factor that affects their library use, 78(74%) reported inadequate library infrastructure such as reading chairs and tables, 53(50%) stated inadequate library orientation, 46(44%) revealed location of the library, while 41(39%) indicated low level of relationship with library staff as factors affecting effective use of their School Library.

In the same vein, in Government Girls' Secondary School, Minna, 147(84%) of the respondents indicated inadequate library materials as a factor affecting their use of School Library, 121(69%) stated library opening and closing hours, 104(59%) reported inadequate library infrastructure such as reading chairs and tables, 69(39%) disclosed inadequate library orientation, 31(18%) revealed location of the library, while 23(13%) indicated library staff as factors affecting effective use of their School Library.

Discussion of the Findings

The result from the study showed that majority of the respondents indicated the availability of dictionaries, textbooks on science subjects, languages and commercial subjects, poetry books, novels, story books, children's Britannica and government documents in their school libraries. However, pamphlets, encyclopaedia Britannica, yearbooks, magazines, maps and atlases, newspapers and audio-visual materials were not available in their School Libraries. This is probably because school libraries of today are not adequately funded by the government at all levels. Thus, the libraries are not properly equipped to satisfying the students' information needs and the libraries are not integrating all media in one centrally located complex: television broadcast, photocopying, computer stations, displays, maps etcetera.

The study revealed that the purpose of using the school library by the respondents is mainly to do assignments. Some good number indicated they use library for reading and to read personal books. This could be because these category of library users are senior secondary students who are reading hard in order to cover their syllabus before their final examination in Senior Secondary School (SSS3).

The study equally revealed low level of satisfaction by students with the use of their School Library and services offered by the library. This is not surprising since the libraries are not adequately equipped. Again, the nonchalant attitudes of principals and staff of the Schools towards provision of adequate library services to promote the academic activities of the Schools is another factor that could cause low level of use satisfaction among the students. This is contrary to Bhatt (2013) view which stated that satisfaction level of library users depends mainly on a successful library services with important library and information resources and library staff accommodating approach".

It was disclosed in the study that the major factors affecting effective use of School Libraries by the respondents are inadequate library materials, inadequate library infrastructure such as reading chairs and tables, inadequate library orientation and library opening and closing hours. This could be as a result of the principals and teachers of the schools not paying much attention to the provision of more and up-to-date information materials, not having a regular check-up on the library infrastructure, not organising regular library orientation to educate students on the use of school library and the inability of the school management to extend the library hour services to make it more convenient for them to use their School Libraries.

Conclusion

This study has confirmed that no library can achieve its aim and objectives satisfactorily without the provision of adequate and relevant information resources made available and accessible to its target users. In Maryam Babangida Girls' Science College and Government Girls' Secondary School Minna, libraries were available but not adequately stocked with information materials and students were not given adequate orientation on the use and importance of school libraries. This has hindered them from visiting the library for no other reasons apart from using it for assignments and to read personal books. Inadequate chairs and tables, library opening and closing hours affected use of the School Libraries; hence low level of satisfaction by the students with the services and use of their School Libraries was recorded. This however, would definitely have negative effect on the general academic performance of the students and their personal development in the society.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Seminars, workshops and user's education programmes or orientation could be organized for both old and new students for proper use of the library. Students' purpose of using school libraries might go beyond assignments and reading personal books if proper library orientation is given to them.
2. The management of Secondary Schools should provide information materials, such as Pamphlets, Encyclopaedia Britannica, Yearbooks, Maps and Atlases, Magazines, Newspapers as well as Audio-visual materials in school libraries as a matter of necessity, in order to boost the use and level of satisfaction of the users.
3. The level of users' satisfaction with the services and use of school library could be increased by extending the library opening hours to enable students use the library in the evening. Also, library staff/students' relationship should be encouraged to enhance effective utilization and students should also be allowed to borrow books especially those students who cannot afford to buy one. Also, the school library management should focus and provide solutions to those factors identified in the study which could influence the effective utilization of school libraries by secondary school students.

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