

‘...AND OTHER INFORMATION AS MAY BE REQUIRED...’

The Role of Public Libraries in Information Provision

- a case study in Gwynedd, Wales.

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Abstract

‘...and other information as may be required...’:

The role of public libraries in information provision – a case study in Gwynedd, Wales.

The purpose of this research was to explore provision of information by public libraries, using Gwynedd Library Service, North West Wales, as a case study. The study concentrates on the resources used and users' reaction to general and specific issues relating to the provision of information by public libraries.

The methodology used was primarily qualitative together with the use of relevant published quantitative data to build up a rounded picture of the usage as well as the subjective experience of the user. The main instrument for the gathering of original data was semi-structured interviews conducted with to 32 registered library users during 2009/10.

The findings of the research confirm that :- usage levels of reference sections and print resources have decreased with the increased use of the Internet to look for specific information; there is a more selective use of the non-fiction collections across all user groups for information seeking with the on-line library catalogue facilitating access; a high level of appreciation for the ‘requests’ service as access and use is facilitated by information from the Internet ; low awareness of the service’s on-line resources; most users did not want assistance in finding information in the form of ‘ instruction’, usually because of time constraints, but some would welcome such support.

The research suggests that public libraries were used for generic information purposes rather than for a specific purpose with a wide range of subjects noted by users underlining the need for comprehensive coverage of subjects in the resources offered by the service and access to more specialist resources when required. Users expressed satisfaction with the provision of information resources with some users noting a need for better provision and presentation of local information and for staff to promote awareness of the wide range of resources available in all formats.

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DECLARATION

No portion of the work referred to in this dissertation has been submitted in support of an application for another degree or qualification of this or any other university or other institution of learning.

This Work has not previously been accepted in substance for any degree and is not being currently submitted in candidature for any degree.

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This thesis is the result of my own investigations, except where otherwise stated. Other sources are acknowledged. A bibliography is appended to the thesis.

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‘Outside theology and fantastic literature, few can doubt the main features of our universe are its dearth of meaning and lack of discernible purpose. And yet, with bewildering optimism, we continue to assemble whatever scraps of information we can gather in scrolls and books and computer chips, on shelf after library shelf - whether material, virtual or otherwise – pathetically intent on lending the world a semblance of sense and order, while knowing perfectly well that, however much we’d like to believe to the contrary, our pursuits are doomed to failure. Why then do we do it?’

From: ‘The Library at Night’ – Alberto Manguel.

1.1. Introduction

Public Library staff frequently represent the essential link between library users and the information or piece of literature that they need. They therefore occupy a privileged position that carries corresponding responsibilities (CILIP, 2007a). The code of professional practice for library and information professionals states that - *"The behaviour of professionals who work with information should be guided by a regard for the interests and needs of information users"* (CILIP, op.cit.). This research study is grounded in that statement and the duty of the researcher as a manager of a public library service to ensure the efficient use of the resources provided for users.

The first decade of the twenty-first century witnessed a remarkable amount of attention given to public libraries with government reviews, parliamentary inquiries, library standards and considerable debate regarding the future of the provision of the service (Usherwood, 2005; Goulding, 2006). Such debate is perhaps to be expected in the first years of the new millennia with a continuation of the rapid technological developments associated with the vast amount of information available through the Internet and its World Wide 'Web'. The desire for instant and convenient access to knowledge through the use of technology is not new (Wells, 1937); however the development of the efficient 'search-engine' (Brin and Page, 1998) for the Web has promoted access to information to a remarkable extent.

An alternative title considered for this study was – 'Is there a cure for Google-itis?' – while the term 'to google' (Soanes, 2006) had become endemic as the generally accepted way of describing the search for information through the Web - whatever search engine was used. Free access to reliable and unbiased information has always been an underlying principal of the modern public library service (Black, 2000). This together with the free provision of reading material is a valuable part of the commitment of many librarians to their profession. With the increasingly rapid transition from paper based provision, to supply through the internet network, digital television and mobile telephone technology, the role of public libraries - and library staff in particular - has become uncertain in the age of the 'virtual library' (Owston, 1994) or 'digital' library (Chowdhury, 2003).

1.1.2 Research aims

Through this study the researcher hoped to gain an understanding of the information needs of the public that are met, or possibly not met, by public libraries. Attention was focused on the public library service user, and in particular their patterns of use. In a period when the amount of information available is increasing exponentially it was also the intention to give some consideration to those who are unable to take full advantage of the digital revolution and those who at present do not use the library service – physically or virtually. It was also the intention of this research to link information provision in public libraries with growing interest in the development of information literacy outside the academic library sector (Secker, 2012).

As this research was undertaken by a manager of a public library service the study also aimed to contribute to the efficient use of the information resources of Gwynedd Library and Information Service, while also examining how the role of public libraries is defined by government policy. Responding efficiently to users needs is paramount at all times but crucial at time when value for money is required. The need for an effective service is even greater when expectations are rising in an ‘I want it and I want it now’ culture. This culture has been promoted by the ‘Amazagoogle’ approach (Tedd, 2007) to searching for information using the Internet and many users’ familiarity with the on-line ‘Amazon’ retailer and the Google search engine.

Finally it was also the intention of this research and its findings to contribute to the improvement of professional practice in public libraries in Gwynedd, to support library staff with the provision of the information resources needed to meet the information needs of users effectively and confirm the role of the public library.

1.1.3 Research Question

The guiding question for this research study has been -

With the increase in the digital provision of information what is the role of library services in information provision to the general public?

Related to this main question are subsidiary areas of research, one guided by the demographic environment in which the research was carried out (see Section 1.3.4)

What are circumstances of information provision that need to be recognized in a bilingual and rural community?

Other subsidiary questions are related to the resources of the public library service, both staff and stock:-

What is the use of the reference and non-fiction collections in public libraries?

How aware are users of the provision of online resources by libraries?

Are there gaps in the range of information resources which libraries provide?

Should library staff promote information literacy as well as provide information?

How is the role of public libraries defined, or influenced, by government policy?

A challenge for publically funded libraries in the second decade of the twenty first century is how to meet the demands of users, in their search for information, in a cost-effective manner. The original nature of the approach of this research study is the intention to look at the provision of information by public libraries by taking a holistic view of the service. The literature review for this research study suggests that other research has focused on an aspect of the service e.g. reference collections (Duckett, 2008) or public access computers (Turner, 2000; Roberts, 2006). The premise of this research is that information provision in libraries will not only be through the considerable resources available through the World Wide 'Web' but will also continue to come from a range of print resources and assistance, when required, from trained and competent library staff.

1.1.4. Definitions

This study has focused on provision of information by public libraries rather than only 'reference and information services' so that the whole range of library provision can be considered. The provision of information by public libraries involves more than their reference departments or collections, the electronic online resources available through the library service website or an enquiry service maintained by professional librarians. It also includes the provision of factual (non-fiction) books, the response to requests for particular non-fiction titles or subjects and crucially, in small rural authority such as Gwynedd, the response and assistance of 'front-line' library staff i.e. the library assistants who deal with the public on a day-to-day basis.

The nature of information services varies considerably but provision in public libraries is usually described as ‘an Information Service’ which may be included as part of the service title - such as ‘Gwynedd Library and Information Service’ - or not. Some Public Library Services offer ‘Reference Services’ or ‘Enquiry Services’ (and Reference and Enquiry services) which may be undertaken by ‘professional’ librarians or library assistants trained and supported by professional staff. While Information Services in public libraries do not necessarily involve the actual interaction of staff and user - reference and enquiry services usually seek to answer specific questions using a range of information sources available in the library or resources available to the library service (Duckett, 2008).

An ‘Information Service’ has been described as work that is or has been done in order to gather, organize or provide information for a user (Cassell and Hiremath, 2006). The focus of a ‘Reference Service’ is on the provision of information by answering specific questions or maintaining collections with information resources that are likely to answer those questions and offering advice on their use (Bopp and Smith, 2011).

The wide range of queries dealt with by public libraries means that some can be answered quickly - usually because the subject of the question is local - by staff without referring to any publication, database or online resource. While public library staff usually have a depth of local knowledge to answer queries, their wide range of duties does not allow them the time to find answers to queries that might be more time consuming to answer. Conducting a detailed ‘reference interview’ to ascertain the needs of the user (Grogan, 1992) is not usually possible, especially with the recent levels of staffing in public libraries. Also, unlike the requirements in other library sectors, the information required by users from a public library is not confined to a specific subject or a specific category of users.

How many of the public appreciate the implication of the term ‘information service’ placed behind the words ‘Library’, and how many library users understand the meaning of the term ‘Reference section’ within the library, is a matter outside the objectives of this research. It has been argued that trends in library provision mask the inherently paternalistic aspects of reference services with the suggestion that there is a need to transform reference services from use of the traditional reference interview to

use of a reference 'dialogue' in order to better serve the needs of today's users (Doherty, 2006). While very recent trends in innovative technologies, in what has been described as 'social media' and 'Web 2.0', may indeed have provided an opportunity to have such a dialogue with users - this research study has concentrated on the resources which have been provided and evaluated over a number of years.

Rather than adopt a narrow definition therefore, this research study will consider that an 'information service' provided by the public library includes the whole range of public library reference and information services together with provision available from the lending sections, journals and periodicals, posters and pamphlets as well as and the provision of public access computers with internet access.

2. Concepts

The provision of information services presumes that there are people who want information and are actively looking for or 'seeking' resources that will satisfy that need. The intention of this section is to look at the conceptual background against which this research study has been undertaken. Although it is not an aim of this research to investigate these concepts further, the concluding chapter will attempt to relate the findings to some of the most relevant concepts to the use of libraries by the general public, rather than specific groups or sections of the community.

1.2.1 Information Seeking

An overview of human information behaviour research has noted that computer science and information systems communities have often referred to the 'information requirements' of users by describing the way users behave in relation to the systems available (Wilson, 2000). Attention has been focused on how the user 'navigated' a particular system and what the person could do with the information made available. Wilson noted that this was changing as 'ethnographic methods' (Beyer and Holtzblatt, 1998) were introduced into the requirements of designing information systems but felt that even when such methods were used, that the focus was still on using the systems rather than finding out what are the individual's information needs. He notes that 'a concern with what information is needed has been the province not of

information systems as a discipline, but of information science and, before that, librarianship' (Wilson, op.cit.). This shift towards a "person-centred", rather than a "system-centred" approach, has been accompanied by a switch from quantitative methods to qualitative methods of research. Several researchers have been involved with this change and the names of Ellis, Dervin, Kuhlthau, and Wilson are regularly associated with both shifts. This research study has adopted both a person-centred and qualitative approach to investigating information provision.

For the purposes of this research study some definitions are needed to put the evidence gathered in context. In this study two terms in particular are used for the 'behaviour' of users of libraries when they are looking for information - 'seeking information' and 'searching for information'. Using Wilson's definitions as a basis (Wilson, op.cit.) these can be defined in relation to this study as -

Information Seeking - is looking for information with a purpose usually resulting from wanting to satisfy a need. During the period of seeking, the user will interact with physical information systems (such as a reference section in the library), or virtually based systems (such as database available through the Internet).

Information Searching - is the detailed interaction of the user seeking information either using a single system, or a variety of information systems. These interactions with a system include decisions at an intellectual level that will involve choices, in particular when deciding the relevance of the information gathered.

This research study has not focused on the **use** of the information gathered by those who seek information in libraries and how they include that information in their knowledge base. Although one question asked of interviewees, in the qualitative research phase, was whether they had sought information that they needed urgently or that they considered important to find. The importance or significance of that information, whether it had been added to the person's existing knowledge base, was assessed by the individual and not by this researcher. The limits of time for this study

precluded any detailed consideration also of the totality of human behaviour in relation to sources and channels of information. However it is recognized that this includes a wide range of both active and passive information seeking of which use of a library is only a small part.

One interviewee asked the researcher what he meant by 'information' and his reply referred to the interview invitation letter (Appendix 8) that noted one of the aims of the research was to look at the provision of 'information resources' by the library service. The term information is used in this study refers to information sources and includes the term *data* which may or may not be information depending upon the understanding of the user. Also the term *knowledge* is used interchangeably with information; however it is usually used when referring to information acquired by individual users who have been interviewed rather than about the extent of their understanding. That is knowledge is a personal attribute not one that it is provided by an information system or library (Wilson, 1999). This study is therefore mainly concerned with information seeking when considering the role of public libraries and searching behaviour to a lesser extent.

Research relating to information seeking has usually described the person who is looking for information as a one who is in a state of 'uncertainty'. The person seeking or searching will use an information service or system in the hope of getting an answer that will help with a 'goal, task or problem' (Vakkari, Savolainen and Dervin, 1997). In the public library, the seeker or searcher may be a regular library user - or one of the general public who uses the library infrequently – who want to know for example :-

How do I object to a planning application?

Do you have the new bus timetables?

Is there an NHS Dentist in the area?

Do have something on the history of the primary school?

[Actual queries recorded in Gwynedd, 2009/10 – see also Table Seven]

The need to find an answer to a query may be generated within the context of the searcher's own personal life, related to their work environment or it may be - for

school children and students - a requirement of academic assignments. The task of searching may be done by the seeker or with the assistance (mediation) of a member of library staff. The success of the search will usually be measured in terms of its 'helpfulness' in the opinion of the person who started the query. It may also be measured in terms of its 'correctness' or 'relevance' as determined by 'experts' who assess the result such as managers for work related information or teachers and tutors for academic work (Dewdney & Ross, 1994).

When examining information-seeking the assumption is made that the first step in the process is an articulated question (Dervin, 1980). There may be various levels in the complexity of many aspects of this process including:- the answer to the question articulated, the educational background and searching experience of the person who does the searching, the nature of the information service or service consulted, or the methods of assessing the success of the search. Research has described the information-seeker as becoming conscious of an 'anomalous state of knowledge' (Belkin, 1980) or a 'gap in sense-making' (Dervin, 1989) or an 'uncertainty' (Kuhlthau, 2008) and then taking steps to fill in the gap or reduce the uncertainty. In cases where the information needs are unclear or the searcher may be unaware of information sources that could help, the term 'browsing' rather than searching has been used (Bates, 1989). However browsing is usually considered as a 'goal-oriented' or 'semi-structured search' strategy to be used after a query has been initially put together (Marchionini, 1995).

In most Information Seeking research it is noted that individuals must experience a 'problem situation' in order to be considered as information-seekers, and then formally initiate the search process by querying a system. The 'system' can include - a collection of print material, a reference service, an online catalogue, a resource available through the internet or all these resources together. The emphasis by researchers on goal-directed, problem-solving information is underlined when the research studies collect evidence by asking respondents or interviewees to think of a specific occasion when they had a problem and took steps to resolve it or had an uncertainty and tried to clarify it. This research study also included asking interviewees about problems they encountered searching for information in the library.

Research on what has been described as ‘community or citizen information’ and information related to ‘everyday life’, has often focused members of disadvantaged or marginalized groups such as ethnic minorities or the elderly (Thwaites, 1993 / Street, 1994). This type of research has usually tried to understand why there are non-users of services. This has included looking at why they don't use library services or sections of these services, even though it is apparent that they have problems that could be alleviated by the use of these services. The focus of such research has often been on the barriers whether social, cultural or economic to seek information purposively from sources such as libraries, community information centres, or local agencies (Chatman, 1996). This research study has also attempted to look at everyday life situations but as it has focused on library users and their use of the library for information. It needs to be acknowledged that there is low use of some sections of the library service which provide information resources. Although it has been recognized that fictional material can make a significant difference and ‘inform’ a reader’s life (Ross, 1999; Toyne and Usherwood, 2001) it has not been considered during in this study as the focus was on factual library resources.

An ability to search for appropriate resources effectively and identify relevant information involves what has become to be described as ‘Information Literacy’. Recent research has explored links between information behaviour, information literacy and the impact of information (Kuhlthau, 2008) noting that information commonly increases ‘uncertainty’ in the early stages of the search process.

1.2.2 Information Literacy

Information literacy is the term currently preferred within all sectors for what has been described as information handling skills and library user education (Streatfield and Markless, 2007). In the United Kingdom, Information Literacy is defined by the professional association for the library sector as –

‘knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner’ (CILIP, 2007b).

This definition implies several skills that are required to be information literate which require an understanding of the following: -

‘ a need for information; the resources available; how to find information; the need to evaluate results; how to work with or exploit results; ethics and responsibility of use; how to communicate or share the findings; how to manage the findings ’.

This study has focused mainly on ‘the resources available’ in relation to information literacy.

Information literacy combines skills or competencies that together make for effective use of information. CILIP sought to define the term in a way that is understandable by all information-using communities in the UK. In an era of lifelong learning, this effectively means that information literacy has relevance for all ages from primary school to senior citizens. Information literate people understand more than how to find information, they understand its limitations and the need to examine how they use information, and they understand how to manage and communicate information.

One important point needs to be emphasized is that Information Literacy is about information in all forms. Information may come from other people, including library staff, from a print based media and from a digital sources such as a databases, search engines or on-line reference books and audio-visual or broadcast media (Bruce, 1997). The CILIP definition and the skills or competencies outlined cover all information media and therefore, as this study has taken a holistic view of provision, it is the most relevant to be considered with public library users (Webber and Johnston, 2003).

Another general definition of Information Literacy is one sponsored by UNESCO and presented in the ‘Prague Declaration on Information Literacy’ which notes that it *‘encompasses knowledge of one’s information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of lifelong learning’* (UNESCO, 2003). The public library ethos of lifelong learning certainly reflects the aspirations conveyed by this definition.

Other definitions from the U.S.A (ALA, 1998) and Australia (CAUL, 2004) reflect this need for an understanding about a set of abilities that enable individuals to become information literate. Common themes can be seen in all these definitions

across library sectors of all kinds. Library Services in the UK academic sector have used a similar approach of encapsulating the important elements using seven "headline skills" (SCONUL, 1999). Although the CILIP definition has been criticized as offering a 'bland delineation' rather than a definition (Streatfield and Markless, 2007) it does have the virtue of being presented simply and in 'plain English' (Armstrong, 2005).

Information and Communications Technology (ICT) is a term often used without any attributed definition but usually refers to the use of personal computers. ICT and Information Literacy are often viewed as closely connected, with the terms 'e-learning and 'digital literacy' used to convey the connection between the two. (Bawden, 2001; DES, 2003). More recently the term 'media literacy' has been used to join visual and other literacies (Ofcom, 2004). The definition offered for media literacy is that it is '*a range of skills including the ability to access, analyse, evaluate and produce communications in a variety of form*' and that '*it moves from merely recognising and comprehending information to the higher order critical thinking skills such as questioning, analysing and evaluating that information*' (Ofcom, op.cit). While there are similarities between media literacy and information literacy concepts, this study has focused on the latter when considering users of the public library service in Gwynedd.

The CILIP statement declares that the information literate person '*cares about the quality of the answer to what he or she is investigating*' (CILIP, op.cit.). It also acknowledges that Information Literacy can be viewed differently by different communities but that it is a relevant set of skills to be learned and used in all communities - in primary and secondary schools, in further and higher education, in business, and in leisure. This research study has focused in particular on the user's awareness of the information resources available and how they find information in a public library.

1.2.3 Information Society.

From the mid-1990's many observers have stated their belief that the development of information with communication technologies (ICTs) has progressed to such an extent

that it has initiated a new age in human progress. 'The Information Society' as a concept has been questioned and that it should include more than consideration of ICTs (Webster, 2006; Feather, 2008). It has been argued that the rationale for public libraries should take in to account their continuing function as a 'promoter of citizenship and democracy' (Kerslake, 1998; Matarasso, 1998a) and that the provision of information by public libraries needs justification in a social context of an 'information society' where information is seen as a commodity. The theoretical issues concerning the social impact of libraries and conceptions of 'information poverty' in relation to libraries (Haider and Bawden, 2007) are not examined in this research study. The researcher of this study does support the need for ensuring equity of access to information (Usherwood, 2007) and that this need has heightened relevance in a period of public library closures (Simmons and Proctor, 1999).

There is general agreement that amount of information available has increased substantially and that this has accelerated changes in modern society. It has been argued that quantitative measurements - such as the number of individuals with access the Internet - cannot necessarily indicate qualitative changes in society (Webster, op.cit.). However there is an international agreement at inter-governmental level regarding 'the information society' which places emphasis on the development of ICTs to bridge the 'digital divide'. The World Summit on the Information Society (WSIS) was held in two phases with the first in Geneva (2003) and the second in Tunisia (2005). The latter summit published an 'agenda for the information society which urged governments to support "*libraries in their public-service role of providing free and equitable access to information and of improving ICT literacy and community connectivity, particularly in underserved communities*' (United Nations, 2005: Section 90, k).

The terms 'electronic library' and 'digital library' which had emerged in the 1990's became more prevalent after 2000 and were increasingly discussed as concepts (Chowdhury, 2003; Tedd and Large, 2005). The launch of 'Google Scholar' and Google's announcement of its intention to digitize the collections of the world's major libraries intensified the need for Library Management System (LMS) providers to satisfy the users expectations and provide innovative technological answers. This research study has included the On-Line Public Access catalogue as an information

source but has not attempted to evaluate the contribution of developments in information retrieval in the form of LMS in general. It does appear however that there is a lack of evaluation of LMS in general (Tedd, 2007 op. cit.) and in relation to the public library user in particular.

1.3 Context of the Case Study

1.3.1 International Context.

As the statutory context for the public libraries included in this study refers to 'England and Wales' this study will focus mainly on this part of the United Kingdom. However it should be noted that the international guidelines for the development of Public Library Services (IFLA/UNESCO, 2001) state that the primary purposes of the public library are '*to provide resources ...to meet the needs of individuals and groups for education, information and personal development including recreation and leisure*'. These guidelines see a key role for the public library in '*collecting, organizing and exploiting information as well as providing access to a wide range of resources*'. It is noted also that the public library has a responsibility with particular regard to the collection and availability of local information.

The IFLA/ UNESCO manifesto for public libraries declares the public library as a '*gateway to knowledge*' and states that '*the public library is the local centre for information, making all kinds of knowledge and information readily available to its users.*' The 'missions' that should be at the core of the public library service and listed in the manifesto (UNESCO, 1995) include:-

(9) Ensuring access for citizens to all sorts of community information

(11) Facilitating the development of information and computer literacy skills

The manifesto recognizes that the public library is the responsibility of the local and national authorities and should be an essential component of any long term strategy for culture, '*information provision*' and education. It also notes that to ensure library coordination and cooperation, legislation and strategic plans must define and promote a national library network based on '*agreed standards of service*'. It also sees the role of the public library as becoming one of a mediator, '*of being the public's electronic doorway to digital information and helping citizens to cross the digital divide to a*

better future'. The librarian's role is noted as one of '*information navigator*' ensuring that a user gets accurate and reliable information (UNESCO, op. cit.)

Information Literacy has been recognized as a global issue and that there is a need for '*growing the community of the informed*' (Bundy, 2002). As an increasing number of the world's population have improved access to information it is argued that more education is required in the recognition of the need for information and that the development of the skills to use it, needs to be an essential part of education (Bruce, 2000). Librarians and their professional associations in some countries - for example Australia, New Zealand and U.S.A - have advocated to governments that the information literacy divide, not the digital divide is the critical issue of the '*information society*'.

1.3.2 Public Libraries in the United Kingdom

Public libraries have developed in Britain, from the Public Library Act 1850, '*serving as both workshops of inquiry and citadels of cultural elevation*' (Black, 1996). The supporters of libraries promoted them as sources of both '*useful knowledge and rational recreation*'. Books periodicals, and reference sources were provided for both serious study and training in good citizenship. The aim was to help the individual to meet the educational and information needs of an increasingly complex, urbanized, industrial, democratic society. Library history however illustrates that the public library has always sought to satisfy community and individual needs (Black op. cit.).

It has been noted that libraries may not have been central to modernity - and the notion of the autonomous, rational, self-directed person - they have contributed to it (Black, op. cit.). The public library has an idealist heritage which sets out the institution as a means of advancing the individual through collective provision.

Reaction to criticism or threats to the local library service sparks a defensive reaction from the '*community*' but the tradition of '*the centrality of the individual in public library use*' is perhaps stronger than that which places public libraries at the heart of community life (Black, op. cit.)

By the First World War, it was the library's educative powers which attracted the interest of those seeking social stability at a time of increasing working class

demands, with a belief that informative material could help eradicate the chances of social dislocation. The Public Libraries Act of 1919 was seen as a natural progression to the Education Act the previous year and public libraries were also perceived as part of the Government's attempts through the county councils to re-establish declining rural communities. Promoting social inclusion in the support of education with its support for 'serious reading', the 1919 Act encouraged the provision of '*commercial and technical collections*' which were aimed at individuals seeking '*personal material and mental or spiritual betterment*' (Kelly, 1977).

During the inter war years library promoters made great efforts to emphasize the classlessness of public libraries stressing the benefits to the community. The Kenyon Report on Public Libraries in England and Wales noted that public libraries -'*provide information essential for the progress of commerce and industry; they make research possible in every department of intellectual life ...*' (Kenyon, 1927). It is in the 1920's and 1930's that 'information' becomes an established aspect of public library provision (Black, op. cit.). During this period the term information bureau when referring to a public library became fairly common. The utilitarian notion of the library as a 'workshop' once again gained strength with the alarming rise in the number the unemployed.

In anticipation of the need for national reconstruction following the Second World War the Library Association commissioned a survey of the state of, and prospects for, public libraries (McColvin, 1942). This report sparked a debate on public library policy both during the war and for years after it. The survey found many libraries badly organized with poor premises and poor facilities including 'derelict reference departments' or 'no section for reference books'. McColvin urged the need for a more efficient service and establishment of a national body with the power to administer direct grants from the government. Most controversially it proposed reducing the number of library authorities from 604 to 93 (with only five for Wales). The debate centred around 'Parochialism' versus 'Centralism' with advocates of the later arguing that the service would have a 'more rational basis' if based on central direction (Whiteman, 1986).

The period of Post-War austerity meant that support for public library renewal did not emerge until the late 1950's. By this period the voluntary village centre which was the basis of the rural library service could not in most cases provide an adequate library service (Whiteman, op. cit.). A series of inquiries in late 50's and early 60's showed a renewed interest in public libraries and action on the part of a *Conservative* government culminating in legislation which became operational in 1964 (Public Libraries and Museums Act , 1964). While this Act did not reduce the number library authorities as much as was needed to provide 'comprehensive and efficient' services it did witness, what some consider, a golden age of library development '*with resourceful and attractive libraries offering appropriate services to all ages and many specialized interests...using them for various educational, cultural and informational purposes*' (Whiteman, op. cit.).

The Public Libraries and Museums Act 1964 stated that "*It shall be the duty of every library authority to provide a comprehensive and efficient library service*" (Section 7.1). In fulfilling its duty the Act noted that the "*library authority shall in particular have regard to the desirability...(b) of encouraging both adults and children to make full use of the library service ...and of making available such bibliographical and other information as may be required by persons using it*"(Section 7-2-b). Drawing attention to the lack of detailed definition relating to the latter clause forms part of the title of this research study. In the next chapter this research study will attempt to outline the clear role of the library in providing bibliographic information and identify the uncertainties and inconsistencies which accompanied the efforts to provide more specific types of information.

The implementation of 1964 Act, although 'superintended' by the appropriate Government Minister, was not accompanied by a statutory set of standards despite the fact that a working party had prepared and published a set of standards for the public library service in England and Wales (Bourdillion, 1962). These standards were based on best practice and considered the provision of an adequate reference and information service as 'essential'. It recognized that information sought in a public library ranged from the simple to the highly complex and that this required trained staff and the provision of 'bibliographic and other source material'. These standards noted that every library should have a reference section and that readers should be

able to obtain personal assistance from the staff in obtaining the information that they might need.

The Bourdillon Working Party had representation from ‘municipal’ and county authorities, including Alun R. Edwards representing a rural Welsh authority who made strong representations regarding the provision of Welsh language material. The Standards recommended for Reference Services noted that it was possible to ‘*distinguish various levels of reference provision appropriate to different population groups, from the minimum ... to major regional reference libraries*’ (Bourdillon, op. cit. Section 45). However the minimum provision was considered too costly by many authorities and when the Act came into force from April 1965, under which was by then a Labour Government, the 1962 standards were not given statutory foundation and served as guidance only (Whiteman, op. cit.).

Between 1964 and 2001, the interpretation of the requirement to provide a ‘comprehensive and efficient’ library service was left to local interpretation with guidance to library authorities from the Library Advisory Council established by the Act and to library management from the professional body (Library Association). An overview of developments during this period is included in the Literature review (Chapter Two).

It was almost forty years later that public library standards were launched *in England* in 2001 and set out what was meant by a ‘comprehensive and efficient service’ (DCMS, 2001). These were revised in 2004 and 2006, and the last edition produced in June 2008, but the use of these ten standards has been discontinued. During the period of this research a ‘Library Benchmark’ (MLA, 2008) was in use, which was described as a voluntary improvement and performance management tool rather than a statutory document setting out minimum standards. This reflected the continued ambivalence of central government about interfering in what is seen as essentially a local service, and reluctance on the part of the current UK Coalition (Conservative /Liberal Democrat) government to imposing a burden of regulation on local authorities.

In Wales, public library standards were developed and revised from 2002. The Welsh Assembly Government issued a Fourth Framework for Public Library Services covering the period of writing this research, 2011- 14, which contains eight

performance indicators and a set of nine standards. These are examined in the section outlining the Welsh context of this research study.

1.3.3 Welsh Context

Following a referendum in 1997, the UK government devolved a range of powers to a 'National Assembly for Wales'. Established by the Government of Wales Act 1998 the Assembly included an executive committee of Ministers to whom powers were delegated. A subsequent Act separated the legislature (the National Assembly) and the Welsh Government, giving Welsh Ministers independent executive authority and this came into effect in 2007. From 1999 the Welsh Minister with responsibility for public libraries has held the 'Culture and Sport' portfolio within the Welsh Government. The duty of a Government Minister under the Public Libraries and Museums Act 1964, 'to superintend and promote the improvement of the public library service provided by the local authorities', falls to the Culture and Sport Minister for Wales.

Following consultation by the Minister with the 22 local government authorities in Wales and the library sector, the Assembly published public library standards in 2001. (Wales: National Assembly, 2001). These standards, with arrangements for monitoring, came into force for a three year period the following year and have been revised as a set of 'frameworks' over the intervening period and these will be reviewed in Chapter Two of this study. The objectives of the first Welsh Public Library Standards (WPLS) did not specifically include improvement of 'information' or reference services but emphasis was placed on developing electronic access to services including free public Internet access (op. cit. WPLS 7). These initial standards did however require authorities to conduct a regular user satisfaction survey and this included a survey question to ensure that they met '*a target of 75% of library users reporting success in gaining information as a result of a search or enquiry*' (op. cit. WPLS 14).

The need for strategic leadership to the library, museums and archives was recognized by the Welsh Assembly and the function is provided by CyMAL (Museums Archives and Libraries Wales). CyMAL acted as a policy division of the Welsh Assembly

Government (WAG) from 2004 and of the Welsh Government from 2007. The first funded strategic development programme for libraries in Wales produced was ‘@YourLibrary’ (WAG, 2005). This led to the creation of the web portal ‘www.library.wales.org’ and the first national marketing campaign for libraries in Wales. CyMAL identifies and provides financial support to assist the development of libraries including the provision of on-line information resources.

Subsequent CyMAL strategies, which included the library standards ‘frameworks’, are reviewed in the next chapter. During the investigative, ‘qualitative’ phase of this research study the third framework was current (2008-2011). With regard to information services this framework required Welsh public library authorities to ensure that ICT-based resources were available to users including :- General and reference information services ; Newspapers online and other current information ; Community information ; Citizen information ; Local history and family history information ; and E-learning resources and services’ (Welsh Government, 2008).

The most recently completed framework (2011- 2014) again noted the need for access to resources by means of ICT, adding the need to provide ‘access to free introductory support’ and ‘Information literacy sessions for users’(Welsh Government, 2008). The latter were defined as ‘*formal or informal assistance to users in developing or enhancing their use of library services and facilities*’ (WPLS 4-j). Referring to ‘general information and reference sources’ the standards noted that this should include ‘employment, children’s and other social information’ and an additional requirement was access to ‘local authority and other governmental information sources’ (Welsh Government, op. cit.).

1.3.4 Local Context – Gwynedd

The area of Cyngor Gwynedd Council was defined by the Local Authority (Wales) Act 1994 that came to force in April 1996. It is one of the 22 ‘Unitary’ authorities created and is situated in the western part of North Wales. Due to its geographic situation, it is not only marginal with respect to its links with the major centres of Britain but also with the rest of Europe. During the period of this research the resident population of Gwynedd noted in the mid year estimate for 2008 was 118,750 which had risen to 121,750 by the full census of 2011 (NSO, 2011). It is an area that is predominately rural in character with a comparably low population density of 46 people per square kilometre and a low ‘minority ethnic’ population of 1.2% in 2001. (See Maps – Appendix 1 and 12).

The towns and villages are primarily located along the coastline and the communities that have grown around them all have their unique characteristics, which are heavily influenced by the Welsh culture (69.5% of the population were Welsh speaking in 2011), the local geography, the varied historical background and the local economy. However the natural beauty of the area conceals deprived communities that have suffered from economic decline as a result of industrial and economic recessions and their resulting impact over a number of years. In addition to this some communities are suffering because of the weaknesses that are common to rural areas including lack of job opportunities (5% of the population were unemployed, as defined by claimant count, in 2008) and inadequate services.

As part of its Development Plan for 2001 – 2016, Gwynedd Council has defined ‘sustainable communities’, that is communities ‘which have reasonable conditions for people to live and work in’ with the aim of ensuring that ‘homes, work, goods and services should be provided as locally as possible in order to create communities that are genuinely sustainable and lessen the need to travel’ (Gwynedd Unitary Development Plan, 2000). So as to achieve a rational distribution of development in accordance with the principle of sustainability the Council has adopted a strategy based on ‘dependency catchments areas’. These catchments areas are based on the pattern of community use of service centres and community facilities and services within Gwynedd.

The seventeen static libraries (See Map Appendix 2) of the Library Service are located within each one of the service centres in these areas (with the exception of one additional service point). A mobile service of four vehicles is provided which visits the majority of smaller communities and also those users with disabilities and/or special needs . During this research the service has been extended to include information for parents as part of a Children's, Young People and Families Information Service (Gwynedd Ni). This latter service and the mobile service have not been included when considering 'Information Services' provided by the library service in Gwynedd as it was decided to focus this study on the provision by the 'static' public libraries in the authority.

The staffing structure of Gwynedd Library Service is outlined in the methodology for this research study (Chapter Four 4.4). It is noted here however that in relation to the provision of information by public libraries in Gwynedd that the most significant development, during the decade leading up to the commencement of this research study, was the provision of public access computers in libraries with access to the Internet. A substantial investment in ICT in Gwynedd was funded by the European Commission's '*Llwybr /Pathway*' project between 1998 and 2000, by the National Lottery '*Peoples' Network*' between 2000 and 2002 and the Welsh Assembly Government's '*ICT for Learning Project*' from 2002 to 2003. This investment saw the addition of eighty new Internet access terminals for free public use in addition to the twenty already in the authority.

Collectively these computers together with the peripherals - printers and scanners – took up a significant amount of space. In Gwynedd many of these terminals were located in reference sections, although this did not necessarily result in the reduction in the amount of printed material available. The increased use of ICT was accompanied with a variety of organizational challenges such as establishing booking systems, ensuring that equipment and software was maintained, providing assistance to unconfident users and, in particular, staff training.

The National Lottery funding for the 'Peoples Network' included investment for training of staff at all levels, from managerial to front line staff .The majority of staff in Gwynedd trained to the level of ECDL - European Computer Driving Licence –

and were the first to do so through the medium of Welsh (Murphy, 2002). This was followed by more specific training between 2002 and 2004 using open learning modules provided by Department of Information and Library Studies at Aberystwyth University. These modules included training in access to electronic sources and services (Evans et al. 2001) and training the library user in ICT and information skills (Huws et al. 2003). Evaluations of the library staff training found that in most authorities it had succeeded in its objectives (Sommerlad et al., 2003).

During this period of the investment in public internet access was accompanied by the development of what was described as ‘integrated’ (Akeroyd, 1999) and ‘automated’ (Breeding, 2003) Library Management Systems (LMS). In particular most LMS used by public library services developed their Online Public Access Catalogues (OPAC). These OPACs were being expanded to provide services with ‘information portals’ and form access points to more content than basic bibliographic records, some allowing users to search simultaneously across several information sources. In Gwynedd an OPAC had been available within the library network (BLCMP) since 1990 and this was extended in 2000 to an OPAC using Web access to the ‘Talis’ LMS . Using the Talis ‘Prism’ software in 2005 it was possible to include an ‘interactive’ web facility for users to make requests for stock and create a personalized ‘account’ on the system.

1.4 Summary

This chapter has set out the research aims for the study stating that its focus is on gaining an understanding of the information needs of the public that are met by the public library service in Gwynedd with attention centred on the service user. The research questions relating to these aims are stated and consideration given to a holistic definition of the ‘information service’ provided by the public library taken to include the whole range of services offered by the public library, with the provision of information available from lending and information sections.

The concepts of information seeking and information literacy are outlined to place the study in a conceptual context. Recent research has seen the emphasis change from a “system-centred” towards a “person-centred” approach, which has been accompanied by a shift to qualitative rather than quantitative methodologies. This study has adopted

a 'person centred' and qualitative approach with a focus on information seeking and information literacy. Reference is made to the information society and although the concept is not explored further the study may confirm that 'without public libraries the informational environment of citizens would be significantly impoverished' (Webster, 2006, p.181)

While the international and national policy context for information services and information literacy promotion are noted, the focus has been on development within the statutory requirements for public library services in England and Wales to provide 'bibliographic and other information as may be required by persons using it' (Public Libraries Act, op. cit.). The background leading up to the 1964 Act was outlined and a summary of the situation current during the period of this study (2009-2013). The local context relating to Gwynedd is described to outline the setting of this research as a case study.

Chapter Two - Literature Review

2.1 The development of information services in public libraries from 1964

Reviewing the literature relevant to this research published over a fifty year period, this chapter aims to allow observations regarding the use and role of public libraries over a longer period of time than the research study. This longitudinal approach was taken as the public library service has evolved over a number of years and the users' perceptions influenced over time and not only by current provision. It may be a truism to state that the general public faced with the complexities of modern living need more assistance to access information or advice. As a consequence they have made increasing demands on all sources of information, with these demands increasing in volume of numbers (See Chapter Three – quantitative summary). This chapter contains an overview of the development of information services, including reference departments or collections, as users expectations over time have been met – or partially met in some authorities - as a consequence of this development. In public libraries it should be noted that the expectations of older age groups of users of have been influenced by what has been provided over a number of years, not necessarily by what is offered by the current service.

As noted when discussing the definitions for information and reference work in Chapter One, the development of 'information services' and 'reference services' has been difficult to define precisely as the terms are often used interchangeably. While all public libraries have attempted to answer information queries asked by the public to some extent, not all public library authorities were able to provide more general information provision, as required by the Public Libraries and Museums Act (op. cit.), particularly those attempting to provide a service in rural areas (Library Advisory Council for Wales, 1978). This chapter focuses on services of interest to the general public and therefore excludes the development of specialist services such as business information services.

From the late Sixties it has been easier to identify authorities that were providing a 'reference departments' as distinct from library services with a generic information service with specialist and support staff which answered questions from the public.

While Reference Departments were well established in metropolitan and municipal authorities and their development is comparatively well documented (Duckett, 2006 & 2008) the situation in County Library Services, such as Gwynedd (previously Caernarfonshire and Merionethshire), is less well documented. The annual reports of the County Librarians for Caernarfonshire and Merionethshire through the nineteen sixties and early seventies hardly mention any information provision or reference material and concentrate on lending services, only noting the need for specialist librarians with regard to the Children's sector and to a shortage of qualified librarians who speak Welsh (Caernarfonshire County Council, 1973; Merionethshire County Council, 1972).

2.2 Developments in the period 1964 – 1974

As standards had not been adopted to delineate the requirements of the Public Libraries Act, to provide 'bibliographic information and other information as may be required', it fell upon the professional body for public librarians - the Library Association - to give guidance to library authority staff on how this duty should be fulfilled (Black, 2000). The first guidelines for reference and information Services were published in the late sixties and promoted what it saw as the library role in '*fostering the free flow of ideas to bring to the individual or group, accurate information quickly and in depth, particularly on topics of current concern*'. Libraries were seen as 'referral contact points' to specialized sources and promoting an improvement in the flow of information in a democratic society (Library Association, 1969).

The establishment of the Public Libraries Research Group in 1971 promoted best practice in the development of library reference and information services. A survey of seventy County Boroughs in England and Wales found that only eighteen provided information services (McClelland and Palmer, 1972). The survey noted also that a large number of local authorities had information departments that were separate from their library services or that the service was provided by others such as the Citizens Advice Bureau. Respondents to this survey were also asked to note how many enquiries were received and in most cases supplied approximates only as it was felt that to record absolutely accurate statistics of queries received was 'practically impossible'. Noting that the busier the library the less time there is for recording

individual queries the authors of the survey report note that it was surprising that there 'was a total absence of any definitive figures or calculated estimates'. Despite this respondents noted a perceptible increase within the five year period from 1966-70, with the most of the County Boroughs noting an increase of up to 30%.

The 1972 survey of Information Services did not include a question regarding the subject matter of the queries but did ask if any publications were produced to answer 'frequently recurring questions'. The respondents to the survey noted the following types of publication were provided: A weekly or monthly diary of local events; lists of local hotels and accommodation; lists of local societies; descriptive pamphlets (e.g. local history, local amenities, and local maps). The survey did not comment on the *local* emphasis of frequent queries but concluded that the dissemination of information was 'probably the most rapidly growing part of the library service'. The authors of the survey also note that libraries had an opportunity to extend information services as it became generally recognized by the public that the library 'is the one of the best places to go if you want to know something'. A study of Welsh public library authorities during this period, leading up to the reorganization of local government in 1974, noted the concern expressed regarding the viability of the smaller authorities and their ability to provide specialist services such as reference and information services (Evans, 1995).

During the early Seventies it was perceived that there were two conflicting trends in the organization of reference and information services (Allott, 1977). These trends were identified as one towards centralization, notably after the founding of the British Library in 1973, and the other towards localization. This period saw not only the increased use of technological developments, such as the photocopier and microfilm reader, but also a change in the attitude of services toward *the needs of the community*. Rather than services based on 'this is what we have got - take it or leave it' provision, the services were attempting to respond to the needs of users. There was also an awareness of the risks of attempting to respond to the needs of all sections of the community and failing to satisfy all but a few of those demands.

This period in the Seventies saw an increasing professional awareness by librarians. that the processes of information gathering and organization needed investigation as well as its exploitation and dissemination in libraries (House, 1974) This was

supported by the reports of various British Library Research and Development projects. A central government review by a body called the Local Authorities Management Services and Computer Committee (known as LAMSAC) investigated the numbers of staff needed to perform a variety of typical library tasks and a useful relationship was noted between the number of enquiries dealt with and the staff time required. The need for better training in the techniques of reference work was recognized including more frequent in-house training (Bromley, 1976).

This period also saw the transformation of the local studies element of information and reference provision (Cruttenden, 1975). The establishment of the Local Studies Group of the Library Association reflected a growing confidence in the importance of this provision. The exclusion of the 'history' tag reflected the viewpoint that local life should be covered in all its aspects. The growth of interest in this area also reflected the fact that local studies subjects were often the focus of project work chosen by a wide range of students in both formal (secondary/ college) and informal education (local history societies/Workers Educational Association).

2.3 The period from 1974 – 1986

Local government reorganization in England and Wales in 1974 saw the development of information services for the new local authorities as part of the remit of public library services (UK: DES, 1973). As this present research has focused on the use of libraries by the general public, rather than specialised services with restricted access, such as information sections for council staff and councillors, their development will not be reviewed here. However this development could be considered as part of a growing trend for local authorities and other public bodies in the provision of trained information workers for a specific purpose such as supporting the work of councillors, local government departments and local business (Wilson, 1979).

In the 1960s and 1970s, some public librarians in the UK had shown rather more concern for the provision of services to those most clearly subject to social and economic discrimination, or to personal misfortune - the poor, the inner-city residents, the minority ethnic groups, the sick and disabled. Guidelines on services to these categories of people were issued by the Library Association and other bodies. One more detailed guidance than most examined '*community information*', making a

substantive claim for the library to participate in this new but rapidly growing service, and setting out in detail the measures to be taken to set up a library-based community information service (Library Association, 1980).

In a comprehensive review of information and advice services the National Consumer Council had called for a national policy on information and advice services declaring access to such services a 'fourth right of citizenship'(NCC, 1977) The review advocated the setting up of local committees to draw up development plans for information and advice services in their area. The review did not include any reference to public libraries although the need for a 'generalist' information service had been recognized (Central Policy Review Staff, 1975). This omission of the public library service from those listed as having any useful role to play underlined the need for libraries not to fulfil their information function in a passive way. There was an increasing awareness of the need to respond to the everyday information needs of the public and this in turn led to a number of initiatives.

These initiatives by public libraries were summarized in a document, produced by an advisory body to the Government, entitled 'The Libraries Choice' (Library Advisory Council, 1978). The "choice" of the title was whether libraries should sit back and respond to expressed demand, or whether they should make substantial commitments to the provision of services to the 'powerless'. In a series of recommendations, the report urged librarians to make much greater efforts to reach poor, sick or handicapped (sic) people. As the report was published by the Government, it might be presumed to have carried some weight. In a short preface the Department of Education and Science hoped that its report would receive serious consideration by library authorities and that, although it did not call for additional expenditure, its findings and suggestions would be considered when authorities took decisions on the allocation of available resources. The report's concluding paragraph noted an important point which resonates at the time of writing this research:

"...we stress the urgency attached to our recommendations. At no time in public library history has it been more essential for the library service to re-assess its aims and its practice. During times of economic hardship the public library service becomes more important, not less, to the community as a whole and especially to those who without some help are effectively barred from its service."

Despite this signal of urgency no national policy was developed to give shape to developments with the result that information and advice services frequently overlapped, coverage throughout the country was uneven and funding was haphazard (Bunch, 1981). However as a result of many requests for guidance on the practical aspects of setting up community information services the Library Association set up a Working Party which produced a consultative document (Library Association, 1980). The emphasis throughout this report was on the provision in cooperation with other agencies and on the support libraries could give to advice and community workers.

One section of this LA Working Party report concentrated on provision in rural areas and highlighted that fact that deprivation was not confined to urban areas. The National Council for Social Services commissioned a report on rural advice services which, unlike a previous reports, did not overlook the contribution of public libraries (NCSS, 1978). Its promotion of 'right to know' in rural areas included a role for libraries as a 'generalist information agency' that had the most contact with a scattered rural population. It recommended that rural libraries be used not only as bases for peripatetic advice workers but for the provision of a regular supply of local information to support other agencies.

The importance of the library as a reference centre became well accepted and two areas in particular were stressed in a Library Advisory Council report on provision in rural areas in Wales. The first was that the provision should be applicable to the community served and the second point related to the importance of training staff. The report also noted:

'Public libraries can also provide a valuable service by making available and drawing attention to information which is not particularly requested, but which it is in the interests of the community to know.' (LAC Wales, 1978)

In Gwynedd, during this period, the administration of the library authority was divided into on four 'regions' (mirroring the district boroughs of Anglesey, Aberconwy, Arfon, Dwyfor and Merionnydd) - the exception being Arfon/Dwyfor which covered two districts. As well as small reference collections in each library, each 'region' maintained a central reference collection in the largest library with a

specialist qualified Reference Librarian. In addition a reference collection was provided by Gwynedd County Council's Information Unit with a specialist librarian, located at the County Library's Headquarters. This unit supported the regional collections and was used for internal requests for information rather than directly answering queries from the public (Gwynedd County Council, 1978).

In 1981 the Library Association produced 'Guidelines for Reference and Information Services to Public Libraries in England and Wales' (Library Association, 1981) setting out the requirements, scope and organization of a reference service, and the space, stock and staffing levels considered to be necessary for its successful functioning. The standards updated an earlier document (Library Association, 1969), but they reasserted the traditional role of the reference service and of the reference librarian. They were criticized by some librarians for neglecting developments in community information, advice and referral work, professional ethics, telecommunications, as well as for their heavy reliance on inputs to the detriment of outputs or standards of performance (Ainley, 1980).

It was recognized that the provision of services was uneven across the United Kingdom (Allott, 1981) with information services in County Libraries often provided on a different basis from those in metropolitan areas. The Library Association Guidelines published in 1981 had categorised services into various types, to indicate the levels of provision of materials which were appropriate for different population patterns. It was also noted that there was increasing competition in the provision of information to the community from other providers (Bell, 1976). This alternative provision came from advice centres and the increasing number of interest and pressure groups - with advocacy for access to advice to be considered as an important part of a 'fourth right of citizenship' (NCC, 1977). There was a realization that public libraries needed to respond to this situation by promoting their services more positively (Yorke, 1977). The need for a national information policy was discussed in the late seventies and early eighties (Anthony, 1981) and public libraries were directly concerned with carrying out these discussions (Library Association, 1979). It was noted however that there few positive links between the public library reference collections and the British Library despite recognition of the importance of full co-operation between the national and local levels (Sewell, 1979).

This period also saw the introduction of new terms to describe new ideas or activities including the use of the term 'user' in place of 'reader' (Malley, 1979). The use of the word 'user' implied an interactive role for both library staff and the general public. Reflecting the growth in the provision and use of 'supermarkets' in the commercial sector during this period, users were encouraged to 'help themselves' to the provision which included not only the traditional print based resources but also technological resources such as microfilm readers, 'Prestel (Viewdata) through television, and an increasing number of online terminals. User education became a focus of professional debate in this 'help- yourself' culture (Lester, 1979).

By the late seventies there was a growing awareness of community information needs not only in reference services but also in lending services (Watson, 1980). The effect of expenditure cutbacks pruned the growth of local authority information services and difficult choices had to be made regarding not pursuing some activities and concentrating on others - a recurring theme in public library provision during periods of central government constraints on public expenditure. When resources were allocated consideration had to be made regarding the best value for money and the best service to the community. This led to a change in emphasis in local studies from purely historical aspects to emphasis on a 'living and contemporary approach' (Jamieson, 1977) while demand for the duplication or reproduction of material for educational and personal use was a welcome funding stream (Petty, 1979).

Inter-lending and the exploitation of local information resources continued to be the main aim of library cooperation in all sectors. While cutbacks in expenditure promoted cooperative schemes, the Library Association emphasized that local cooperation should involve both the lending and reference services of public libraries (Sewell, 1979). The importance of adequate and suitable staffing in reference and information services had been recognised in the report on the staffing of Public Libraries (Bromley, 1976) .With recommendations on the level of qualified staff in reference libraries .The Library Association guidelines (op cit.1981) expected that most of the qualified staff would be graduates . The researching of reference techniques (Grogan, 1979) the training for the 'reference interview' became a feature of library school courses. Regular in house training for general reference work

became more usual with courses on general and selected subjects being arranged nationally and locally (Library Association, 1981).

Despite the increasing complexity and diversification of provision, with the influence of the British Library being felt in all sectors, the local public library was still seen as an essential part of the national information network. However its role was being questioned and it needed to work harder to keep its prominent place in the provision of information to the local community. The growth in competing, alternative providers of information continued and, while the period saw steady progress with examples of good practice in library services, no common approach had been agreed by the mid Eighties. With the reduction in numbers of specialist staff came the promotion of the concept that all library staff were concerned with information and dissolution of the division between lending and reference services (Allott, 1988). By the late Seventies and early Eighties, with continued expenditure cuts and restriction of services there were concerns for the future of reference and information services (Taylor, 1982) and uncertainty over professional status (Usherwood, 1980).

As with other reports on the 'future of development of libraries and information services' the publication of the Library and Information Services Council on the importance of planning and cooperation (Office of Arts and Libraries, 1982) affected the services view of themselves and the views of others about their development. A subsequent LISC reviews on staff and training (Library Association, 1986) had long term implications for reference services in particular. The shift from building up and preserving stocks of materials to providing more equipment and services gained increasing emphasis and attention locally and nationally (Fleming, 1992).

Local authority funded reference and information services were restricted by the level of funding to local government in this period, which led to many examples of cuts in staff and resources. The view held by reference librarians regarding the dominance of the reference library as the primary information source – not always supported by market or library research – was undermined further by an increasing number of agencies providing information locally to selected target groups in specific subject areas (NCC, 1983). The views of reference librarians were further undermined by research into the quality of the service provided with results of 'unobtrusive testing'

not providing the expected results on behalf of the Library Association's Information Services Group (Birbeck, 1986). This latter group was previously the Reference Special and Information Section of the Library Association and the change in name signified the need to stress the importance of 'information services' and raise their profile.

During the early eighties in particular there was considerable debate within the library profession as to what should be the role of librarians. The debate centred on the question whether libraries should enhance their traditional unbiased information service to support existing agencies or should librarians become active in the community and become advice workers. Supporters of the latter approach noted that it was almost impossible to separate information from advice and that the distinction was an artificial one 'based on traditional library taboos, which...should be radically re-examined in the light of current needs' (Ainley, 1981). It was recognized however that there were limitations on the assistance provided to any user and that the most significant of these was that most libraries had severe restrictions on the time for each enquiry, with staff cuts exacerbating this situation.

The differing views on what the libraries role should be, did not deter the development of community information services. Local Authorities that set up their own advice services were the exception, most authorities provided general 'rights' information and supported the work of advice agencies. It was noted that there was a more fundamental problem for library information services than the question of provision of information or advice: 'Whether librarians are advice givers or not is a matter of indifference to people who are *unaware of information in the first place*' (Barugh, 1984). Inequality of access to information was seen as greater concern including not only lack of awareness but also the availability of information in a form suited to the users needs. It was argued that therefore that advice could not be divorced from information and that it should not be assumed that providing advice was a directive role but concerned with 'enabling people to make informed choice'(Williams, 1984).

The need to make local advice and information services better known had been recognized by the National Consumer Council when it included guidance on

promotion in its guidelines (NCC, 1982). A development during this period was the proliferation of posts with the title 'Community Librarian' which were usually not new posts but the re-designation of existing 'Branch librarian' posts. The change of title was indicative of a change in emphasis, from library centred to community centred, and with duties which included community information with other aspects of the services including promoting services the fostering links to other agencies in the area (Thomas, 1981).

The importance of libraries as providers of information services and promoters of advice agencies in rural areas, in collaboration with voluntary organizations, continued to be recognized (Kempson, 1985). This collaboration was encouraged further by the Rural Advice and Information Committee of the National Council for Voluntary Organizations whose report 'At your convenience?' saw the library service as having a key role as a coordinator in the joint planning of services (NCVO, 1984). The introduction of information technology in a rural area was pioneered by Devon Library Service where the British Library sponsored a scheme to introduce microcomputers in Information Centres in small rural towns so that databases of local information could be compiled and updated (Creber, 1985).

Considering the extensive use and experience of library services in the use of mobile vehicles it is surprising perhaps that it was mainly other agencies that pioneered the use of mobile information units. While many libraries attempted to improve the information provision on existing mobile libraries the effectiveness of such provision was usually limited by tight schedules and a reduction in staffing levels – a situation made worse by the cuts in local government expenditure during the period. While there was agreement that no one approach had all the answers, a need was noted for the formulation of a strategy for information in rural areas at both national and local regional level (Green, 1986).

The adverse economic, social and political environment inevitably led to discussions about the 'future' of public library services in general (Library Association, 1985). Despite this environment, and in many some ways because of it, several library services continued to set up community information services to meet the needs of particular user groups. These included services for the unemployed, the elderly, adult

learners and patients. The most innovative of these was the provision for patients and reflected the growing interest in 'consumer health information' and although hospital based they were set up by local authority library services as primarily information services for the general public (Kempson, 1984).

With an increasing trend during the eighties in the amount of leisure time, and the growing need for people to retrain as a result of unemployment, the role of the library in the provision of information and advice on both educational and training opportunities became more apparent (Butler, 1984). The key role that libraries had to play was stressed since 'For many adults ... the library is likely to be the first point of contact and 'advising readers on choice and use of books and other materials has always been central to the professional librarians role' (UDACE, 1985).

While public libraries had recognized the special needs of older people for a considerable time with special services and materials, these were almost exclusively related to the lending role of the library. This period saw an increase in the interest regarding information provision for the elderly either as part of the mainstream community information provision or as part of the lending or leisure based activities (Heeks and Kempson, 1985).

2.4 The period from 1986 – 1995

The late eighties witnessed the rapid growth of information sources, in print and online , at a rate that was unprecedented and the role of reference and information services to 'interface' users with the appropriate resources was more challenging . While information and communications technology developed rapidly libraries attempted to improve their services with funding which grew at a much slower rate, if at all. The rapidity of changes prevented services from growing in the traditional way and reference librarians were increasingly being called information managers or similar titles. Significantly by the end of the period all library schools training library professionals had changed their names to include the word 'information' (Fleming, 1992).

One area of demand for information that developed during this period was the need for 'European' information as the European Community continued to develop and expand following the political changes in Eastern Europe. This period also saw the development of a European perspective regarding the role of public libraries in information provision (European Commission, 1987). There were continuing restrictions on local government expenditure and the increasing expectation that libraries raise funds from their services (Office of Arts and Libraries, 1988; LISC, 1988). This brought new calls for Library and Information Plans and each of the 'home nations', including Wales (Cymru LiP Wales, 1993), produced plans which aimed to broaden the resources available to answer the growing number of queries (CIPFA, 1984 onward –see Chapter Three).

It was argued by some that public access to information was being restricted by a convergence of political, economic and technological factors (Haywood, 1989; Usherwood, 1989). There was growing demand for freedom of information legislation although this concentrated its attention on which material needed to be accessed rather than how that access could be assured. Others questioned the accuracy of the information provided by reference services in academic and public libraries, echoing earlier concerns (Birbeck, 1986; Birbeck and Whittaker, 1987) regarding the need to ensure the quality of the services offered and not only accessibility (Burton, 1990; Whittaker, 1990). Some attention was given to the future development and quality of public library and information services provided (Library and Information Services Council, 1986) leading to the publication of guidelines which set out to achieve efficiency and economy in the use of resources to meet users needs (Audit Commission, 1986).

Against a background of a decline in library opening hours, libraries continued to offer new services which led to increase in use. Continued emphasis on assisting the unemployed saw many libraries, including Gwynedd, installing and supporting Training Access Points (Manpower Services Commission, 1986). Library services also made a valuable contribution to emergency information services relating to numerous crises. Their role was recognized in providing information and advice on a wide range of subjects and acting as 'one-stop information services' for various relief agencies (Palmer, 1991). The increasing rate of change in many aspects of library

operations saw pressure for more effective management. There was growing recognition that a broader range of skills was required and that these were not necessarily library skills but rather expertise was needed in such areas as computing and marketing (Line, 1991).

The importance of access to information was further emphasized by an European Community wide intergovernmental agreement in 1989 which produced guidelines with the aim of improving the 'synergy' between public and private sectors in the 'information market' and making much more publicly held information freely available (European Commission, 1989). Public libraries were seen as important access points not only to UK official material e.g. statistics, local and national government publications but also European material with the establishment of Euro Information Centres. These centres were not necessarily located in public libraries but each one was required to 'network' in cooperation with other reference and information centres in a region.

Educational changes in England and Wales in the late eighties saw the establishment of the National Curriculum including the development of the General Certificate of Secondary Education (GCSE). The need for personal study of local topics, and individual project work involving study in the community, increased the demand for local studies material contributing to a growing awareness that library collections were central to the provision of information about their communities (Bromley and Allott, 1992). Guidelines for local studies libraries were published (Library Association, 1990) and they provided a marker for library authorities to measure themselves in an area where demand was growing significantly.

The increase in the number of adult courses in local history also created an extra demand on local collections and led in turn to the number of enquires increasing in the area of genealogy. Family history had been regarded as a category of 'research' services, for which users could be charged, or the preserve of the archives services, with the main problem being the amount of time required for an enquiry (Jamieson, 1992). Most libraries provided general help and initial advice with no charge and related family history to the wide range of sources of local history information.

In a period of 'cuts and computers' (Black, 2000) the increasing use of information and communications technology (ITC) did not introduce a 'paperless age' but to the expansion, ironically, of all forms of publication - even in the fields of science and technology (Walford, 1989). Some mourned the loss of the 'glorious tradition of reference libraries' and were of the opinion that the 'traditional reference library, and librarian, 'continued to be marginalized' during this period (Duckett, 1992). Others noted that whatever the post, title or location within the library the function of answering questions remained a basic in every library, large or small, by whoever happens to be on duty. The early nineties witnessed significant further declines in printed collections, described as a 'retreat from the book' promoted by the 'culture of the cost accountant' (Stoker, 1992). Critics attacked the 'popularization of the public library service' and the discarding of valuable reading resources and that books had become 'a commodity like a tin of beans' (Hoggart, 1991; West, 1992).

Reacting to this debate librarians had to point out the realities of the cost of storage and maintenance, the poor use made of the collections and the need to develop other services more in tune with public need and demand (Pateman, 1992). A review of library and information cooperation in 1995 took the view that a public library system which remained predominately based on printed text was likely 'to become more of a museum of an obsolescent culture than the core of an information system which addresses the emerging needs of the general public' (Library and Information Council, 1995). That 'information' came to be treated as if it were a commodity also caused concern and the view that information was not the 'business' of libraries but rather that the 'mission' of libraries was to 'facilitate knowledge through understanding' (Schuman, 1990).

A survey commissioned by the Information Services Group of the Library Association into the provision of Information Services in public libraries broadened its view of the provision to include reference *and lending* departments (Walker, 1993). The survey also noted the lack of data relating to information and enquiry work and the difficulties that could arise from assumptions about fee charging based on the experience of 'business information services'. Some library costs could be recovered under the 1964 Library Act (op cit.) but pressures during this period to 'maximise income' led to wide variations in practice with distinctions being made between core

services that were free and 'added-value' services for which there was a charge (Library Charges Regulations, 1991). For some authorities access to online services such as the emerging 'Internet' was one of these additional services, while others considered it to be addition to the basic service which should be free at the point of delivery. Following a review of public libraries sponsored by the Department of National Heritage (Aslib, 1995) a consensus was reached regarding the free provision of core services that included access to the internet. This review contained some data and evidence regarding the use of public libraries for 'information' and this is considered in Chapter Three with an overview of the quantitative background.

The development of community information gained further momentum with attention given to leaflets and themed pamphlet boxes rather than books and periodicals, with reference reading rooms giving space to drop-in centres and with some library staff receiving Citizens Advice Bureau training (Duckett, 2006). With reference libraries or collections being reduced, there was a trend in many libraries to integrate as many reference titles as possible with lending stock. Increasing attention was given to identifying collections on a regional level – the knowledge of the location of the material being more important than possessing the material. Paradoxically the amount of reference material continued to grow necessitating new revised editions of guides and handbooks for reference sources (Lea, 1996).

The adoption of new media continued during the nineties with CD-ROM being the most evident format (Bradley, 1994 & 1997) often associated with on line databases and offering a more instantly accessible alternative fall-back provision to the 'logging-in procedures, fickle modems, lengthy response times and on-line costs' (Duckett, 2006.) Despite the increase in the number of 'computer terminals' in libraries (CIPFA, 1997 - 2005) for most users these needed to be 'mediated by a trained, customer-orientated library information officer' (Richardson, 1995).

The increasing number of on-line databases coincided with and promoted the rapid improvements in ICT, with the provision of the more accessible Internet and its World Wide Web (Dawson, 1997). The shift from the reliance on the printed material to answer queries from the public, to using on-line sources focused attention on the nature of the information service provided. As most authorities, particularly those in

rural areas, did not have the large reference libraries and emphasis was placed on the 'quick' provision of answers to enquiries that did not required a detailed search into a number of resources (Walker, op.cit.). Studies during this 'shift' from referring to printed material to using on-line sources and internet searching sought to measure the number of queries dealt with by public library services (Sumsion,1994 ; Blake, 1995) which by the mid-nineties had reached an estimated fifty three million (CIPFA, 1995). There had been a pattern of increase which was common to most authorities but the studies found that figures fluctuated greatly between similar sized authorities or adjacent authorities and concluded that recording procedures were not being correctly observed.

The literature published for the training of library staff in reference and information duties indicated a change in the practice of reference work and dealing with enquiries (Grogan, 1992). The term 'virtual reference library' was one that began gaining currency during this period (Owston, 1994) and this together with development of 'digital technology' brought into focus the challenges of planning the future of information work in public libraries (Batt, 1993). In Gwynedd, a review of Information Services commissioned in order to develop a strategy for the new unitary authorities (See section 2.5) recommended minimum standards of provision. The review stressed the need for a commitment to the development of 'information technology efforts' whilst noting that 'the visible profile of the information services ... needs to be promoted in every possible way' (Instant Library, 1995). This echoed the view that a decline in prestige of public libraries in Wales needed an inspirational response with the need for the implementation of co-operative public information networks (Tomos, 1996).

2.5 Developments in England and Wales 1996 – 2004

Further local government reorganisation in England and Wales in the late nineties saw the abolition of many counties, established for greater efficiency in the previous local government re-organisation in 1974. In their place 'unitary' authorities were set up based on the traditional counties and boroughs to foster 'local loyalties'. In Wales this resulted in the number of library authorities increasing from twelve to twenty two and concern was expressed regarding the viability of a number of these new services and

loss of specialist staff including reference and information librarians (Evans and Hayward, 1995 / Bamber, 1996) echoing the concerns expressed prior to the previous changes. The new unitary authority of Gwynedd included three of the districts of the previous county, however the staffing structure did not include a designated reference or information services librarian. The new authority was able to take advantage of European Commission funding available through the Rural Wales Information Society Project. As part of the “Llwybr” (Pathway) scheme, targeted at rural Wales, Gwynedd secured Internet connectivity in all its libraries by the year 2000. This scheme was part of the Welsh Information Society Project (Osmond, 1998) and the subsequent establishment of the Wales Information Network (WIN) in the late nineties which provided research and development and information support services for an all-Wales information network (Tomos and Downes, 1997).

During this period the impact of reorganization on strategic planning was recognized, particularly the need for both internal and external cooperation in library service delivery, (Tomos,1998).It was noted that there were important opportunities for new information services set within the context of a national information plan sponsored by the Welsh Office and the Welsh Development Agency (Osmond, 1998). The Consortium of Welsh Library and Information Services (CWLIS), was established in to provide an operational forum for the information sector in Wales. It sought to build on the achievements of the Wales Library and Information Plan (op.cit, Cymru LiP) and to function as an information development agency for Wales (Tomos, 2001). CWLIS represented a wide range of information providers, including public, academic and special libraries, public organizations, and the voluntary sector. In seeking to foster cross-sectoral co-operation within Wales, CWLIS aimed to support initiatives which developed provision. The consortium also set out to propose new initiatives to the Library and Information Services Council (Wales) and the nascent National Assembly for Wales (Tomos, 2001).

The Library Association updated its guidelines for Reference and Information Services in Public Libraries (Library Association, 1999). These aimed to ‘enable each authority to set service standards appropriately tailored to the needs of their community’ (op.cit, 1999). These guidelines recognized that information services should be seen in a broader context of library services provision and that

'technological advance' had altered the format of much traditional information. As noted in Chapter One, these are the current standards although they predate the installation of the People's Network which witnessed the expansion of public internet access to all public libraries. The guidelines were intended to be used in conjunction with the list 'Basic reference stock for the public library' also produced by the Information Services Group (ISG) of the librarian's professional body (CILIP, 2005).

After eighteen years of Conservative administrations a change of government led to public libraries being considered by the 'New Labour' government as part of a 'learning society'. This resulted in outlining the need for a network of education services based on the Internet which would support teaching, learning, training and administration in schools, colleges, universities, libraries, workplaces and homes (D.E.S., 1997; Matarasso, 1998b). Partnership was encouraged through a 'national grid for learning' but budgetary constraints continued and further staffing cuts made cooperation difficult. This period not only saw the increasing use of the Internet for enquiry work by library staff, but also the enabling of individual users to satisfy an enquiry through the provision of public access internet terminals. The Library and Information Commission published *'New Library; the People's Network'* setting out a strategy that would radically transform public library services. By connecting libraries to a national digital network they were to have 'a fundamentally new role as managers of electronic content and gateways to a vast wealth of online information (Library and Information Commission, 1997).

This vision was backed by a very substantial investment, provided to all library authorities through National Lottery Funding, for 'building' the networked ICT equipment and for staff training. New roles for library staff were identified including 'information manager', 'net navigator', 'information consultant' and 'information technology gatekeeper' (Library and Information Commission, 1998). By 2002 almost every public library in the United Kingdom provided users with internet access with over 30,000 workstations available to users (CIPFA, 2003). It was undoubtedly the largest investment in the public library system in the modern era post the 1964 Act. The ability to offer this service had a significant effect on the use of public library services with at least 25% of library users noting their use of the public access computers by 2004 (CIPFA Research, 2005).

As a result of the People's Network training, library staff at all levels were increasingly expected to assist users to 'get online' including searching for information and opening an e-mail account. There was broad consensus amongst front line staff that work roles and the workplace had changed as a result. One effect was that library staff were taking on an increasingly broader set of tasks and activities and this led to a blurring of the lines between professional and support staff roles (Sommerlad et al., 2004). There were signs that public libraries were taking steps towards the use of ICT to support community activity alongside more traditional information provision. Library professionals saw libraries as having a role to play in helping people move on from limited ICT use such as email and the internet to other kinds of learning. However the choice of courses was either limited, not relevant to people's needs or too time consuming for users of public libraries (op.cit.,2004).

The ICT-supported information service envisioned by the People's Network development was based on an information seeker or independent learner who uses a self-help service that relies on the confidence, motivation, and ICT skills of the user. The interface and usability features of personal computers are designed to be intuitive and so the competence level required to use them was not high. For some kinds of learners or information seekers however the ICT resources did not sufficiently meet their particular needs or level of competence. The user who was a 'beginner' needed assistance, in the form of the 'human element', of a member of library staff. To use the openly accessible IT resources in libraries, staff might access the resources on behalf of the user, help them find the information wanted, or show them how to use an information. Facilitation was seen as the primarily role of the library staff (Eve and Brophy, 2001).

There was an emphasis during this period also on the key role for libraries in supporting government policy around social inclusion and learning, and delivering modern public services online. In Wales, the Welsh Assembly's flagship anti- poverty programme 'Communities First' set the framework for a report on Mapping Social Inclusion in Publicly-funded Libraries in Wales (Library and Information Services Council -Wales, 2002).This report focused on access issues rather than the nature of services or resources offered but did raise the issue of the 'profile and visibility of libraries' both within councils and in the community. In particular the issue of the

library services' presence on the council's website was highlighted and noted that while there were some good examples 'in others the library service and what it offers is virtually invisible' (op.cit., 2002, 4.4.2). In 2002 CWLIS succeeded in establishing the ROUTES (Reaching Out Extending Skills) project funded by the Communities Access to Lifelong Learning programme which was part of the National Lottery's New Opportunities Fund. Working in four Welsh local authorities the Routes project employed tutors to work in libraries and aimed to teach disadvantaged individuals about computers and breaking down the digital divide. The evaluation of this 'demonstration' project noted the need for a national framework for introducing people to computers and information literacy (Hughes et al., 2004).

Council websites increased in importance during this period but also the development of web 'portals' which attempted to bring together a number of web services through one website. The most significant of these for the public library service, due to its connection with People's Network, was the National Grid for Learning and the attempt to develop and share 'content' through publication on the web for education and lifelong learning. The development of online library catalogues as portals to other services available for the public library and partner organizations also gained momentum and the concept of 'Library 2.0' which envisioned a library that operated according to the expectation of users (Chad and Miller, 2005). For example Gwynedd Library Service's catalogue had been available online since 2000, however with CyMAL grant support in 2005, the authority was able to develop a web interface, using 'Talis Prism' technology, for the public allowing users to establish personal accounts.

Annual surveys of the state of local authority websites have been conducted from 1999 and they were becoming a core strategic communication tool for local government, not only offering a wide range of self-service options but also enabling intermediaries - including front-line staff in libraries, contact centres and one stop shops - to respond to enquiries (SOCITM, 2004). The importance of the council website was reinforced by a review for the UK Government's Cabinet Office, which investigated ways in which government communications might be improved. This study criticised the provision of government information and was particularly critical of the government for not concentrating on local public services. It was a reminder

that the citizen is much more interested in local information than information from government and that information on local public services should be made prominent and easily found. The review noted that there should be increased investment in websites to reflect the increasing importance of this method of communication in English and Welsh authorities (Cabinet Office, 1999).

A best practice guide to website management in the public sector noted that it was virtually impossible to list all the information that a local authority website should be providing, but at high level it should 'provide information to meet the needs of the many different groups of user' (SOCITM, 2004 – See Appendix 3). With the establishment of units to develop and manage local authority council websites the compilation and organizations of the required information was not necessarily seen as a function of the library service. Whether council websites were the responsibility of library services or staffed by librarians or not, the demands of corporate priorities and policies could be regarded as competition for the information traditionally compiled by library service (Leech, 2007) .The increasing demands of the Data Protection Act (1998) a Freedom of Information legislation (2000) put further pressure on local authorities to ensure the proper management of their information provision.

The increased awareness of the need for cooperation with collection management was promoted by the computerization of library catalogues and through the increasing on-line availability of these catalogues (Berube, 2003). This development gave renewed impetus to 'resource discovery' and sharing between libraries authorities and library sectors with an emphasis on promoting access (Roberts, 2002). In 2002 Gwynedd Library Service, with Conwy and Anglesey library services, joined with the University of Bangor to form 'LINC y Gogledd', the first cross-sector resource sharing cooperative in Britain (Anderson, 2003). The revised international guidelines for public libraries (UNESCO, 1995) had stressed that that 'overall service to the community is enhanced when libraries develop links for exchanging information, ideas, services and expertise' (op.cit., UNESCO, p38). In previous periods, library cooperation had centred on inter-lending but during this period there was a more of a focus on resource sharing as a means of providing access not just to the resources themselves but to the systems for requesting those resources (Hawkins and Malley, 1999; Nankivell, 2000). The online web catalogues and portals of library services

facilitated access not only for staff but also for users. In North West Wales the partnership between public sector library Services laid the foundation for further regional cooperation.

After considerable debate the Library Association was unified with the Institute of Information Scientists in 2001 to create a new body - the Chartered Institute of Library and Information Professionals (CILIP). This development reflected the change in role of the information professional and the skills needed by library staff. The stereotype view of libraries and librarians was being challenged by their contribution to the world of digital information. This digital world included an increasing range of technologies such as mobile phones with 'text messaging' and laptop computers with 'wireless connectivity'.

The public library service has been provided by over two hundred library authorities in the United Kingdom, while this may ensure some measure of local accountability and community support, it has proved difficult to implement national programmes. It was increasingly felt that although public libraries had potential to be influential, in practice this was weakened through fragmentation and inconsistencies of service implementation (Lines, 2004). The national arrangements for access to on-line, web-based reference works allowed the staff and users of the smallest libraries to gain access to standard reference works that had previously been accessible only in the largest central reference collections. Although most of these resources were available online 'remotely' to a public library member from their home or place of work, public debate during this period tended to centre on the decline of adult book lending in public libraries (Grindlay and Morris, 2004).

Annual book issues from UK public libraries had been decreasing since 1980, due mainly to decreases in issues of adult fiction and, to a lesser extent, adult non-fiction. One of the factors noted in the decline of non-fiction books in particular was the impact of increasing accessibility to the internet. With ease of access to current information through the internet, the traditional library provision in printed form was less attractive. With public library services providing remote access to reference material it became necessary to distinguish between physical and virtual visits to the library (CIPFA, 2005).

The continued decline in use of public libraries during this period - measured by visitor numbers and active membership in particular (CIPFA, 2006) - promoted further scrutiny by Parliamentary Committee of the House of Commons in 2004-5 (House of Commons, 2005) and by the private sector (Coates, 2005). This led to further debate on the purpose of libraries and even the future of the whole service. The Committee noted that some authorities who were modernising their libraries were taking the opportunity to 'rebrand' them with names such as Discovery Centres and Idea Stores with the aim of attracting those that would not normally use a library. After gathering a wide range of evidence the parliamentary report warned in its conclusions that '*Libraries and their staff cannot be expected to constitute a one-stop shop for all a community's demands for information and advice without the appropriate allocation, and clear demarcation, of resources*' (op.cit., House of Commons, Section 44).

The traditional library view of the library as a quiet place full of books was giving way to the multi-purpose community centre featuring multimedia resources, rows of computers, and even cafes. This trend was not welcomed by everyone as the new centres tended to be busier and noisier. It was felt that books in particular were being marginalised in these new centres. An independent review of the situation noted that libraries should neither be defined by the equipment they provide nor the stock of materials on their shelves and argued that the role of libraries is to "*...promote equality of opportunity in a society in which knowledge, ideas and information are increasingly important in work and hobbies, as a source of individual identity and a focus for a sense of community.*" (Leadbetter, 2003).

During this period public libraries continued to be centres of community information which generally consisted of maintaining, and facilitating access to, a database of local clubs and societies as well as providing display areas for posters or leaflets. As these databases were made available through the web it was perceived that they also eroded the role of the library and the role of the librarian (Leech, 2007). Other services, such as Voluntary Services Councils, started to develop community information web access, and clubs and societies started to promote their own websites. Local Authority websites were also developing rapidly as people changed the way they searched for information about local government services.

The development of web based information services resulted in competition from the private as well as the public sector. These services for example facilitated searching for local businesses - such as builders and gardeners, or specialist providers such as lawyers and dentists. The growth of interactive databases available through web interfaces reduced the need for users to consult print based resources in libraries such as train and bus timetables (e.g. Trainline established in 1999) . Further changes in the telecommunications industry resulted in the decline of the regular use of the collection of telephone directories available in most libraries. The introduction of the 118 xxx service numbers replaced 192 directory enquiries. Also an online version of the BT phone book was launched in 2005 providing subscribers a listing which is included on the website as well as in the printed directory. As a consequence the use of libraries for searching travel timetables, telephone and business directories declined.

This period witnessed a number of web-based projects for public libraries supported by the EARL (Electronic Access to Resources in Libraries) including models for joint services such as Ask a Librarian (answering queries) and Familia (local history and genealogy) amongst others. Ask a Librarian was a free public access website for anyone to ask a question - the majority of questions were answered by librarians using the world wide web – indicating the lack of skill of many internet users and possible the limited nature of search engines and their algorithms and indicated the continued need for the mediating role of the librarian during this period at least (Berube, 2004).

The development of Council ‘One Stop Shops’ continued with the aim of providing advice and information on local government services closer to residents. The emphasis was on providing a ‘joined-up’ way into public services which could be combined with joined-up working of services (Bent et al. 1999). The intention was that local services should be aligned so they all became driven by the same priorities for ‘modernizing government’ (Cabinet Office, 1999). ‘One-stop-government’ was seen as one way among many of creating a joined up ‘customer’ focus for government. Other ways of involving users cover a wide range from education, information and consultation, through to community involvement and partnership (Ling, 2002). It usually included a more joined-up provision of information to the public and was regarded as an essential early step in programme and organisational reviews and this would include joined-up working (Cabinet Office, 1999).

Most 'One Stop' Shops offered a wide range of information including on housing, benefits, council tax, business rates, refuse and recycling. One stop shop staff answered many questions about council services and gave assistance to fill in forms. When the staff could not answer an enquiry there was usually provision of a free phone service to an appropriate service and the enquirer could speak to a council specialist. Most One Stop Shops had free internet access to the Council's website and other public service websites and could take payments for council services. Benefits and housing specialists visited a number of the One Stop Shops, and advisors from a range of non-council help organisations. In some authorities one stop shops were located in public libraries either staffed independently or sharing staff with a library service. The growing pressure for efficiency with regard to local government expenditure lead to a further emphasis on the need for *co-location* of public services.

The Public Library Materials Fund and Budget Surveys for the period 2003–2008 (the series was discontinued in 2009 due to lack of sponsorship) described in detail how Public Library Services were using their budgets. Based upon an extensive questionnaire survey of UK Libraries, it compiled recent spending results and the returns from authorities indicated the shift from print based reference materials to online editions. 'E-resources' expenditure was increasing year on year as networking enabled all libraries to have access to information previously only available in larger reference libraries reference. As a result the expenditure on reference books was gradually decreasing (LISU, 2008).

Research on what the public want from libraries recommended that libraries should communicate more about their unique services - such as genealogy software and support, and the fact they allow people to get hold of expensive reference books in print or on-line; it also suggested libraries have a strong brand to build on, with high levels of public trust. The public saw libraries' core purpose as being about reading, learning (particularly for children), and finding information (Toyne and Usherwood, 2001). Focusing on the components for excellent library services the research literature highlighted that it was important for libraries to continue to provide a neutral, shared public space for users. It was noted that the public had high levels of trust in libraries, which was partly rooted in the assumption that libraries provide a more impartial source of information than alternatives such as the media. They think

libraries are especially important for groups such as children, older people and people on low incomes (Usherwood et al, 2005). Other stakeholders from public and voluntary sector services value the fact that libraries offer a non-stigmatised space to access otherwise hard-to-reach individuals (Hicks et al, 2010).

From the public library perspective, librarians were beginning to think of themselves as ‘information literacy enablers’, helping people to navigate online content (CILIP, 2010). It was therefore seen to be important that library services kept up with developments in digital technology (DCMS, 2010). By 2012 however total enquiries had fallen to an estimated 41.5 million (CIPFA, 2013) compared to 57.3 million only ten years previously before the installation of the People’s Network and coincided with the rapid increase in access to the internet from peoples’ homes.

2.6 ‘Superintending’ the quality and development of public library provision

The first years of the twentieth first century witnessed a renewed interest in the quality, as well as the purpose, of public libraries in both England and Wales. As noted in the introduction to this study, the devolution of powers from the UK government to the Welsh Assembly included the ‘superintending’ of the public library authorities. Developments regarding development strategies and supervision of quality are therefore dealt with below in separate sections for England and Wales:-

2.6.1 Developments in England, 2004 – 2010.

Reflecting the priorities of the ‘New’ Labour Government, social inclusion increasingly became a focus of attention with efforts to include public libraries within a national policy context. The establishment of ‘Re:source’ (the Council for Museums, Archives and Libraries) in 2000, as a successor to the Library and Information Commission (England) amongst others, saw the development of a strategic body to look at the long term development of the sector. The new body’s action plan for libraries noted that they are ‘frequently the only point of access to information and learning that is available to the deprived, the excluded or the disaffected’ (RESOURCE, 2001).

The subsequent response Government from the department with responsibility for libraries – the Department for Culture, Media and Sport (DCMS) - set out policy objectives around access in particular, noting that libraries ‘can further develop their role and act as agents of social change’ (DCMS, 2003). Although research had shown the record of UK public libraries in serving users across a wide socio-economic spectrum was already good (Hawkins et al., 2001), the social inclusion Advisory Group set up by CILIP supported libraries ‘making a difference’ in their communities and that services to the socially excluded should be mainstreamed while recognizing that this would mean organisational transformation (CILIP, 2002) . As ‘Resource’ became the Museums, Libraries and Archives Council (MLA) it continued to attempt to place libraries in a strategic context with shared priorities agreed between national and local government. It noted that these priorities for delivering an inclusive service should include ‘*providing information and services to disabled people*’ (MLA, 2003).

In England DCMS introduced standards for public libraries but with very limited content which specifically related to reference and information services (DCMS, 2000). Public Library Standard (PLS) 6 noted that there should be at least six public access computers per 10,000 population and PLS 13 was based on the Public Library User Surveys (see Chapter 3) regarding success in finding a specific piece of information. Authorities were to achieve these standard over a three year period , reporting through an ‘Annual Library Plan’ regime which was introduced in 1998 as part of the general assessment process of local authorities and contributing to the aim of securing ‘best value’ in public services (Audit Commission, 2002).

In 2003 the Government put forward a long term strategic vision for the public library services and proposed a ten year framework for ‘libraries, learning and information’ (DCMS, 2003) . In its description of the strengths of libraries it included ‘access to information and advice’ and recognized the potential of libraries to do more in trying to ensure that all sectors of society, particularly the disadvantaged, could access the full range of knowledge and information that they needed. The framework drew attention to a principle that is regarded as both a strength and a weakness when considering public library services – ‘the local interpretation of national policies and programmes’ (Ward, 2007). With no unified public library service the action plan for the DCMS’s ‘framework for the future’ promoted national marketing strategies which

included the promotion of reading and the development of 'content' for the People's Network. The latter included the joint procurement of electronic online resources.

By 2004/05 the library standards in England were reduced to ten and these continued to include the number of libraries with internet access and the number of public access 'electronic workstations'. No stipulation was made with regard to charging for access and some authorities either continued to charge for computer use or began to charge as part of their income targets. While most authorities met these standards due to the previous investment in the People's Network and the funding from the National Lottery, the continued need for software maintenance and systems renewal was not monitored. What was not measured either was the utilization of these 'workstations' and thus the effectiveness of the authorities in promoting the use of this aspect on 'information' provision in a modern library service. Evaluation of the People's Network had indicated that the area of digital technology was one where national-level activity could be powerful in driving service improvements (Sommerlad et al., 2004) and the MLA continued to provide a range of digital services for the library sector at a national level. The development of databases of community information underlined the importance of 'community profiles' and guidance was produced for the collection of community information (MLA, 2005). The library standards were a revised again in 2006 and 2007 with, and the last edition produced in June 2008.

The use of the ten standards were discontinued and during the period of this research and a 'Library Benchmark' (MLA, 2008) was the current performance framework. Among the performance measures included in the this benchmark for public libraries were ones for 'Participation' and 'Resources' and they included measuring:- the total number of requests (2 c); the total number of enquiries (2 e); the number of searches of online databases - including the library catalogue and subscription based content (2 h); Available ICT time in libraries per 100 population (13a) and the Percentage take up of available ICT time in libraries (13b) . The number of issues of books and expenditure on books were included as measures but authorities were not asked how this was divided between fiction and non-fiction. This was described as a 'voluntary improvement and performance management tool' rather than a statutory guidance setting out minimum standards.

The period leading up to the commencement of this research study saw divergence between the situation facing English authorities and developments in Wales as public expenditure restrictions differed in their effect on local authorities. One overview of English public libraries posed the question whether they were valuable public services or services in distress and presented arguments for need to organise to face the future positively (Goulding, 2006). A report commissioned by DCMS sought to provide evidence for potential future strategies that would lead to increased usage of libraries by the younger age groups (Define, Research and Insight, 2006). The report found a very negative perception of libraries and continued cuts to library authority expenditure prompted a union for public service staff, UNISON, to commission a report defending the service and in particular public access to information (Davies, 2008).

In England the downturn in the overall use of traditional public library services continued although there was a growth in the use of online alternatives (Khan, 2012). The economic consequences of the global banking crisis led to local authority spending cuts on a scale not previously witnessed. There was however a continued emphasis on ‘community engagement’ with campaigns focused on the objective of attracting and keeping more users and libraries as a modern ‘interactive reading service’ (McKearney, 2006). As the strategic body for libraries MLA published ‘a blueprint for excellence’ which aimed to develop a shared understanding of the role of the modern public library and the core services that the public expect (MLA, 2007). Among the roles outlined in the document were the provision of a ‘community place ... for reading, learning and discovery’ and an ‘Online Library: 24 hour universal access to ... reference services, through trusted library resources and expert help’.

In the following year the MLA published an ‘action plan’ to describe what best practice should look like ‘towards 2013’ (MLA, 2008). Its vision was that - “Individuals and communities are entitled to excellent public libraries that are integrated with other local services and responsive to local needs ; offering books , information and learning resources on the high street and online for everyone at all times”. This effectively allowed individual authorities to assess the precise needs of their communities. A report by All Party Parliamentary group on libraries focused on the leadership and governance and made a series of recommendations about the need

for clarity regarding the roles and responsibilities of public libraries (Libraries All Parliamentary Group, 2009). It called for a clear definition of what constitutes the statutory duty and what core service users could expect. A longitudinal study on the impact of libraries in England was commissioned by Government in 2009. It suggested that it was harder to assess impact due to the diversity of the services being provided by authorities (DCMS, 2009).

The importance of digital inclusion for the government's 'e-government' agenda was prioritized and the important role of libraries in helping people get online was acknowledged (DBIS, 2010). During this period online publication, of reference material in particular, saw many library services discontinue not only their subscriptions of single and multi volume encyclopaedias, standard reference works, telephone directories, but also newspapers and journals. A study which aimed to provide a picture of the situation in public library reference services focused on electronic resources and consulted with library staff and managers to discover what was required for the future of the reference service (MLA, 2009). Most respondents to the DCMS Modernisation Review consultation agreed with the idea of a national core offer, but it is not clear the extent to which agreement was reached on what should be in that offer. The question of the core role of libraries remains contested. It has been suggested that the notion of a 'core role' is not suited to a sector funded by local government, involved in such a wide range of activities and aiming to deliver differing local priorities and needs (Smithies, 2011).

A vision for modernising services in England was set out in the final document of the Labour Government relating to public libraries (DCMS, 2010). Among the features it outlined that demonstrated excellence of services was "the quality of their information services; and the depth of experiences provided through learning opportunities, on site and online". It regarded libraries as a democratic entitlement which it noted that for many people were a 'gateway to knowledge' and gave 'an opportunity to access information'. The proposals included in this document suggested specifying a 'core offer' for libraries, and listed the activities it believed to be core (DCMS, 2010). This list included- free access to online resources and information; access to the national book collection ; free internet access for all and help to get online ; ... and expert, helpful staff and links to other public services and opportunities. With the election of

the Coalition (Conservative / Liberal Democrat) Government committed to reducing public expenditure these proposals which included the need for additional investment in the public library service, were unlikely to be implemented.

2.7 Wales – frameworks and standards, 2004- 2011.

Strategic leadership to the library, museums and archives sector in Wales is provided on behalf of the Welsh Assembly by CyMAL (Museums Archives and Libraries Wales). CyMAL has acted as a policy division of the Welsh Assembly Government (WAG) from 2004 and of the Welsh Government (WG) from 2007. In its initial prospectus CyMAL noted as one of its objectives was ‘to develop the capacity in local...libraries to extend access to improved information services and collections for all’. This included developing the People’s Network for public libraries focusing on community information and information literacy sessions to promote the use of e-government services. It also included developing ‘resource discovery networks, enabling everyone to access web-based information’ and strategies for improved use of ICT and thus supporting the Welsh Government’s lifelong learning strategy. This document also noted CyMAL’s intention to improve the management and quality of services by means of strategic development and public library standards programmes (Welsh Assembly Government, 2004a).

The aims of CyMAL’s first development programme for libraries included identifying the need of users and non-users and developing new on-line services to reach out to new users. This led to the creation of the web portal ‘www.library.wales.org’ and the first national marketing campaign for libraries in Wales. In its ‘re-assessment’ of the role of public libraries this strategic document identified the need to promote library services noting that people’s expectations in the twenty-first century included being able ‘to access library resources... and information services without necessarily visiting library buildings’. The need was identified to ensure free access to library resources in Wales including free access to the internet, help users navigate ‘increasingly complicated’ on-line services and encouraging information literacy. The latter term was not defined but case studies were included and they emphasized that training target groups such as older learners who need assistance to ‘get online’ and make the best use of the internet. CyMAL’s financial support as part of this

programme included the provision of on-line information resources (Welsh Assembly Government, 2005).

The objectives of the first Welsh Public Library Standards (WPLS), published before the establishment of CyMAL (see Chapter 1, 1.3.3), had not specifically included improvement of ‘information’ or reference services but emphasis was placed on developing electronic access to services including free public Internet access (WPLS7). These initial standards did however require authorities to conduct a regular user satisfaction survey and this included a survey question to ensure that they met ‘a target of 75% of library users reporting success in gaining information as a result of a search or enquiry’(WPLS14). On the basis of evidence that the initial Standards framework had ‘a valuable role to play in the development of public library services’ (Welsh Assembly Government, 2005, p15) the Welsh Labour Government decided to extend the WPLS framework into a second three year period.

In its revision of the standards CyMAL included a ‘continuing performance checklist’ that noted the requirement for the total number of [computer] workstations to be no less than 7 per 10,000 of the resident population and that every service point should have free public internet access. The objectives of the revised ‘second’ framework included developing electronic or ‘virtual’ access to services, building upon the provision of People’s Network so that users could engage with e-government and e-learning services. This framework also sought to reflect the importance of technology in the delivery of a comprehensive ‘information and library service’ recognising that the printed word and technology were integral to a modern service. It was also a requirement that authorities to prepare a three year Library Plan which would include a statement on the primary aims and objectives of the library service. This also included authorities setting out how they intended to address each of the standards over the three year cycle.

In addition to free access to the Internet the second WPLS framework expanded the section relating to ‘extending the availability use of ICT’ to include ‘Information literacy sessions for users’ although there was no further definition of the term. Also in addition to measuring visits to the library services website authorities were required offer a range of virtual an ‘interactive services and facilities’ including access to : - Ask Cymru (a cooperative bilingual service based on Ask a Librarian). Also included

were - 'online Community Information services , online catalogues of libraries in Wales ; digitised material available through the National Library of Wales; e-government services delivered by the local authority and learner support services for e-learning'.

An additional requirement for this framework was for authorities 'to issue a lifelong learning statement' in accordance with the Welsh Assembly Government's aim that public services set out the entitlements of citizen as users of services (Welsh Assembly Government, 2004b). Arising from this framework all authorities had to ensure that they undertook a 'stock quality health check' which included Adult Non-fiction and Reference materials and although a measurement tool was provided for Adult Fiction no the further guidance was given regarding factual material (Ashcroft, 2004).

The second framework for WPLS and subsequent standards frameworks from 2008 no longer required reporting on the success of users in gaining information as a result of a search or enquiry' although most authorities carried out regular satisfaction surveys to PLUS standard to meet other requirements of the WPLS.

During the 'qualitative' phase of this research study the strategic framework for libraries 'Libraries for Life' was presented by the Coalition Government (Welsh Labour and Plaid Cymru), and its content reflected its progressive agenda entitled 'One Wales'. The period 2008-2011 saw unprecedented levels of funding which aimed to develop a library network that would meet '21st century needs' (Welsh Assembly Government, 2008b). The strategy noted that libraries contributed to the objectives of 'One Wales' in particular through providing 'free access to resources ... in a safe and trusted environment to inform and empower citizens to determine their own lives'. The document also noted that libraries were increasingly working with health workers to deliver information with schemes such as Books on Prescription Wales.

As part of the work to prepare the Libraries for Life strategy, CyMAL had conducted market research with focus groups of users and non- users. The main findings of these groups included that:- 'libraries were being challenged by competition from a number of sources'; there was a lack of awareness of library services and that libraries could

be improved by changes to promotion'. The comments from participants also noted the changing habits of people in accessing information and that when they needed information the first port of call was the Internet. The strategy aimed to be citizen centred stating that -'Everyone needs access to information and knowledge whether it is to help them manage busy lives, to support personal development or to contribute to family or community life' (WAG, op.cit. p.12).

The 'Libraries for Life' programme also included a commitment to delivering 'entitlements' to a modern library service which included the 'free reservation of requests books within Wales ', 'free use of the internet and computers' and 'free use of on-line information resources'. These entitlements were agreed with the Welsh Local Government Association and the Society of Chief Librarians Wales. A virtual library catalogue for Wales was funded allowing users to search across Internet – enabled catalogues of libraries throughout Wales. This facility was added to the electronic library portal *libraries.wales.org*. which included links to all the public library services and other useful websites and allowed users to personalise their homepage to provide information of interest to them. The strategy also included the joint procurement of online services which included newspapers and reference resources such as encyclopaedia (Bevan and Tyler, 2009). These online services were available in all libraries or to users via the internet at their home or workplace. Funding was also made available to enable libraries to start providing Wi-Fi connectivity as research had shown that such provision had proved popular as the ownership of laptop computers had increased (MLA, 2007).

The third WPLS framework which accompanied the Libraries for Life strategy included most of the standards from of the previous framework and again reflected a government agenda which set out to achieve higher standards in 'citizen-centred' public services (Welsh Assembly Government, 2008a). There was general consensus that the standards frameworks had assisted public library services to improve in a number of areas and information on comparative performance facilitated scrutiny and peer review. The emphasis of framework was on performance management and customer service including ascertaining the personal experience of users. The fourteen Standards again included a section on access to ICT but for the first time defined information literacy sessions as 'formal or informal assistance to users in developing

or enhancing their use of library services and facilities'. The ICT based resources authorities were required to provide included :- 'General and reference information services; Newspapers online and other current information ; Community Information; Citizen Information ; Local history and family history information and E-learning resources and services (WAG, op.cit., p23). An additional standard required library authorities to implement the entitlements outlined in the Libraries for Life' as 'Citizens Entitlements' (F3.WPLS.14) In addition there were thirteen Welsh Public Library Performance Indicator (WPLPI) which included reporting the total number of workstations with internet access and measured the percentage of time allocated for use which was taken up by users (F3.WPLPI.4).

The strategic development framework for Welsh libraries that was current during the period of completing this literature review was 'Libraries Inspire' (Welsh Government, 2011). The emphasis of this document reflected the priorities of the Welsh Labour government's programme including literacy, digital inclusion and promoting Welsh culture. It noted that there had been an increase in the number of visitors to Welsh libraries between 2008 and 2010 contrary to the UK trend and that there had been a significant growth in online services. The strategy's vision noted during a period of economic downturn that 'libraries change lives' and that 'people need access to high quality impartial information , resources and assistance to enable them to make informed decisions'. This framework defined the 'core offer' of Welsh libraries which reiterated the delivery of 'free access to information' , 'free use of the internet and computers' and 'free use of online information services 24 hours a day' .

The 'Libraries Inspire' strategy was based on consultation with library users and staff and an evaluation of the previous strategy. A survey conducted for that evaluation had found that 48 % of users had visited a library to seek information, while 94% said the main reason for visiting a library was to borrow books (Scotinform, 2011). The strategy recognized that mobile technology was becoming more important in providing information and its research had shown that the use of social media in Welsh libraries was beginning to be used for engaging and informing current users and to seek new users. The contribution of libraries to health and wellbeing was noted with a contribution to addressing health inequalities through access to information. The success of the Books Prescription Wales scheme was noted as an example of cost

effective partnership working providing information for those with long term illnesses.

The fourth framework of WPLS continued to assess the quality of library services and attempted to maintain the levels of service achieved with a very high level of user satisfaction (Welsh Assembly Government, 2010). In the process of identifying the core of the library service to be measured by the standards CyMAL had referred to evidence that established ‘with a remarkable degree of consistency, over a considerable period of time, what the public regards as the core service’. This included access to library service points, a range of appropriate materials, a skilled workforce and investment in systems and technology. Additional ICT requirements in this framework related to the provision Wi-Fi facilities and noting that the general information and reference sources should include ‘employment, children’s and other social information’ (op.cit, 2010, WPLS4 iia).

The end of this period, leading up to the commencement of the fieldwork phase of this study, saw the National Assembly for Wales recognise that public libraries had ‘a key role to play in widening access to new technologies across all age groups’ (Wales National Assembly, 2009). In 2010 the Welsh Assembly Government through CyMAL supported the establishment of the Welsh Information Literacy Project (WILP) which aimed to support information literacy provision in each library sector in Wales and promote the understanding and development of information literacy in education, the workplace, and the wider community (Head and Jackson, 2011). The WILP project was supported by the Society of Chief Librarians Wales (See Chapter 6) and Gwynedd as a public library authority recognizing public libraries needed to be proactive to fulfil their information function.

2.8 Summary

This chapter has outlined the development in England and Wales of information services in public libraries since the 1964 Act and the statutory duty on local authorities to provide ‘comprehensive and efficient’ library services. This development witnessed competing trends toward centralization and toward localization in provision, together with the tensions between central and local

government which were usually centred on the extent or limits of public expenditure. Since the implementation of the 1964 Act there has been no consistent national policy to give shape to developments with the result that information services across England and Wales were uneven and resulted in the regular questioning of the role of the public library.

Together with an understanding of the difficulties of attempting to respond to the needs of all sections of the community, and succeeding with few of those demands, there was an increasing awareness of the need to respond to the everyday information needs of the public. A common strand throughout the period reviewed was the need to respond to community information needs and the increasing concern for equality of access to information. Public library authorities in both England and Wales attempted to develop services relevant to the public in a rapidly changing society within the restrictions imposed on public expenditure. In the period leading to this research study the library standards in Wales offered the only consistent attempt to define and superintend the statutory requirements.

This review has focused on literature which refers to the user confirming a ‘person-centred’ approach’ to the study rather than assessing the impacts of policies and procedures. The published academic research relating to the information services of public library services is limited and most focuses on particular aspects of the service or groups of users. This review did not find holistic studies relating to public library information services and while a wide variety of interesting studies are available from countries outside the United Kingdom, e.g. from North American and Scandinavian countries, these also have tendency to focus on particular groups or services. Much of the published data available which was relevant to this study, related to quantitative research (e.g. CIPFA PLUS User Surveys) and this is reviewed in a separate chapter to enable comparison of the qualitative data gathered by this study in a wider context.

Chapter Three - Quantitative Background to the Case study

3.1 Introduction

The purpose of this chapter is to complement data from the research interviews in Gwynedd with the extensive quantitative data available in relation to public libraries and place this case study in a wider context of their use. It also looks at the information technology and communication developments that form an essential part of the 'information society'. The chapter also attempts to offer a perspective over a longer term to statistical data which has usually been summarized over five or ten year periods (LISU, 1992 and LISU, 2006). Comment has been made that public library services gather a large amount of statistics but that it is underused for library research (Sumsion,1996).While the main focus of the study has been qualitative it has to an extent used a mixed methodology, so that the primary qualitative research data can be placed within a wider quantitative framework.

The Literature Review for this research found that there were very few general surveys or studies of the use of public libraries for information. The most comprehensive survey dates back to 1995 when the Government Department responsible for libraries commissioned Aslib (Association for Information Management) to conduct studies of the public library's 'environment, its functions and services'. This required surveys of library users and non-users' opinions and the views of library staff. This included a survey of the purpose of book borrowing and showed that the borrowers read primarily for pleasure. The other reasons favoured were – for educational purposes, to support recreations and pastimes and to gain information or knowledge. 'Work' was the only purpose that received low ratings across all the various groups of users but it was noted that public libraries appealed to a small but significant minority when seeking business or employment related information (Aslib, 1995).

One of the most challenging aspects of the brief given to Aslib during its review was to define the core functions of the library. When survey participants, which included frequent, occasional and non-users, were asked there was an evident consensus on the functions of the library that have most appeal. These responses suggested a categorization of the core functions into three broad areas providing – 'continuing

benefit', 'social benefit' and 'occasional benefit'. The function of the library as a means of access to knowledge, as a source of information on local history, issues of the day, business and community information was categorized as one with the 'sporadic or occasional benefit' (Aslib, 1995). These responses were gathered using a market research methodology based on probability sampling technique of over 2,100 adults. A subsequent survey British Library Research & Innovation Centre Report, which aimed detailed examination of the public's use of libraries in Britain in 1998, presented a different perspective. It noted that use of other services - not related to borrowing – which users considered important in public libraries included obtaining 'general information', 'local community information' and 'information for work'. (Harris, 1998).

3.2 CIPFA Public Library Statistics

The largest body of statistical data relating to public library services is that gathered by the Chartered Institute of Public Finance and Accountancy (CIPFA). From the early Sixties it has gathered data in its annual survey from the public library services of all local authorities and the 'return' of data from local authorities, if not total, is consistently very high. When returns are not 'total' CIPFA uses a method of 'grossing up' totals – based upon the principle of making an estimate according to the most recent available source - and these 'grossed totals' have been used in the tables and appendixes which form part of this research study. (Note – the permission of CIPFA has been granted for use of these statistics in this study).

In 1985 CIPFA provided for the first time statistics for enquiries in public libraries for the financial year 1984/85 (CIPFA, 1986). There has not been a standardised procedure in their collection which has been agreed and implemented but these figures have been gathered for over twenty five years and offer an indication of the use of public libraries for information. As noted in the Introduction, the six year period leading up to this research saw a significant decline in the number of enquiries recorded by public library staff with a decline of over 25% (CIPFA, 2008/09 – See Table 1). This informed the debate among librarians about the future of reference and information services in public libraries (ISG, 2006; Hambleton, 2007).

Year	2003/04	2004/05	2005/6	2006/07	2007/08	2008/09	% Change since 2003/04
Enquiries ('000)	58,183	56,680	55,517	51,238	49,060	44,099	-24.4
Per 1000 population	977	950	922	846	804	717	-26.6

TABLE 1 – Total Enquiries (From Table 4 CIPFA Public Library Statistics, 2009)

The rate of decline in the number of enquiries increased in the years following the 2003/04 survey. This was the year that witnessed, for the UK as a whole, the high tide of the People's Network installation with almost 40,000 terminals available in UK libraries - whereas six years previously there had been only 903. Significantly the CIPFA public library statistics report for the year 2003/04 no longer differentiated between public access computers and terminals with internet access (CIPFA, 2004).

Until 2000/2001 the total number of enquiries had remained remarkably consistent compared to the general and steady decline in the number of loans from public libraries (Appendix 4). Public libraries in the UK had dealt with over 60 million enquiries annually representing a little over one enquiry annually per capita of the population. While there were slight increases year on year for 2001/02 and 2003/04, these can probably be associated enquiries relating to the use of the public access internet terminals. While the decline was less in Wales this can probably be associated with the requirements of the national reporting frameworks. As noted in the previous chapter, the first Welsh public library standards framework for the period 2002-2005 required authorities to report on the satisfaction of users with 'success in gaining information' (Wales National Assembly, 2001).

In Gwynedd the requirements of the Welsh Public Library Standards framework resulted in more detailed guidance being given to staff. This included improving the recording procedures for queries and noting the types of queries to be included in the twice yearly sample held over two full weeks in both March and September. The

guidance included the detailed examples provided by CIPFA (See Appendix 5) but as in other authorities there is little or no evidence to support the accuracy or quality of recording in Gwynedd. A pilot study of some new statistical measures proposed for UK libraries carried out in 1997 included changes to the measure of enquiries with the majority of authorities noting that they were satisfied with an annual count. Only six authorities (of 27 surveyed) noted that they kept a more detailed record and the difficulty of recording ‘unambiguously, accurately and pertinently’ was expressed. The difficulty of knowing whether staff abide by definitions and under-recording of enquiries at busy service points has been noted (Blake, 1995).

Annual issues of books have been declining in the United Kingdom since the early nineteen eighties. Analysis of the data for book loans by type between 1980 and 1999 has shown that while there was a large decrease for adult fiction lending, there had been much less of a decrease for adult non-fiction (Grindlay and Morris, 2004). Data from 1999/2000 to 2009/2010 (CIPFA Public Library Statistics -Annual) confirmed that the decrease in adult fiction and non-fiction has continued but that the decrease in adult non-fiction loans is now greater than that for non-fiction (Appendix 6). It was not possible during this research to consider other variables – expenditure on stock / number of service points- as the focus of this study was qualitative, however the percentage decline in number of non-fiction loans is similar to the decline in the number of enquiries (LISU, 2006).

The period leading up to the installation and implementation of the People’s Network saw a significant decline in the library stock for lending. The amount of non-fiction stock available declined significantly more than fiction stock as library authorities prioritized maximizing issues in response to the need for ‘better value’ and meeting readers demands (Audit Commission, 2002). Focus on the decline in use has intended to be on the possible role of factors intrinsic to public libraries such as declining book funds and reduced opening hours. It is important to widen this out to reflect on the behaviour of, and opportunities available to, users - because non-users also cited personal factors (e.g. lack of time/interest) when surveyed rather than a negative attitude to aspects of the library services (Bohme and Spiller, 1999). Evidence has been presented that strongly pointed to the increased personal affluence of library users as the primary cause of the decline. The annual issues per capita in public

libraries shows a very close relationship to real household's disposable income per capita in the United Kingdom. This could then be associated with enhanced leisure opportunities and changing expectations and coincided with the advent and widespread adoption of personal computers (Grindlay and Morris, 2004).

It had been noted (CIPFA, 2006) that the number of requests dealt with by public libraries increased substantially by over 50% during the same period (Table 2). While the CIPFA statistics do not differentiate between requests for fiction and non-fiction titles, figures in Gwynedd show that approximately 30% of requests are for non-fiction titles and that this has remained constant over this period (Appendix 7). The increase in the number of inter library loans, which are almost exclusively for non-fiction material - including photocopies from journals as well as print titles - over a similar period suggests that use of libraries for non-fiction material has become more focused to respond to a particular need .

Year	2003/04	2004/05	2005/6	2006/07	2007/08	2008/09	%Change since 2003/04
Requests ('000)	8,934	9,043	9,939	10,917	12,027	13,629	+52.6
Per 1000 Population	150	151	165	180	197	222	+48.0

Table 2 - Total Number Requests UK libraries (CIPFA, 2010)

Over the five year period leading up to the commencement of this research overall staff numbers in Public Libraries had decreased by 5.2% despite a small increase in staff numbers in 2005/06 in Public Libraries in England. However, the decline was not consistent across professional and other library service employees, such as support staff. The number of professional staff decreased by 20.2% and the number of other staff increased slightly by 2%. (CIPFA Public Library Statistics, 2009). The staffing situation in Wales remained comparatively stable but with a trend toward 'de-professionalization' of staff 'in response to budgetary pressures' (Roberts, 2006).

3.3. Public Library User Surveys (PLUS)

The CIPFA PLUS project established in 1995 comprises the largest user satisfaction survey for public libraries. It is significant in that is standard survey carried out under the auspices of CIPFA and includes the majority of local authorities in England and Wales, although not all conduct regular surveys. From 1997 the CIPFA PLUS Archive has been available to PLUS members so they can compare their results to the national averages and for commissioned research (Bohme and Spiller, 1999). When the survey first launched its use was intended for use by those authorities who undertook a Public Library User Survey. Following a successful campaign that year, the Audit Commission adopted the survey, in order to provide information related to a range of performance indicators. In 2001-01, the survey was adopted as part of the Best Value Performance Indicators framework, and subsequently in 2001 for the Public Library Service Standards in England and from 2002 in Wales.

The 1997 the first PLUS archive report included results from 23 authorities and in relation to the use of the public library, 22.2% of users noted that they had used the library to 'seek information' or 'find something out'. Of the users who were looking for specific books about a third (32%) were seeking a book by subject. Users were asked if their information needs were satisfied and 72% answered 'Yes' and 14% 'Yes in Part'. Users were asked if they had consulted staff when seeking information and 44.1% replied 'No' and 55.9% 'Yes' (CIPFA PLUS User Group, 1998).

User Activities	UK	Counties	Metropolitan Districts	London Boroughs
Borrow /return books	77.6%	82.9%	75.9%	68.9%
Seek information ...	22.2 %	20.2%	20.8%	25.0%

Table 3 - Use of libraries for information - PLUS National report 1997 (Note – the permission of CIPFA/ IPF has been granted for use of these statistics in this study).

The percentage responding that they had used the library to seek information remained constant in the subsequent three yearly 'national reports' - 22.9% (2000) and 23.1% (2003). There was with little difference either in the satisfaction of users 72% (2000) and 70% (2003). However there was a significant percentage of those who consulted staff - 56.5% (2000), while the corresponding figure for 2003 is unknown as the survey question was changed to ask users opinions of 'information and enquiry work' with '46.2%' noting Very Good and 44.6% 'Good' as their response (CIPFA Research, 2003).

The 2001 PLUS report for Gwynedd included a cross-tabulation of responses of users who had 'Found Information' and 'Consulted Staff'. It illustrates that those users who consult staff are more likely to be successful when searching for information with over a third of those who did not failing in their search. Unfortunately this cross tabulation is not included in the national reports but the Gwynedd example gives some indication of why users are so appreciative of staff assistance when it is required (See Table 4).

User Found information	Yes	In part	No
Consulted staff - yes	84.60%	7.20%	8.20%
Consulted Staff - no	59.60%	4.60%	35.80%

Table 4 User success in finding information/consulting staff in Gwynedd

Results by type of authority showed some variance in the answers of respondents when asked about their activities during visits to libraries. There was a variance with regard to the core activities in particular with those associated with library use for information with emphasis on using the lending collection in the counties. These results provide a useful benchmark for comparison before and after the installation of the Peoples Network of computers. It is necessary to emphasize however that users were asked to 'tick more than one' activity if relevant.

By 2003/04, the year by which public internet access computers were available in all libraries in significant numbers, the PLUS National Report included details from a total of 153 authorities. A total of 2,586 service points had been surveyed with 611,800 completed questionnaires obtained and analysed from across the United Kingdom. This report includes a question on the use of Information Technology for the first time with 14.7% of respondents confirming use of a computer and 17.5% noting they had use the Internet .Success with seeking remained high with 70.1% noting they had found information and 17.0% that they had been partly successful. Satisfaction with 'information and enquiry service' also remained high with over 90% of those surveyed noting that services were either 'very good' or 'good'.

By the PLUS National Report released for 2006 (CIPFA Research, 2007), the percentage noting that they had used the library to seek information had risen to 33.9%. This confirms the positive effect noted by the evaluation studies of the People's Network (Big Lottery Fund, 2004; Roberts and Evans, 2006) as the use of computers had risen to 25% of the participants in the survey. Success with finding information had also increased with 76% confirming that they had found information with only 5% noting that they had been unsuccessful. Overall satisfaction (Very Good and Good) remained high at 91%.Reporting on an additional question was included in this national summary regarding staff 'help with finding something', and the response was very favourable with 95% responding that the assistance was either 'Very Good' or 'Good'. The figures for Gwynedd reflect the national survey and are included in summary table (See Table 5).

The information available from the PLUS National Report for 2009/10 (CIPFA Research, 2011) provided 'current' data for comparison with data gathered for this research study. The background against which this data was collected had seen significant changes, especially in England where there was no longer any obligation to gather this data whereas in Wales it remained a core part of the library standards framework. However its database continued to consist of over half a million records and its relevance statistically can form a basis upon which a number of conclusions can be reached.

PLUS Adult Surveys National (UK) Report figures <i>(Gwynedd survey year and results in brackets)</i>	2003 <i>(2004)</i>	2006 <i>(2007)</i>	2009 <i>(2010)</i>
Did you actually use a computer during your visit today? - <i>Percentage answered Yes</i>	17.5 (17.6*)	25 (31.5)	26 (25)
Did you come to the library today to find something out? - <i>Percentage answered Yes</i>	23 (22*)	33 (31.5)	30 (25)
If you came here today to find something out, did you succeed? - <i>Percentage answered Yes</i> (*sample survey only not complete census)	70 (67*)	76 (84)	76 (86)
What do you think of information provision in this library? Percentage : <i>Very Good or Good</i>	90 (94*)	91 (96)	83 (87)

Table 5 Summary of PLUS Adult Survey Questions relating to ‘Information’

Library users continued to be asked to respond for their use of, and opinion about, a range of library services and to identify those where the library performs satisfactorily or not. One of the factors that emerged as being considered by users in very positive terms was the standard of customer care, and this is reflected both in the Gwynedd PLUS survey and the response to one of the questions asked of interviewees as part of this research study. Borrowing books remained the predominant reason to visit the library, although compared to figures for 2006- 2007, the percentages who borrow had only gone down marginally.

Secondary to book borrowing as an activity, is using the library ‘to find something out’. At both the national level and across the regions and types of libraries there had been a small drop in this type of activity. Another significant reason why users visited the library was in order to use a computer – indicated by just over a quarter of respondents. Unlike book borrowing and seeking information, there was a small

increase from 25% in 2006-07 to 26% in 2009-10 for this activity. Satisfaction with books and computers has changed minimally. However satisfaction with information provision saw a marked drop from 91% in 2006-07 to 83% in 2009-10, with 8% reduction in satisfaction nationally in the UK and 9% in Gwynedd. Those authorities experiencing the largest changes over the same period were English Counties (-11%), and Inner London (-10%). As noted in the section on the CIPFA Actuals statistics there is a probable correlation in these authorities with the decline in numbers of professional staff.

Although the PLUS survey enables authorities to draw comparison over time, a number of new questions were introduced in 2009-10 to assist libraries in identifying the different types of users they serve, and to enable them to target non-users more effectively. One of the new questions asked the users about the purpose of their use of the library in a wider context. As a lifestyle choice, almost two-thirds said that they use the library for leisure reasons (65%), and 46% stated that it was for work related purposes. Again it is important to note that respondents to the PLUS survey are able to choose more than one answer and use is not exclusive to one reason.

The largest group of library visitors, by age and gender, were females aged between 35 and 44 years. Amongst females, the largest age group was 35 to 39 years, which accounts for 10% of all females, whilst for males the largest age group was 60 to 64, again accounting for 10%. While libraries attracted a higher percentage of retired people compared to the percentage recorded in the population, this contrasts directly with the lack of those in full-time employment not making use of the service. This may not be surprising as the retired have more time to visit libraries and lack of time is noted as one of the main reasons for not visiting (Aslib, 1995). Interestingly, a significant proportion of users were unemployed; according to the Census in 2001, this group accounted for 3% of the population, whereas it was 8% in the PLUS survey. Again this was reflected in the Gwynedd survey with female, retired and unemployed users forming the largest groups.

3.4 The use and impact of Non-Fiction book lending

Attention has been given by UK library services to the promotion of 'reader development' with its focus on literature (Train and Elkin, 2001; Ashman, S. et al., 2005) - almost as a counterweight to the development public access to Information Technology using the People's Network - while comparatively little attention has been given to the patterns of use of non-fiction books borrowed. A study carried out in three large libraries in the East Midlands (Timperley and Spiller, 1999) did attempt to illustrate the use and impact of non-fiction lending from public libraries and it reflected some of the findings of previous studies (Bohme and Spiller, 1999).

Using the responses from questionnaires completed by 400 users the East Midlands study found that non-fiction lending made a substantial impact on the lives of users. The users' approach to choosing non-fiction was overwhelmingly by subject with 71% of the respondents having gone to their library intending to choose a book on that particular subject. A further 12% had wanted a particular book and this confirmed that most users did not approach the non-fiction section wanting 'something to read' or a title by a particular author. This was a major difference to the approach of users to the fiction section.

The East Midlands study also analysed the books returned by the respondents to the questionnaire by assigning them to one of the 40 Public Lending Right (PLR) subject categories and then grouping these into the main subject areas. Books were borrowed by both men and women in all eleven categories illustrating the wide range of reading in public libraries. Certain categories attracted one gender more than the other; men favouring science and technology, history, transport and sport, with women attracted to health and food, social science and religion, family and crafts. Respondents were asked also their reasons for borrowing titles and were prompted with the options - Education/ Course; Job; Information/ practical /instruction; Hobby; Personal growth and learning; Pleasure. Again as in other surveys the categories were not mutually exclusive. Grouping these categories into three main reasons for borrowing the users responses were:- Recreation - 40% , Personal learning - 13% and Information - 47%.

3.5 Information Technology and Social Trends

As noted in the introduction the exponential growth of the Internet has had a significant effect on the use of libraries for information. In the United Kingdom, access to the Internet had grown gradually to reach 70% of households in 2009. Social surveys of Internet use have been based primarily on the household, with other locations being supplementary to household use. While access to the Internet and other digital devices has increased there was increasing concern about a 'digital divide' (Norris, 2001) with 30% in the United Kingdom not using the Internet. While a significant minority remain without access, the rapid development of the services and applications facilitate users to search for information as a part of their everyday life and work.

A very significant development regarding access to the Internet which forms an important background to the primary research phase of this case study involved the transformation of its infrastructure, including the move to 'broadband connection' of higher quality and speed of connectivity than previous links to the Internet. By 2010, 19.2 million households in the UK had Internet access, 73 per cent of households and this compared with 57 per cent in 2006. In the UK in 2008, over 8 in 10 (83 per cent) households with dependent children had Internet access (ONS, 2011).

The increasing use of wireless and mobile devices, doubling since 2007, has enabled more flexible, personal and convenient access to sources of information. (Stross, 2009; Ofcom, 2010) with implications for libraries that were as yet to be assessed when completing the fieldwork phase of this study.

3.5.1 Surveys of Internet Use related to the use of Public Libraries

In attempting to place the evidence from this research against a wider background the data from two major surveys were used to inform the preparatory work for the qualitative research phase of this study. The data used was available from the Oxford Internet Surveys for 2007 and 2009 and the 'Perceptions of Libraries' report produced for the OCLC Membership in 2005. (Following the fieldwork research for this study the 2011 Oxford Internet Survey has been published and a 'Perceptions of Libraries' report for 2010 and these are referred to in the Conclusion chapter).

3.5.2 The Oxford Internet Survey (OxIS) research has been designed to offer ‘detailed insights into the influence of the Internet on everyday life in Britain’. Launched in 2003 by the Oxford Internet Institute, OxIS can be considered as an authoritative source of information about Internet access, use and attitudes. Surveys have been undertaken, biannually from 2003, of a nationally representative random sample of 2000 people in the UK. One of the aspects that make the Oxford Internet Surveys unique is that they are conducted face-to-face rather than by using the Internet as is the case with the OCLC studies. This has resulted in a high response and completion rate over the years and the inclusion of wider cross section of users than would otherwise be the case.

The OxIS report for 2007 (Dutton and Helsper, 2007) which was available at the commencement of this research study focused on the digital literacy and the quality of people’s ICT experiences. It included a section on ex-users and non-users sections to attempt an understanding of the divide between digital choice and digital exclusion and to get some information on the use of the internet through intermediaries – ‘proxy use’. The report notes that ‘The Internet is the first port of call for the great majority of Internet users when trying to learn about something new – more important than family members, colleagues or libraries’ (op.cit, 2007).

Almost all Internet Users accessed the Internet at home (94%). There were fewer differences between men and women where they access the Internet but men were more likely to access the Internet at work, at public libraries or internet cafes. Public libraries had become more important as access points with 12% noting their use. An important finding by this study was what it described as ‘proxy use’, with people who do not, or not know how to use the internet, knowing someone who can access it on their behalf. The most frequently used source of assistance was ‘family and friends’ with *‘the public library being considered the least common source of help’*. The report’s authors stress - *“Even when people do not use the Internet themselves they might have access through someone else. This type of proxy-use is quite common and often goes unnoticed in research about digital disengagement.”* (Dutton and Helsper, 2007).

The subsequent OxIS Survey published in 2009 found that almost all users (95%) accessed the Internet at home. Work (41%), another person's home (35%) and school/college (16%) were also frequently named as access locations for the Internet. Public libraries had become more important as access points with 14% using a public library (compared to 12% in 2007 and 5% in 2003). As in previous years, the 2009 survey reinforced two separate but related explanations for the continuing divide among Internet users and non-users. Some are excluded on the basis of social or economic barriers to access; those with lower income and fewer qualifications were more likely to be non-users. Others exclude themselves by choice, such as individuals with the Internet available in their household, but choosing not to use it. Choices are often related to social situations and age has a significant impact on digital choices but there has been a decline in gender differences as a factor in respect to access to the Internet (Dutton, Helsper and Gerber, 2009).

The OxIS 2009 Survey also found that there was a continued growth in the reliance on search engines to look for information, rather than choosing to go to specific a web page or website. It confirmed an increased reliance of the Internet as a first, and often the major, source of information about a widening variety of matters, from local events to health information. It noted that increasing proportions of users utilize the Internet to obtain services, from online banking and shopping to government services. There were some gender differences men were more likely to search for news, for example, while women are more likely to search for health information.

Internet users in Britain were more experienced in 2009, with twice the percentage of users having had more than seven years of experience in using the Internet as compared with 2003. Internet users were very confident about their Internet skills, in 2009 over half rated their skills as good (51%) or excellent (21%) People were generally more likely to look for *all types of information* online in 2009 than in 2007. The most popular type of information seeking was related to travel plans (87%) and local events information (82%). Health information retained its level of importance to users in 2009 as in 2007 (68%), when there was a major increase in looking for health information as compared with earlier years (37% in 2005).

Use of government services online was undertaken by a majority of those surveyed and had increased considerably since 2005. In 2009, 59% of users undertook at least one online activity, compared to 46% in 2007 and 39% in 2005. This increase was considerable across all different interactions measured with government services. Users looked for information about local council services (35%) and central government services (33%).

3.6 OCLC Perceptions of Libraries Report

The OCLC cooperative is a worldwide organization for libraries, archives and museums which began with the idea of combining computer technology to reduce costs and improve services through shared online cataloguing and library cooperation. One of OCLC's most recent aims is to help libraries 'define their place in the digital world' and it has published reports to identify and describe issues and trends that are impacting libraries. The first of these reports noted that "*It has become increasingly difficult to characterize and describe the purpose of using libraries*" and noted that there are no major recent empirical studies that look specifically at the role of libraries and librarians in the information environment in which libraries operate (De Rosa et al., 2003). As a consequence, in 2005 OCLC commissioned a project to attempt a better understanding libraries and the 'information consumer' (Cantrell et al.2005).

The '*Perceptions of Libraries*' project involved an international on-line survey which was open to English speaking residents aged fourteen and over in the UK, USA, Canada, Australia, India and Singapore who use public and academic libraries. As this research study has focused on the UK and adults over eighteen only a limited selection of the OCLC data is relevant and comparative data has not been considered here only the figures given for the UK and public libraries. It also must be considered that the online population who respond to surveys may, or may not, represent the general population.

This survey found that in the U.K. 97% per cent of respondents were registered users of a public library with 56% considering themselves frequent users .This is considerably higher than the 'active membership' recorded in the CIPFA actual figures for 2005 (24 %) and therefore the results can be considered indicative of library users rather than non-users. The number of respondents who reported visiting

a public library website was lower than visits to the library with 9 percent of respondents from the U.K. noting they had visited a public online library.

The survey asked respondents if their usage increased or decreased in the last three to five years. Nearly one-third of respondents in UK say their library use has decreased in the past three to five years, 44% of respondents considered that their library use had remained fairly constant with 24% noting that use had increased. As this was an online survey it is not surprising that respondents were familiar with search engines. However, over half of these respondents were not familiar with online libraries and their services.

The survey respondents were asked to rate their familiarity with following information sources: search engines, libraries, bookshops, online libraries and online bookshops. More than sixty percent of all respondents were extremely familiar, very familiar or somewhat familiar with search engines. Just one percent of all respondents surveyed have never heard of search engines. In the twelve years up to 2005 that search engines have been in existence, they have achieved a familiarity rating that is slightly higher than that of physical libraries and considerably higher than that of online libraries with 34% have never having heard of online libraries.

This OCLC survey found that respondents use search engines to begin information searches. The survey asked respondents to indicate, from a list of the same 16 electronic resources, the electronic resource they typically use to begin an information search. The survey findings indicated that 84 percent of information searches began with a 'Search engine'. Library websites were selected by just one percent of respondents as the source used to begin an information search. Respondents who indicated that they use search engines were asked to identify the search engine used in their most recent search. Respondents were asked to select from a list of 21 brand-specific search engines. Google was the dominant choice in the UK (66%) followed by Yahoo (13%).

The majority of respondents viewed search engines very favourably as a source for information – by 88% of all respondents. However libraries were also viewed favourably - by 79% noting them as very favourable or favourable. Search engines

were the most often used information source. They were also the information source most likely to be used the next time the respondents needed information. When survey respondents were asked what information sources they would consider the next time they need information - 91% of respondents selected search engines as an information source they would consider, while 55 percent selected the physical library and 42 percent selected the online library. Search engines again were ranked as the “first choice” for information by 80 percent of all respondents. The library ranked a distant second with 11% and the online library third at only 6 % of respondents.

Respondents who used a library’s electronic information sources were in general agreement that the library sources provided worthwhile information. The online library catalogue, online reference materials, the library Web site and electronic magazines / journals - all rated highly as resources providing worthwhile information. Although usage of many of the library electronic resources was relatively low, respondents indicated that the information provided was worthwhile. While only 6 % of respondents had used a service to ask a librarian a question online, 71% agreed this service provided worthwhile information (De Rosa et al., 2005).

3.7. Surveys of Library Use in Wales and in Gwynedd

3.7.1 Surveys of Welsh Libraries

A recent survey commissioned with the support of CyMAL undertook ‘mystery shops’ in as many libraries as possible, to provide a snapshot of customer service in libraries in Wales (Twelfth man Limited, 2009). The report was intended to provide an overview of service levels for benchmarking purposes and to assist in the overall evaluation of the ‘Libraries for Life’ strategic programme (Welsh Assembly Government, 2008b). It aimed also to be of use in identifying issues or barriers to potential users and provide examples of best practice. A total of over thirty visits were carried out across Wales and the data was collected on a national basis to ensure that the sample included a representative mix of library types and also to account for regional as well as urban rural and linguistic differences. The numbers of visits undertaken in each region were varied dependent upon the concentration of population and number of libraries. This was done in order to reflect the spread and reach of service points as far as possible.

One section of the survey looked at what information was given to prospective new users at the point of enquiry or registration. The aim was to look at two aspects of the service to users to see if people were being targeted with the most appropriate services and if potential users were being made aware of the broad range of services that are on offer at libraries in Wales. Previous unpublished non-user and user research undertaken in 2005-06, as part the production of a marketing strategy and plan, had also indicated a lack of awareness regarding library services as well as the fact that many users did not use multiple services (Simon and Horton, 2007).

The 2009 survey (Twelfth man, op.cit.) found that 58% of respondents reported that they felt that the appropriate services had been highlighted to them. Only 18% of responses expressed an opinion that below average level of information had been given to them. So overall the 'mystery users' appear to have been happy with the level to which they were informed about the library and its services. However this may have highlighted the tendency that although users feel well informed, when in fact they 'don't know what they don't know'. Despite the fact that 82% of the mystery users feeling that they had been given an average or above average level of information regarding services, when the survey looked at what information was actually received, it was seen that on many occasions the users were not given the full picture of what the library has to offer, with many of the central, online services receiving little mention at all. This seems to indicate that whilst many users may leave feeling well informed they are in fact unaware of many of the core services that libraries in Wales have to offer, with the exception of free internet access which was mentioned in over 50% of visits. When asked if they were directed to anywhere to 'find out more' just over a quarter were given a source of further information ranging from websites to leaflets.

3.7.2 Survey of Information Queries in Gwynedd

The total annual number of information queries received by public libraries in Gwynedd is estimated using a twice yearly sample held over two weeks in March and in September each year. The number of enquires dealt with in Gwynedd has been consistently lower than the per capita average for Wales although it had seen an increasing trend over a period of five years. As noted previously this research study has sought to address some of the issues that are responsible for the difference between the Gwynedd figures and the national Wales and UK averages (Table 6).

Gwynedd library staff are asked to record the number of enquiries received throughout the sampling period and at the beginning of each survey are supplied with the CIPFA guidelines which give examples of queries to include and which to exclude - such as directional enquiries within the library building.

Year	2004/05	2005/06	2006/07	2007/08	2008/09
Total Queries Gwynedd	54,782	67,574	71,965	79,164	70,460
Per Capita Gwynedd	0.46	0.57	0.60	0.66	0.59
Per Capita Wales	0.89	0.9	0.82	0.82	0.66
Per Capita UK	0.95	0.92	0.84	0.80	0.72

Table 6 Total Number of Enquires Gwynedd / per capita Wales and UK
(Source CIPFA Public Library Statistics 2004/5 – 2008/09)

In attempt to provide a more detailed ‘local’ background to the qualitative research for this study, front line library staff in Gwynedd were asked to record enquiries received and input the data into a standard spreadsheet database form prepared for each service point. The enquiries received were recorded using this method in ten libraries over a period of six months in 2009/2010 to coincide with the qualitative interview schedule. Over 4000 enquiries were recorded and this represented about 5% of the total enquiries estimated over a whole year. The completed database forms were then

analysed to ascertain what type of queries were dealt with by public libraries in Gwynedd.

This analysis indicated that the largest percentage of enquiries (45%) was related to bibliographical information, for example searching for the author or title of a book. Enquiries in the 'general reference' category represented a quarter of the sample, were of a wide range in nature and too various to categorize in detail. Information provided to assist the enquirer in use of the library or the library service represented about a fifth of the total enquiries. The other category included was that relating to use of the public access computers in the libraries, for example how to set up an email account. This exercise however illustrated the difficulty of recording and analysing information queries in a public library due to their wide variety and the limited time available to staff for recording enquiries in detail (See Table 7).

Categories of Enquiries	Percentage of all enquiries sampled
Bibliographical	
Non-Fiction	25%
Fiction	20%
Information Technology	10%
General 'reference'	25%
Library Information	20%

Table 7 - Categories of Enquiries Gwynedd Libraries 2009/10.

3.8 Chapter summary

The quantitative evidence gathered for this study illustrates the continued use of libraries for seeking information on a wide range of subjects and purposes with the levels of satisfaction remaining high. While use of the 'traditional' elements of the public library service declined, the use of digital resources increased against a background of rapid change in the ways the public accessed information. The focus on user data reflects the 'person-centred' rather than a 'system-centred' approach of this study when regarding the role of the library and the individual's information needs. During the period of this study quantitative evidence of the quality of public libraries for online information was limited and as with the total number of enquiries there is uncertainty regarding the accuracy of the total visits to library websites.

An overview of the overall quantitative data available during this research study illustrates that the public libraries are used for information by a significant minority of users - approximately 25% of users at any given time. This percentage has remained remarkably constant up to the end of the period studied. There has been a substantial decrease in the total number of enquiries dealt with by library staff and little doubt that increased access to internet has led to this decline. However there was no measure of how many enquiries were satisfied by library users through use of the public access terminals and satisfaction levels with information provision remained high. Results gathered in Gwynedd mirror the situation nationally with 25% of users surveyed noting that 'information seeking' was one purpose of their visit with 25% of enquiries categorized as general reference. Consideration of the adult non-fiction loans, with non-fiction representing approximately 25 % of total loans, contributes to a more complete picture of information provision by public libraries.

Chapter Four - Methodology and Setting of the Study

4.1 Introduction

This research study investigated the role of public libraries in information provision in one rural authority in North West Wales. As a large amount of quantitative data, both locally and nationally, was already available - as outlined and appraised in Chapter 3 - the main focus of this study was to gather information qualitatively (Gorman & Clayton, 1997; Mellon, 1990). A qualitative approach was used in order to form a fuller account of the role of Gwynedd Library and Information service in the provision to its users. One of the main aims of this research was to explore the most effective and efficient use of the whole range of information resources provided by Gwynedd Libraries and therefore the research was neither restricted to one element of service (e.g. Information Technology) nor a specific group of users (e.g. Elderly).

This ‘holistic’ approach to a study is defined as one that remains on the level of the whole institution rather than seeking to look at different functions or parts of that institution (Yin, 2009). This type of approach reflects the shift towards a “person-centred”, rather than a “system-centred” approach, when finding out what are an individual’s information needs, that has also led to a change of emphasis away from quantitative methods toward qualitative methods of research (Wilson, 1999). A holistic approach also reflects the daily reality of public library service staff who attempt to respond to a wide variety of users and their needs (SCL, 2013) and could be described as example of ‘real world research’ which is usually includes evaluation and a concern about the need for action or change (Robson, 2011) .

This chapter confirms the qualitative focus of the study and is preceded by a chapter outlining the quantitative data available so that analysis that follows can be placed in its’ proper context. Consideration of the quantitative data together with evidence gathered through the qualitative fieldwork research is then used to assist in defining the use and role of the public library in relation to the research question in the concluding chapter .The ‘flow’ and timeline of the study are outlined in Table 12 (p.105).

The research used a 'naturalistic' model (Lincoln and Guba, 1985). In this model the capturing of the results are '*grounded*' where the results come from, i.e. are '*grounded*' in the data produced during the study rather than being based on any theory proposed in advance of the research. As the research was carried out in the library service of the researcher and supported by the employing authority the study could be described as a 'formative evaluation' in the typology of research purposes (Patton, 2002). Formative evaluation has improvement as a main purpose as the 'intervention' or resulting actions should focus on the strengths and weaknesses of a 'specific programme, product, policy or personnel'. This study however has the user of the service as its main focus and any evaluation of the service offered will be secondary to the main aim of the research. In this study the reference and information provision of the library service is the *programme* which possibly needs improvement; the procedures and guidelines associated with the authority's information provision can be regarded as the *policies* to be revised and improved if necessary, and library staff and users of the service the *personnel* to be studied that could benefit from the recommendations for improvement.

Due to the nature of the study the level of generalization from the results of this research are limited to a specific setting (Patton, 2002) that is the library authority in which the research took place. It is not presumed that any actions that are taken in Gwynedd Library Service as a result of this research will have salience elsewhere - similar services could benefit from the dissemination of this research to review their own provision. However the main standard for assessing the research by the researcher will be its usefulness to, and actual use, for Gwynedd Libraries.

4.2 Qualitative research

Qualitative research focuses on the experiences of those involved (Mellon, 1990; Bryman, 2008). This study has chosen to concentrate on users of Gwynedd Libraries. The initial research proposal noted the intention to include library staff and non users of libraries but limitations of the time available to carry out a broader range of data collection and its analysis meant that this was not possible. Where possible this research has attempted to relate the local data gathered to the findings of other studies. For example as noted in the Literature Review, previous studies (Gardner 2002 ;

Hamilton 2002 ; Sommerlad, 2004) have looked at library staff attitudes to the impact of providing electronic resources and public access computers on reference services . It became clear during this research that following the rapid growth of personal computer ownership and home ‘broadband’ access that there is a need to update this area of research.

A decision was taken at the beginning of the research not to use a quantitative methodology which would involve a survey of a larger number of library users. This decision was taken in discussion with the researcher’s supervisor and colleagues in Gwynedd Libraries. It was felt that there is certain degree of ‘survey fatigue’ (Porter, 2004). Gwynedd Libraries undertakes regular PLUS surveys, Opening Hours Surveys, Staff Opinion Surveys and the local authority also includes the library service in its ‘citizens’ panel’ surveys and public consultations. There was a risk therefore that a random survey collecting data would have a poor response rate.

The aim of research, whatever its methodology, is understanding gained through a process of discovery (Maylone, 1998). In qualitative research there is a process of finding out which puts forward assumptions of how knowledge is perceived and acquired - a particular epistemology - the branch of philosophy that studies the nature of knowledge. This research study has focused on the use of libraries for the acquiring of information- and is epistemological in nature in dealing with the interactions of library users and library services, including library staff. It has to be recognized however that this is only part of a complex range of interactions in acquiring knowledge , as noted in the Literature Review (Chapter Two) and in particular the section on information-seeking behaviour.

It has been recognized that issues of quality and credibility need to be addressed in relation to any intended audience and the intended purposes of qualitative research (Patton, 2002).The criteria of good research include the credibility of the research and this should involve the researcher in the use of rigorous techniques and methods for gathering data of high quality. This data should be carefully analyzed, with attention to issues of reliability, validity and triangulation– that is using more than two methods or sources in a study with a view to try and confirm results (see 4.2.9) The Analysis section of this research study (Chapter 5) will also refer to the quantitative data

presented in Chapter 3 (CIPFA, Public Library statistics / CIPFA Research, PLUS surveys) and other quantitative studies (e.g. Oxford Internet Institute surveys) in an attempt to triangulate the research data, validate the analysis and provide a reliable conclusion. This research has therefore engaged in a qualitative study which uses quantitative data to locate the results in a broader context (Silverman, 2011) and brings these together in a holistic approach which attempts to describe as many aspects or variables as possible of the area studied (Mellon, 1990).

Criticisms of qualitative research note that it is limited to the gathering together of anecdote and personal impressions and that it is strongly subject to any bias of the researcher. It has been argued that qualitative research cannot be reliably reproduced as this type of research can be unique to the researcher and his environment that there is no certainty that a different researcher would come to the similar conclusions (Pickard and Dixon, 2004). Other criticisms concern the effects of the researcher's presence on the situation being studied – in this case the reaction of users to being interviewed (Stone, 1984). With qualitative research within an institution or service there is a particular concern about the selective perception or bias on the part of the researcher - in this case this could be the bias of the researcher as a member of the library services management team. There is a view that there is no single, tangible reality and that there are only multiple realities resulting in subjectivity as the only means of understanding other individuals (Guba and Lincoln, 1994). It has been proposed therefore that a fundamental question of research study is whether the researcher has demonstrated successfully that they should be believed or trusted (Silverman, 2011).

Attempts to determine the criteria of trustworthiness' of a research study include 'credibility' and 'confirmability' (Guba and Lincoln, 1994). It has been argued that credibility is shown by prolonged engagement with the research participants and their contexts and that confirmability is ensured by being able to trace back results to the raw data of the research (Dervin, 1989). This research study has engaged with research participants through the use of interviews rather than the use of questionnaires to attempt to place the needs of users in their personal context. The answers given during the interviews were collated and sorted so that the results could be drawn and confirmed from this 'raw data'.

Qualitative research has also been criticised for lacking the ability to generalize from the conclusions (Kirk & Miller, 1986). It is said that qualitative methods tend to generate large amounts of detailed information about a small number of settings and an individual researcher's inability to observe all factors that might influence the situation under study (Shaffir & Stebbins, 1990). However, as noted previously, as the main standard for assessing this research will be its usefulness in shining a light on one library service, the lack of opportunity to generalize is not necessarily a limitation of this research as it will allow a deeper understanding of the Gwynedd context.

4.2.1 Naturalistic Enquiry

This qualitative research study involved aspects of human behaviour concerning the use of libraries by individuals - in this case by library users for obtaining information and library staff in providing that information. The researcher therefore used a naturalistic approach as a basis for the study to focus on the provision in Gwynedd Libraries as this is characterized by research in 'natural' settings (Lincoln and Guba, 1985) – in this case Gwynedd Libraries. According to Lincoln and Guba :

“Inquiry must be carried out in a natural setting because of the phenomena of the study , whatever they may be ... take their meaning as much from their contexts as they do from themselves” (op.cit, p189)

Naturalistic Inquiry can also involve a grounded theory approach, purposive sampling, constant comparison, inductive analysis, a case study reporting mode, the tentative application of findings, and special criteria of trustworthiness (Lincoln and Guba, 1985). In compliance with this research framework the researcher is investigating a 'real world' situation (Robson, 2011) which requires robust data collection techniques and the documentation of research procedures. This research's methodology statement will therefore attempt to confirm the robustness of the collection techniques and record the procedures adopted during the research work.

4.2.2 Grounded theory

A particular approach to naturalistic research, grounded theory is described as :-

“A general methodology for developing theory that is grounded in the data systematically gathered and analysed. Theory evolves during actual research and it does this through the continuous interplay between analysis and data collection” (Strauss and Corbin, 1998, p273)

The aim of this type of methodology is to put together a theory that shows an understanding of the phenomena studied – in this case primarily the behaviour of users when obtaining information from the library. It has been asserted that grounded theory as a methodology is particularly appropriate for investigations which need to gain a fresh perspective on familiar situations (Corbin and Strauss, 2008). As the provision of information by public libraries in Gwynedd had not been analysed qualitatively since 1995 (See Chapter Three – Edmonds, 1995 and Aslib, 1995), this research has provided an opportunity to gain an insight into the users perspective when using libraries in the authority. This study has used the grounded theory approach of ‘simultaneous data collection and analysis’ (Charmaz, 2006) which can be used for ethnographic and case study research.

It has been proposed however that grounded theory is a process of qualitative analysis rather than a research method (Pickard, 2013). Further it has been argued that a grounded theory approach to research will influence the *design* of a research method but that it is ‘not a research method in its own right’ (op.cit. ,p179). While the aims of this research do not include the formulation of any theory, the data collected could be described as ‘grounded’, that is this ‘rich’ data (Patton, 2002) gathered from interviewing library users has been used iteratively to induce categories for the initial analysis and to guide the next steps in data collection for further analysis.

4.2.3 Purposive sampling

Interview was chosen as the method of data collection as this has proved to be one of the most useful methods of obtaining qualitative information (Gorman and Clayton, 1997). However before interviewing could begin it was necessary to choose a sample of library users as it was not possible to interview or conduct a census of all those who use the library to obtain information as they represent approximately 25% of the total regular users (as noted in Chapter 3). Conclusions about the views and behaviour of the whole population can be based on a sample of respondents and this can allow for a broader range of topics to be covered in greater depth (East, 1990).

The time constraints of the researcher also necessitated a method of selection which was more flexible than a simple random sample of library users and therefore the researcher chose to use what has been described as ‘purposively seeking information rich cases’ (Patton, 2002). It was decided to choose a heterogeneous group as this would reflect the local context of the research (See 1.3.4 and 4.4). Gwynedd libraries provide a service for the general public and to concentrate on one group - such as the elderly or young mothers- would not provide the researcher with an overview to assist the library service in its provision of appropriate resources and services to meet the requirements of most users.

It was also necessary to ensure that the choice of interviewees reflected the use of a range of libraries and that this included not only the larger libraries, which deal with the majority of users, but also provided evidence of the use of medium and smaller libraries in the authority. The authority’s libraries were therefore categorized according to the CIPFA categories as used in the annual survey of Library Statistics (CIPFA, 1974). As there are no libraries open more than 60 hours in Gwynedd it was decided that the final choice of libraries included the two largest libraries (Bangor and Caernarfon) , three from the ‘medium’ category (Pwllheli, Tywyn and Blaenau Ffestiniog) and two from the ‘small’ category (Bethesda and Criccieth).

The inclusion of the seven libraries noted also resulted in evidence being gathered from all the ‘community’ catchment areas of the library service (North, Central and South Areas – See ‘Setting of the Study’ Section 4.4). It also enabled the inclusion of

libraries from urban/industrial settings with younger age profiles (e.g. Bangor and Blaenau) to more rural, agricultural environment with older age profiles (e.g. Pwllheli and Criccieth), together with areas where the Welsh language is spoken by a significant majority (e.g. Caernarfon) and where English is spoken by a significant majority (e.g. Tywyn).

4.2.4 Semi-Structured Interviews

Interviewing is regarded as one of the most useful methods of gathering qualitative data as it places an emphasis on the user's point of view. It is possible to gain an insight into what the interviewees see as relevant and important (Bryman, 2008). As one of the most widely employed method of qualitative research it offers flexibility especially in the form of the 'semi-structured' interview. This method allows for open questions allowing a depth of answers for those who respond well. With interviewees who do not respond well the researcher can use closed questions, and use additional interview questions asked as supplementary questions or 'prompts' to gather information (Stone, 1984). This can prove useful in getting interviewees to think more about what information they sought in the library.

With a semi-structured interview the researcher has a list of questions or specific topics to be included - referred to as an 'interview guide' (Stone, 1984). The interview however has some freedom to reply and may include answers to later questions while answering the earlier questions in the list or guide. To ensure that the responses were all collected it was decided to record all the interviews with permission sought in advance (example of signed permission form - Appendix 8). A draft set of questions was used with the initial two interviewees before the main fieldwork phase to assess if any modification was needed in light of the answers received. Adjustments were made following the initial analysis of the answers with modifications to the questions - it was perceived that there was a problem with two questions, question 6 and question 7 (See Appendix 9).

Table 8 Choice of Libraries for the study							
Category	Library	Opening Hours Per Week	Number of Enquiries Annual	Number Names Requested	Total Nominated Actual	Total Target to Interview	Total Actual Interviews*
Large	Bangor	45	37336	12	8	9	6
	Caernarfon	45	12740	12	9	8	7
Medium	Dolgellau	40	2600	6	0	4	0
	Pwllheli	31	2184	6	7	4	4
	Tywyn	30	4680	5	5	4	3
	Blaenau	30	1716	5	6	4	5
Small	Porthmadog	28	1716	5	4	3	0
	Barmouth	26	3640	4	2	3	0
	Bala	20	1508	4	0	3	0
	Bethesda	20	364	4	4		4
	Penygroes	18.0	832	4	2	3	0
	Cricieth	15	884	3	4	3	3
	Penrhyn'	15	468	3	2		0
	Nefyn	12	520	3	1	2	0
	Llanberis	12	1300	2	2		0
	Deiniolen	10	312	2	0		0
	Harlech	9	208				0
				80	56	50	32
*including the initial pilot (2) and 'random' (3) interviewees							
CIPFA Banding Public Library Service Points	10 -29	opening hours per week		Small			
	30 – 44	opening hours per week		Medium			
	45 - 59	opening hours per week		Large			
	60+	opening hours per week					

It was concluded that these questions were rather ambiguous and difficult for interviewees to answer without being informed of the particular question before the interview. The decision therefore to use 'critical incident' technique' and then probe with questions related to the situation (Chell, 2004).

The Critical Incident Technique is a set of measures used for collecting direct comment about of human behaviour that have 'critical' significance and meet criteria that have been methodically defined. These comments or observations are then recorded as 'incidents', which are then used to attempt solving practical problems and develop general psychological principles. A critical incident has been described as one that makes a meaningful contribution—either positively or negatively—to an

activity or phenomenon. Critical incidents are typically gathered when respondents to research are asked to tell a story about an experience they have had (Flanagan, 1954; Chell, 2004).

The use of focus group interview was considered as a method of gathering data as it allows 'a variety of perspectives and explanations [to] be obtained' (Gorman and Clayton, 1997, p143) and this may have reduced the likelihood of 'critical incidents'. The focus group is a group interview on a specific topic and involves selecting and assembling a group of individuals chosen by the researcher to discuss their personal experiences of the subject of research (Robson, 2011). However the method is not usually recommended for inexperienced researchers as it demands a relatively high level of understanding of the technique (Pickard , 2013) as facilitating the group process successfully requires considerable expertise (Robson, op. cit.). As there had been no experience of using focus groups by Gwynedd Library Service (user data is usually gathered by questionnaire) or within Gwynedd Council (its Citizens' Panel uses telephone interviews) it was decided to use interviews with individuals as the main method of collecting primary data in the fieldwork for this study.

4.2.5 Interview arrangements

All the interviews were provided with a written statement confirming the date, time and location of the interview. As far as possible interviews were held in a 'neutral' location – that is they were not held in a particular library or in the reference section where the interviewees might be prompted by visual reminders from particular sections of the library rather than actual responses to the interview questions.

Community or Lifelong Learning Rooms were used for the majority of interviews and a neutral section of library, that is one without possible visual prompts from reference or public access computer sections, was used for one set of interviews in a small library where no other meeting facility was available. Telephone interviews were conducted with five users for a variety of reasons, including failure of the interviewees to be present at the original date due to illness, work or family commitments or simply forgetting the date and time. The latter reason was a particular problem for those who were in the young and unemployed categories.

As noted Gwynedd Library staff, including professional librarians and library assistants-in-charge of service points, were asked to nominate users who users of their libraries and requested to provide a selection of possible volunteers for interview. The fact that staff had noticed that the users nominated had used the library for purpose of seeking information lessened the likelihood of the researcher contacting users unnecessarily and contributing to survey fatigue. One category of user that did prove difficult to include was elderly female users and the few nominated were not able to take part either due to illness or responsibilities of caring for family members. The analysis therefore will note that this group is under-represented and deserves further attention.

The method of selecting interviewees risked the possible omission of those who use the library but are not noticed by staff, especially in the larger libraries, and users of reference sections who do not ask staff for assistance. However this was judged to be a small number of possible users and a random selection of three users (two male, one female) towards the end of the study was used to attempt to check this possible omission and the veracity of the sample as a whole.

The first two interviewees were also not selected by library staff but were members of council staff whom the researcher knew were library members. They were asked to take part in the initial study as part of preparatory work for the semi-structured interview. About ten per cent of the sample therefore was a 'random' selection in the sense that they were not names suggested by library staff. The data collected from these respondents reflected that which was gathered in the main body of interviews and constituted a check on the trustworthiness of the sample as a whole (Stone, 1984).

The original intention of this research, as noted in the research proposal, was to gather evidence from users and non-users. Non-users in the context of this research refers to library members who do not use the library for information i.e. they borrow fiction and other leisure reading. The time involved selecting and interviewing users however precluded the inclusion of non-users (that is both library users for information and non-users of libraries) and this could be an area for further research.

4.2.6 Coding and Identification

On completion of an interview, each recording was transcribed to a Microsoft Word Document. The answers to each question were then verified against the recording to ensure accuracy of the content. The answer to each question from the interviews was then copied into a cell in a table prepared in a Microsoft Excel 'master' spreadsheet with a separate spreadsheet for each question (see example of master sheet in Appendix 10).

The identity number of each interviewee was included as a separate column with each answer to enable verification of the content against the original transcription and subsequent 'sorting' of the data to enable analysis of the answers e.g.

7 G1 A2 E2 R1 L1 C4 B123 U123 M2

The coding categories for each interviewee used letters for the categories, for example 'A' for age, and numbers for sub-categories, for example 'A1' for the 18- 25 age group (See Table 9). The use of letters and numbers then allowed further sorting in an

additional spreadsheet to the master. The additional analysis spreadsheets 'sorted' the answers by the main categories for all the questions. Further sorting by other categories was done if the sorting by main categories had shown little difference in the content of the responses or pattern or if relevant e.g. the question regarding the use of on-line resources was analysed by the self -assessment regarding Information Technology and access to the Internet.

To analyse the data gathered an additional worksheet for each master was added to the workbook prepared and this sheet used to 'sort' the answers by the main variables – Gender, Age, Status and Language. Using the 'Sort Ascending' function it was possible to sort rows of answers in ascending order (A to Z and 0 to 9). On completion of the sorting the answers could be verified against the master to ensure that the correct answer matched the original for the any interviewee.

Initial analysis of the answers in the master spreadsheets identified key words or phrases in the answers of the interviewees with relevance to the research questions. The 'Find' function of the Excel software was also used to capture all instances of the key word or phrase for the answer, both in English and Welsh. The colour of the font of these Key Words was changed to red and the cells answer 'filled' with different colours to facilitate comparison of the content and analysis of the responses.

Microsoft Excel was used by the researcher as he was familiar with its use on a daily basis. The researcher had used Excel for analysis of numerical and financial data in the library service but also analysing user opinion surveys containing user comments. Examples of the use of Excel include; analysing the comments collected as part of the large PLUS Library Surveys (circa. 3000 users) conducted on a regular basis and smaller sample surveys (circa.300 users) to inform library management decisions and policies. Excel was used therefore, rather than specialist qualitative analysis software (e.g. NVivo), because it was familiar to researcher and time constraints did not allow training in the use of other analytical tools.

Table 9 Full Coding of Interviewees

Gender/ Rhyw	Male / Gwryw	G1
	Female / Menyw	G2
Age / Oedran		
	18-24	A1
	25-44	A2
	45-64	A3
	65 +	A4
Status / Statws		
	Student / Myfyriwr	E1
	Emplpyed / Mewn gwaith	E2
	Unemployed / Di Waith	E3
	Carer / Gofalwr	E4
	Retired / Ymddeol	E5
First language / Iaith gyntaf		
	Welsh / Cymraeg	L1
	English / Saesneg	L2
	Other / Arall	L3
Race / Hil	White / Gwyn	R1
	Other / Arall	R2
Use of Information Technology /Defnydd o TG	Cartef /Home	B1
	Gwaith /Work	B2
Broadband Connection / Cyswllt Bandeang		
	Ia/ Yes	B3
	Na /No	B0
Self-assessment IT skills Hunan asesiad sgiliau TG		
	Non user / Dim	C0
	Beginner / Dechreuwr	C2
	Moderate / Canolig	C3
Confident / Hyderus		
Single Public Library Other Public Libraries Other Libraries Academic Special	Llyfrgell Cyhoeddus Unigol	U1
	Llyfrgelloedd Cyhoeddus arall	U2
	Llyfrgelloedd eraill Academaidd	U3
	Arbennigol	U4
Public Library Membership /Aelodaeth Llyfrgell Cyhoeddus (Opening hours /Oriau Agor)	Large / Mawr ('45 - 59)	M1
	Medium / Canolig (30 - 44)	M2
	Small / Bach (10 -29)	M3

The coding categories were based on the main variables of Gender, Age, Economic Status and Language. The sub categories used were based on those used by the CIPFA Public Library Statistics (op. cit. CIPFA) and the PLUS User Surveys (op. cit. CIPFA Research) to enable comparison of the qualitative data gathered in this research with the two main quantitative surveys of public library use currently conducted in the United Kingdom.

The other variables chosen were based on the evidence suggested by the Literature Review and a 'real world situation' (Robson, 2011) , that is the context in which Gwynedd library service operates. These additional variables can be summarized as :- access to information technology (**B**) ; information technology skills (**C**) ; the use of other libraries i.e. other than the library where the user is a registered public library member ; (**U**) and the size of the library of which the interview is a member (**M**).

The sub categories of the other variables were chosen by the researcher to attempt to determine whether they influenced the uses of the library by the interviewees. Access to information technology at home could be a factor in the decline of use of the library for information while those with greater competence with regard to information technology skills could requires less assistance form library staff. The use of the various types of library in the area of the case study was included as national library strategies promote partnership and shared resources (Welsh Assembly Government , 2005b and 2008b) categorization of size of library was based on the CIPFA categories used in its annual survey of opening hours (op cit. CIPFA, Public Library Statistics).

4.2.7 Constant Comparison

The constant comparative method (Glaser and Strauss, 1968) is a process that is suggested to combine the coding of data with the generation of theoretical ideas. As data is collected it is investigated to see if there are any recurring topics or incidents. The topics or incidents, which can be called 'themes' are given a coding category – a word or phrase to describe the idea they convey .This method was used in the analysis of the interview data collected as part of this research with each new occurrence that appears to fit into a coding category 'constantly compared' to other incidents in the

same coding category. By using this method the researcher was also able to compare against other research in the public library sector while referring to the literature review and quantitative data available.

4.2.8 Saturation

Although sixty possible interviewees were identified as the data was entered it was possible to compare answers obtained and to ascertain if ‘saturation’ (Lincoln and Guba, 1985) had been achieved, with no new meaningful data being retrieved from the analysis of the responses of the interviewees. Recognizing this point of saturation is difficult (Bowen, 2008) and presents particular challenges in naturalistic inquiry. It has been argued that ‘evidence of saturation must be given in the presentation of data’ (Caelli et al, 2003) and that researchers should explain the actions taken to achieve data saturation.

Despite an initial target of fifty interviewees being set, it was agreed with the researcher’s supervisor following the iterative analysis of twenty nine interviews - including the initial sample of two - that no new meaningful data was being analysed in the responses. However it was agreed to conduct a random sample of interviews with three library users bringing the total number interviewed to thirty two. The final interviewees were chosen by the researcher by visiting three libraries and observing users. The answers gathered in these additional interviews confirmed that no additional information was being retrieved.

The length of interviews averaged half an hour, the shortest being 19 minutes and the longest 45 minutes. While most of the evidence was gathered by interview, two questions used data gathered *at the end of the interview* – these related to the use of on-line data resources provided by the library service and the types of information sought. The lists used to question interviewees about their use are included in Appendix 11 and were asked verbally at the end of the interview so that interviewees were not influenced by seeing a list before or during the main part of the interview.

4.2.9 Trustworthiness of selection

Library staff nominated sixty-three possible library users that could be considered for the research. Staff ‘in charge’ at all the service points in Gwynedd were asked to identify possible users following an initial request by the researcher asking for details of users who :- regularly or occasionally asked queries , used the reference section , borrowed from the non- fiction collections, made requests for factual resources and made use of the public access computers. Library staff were asked to provide an equal number of male and female examples and to include users across all the main adult age-groups: - young adult, middle aged and elderly. They were also asked to note, as much as they could, the social circumstances of the users i.e. if they were employed, student, carer or retired as well as contact details.

Interviewees were not chosen from borrower records as these do not include information about the use of the reference section or information queries made. Using a random choice of users by observation in libraries would have been time consuming and alien to users who would feel that they are being ‘watched’ in a neutral civic space. Self nomination in response to a general request for participants was also not used as it would not have been possible to control the numbers that came forward leading to possible disappointment by users that they had not been ‘chosen’.

The users’ details were then entered on an Excel spreadsheet and the details of the list of potential interviewees compared to the most recent user survey data collected in Gwynedd (i.e. PLUS Adult Survey 2007 – as outlined in Chapter Three). As the interview phase of the research progressed the interviewees were chosen to represent the groups from the main variables – namely Gender, Age, Economic, Status and Race/ Language – so that the group of interviewees were as representative a sample as possible in comparison with a profile of library users based on the PLUS categories.

Table 10 Variables and Categories		
Main Variables	(Number of groups)	PLUS Categories
Age (A)	(4)	15-24 (1) / 25-44 (2)/ 45 – 64 (3) and 65+ (4)
Gender (G)	(2)	Female (1) / Male (2)
Status (S)	(5)	Student (1) / Employed (2) / Unemployed (3) Carer (4) / Retired /Disabled (5)
Race (R)	(2)	White (1) Other (2)
Language (L)	(3)	Welsh (1) / English (2) / Other (3)

The number of users chosen from each library was also monitored in relation to the percentage of users overall that use larger or smaller libraries. This was monitored to attempt to ensure that results were not biased in favour of larger or smaller libraries. This method of choosing which libraries to interview respondents was used to try and ensure proportionality in the results. The libraries from which interviewees were not chosen by library staff were also not chosen at random and could therefore be considered to have evidential value. The three random sample interviewees were chosen by the researcher, in three different libraries, by observing their use of the library and asking the users if they would be prepared, and had the time, to take part in the research.

Interviews were all carried out by the researcher and although delegation to other members of the professional library staff - using the interview guide prepared - was considered, this was not necessary as the saturation point of the data collection had been achieved. All the interviewees were recorded using an Olympus Digital Voice Recorder with the permission of the interviewees. The recordings were then transcribed by a professional audio typist and the subsequent transcript checked against the original recording by the researcher. Only one of the earlier recordings was lost due to the researcher's unfamiliarity with the equipment. Results for this lost

interview therefore are partial, as some evidence was gathered through the researcher's notes and the answers given to the interview questionnaires. The loss of this recording also explains the difference in totals noted with regard to some questions (i.e. some 31 and others 32).

Interview Sample	Gender		Age				Employment Status					Race/Ethnic		Language		
	M	F	15-24	25-44	45-64	65+	S	E	U	C	R	W	O	W	E	O
Target Total	29	32	10	16	27	8	5	26	11	7	12	57	4	29	30	2
Nominated (63)	25	38	7	20	21	16	4	29	4	6	20	62	1	41	21	1
Target%	40	60	11	31	33	25	7	46	6	10	31	98	2	65	33	2
Actual %	48	52	16	26	44	13	8	43	18	11	20	93	7	48	49	3

4.3 Role of Literature Review in design of the research

Searches for literature in the areas of information and reference services, information literacy and information seeking behaviour in public libraries were conducted using LISA (Library and Information Abstracts) and further searches were conducted on the Aberystwyth University Information Services, the British Library and Gwynedd Library Service catalogue. This search provided key texts and library reports, with a large amount of information relating to public libraries and Information Technology in particular with most of the literature relating to Information Seeking and Searching in the UK relevant to the academic rather than the public library sector. The literature search also produced very few texts relating to information literacy in the public library sector in the United Kingdom with the overwhelming majority dealing with studies or developments in the academic or specialist (e.g. medical or workplace

settings) sectors. This necessitated a change from one of the original aims of the research relating to the role of public libraries in information literacy and led to an increased focus on aspects of information seeking behaviour in the public library context.

Thesis and dissertations from the Department of Information Studies at Aberystwyth University and other UK Library and Information Studies Department (e.g. Gardner, 2002; Hamilton, 2002) have provided a useful perspective. The bibliographies of these studies along with those from online sources (e.g. CILIP Information Literacy and IFLA Information Groups), have helped to broaden the texts used and point to new literature. Sources on the World Wide Web (e.g. Resource, 2002) have proved useful in the gathering of information and in alerting the researcher to current developments. An attempt has been made to select from the mass of literature, much of which is peripheral to public library reference and information services. The literature review has concentrated on the sources most relevant to this study, without relating this to other library sectors, as comparison was not one of the aims of the research. The literature review has also concentrated on sources from the United Kingdom as this was the particular setting of the case study. This approach has helped to outline the questions and gaps in knowledge which are the aims of this research (Gorman and Clayton, 1997).

4.3.1 Triangulation

The use of more than one method or source of data in the study of social phenomenon so that findings can be cross checked has been given as a definition of triangulation (Bryman, 2008). Although triangulation has been mostly associated with a quantitative research strategy, it can take place within qualitative research. As outlined in Chapter Three there is a wide range of quantitative data available in relation to the use of public library services and the perceptions of users including with regard to libraries and information resources. This study will therefore attempt to relate the qualitative research findings gathered through the interview process with the statistical data available to the library profession, academic research and general social trends information.

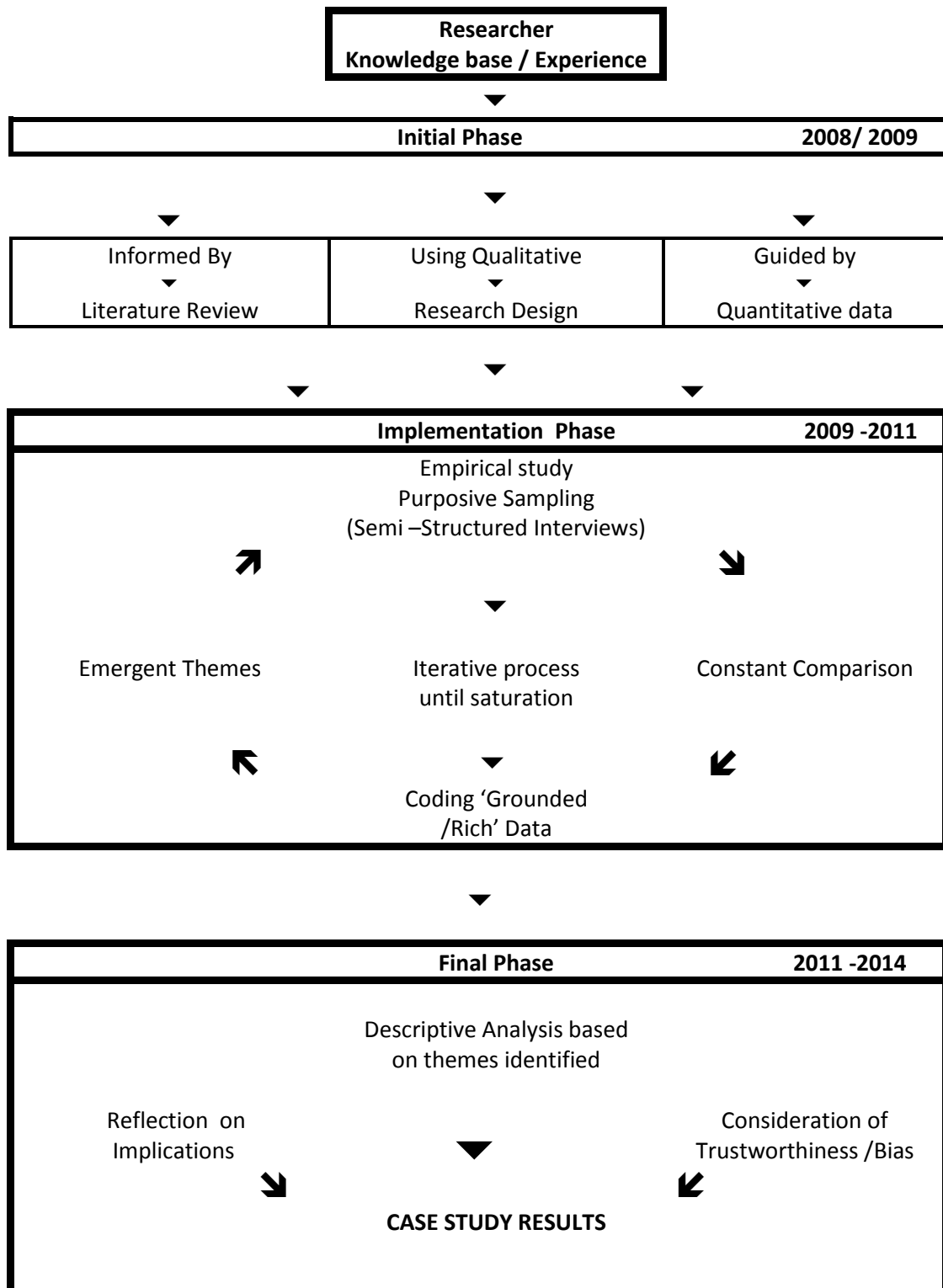
4.3.2 Overall Methodological approach

The methodological approach taken by this research can best be described as a Case Study. The research has not attempted to present a fully representative sample. As noted previously due to the nature of the study the level of generalization from the results of this research are limited to a specific setting (Patton, 1990). The sample chosen illuminates the situation but it not possible to extrapolate to a whole range of users. In the analysis therefore when the terms ‘most users’ will refer to the sample in this case study only, ‘majority of users’ to over half the sample ‘significant number of users’ equal to or over a third of sample and ‘minority’ to less than a half the users etc.

Quantitative data (Chapter 3) is also used as part of this case study as "case studies can be based on any mix of quantitative and qualitative data (Yin, 2009). As part of the aim of this research is to assess the role of the public library service in information provision it was necessary to present data from a selected sample of library and social surveys to discover their information seeking behaviour and preferences. This was to enable strategic and careful generalisation (Patton, 1990) to show what proportion of library users were taking advantage of library resources and for what purpose.

As one of the main aims of this research was to explore the most effective use of the whole range of information resources provided the research was neither restricted to one element of service nor a specific group of users. This ‘holistic’ approach to the study remained on the level of the whole library service rather than seeking to look at particular libraries, elements of the service or categories of users. The type of approach used has been described as “person- centred” (Wilson, 2000) and is particularly suitable for finding out what are an individual’s information needs. This study has used qualitative methods of research but has been guided by quantitative data available and gathered during the research. Library staff attempt to respond to a wide variety of users and their needs and a methodology was need to capture this ‘real world ’ (Robson, 2011) and is concerned with the need for action or change (See Chapter Six).

Table 12 Flow and Timeline of the Research



4.4 Setting of the Study

The public library service in Gwynedd has developed over a period of almost a hundred and fifty years (the first public libraries were established in Bangor in 1870 and in Caernarfon in 1884). External and internal factors already in existence influence the nature of the services provided. Some of these factors come from the physical geography of the authority and others due to historical developments (see Chapter One).

4.4.1 The Public Library Service within the Council Structure in Gwynedd

When this research study was initiated, the Library and Information Service was a 'service unit' which formed part of a Lifelong Learning Service of the Development Directorate. This Directorate was established by the Council following internal restructuring in 2003 and prior to this the Library Service was part of a Culture Section of an Education and Culture Department. As a Service Unit Manager, the Principal Librarian reported to the Head of the Lifelong Learning Service, who was a member of the directorate's Management Team. This team included the Strategic Director, the Heads of Services for Economic Development, Schools and Lifelong Learning.

The service reported directly to the Council's Board on matters of policy but consulted with the Area Committees of the Council regarding local matters. The councillor allocated to the 'Lifelong Learning' portfolio represented the service on the Council Board and he was invited to meetings of departmental officers and in particular to the Lifelong Learning Management Team that included the Principal Librarian.

During the period of the research a further internal restructuring took place in April 2009 which saw the demise of the Lifelong Learning Service and the re-designation of Library Service to the 'Customer Care Department'. This Department included the Council's Information Technology, Customer Contact and Information Management Services. The service continues to report directly to the Council's Board on matters of policy but the Area Committees only discuss local planning matters and not the

provision of services. The councillor allocated to the 'Customer Care' portfolio represents the service on the Council Board.

4.4.2 The Structure of the Library and Information Service

Following local government reorganisation the structure of the service was reviewed in July 1996. The revised structure placed emphasis on decentralising day to day responsibilities for running groups of libraries to professional librarians who are located in the larger libraries. The aim was to ensure that the service responded to the needs of individuals and local communities. However the specialist posts which existed prior to 1996, including those of the Reference and Information Services Librarians, were lost.

The Library Service structure prior to the period of this research therefore comprised of one team of professional librarians led by the Principal Librarian. Each member of the team had in addition to their responsibility for the day to day management of their workplaces, responsibility for at least one particular area of practice e.g. Lifelong Learning, Loans Services, Information Services and Children and Young People Services duties to manage their workplaces from day to day. Responsibility for particular areas (e.g. Lifelong Learning, Loans Service, Information Services, Children and Young People) was shared between members of the team.

The professional staff structure of the Service was reviewed again in October 1999 to enable it to respond to the challenge of the Best Value process. The changes prompted by the developments in Lifelong Learning and the increased use of Information and Communication Technology leading to the implementation of the 'People's Network' (op. cit.). The duties of the Senior Librarian were changed to include specific responsibility for the Lifelong Learning and Information Technology developments in the Library Service including on-line reference resources and reference 'collections' – however this did not include a 'reference service' (as defined in Chapter One).

Responsibility for central services (e.g. including requests for non-fiction resources) was transferred to the Community Services Librarian who is located in the Caernarfon Library Centre. The Community Services Librarian also led the team who selected items for the stock of the service. Following a change in the method of financing the Schools Library Service the opportunity was taken to restore the specialist posts lost during reorganisation that is the post of Librarian with responsibility for Children and Young People.

Three 'Area' groups of libraries were established based in the main libraries at Bangor (in the North of Gwynedd), Porthmadog (Central) and Dolgellau (South). Each group of libraries was the responsibility of a Chartered Librarian known as a 'Community Librarian'. The main duty of the Community Librarian was to ensure that professional arrangements, and appropriate administration, were in place in each service point to maintain and promote a public library service of the highest possible standard.

The work of the Community Librarians was supported by ensuring that Assistant Librarians are placed in each of the library groups. This ensured the presence of a professional librarian in all the main libraries when the Community Librarian was absent or undertaking duties in another workplace. This was considered essential, especially in the authority's largest libraries at Bangor and Caernarfon.

The work of the professional librarians was, and continues to be, supported by the 'Library and Information Assistant' staff in every service point. These members of staff deliver services directly to the users, making an important contribution to the impact of the service by trying to ensure that there is a welcoming atmosphere in the authority's libraries. All the assistants have a duty to inform their line managers of the needs of users and of developments in their communities. The job descriptions, as well as the job title, of these members of staff include a duty to provide, or assist in the provision, of information requested by the public. All staff are given the opportunity to give their opinion on the service and provide suggestions for service improvement.

The support of the staff at Caernarfon Library Centre is important for the efficiency of the library service and the centre has a manager who is responsible for central services

including the request system and the exchange of stock between all service points. Also located at Caernarfon Library Centre is the Bibliographic Unit, 'TalNet'. This Unit was established in 1996 through a joint agreement of three authorities – Gwynedd, Conwy and Anglesey. The Unit manages and supports the provision of a comprehensive collection of books and other items as one joint stock, accessible through an online catalogue, which is available within the authorities that are members of the partnership.

TalNet is responsible for the maintenance of the computer library management system – TALIS (Capita). By cooperating with Conwy and Anglesey, Gwynedd receives not only a system of high standard but also the advantages, not only of joint procurement of stock including reference and non-fiction resource, but also the coordination of interlibrary loans. This emphasis on cooperation is noted as good practice in a number of UK and Welsh reports on the future of library services and the need for them to operate efficiently (DCMS,2000;Roberts, 2002 ; Welsh Assembly Government 2005a).

Gwynedd Library and Information Service was a founder partner of the LINC y Gogledd partnership (Libraries IN Cooperation - North Wales) which promotes access to resources through a joint agreement between public, academic and special libraries. All the public library authorities, further and higher education institutions have a collaborative agreement to share access to resources for the benefit of their users (Anderson, 2003).

Following the Council's restructuring in 2003 new monitoring procedures were established which included a greater role for councillors, who are members of Monitoring Committees, by operating Working Parties. During 2004/05 the Development Monitoring Committee established five working parties to consider a range of fields including one specifically to look at the Library Service. This Working Party agreed with the need to review the structure of the library Service to try and ensure the most effective use of qualified staff and the better use of the human resources of the Service.

This structure was implemented from Autumn 2005 and allocated managers from the library management team, to concentrate on three crucial elements of the service, they are: – Information Services including Information Technology and Lifelong Learning: – User Services including development and promoting services to children and adults, encouraging and maintaining membership of libraries:- Community Services including support and develop staff skills and supervise the quality of stock and the an attractive image. An emphasis was placed on developing connections with the local community so that libraries were seen as community assets which people can be proud of and assist them to integrate with their community by providing appropriate local information.

4.5 Chapter summary

This chapter has set of the methodology of this case study and described the setting of the research that was located in a local authority public library service in North West Wales. A qualitative research method was chosen using naturalistic enquiry and an approach grounded in the data gathered . This research study has focused on the use of libraries for the acquiring of information and was epistemological in nature in dealing with the interactions of library users and library service. This research has therefore engaged in a qualitative study but has used quantitative data to locate the results in a broader context . Bringing these together in a holistic approach the study has attempted to describe as many aspects or variables as possible of the area studied.

This research study has engaged with research participants through the use interviews rather than the use of questionnaires to attempt to place the needs of users in their personal context. The answers given during the interviews were collated and sorted so that the results could be drawn and confirmed from this ‘raw data’. This study has used the grounded theory approach of ‘simultaneous data collection and analysis’) which can be used for ethnographic and case study research . The selection of interviewees was made using a purposive sample from users of Gwynedd Library Service for information. Using semi-structured interviews the researcher used a constant comparison method to enable coding and identification of the data gathered from the interviewees. The trustworthiness of the study is examined, confirming interview arrangements and techniques as part of the overall methodological approach to the study. Finally the role of the literature review, including the quantitative data available, was considered in an attempt to triangulate the research and set it in a wider context.

Chapter Five Descriptive analysis

5.1 Introduction

All interviewees were asked to confirm that they were members of Gwynedd Library and Information Service and had used the service to obtain information within the previous six months. Only one interviewee had not used the library service recently to search for information but had used a library in the past for that purpose during a period of serious illness - illustrating that users' needs are not static and change over time. The experience of this user also emphasises that the context of information seeking is important when assessing individual user needs in relation to service provision. One user questioned the use of the term 'information' and was referred to the invitation letter to the interview that outlined the purpose of the research study.

The comments of the interviewees are noted anonymously but an interviewee identification number and part of the research coding is used to identify each comment. The coding is the same as used to analyse the replies and explained in full in the previous chapter (Methodology). The part of the coding used for reference in this chapter refers to the main variables examined - Gender, Age, Employment Status and Language:

Table 13 Main variables for analysis

Rhyw/Gender	Gwryw/ Male	G1
	Menyw /Female	G2
Oedran/Age	18-24	A1
	25-44	A2
	45-64	A3
	65 +	A4
Statws Status	Myfyriwr / Student	E1
	Mewn gwaith / Employed	E2
	Di Waith /Unemployed	E3
	Gofalwr /Carer	E4
	Wedi Ymddeol /Retired	E5
Iaith gyntaf / First language	Cymraeg / Welsh	L1
	Saesneg / English	L2
	Arall/Other	L3

Comments relating to the other variables were examined with reference to the information seeking context and levels of information literacy, such as *Access to Information Technology* and *Use of Libraries*, are included in this chapter but not noted in the reference coding for each library user.

5.2 Themes

The analysis of the data gathered from the interviews is considered with regard to three main themes - resources, staff and users. These themes are chosen because of their relevance to developing service provision - with the necessary focus of staff and resources on users' needs - and in this way contributing to one of the main aims of the research in looking at the most effective and efficient use of resources and staff. When referring to 'resources' this study has not considered library buildings, other than the size of the service point used and its possible effect on the use for seeking information, but concentrates on the use of resources - print and digital material.

When referring to users more attention has been given to a structured analysis by the main variables chosen – Gender, Age, Status and Language. A descriptive rather than an enumerative approach has been taken, as the sample is comparatively small (32 users) and percentage figures could be misleading. However in the narrative descriptions presented under each theme the terms such as -'the majority', 'over half', 'a third', 'few' are supplemented with a numerical indication ---- to give a sense of the number of the sample relevant to, or involved in, the area under scrutiny. For example (17/32) indicates that the majority gave a positive response to a question asked by the researcher.

The data presented in this chapter will also be related to data captured by other surveys and statistics examined in Chapter Three. This will be done to supplement the conclusions drawn from the specific information gathered from the sample of users and analysed by this research. Each interview also involved questioning the interviewees in two specific areas - the types of information for which they searched in the library and their use of on-line resources provided or promoted by the Library Service. Interviewees

were questioned in their language of choice (for translations of the numbered Welsh quotes see Appendix Twelve).

5.3 RESOURCES

5.3.1 Reference collections

The majority of the sample (17/32) had not used a reference collection recently nor asked staff for information which necessitated the use of the library's printed reference resources. The use of the newspaper and periodical collections was excluded from the analysis of reference collection use, as not all collections of these resources are located within reference sections in Gwynedd Libraries. A few older male interviewees noted that they were regular readers of the local and national newspapers provided – a finding that would not surprise any front-line library staff:-

- (1) *Fyddai'n edrych ar y papurau - yn enwedig rhai lleol - pan fydd y cyfrifiadur yn mynd i ffwrdd am 6.45[pm], fu gen i chwarter awr i sbio ar y papurau lleol e.e.*

Herald a Daily Post

(37/ G1 A4 E5 L1)

- (2) *Dim cof o ddefnyddio yr Adran yma ond yn edrych ar y "Financial Times" (a papurau Sul).*

(15/ G1 A4 E5 L1)

Interviewees who did not use the reference collection were aware of its existence or had used it in the past but no longer did so, some noting their use of the Internet as a reason for this :-

Not recently, I have done when I have been studying in the past. Not used it since about a year. I've always found what I wanted. Thought it was great when I was doing courses. Reference works that I wouldn't have myself

(Writer's Yearbook).

(39/ G2 A3 E2 L2)

(3) *Dwi wedi (defnyddio'r adran gyfeiriol) yn y gorffennol. Pethau i wneud efo ...hanes lleol. Who's Who? Geiriaduron.* (30/ G2 A2 E2 L1)

I have done in the past..... I thought it was quite good (but) quite superficial I also use the reference section in the University. Quiet space. I would make notes and see if there is anything else I could get. (22/G1 A3 E2 L2)

My use of the reference section has changed - probably has because I 'google'. I'd type the word into Google. I use the weather in Google a lot. I've been told that Wikipedia isn't reliable. Google is pretty reliable. (44/ G1 A2 E2 L2)

...I use the internet more. I've go to a site that will link me to other sites now or Google. I don't use advanced buttons. (45/ G1 A2 E2 L2)

Use of the reference collection varies from regular to occasional use, with occasional users also able to note specific reasons for using the reference section in the library:-

Not very often. I'd probably use it, if at all, for Tudor history, if I couldn't find the information anywhere else. (44/ G1 A2 E2 L2)

(4)*Wedi bod yno o dro i dro.....Byddai'n mynd at encyclopedia, llyfrau arbenigol gwyddoniaeth.* (40/G1 A4 E5 L1)

Regular users among the sample were readily able to offer examples of particular reference material used and to express an opinion about the quality of the collections available and the change they had perceived in their nature and extent.

- (5) *Ydw - rwy'n defnyddio [adran gyfeiriol] llyfrgell i gael gwybodaeth fel lleoliad stryd mewn dref (A-Z). Amserlen rheilffordd. Haws mewn print. Is-ddeddfau traffic y Cyngor, grantiau ar gyfer mudiadau gwirfoddol. (2G1 A3 E2 L1)*

I have ... used the Reference section to find phone numbers of people in different countries - I don't browse now in the library, I come in for a particular matter - I come to the library to see what's on. Finding some things take time on the computer e.g. 24 steps to find it on the web. Council Web Planning Page wasn't designed to be easily found. ... (13/G2 A3 E2 L2)

- (6) *Do, yn sicr rwyf wedi ei ddefnyddio ac mae'n dda iawn' swni'n deud. Rwy'n defnyddio yr adran gyfeiriol yn gysylltiedig a'n diddordeb - e.e. sillafu, geiriadur Ffrangeg ac yn sicr rwy'n defnyddio "Which."*(17 /G1 A4 E5 L2)

Regular and occasional users noted that their use had changed over the recent past not only due to their changing needs but also the provision offered by the library :-

Yes, [I use the reference section] for genealogical books, the local papers... the section does not get used maybe because of where it is located ... my use of the reference section has changed - I haven't used it for a while.

(48/ G1 A3 E2 L2).

(7) *Adran Gyfeiriol wedi newid er gwaeth. O'r blaen roedd yna lyfrau roedd neb wedi defnyddio ers talwm a roedd rhywun yn meddwl be' ydy hwn ac edrych arnynt. Llyfrau tywydd etc, catalogiau stampiau. Hoffi'r ystod eang. Ffeindio'r dewis rwan yn fwy gyfyngedig ...achlysurol dwi'n defnyddio yr Adran Gyfeiriol ond efallai bod fy nefnydd i wedi newid oherwydd y newidiadau rydach chi wedi gwneud.* (37/ G1 A4 E5 L1)

My use has changed over the years. So much available on the internet now. I look things up at home now back then I would have looked it up in the library. (39/ G2 A3 E2 L2)

Analysis of the use of reference section /collection by the main variable groups revealed some differences in comparing Gender and Age groups with older males more likely have continued to use the reference section for a specific purpose but also for general browsing and with younger female interviewees more likely to use the section in a targeted manner for example :-.

Yes - when my daughter was looking to take GCSE/College courses we would come here and I would look for the jobs that were available. (57/G2 A3 E2 L2)

(8) *Do, wedi ei ddefnyddio yn arbennig ar gyfer gwneud y coeden deulu. Un llyfr yn arbennig gan Ceiri Griffith – Hanes Teuloedd a deunydd Cymdeithas Hanes Teulu Gwynedd.* (47/ G2 A3 E4 L1)

Members of smaller libraries were aware of their limitations and prepared to travel to nearest library with a larger reference collection.

[I would use the reference section] ...occasionally if there's something specific. I used it to find an address of a shop in Chester - directory. I wouldn't criticize [the reference section of a small library] but if I wanted something more specific I would go to [a larger library] Bangor.

(45/G1 A2 E2 L2)

I might go to Bangor or Caernarfon because the reference section is bigger...

(44/ G1 A2 E2 L2)

Few of those who noted that they did not use the reference section gave a reason for not doing so, although they all knew of its existence. When prompted for a reason there were a variety of answers for example – no reason to use it; a member of library staff had used it in response to their query;

If a member of staff takes me there if a particular book is in that section.

(23/ G2 A3 E3 L3)

Or they had used it when they were in school or college but no longer needed to; they use their own collection of reference resources at home:-

No – I use a collection of reference sources I have ready at hand for my work as a copy editor.

(31/ G2 A3 E2 L2)

5.3.2 Factual (Non-Fiction Books) collections

Most of the interviewees (26/32) had regularly used the non-fiction loan collections at their libraries recently either for leisure reading or for a more specific information seeking purpose. The range of subjects noted by the interviewees was wide and is summarized in the section dealing with the information sought by users (5.4).

This study has not differentiated between seeking information for the purpose of leisure and that which could be defined as a more ‘serious’ purpose – academic or economic e.g. work related. As reading fiction contributes to the development of a cultured society access provided to information contributes to the needs of the ‘informed’ citizen reflecting the holistic view of this study regarding the purpose of a public library.

The use of the non-fiction collection mostly reflected the needs of the users at a particular time e.g. before a holiday:-

[I] borrowed books on travel information and background of country to be visited.

(31/ G2 A3 E2 L2)

[Books from] ...the travel section. Found the information interesting. Served my purposes.

(13/ G2 A3 E2 L2)

A few noted their preference for borrowing non fiction books only from the library

(9)Ydw ffeithiol mwy aml na pheidio ar gyfer amser hamdden - di' nofelau ddim yn apelio.

(15/ G1 A4 E5 L1)

While others noted the ability to browse before choosing the most appropriate book to use for further reading at home:-

I borrow books and take them home. Browse through them and if relevant take them home.

(24/ G2 A1 E1 L2)

(10) [Rwyn] dal i chwilio mewn llyfr am wybodaeth yn hytrach na chyfrifiadur - "pori".

(1/ G2 A2 E2 L1)

I do browse through [the non-fiction] collection to see what's come in.

(35/G1 A3 E5 L2)

There was evidence however that the ability to search the library's resources online before visiting had changed use:-

before I would just browse, now I can look at the library catalogue at home and come in for the book – [this] saves time. (57/G2 A3 E2 L2)

The use of non-fiction collections was reflected across all the groups but with a tendency for male interviewees, across all age groups, to note use of a broader range of subjects areas when asked if they borrowed books for information :-

(11) Rwy'n... defnyddio'r llyfrgell ar gyfer darllen hamdden - ystod eang o bynciau yn cynnwys cerddoriaeth ac athroniaeth dewis 'eclectic'.

(26/ G1 A1 E1 L1)

(12) [Rwyn]chwilio am wahanol bynciau dim un penodol...(2/ G1 A3 E2 L1)

(13)[Rwyn defnyddio y llyfrau ffeithiol] yn sicr ...yn gysylltiedig a'n diddordebau.

(17/ G1 A4 E5 L1)

(14)Yndw [rwyn] mynd a llyfrau [ffeithiol] allan - ar gyfer diddori hamdden.

(7/ G1A2 E2 L1)

Again female interviewees, especially in the younger age groups, noted more specific circumstances for the choice of material when borrowing:-

(15) *Yndw. Dwi hefyd yn dod a mam i'r llyfrgell. Hefyd y plant a minnau wedi defnyddio'n gyson dros y blynyddoedd ar gyfer gwahanol bwrpasau.*

(47/ G2 A3 E4 L1)

(16) *Ydw dwi wedi [benthyg llyfrau ffeithiol] ar gyfer ymchwil llyfrau plant a dod i fan hyn yn unswydd i gael gafael ar lyfrau oedd wedi'u cynhyrchu.*

(30/ G2 A2 E2 L1)

Yes – borrowed books on travel information and background of country to be visited.

(31/ G2A3 E2 L2)

Borrowed children's books again to assist with education course.

(53/ G2 A2 E2 L2)

5.3.3 Use of Print and Digital Resources

A significant majority (25/30) of the interviewees made use of print and digital resources confirming the existence of the present “mixed media of reading” (Featherstone, 2006) and while the majority used or had used the library’s public access computers this use had changed or ceased as they purchased a computer or had a broadband connection installed at their home.

(17) *[Rydym yn cael gwybodaeth o'r] Adran ffeithiol ... Dipyn o flynyddoedd yn ôl roedd angen [i'r teulu] i ddefnyddio cyfrifiadur yn y Llyfrgell ond dim gymaint rwan gan bod cyfrifiadur adref.*

(1/ G2 A2 E2 L1)

(18) *[Cael gwybodaeth] ar y we a gwybodaeth [o] lyfrau - Cyn i mi gael cyfrifiadur adra' roeddwn yn dod yma. Defnydd wedi newid ers cael cyfrifiadur adra - tydwi ddim yn dod yma mor amal.*

(7/ G1 A2 E2 L1)

[I get information from] Print and computers (printing articles out if difficult to read on line) - I would not have coped doing the [distance learning] course without using the library to get books and journals.

(53/G2 A2 E2 L20)

Significantly, contrary to the stereotype of the “digital native” (Long, 2005), all the responses (4/4) from the younger age group noted use of books and computers, possibly reflecting curricular requirements but one in particular noted :-

[I get information] In books first. I look up history and travel. Definitely go to books first. That is also true for Schoolwork - have a look at books and then look at computer. (24/A1 G2 E1 L1)

Some noted a preference for information in print format even though they had noted their use of the on- line resources and /or searched for information on the internet:-

(19) Mae'n well gan y teulu weld pethau mewn print nag ar sgrin.

(1/ G2 A2 E2 L1)

[I get information] On-line. Wikipedia. Quick reference point. These days I'd use I.T. first although I do go and ask the librarians - I quite like doing that. I prefer to get something in print to follow it up. (22/ G1 A3 E2 L2)

(20)[Rwyn cael gwybodaeth o] Deunydd print. Heb erioed chwilio am rhywbeth ar lein yn y llyfrgell. (2/G1 A3 E2 L1)

Very few interviewees (2/30) noted that they preferred digital access to information:-

(21) Popeth trwy'r rhyngwyd. Os fyswn i yn edrych am lyfr arbennig ar wlad arall (e.e. Awstralia) fyswn i yn benthyg un. Dwi wedi benthyg llyfrau darllen yn y gorffennol. (61 / G2 A2 E3 L1)

I always go to computer first and if do not get any luck would go to book.

(23/G2 A3 E3 L3)

This evidence from the interviewees suggests that digital access promotes the use of print media by facilitating awareness of specific titles that will assist the user in finding the information required. Also there is the general perception that the library is the focal point for access to books but that information can be accessed through the internet at home and then specific print material obtained from the library.

Some of the interviewees noted economic reasons for using the library collections or public access computers: -

... I use [books] quite a bit. I am not so much into buying books these days. I'm more selective. quality has gone down. I think the library is great you can look at material without commitment [to buy].

(22 / G1 A3 E2 L2).

I can't spend money on books - obviously it's easier to come here.

(45/ G1 A3 E2 L2)

5.3.4 Requests Service

The use of the request system was noted by a number of interviewees (11/32) without prompting from the researcher. The increase in requests in Gwynedd since the fee for requests was removed in 2006 has been noted in Chapter 3 and here the interviewee responses capture some of its value for information seeking and the appreciation of users for this aspect of the library service :-

Don't think there was ever a time when I didn't have a book on loan. I check on the catalogue at home, I know what I'm looking for before I come down to the library and make use of the request system. (39/ G2 A3 E2 L2)

(22) *Dwi neud defnydd o'r system cais am lyfr yn y llyfrgell....., llenwi cerdyn a mae'r llyfr yna. (17/ G1 A4 E5 L1)*

(23) *Un tro [roeddwn yn dod i'r llyfrgell] yma i chwilio am lyfrau ond rwan fyddai wedi dewis o cylchgronnau be dwisho cyn dod yma a fyddai'n gwneud defnydd mawr o'r system geisiadau. (40/ G1 A4 E5 L1)*

Yes [I use borrow non fiction but] I've probably got better at home now for my specialist interests. I tend to make requests - I do browse through a collection to see what's come in. (35/ G1 A3 E5 L2)

Don't think there was ever a time when I didn't have a book on loan. I check on the catalogue at home, I know what I'm looking for before I come down to the library and make use of the request system. (39/ G2 A3 E2 L2)

5.3.5 Use of the On-line Information Resources

Interviewees were asked if they were *aware* of the online information resources provided or promoted by the library service. When asked during the interview about a quarter (9/31) of the sample noted they had *used* these resources and were able to give examples.

[I] searched Gwynedd Community Web for a brass band locally.

(41 / G1 A3 E2 L3)

[I am] aware of Britannica, OED, Oxford Ref and the Online Catalogue.

(45/ G1 A3 E2 L2)

(24) *Dweud y gwir dwi'n eu defnyddio yn llyfrgell hon, y cyswllt yn fwy cyflym ac eang. O adra buaswn yn defnyddio Oxford Dictionaries a Britannica. Mae'r '24/7 Library' (ar safle We y Gwasanaeth Llyfrgell) yn grêt ac rwy'n gallu mynd ar Oxford Ref. yn syth.*

(14/ G2 A3 E2 L1)

As part of the interview process, interviewees were also shown a list of online 'library' resources and asked to note the resources of which they were *aware* or had recently accessed. This prompt increased the number who said they were aware (24/31) mainly because the list included the library service's online catalogue.

(25) *Dwi wedi archebu dros y lein, TalNet. Mae o reit rhwydd i ddefnyddio os ydach chi'n gwybod teitl y llyfr neu'r awdur.*

(27 / G2A2 E2 L1)

(26) *Catalog llyfrau - yndw ond well gen i ofyn i staff. Ymwybodol o OED a Britannica ond heb eu defnyddio.*

(4 / G2 A2 E2 L1)

Of the fifteen online resources listed for the interviewees most noted their awareness of least one resource. As some members of the sample had not noted awareness of these resources when asked as part of the interview questions it is apparent that they either did not remember or did not associate some of these resources with the public library service although they are provided for library users through the library service web pages e.g. Encyclopaedia Britannica Online, Oxford English Dictionary Online.

This raises an important question regarding the public perception of library use when 'virtual services' are offered and when the provider- in this case the local public library service- is not perceived as such by the user but rather that the supplier or publisher of the information is considered also as the provider e.g. Britannica or Oxford University (Cantrell et al., 2005; Twelfth man, 2009).

The Gwynedd Library Service's online catalogue (TalisWeb) was the online resource cited by the majority of the sample (24/32). Although it may not be considered as an information source in itself it is certainly an access tool for information about library information resources. The level of awareness and use of the library catalogue will be a matter for further consideration in the conclusions of this research.

(27) Dwi wedi archebu dros y lein, TalNet. Mae o reit rhwydd i ddefnyddio os ydach chi'n gwybod teitl y llyfr neu'r awdur.

(27 / G2A2 E2 L1)

.... I wasn't aware of the fact that you could look at the catalogue from home and see if the book was available and make a request for it and pick it up. I'd find that very useful.

(24/ G2 A1 E1 L2)

Ancestry.co.uk, the online genealogical site, was the online resource cited by nearly half (15/32) the interviewees when prompted but used by only about a quarter (9/32) of the sample in the library. As free access is only available to library users within a library this suggests that users either had a paid subscription for the resource at home, had visited the site without subscribing or only wanted to confirm their awareness of the resource.

The local authority, Gwynedd Council, website was used by over a third (13/32) of the sample but there was a very low awareness of the specific local online information resources offered by the website with links from the Library Service - Gwynedd Ni (the local Children and Families Information Service) Gwynedd Course for Me (Local Adult Community Education) and the Local Business Directory for Gwynedd.

About a third of the sample were aware of the standard reference resources Britannica Encyclopaedia (11/32) and Oxford English Dictionary Online (11/32) but there was a very low awareness of the general online resources such as Know UK, Newsbank, Oxford Reference Online. Over a third of the interviewees (12/32) were aware of the Welsh Public Sector Libraries Portal - librarieswales.org / llyfrgelloeddcymru.org - but

this was following national marketing campaign by CyMAL in 2008 .Very few knew of the on-line reference enquiry service for Wales - AskCymru - or its UK equivalent ‘Ask a Librarian’.

Some of the interviewees noted that they had been informed about the availability of the resources and some gave reasons for not using the resources provided.

I never use them. I don't want to sit in front of the computer for very long. I have used the library catalogue though ...If I have to, I do it at home I'm not an on-line person.

(13/ G2 A3 E2 L2)

Would use them if I had more time.

(23 /G2 A3 E3 L3)

...if I want something on Health issues [I find] through Wikipedia.

(22/ G1 A3 E2 L2)

(28) Defnyddio Google fyddai i yn y lle cyntaf.

(37/ G1 A4 E5 L1)

While there was very little difference between gender and age groups when asked about their awareness of online resources, those that were employed were more likely (7/9) as were those who noted that they were users of more than one library (6/9). While Welsh speakers were also more likely (6/9) to be aware this is probably due to the use of Ancestry.com for family history research. Unsurprisingly most of those who noted that they were aware of online resources without prompting during the interview possessed a computer with an Internet connection at Home (7/9).

The general pattern of online information seeking behaviour shown by answers regarding on line resources, indicate that users are more likely to search generally on the Web than through resources provided by the public library. This reflects the findings of recent

general studies of uses of online library services (Dutton and Helsper, 2007; Dutton et al., 2009) and studies following the installation of public access computers in libraries (Sommerlad, 2004).

5.3.6 Use of other libraries

As part of the initial 'profiling' questions before the main interview, all the interviewees were asked about their use of public, academic and special libraries. Significantly a large majority (26/31) of users had visited more than one library. About half the sample (14/31) were using their local public library and a larger public library. The larger libraries visited were within the authority or outside if more convenient to visit.

(29) *[Rwyn} dueddol o ddefnyddio Llyfrgell Caernarfon yn lle [y llyfrgell lleol]. Syniad yn fy mhen bod mwy o ddewis yng Nghaernarfon. Y plant yn hoffi defnyddio Llyfrgell Caernarfon gan bod y llyfrgell yn fwy a bod dewis eang.* (1 / G2 A2 E2 L1)

About a third of the sample (13/31) also used academic or special libraries. The academic libraries included school, college and university libraries and the special libraries included the Countryside Commission for Wales, National Library of Wales, and the British Library. Users noted their willingness to visit other libraries to obtain materials on 'specific' subjects. Gwynedd Library Service is a partner in a regional collaboration scheme LINC y Gogledd promoting access to resources.

[I] recently tried to get information on a Russian writer, went to Bangor Library and they said that the University Library had it. I managed to get it through them. (22/ G1 A3 E2 L2)

5.4. STAFF

5.4.1 Staff Assistance

All the users questioned had asked for assistance from staff to assist them finding information and this help was usually with searching for books or using the internet or both and only one interview mentioned staff answering a general information query.

(30) *Rwyf wastad gofyn wrth staff yn lle ddylai chwilio yn lle pori.*

(1 / G2 A2 E2 L1)

(31) *Yr help rwyf yn cael yn 'spot on'. Mae nhw yn dda e.e. help gydag Ancestry.com - . Rhywbeth technolegol - gallu cael help.*

(14/ G2 A3 E2 L1)

Support when learning Welsh – looking for information about courses.

(53/ G2 A2 E2 L2)

As noted earlier (5.3.4) the requests service is greatly appreciated and the assistance of staff in searching for the titles required is recognized by users:-

(32) *[Rwyn] gwneud defnydd helaeth o geisiadau. [Mae staff] yn tueddu i ddarganfod bob dim yn y casgliad wrth gefn.*

(2 / G1 A3 E2 L1)

Yes [staff assist] when requesting books - Good standard.

(31/ G2 A3 E2 L2)

(33) *Pawb yn garedig yma - ffonio fi pan fydd llyfr wedi cyrraedd neu bod methu ei gael. Ffonio hefyd i ddweud bod Darlith yna un noson oedd yn [o] ddiddordeb i mi.* (40 / G1 A4 E5 L1)

Interviewees were asked to give their opinion about the quality of the staff assistance using the PLUS Survey descriptors - Very Good /Good /Adequate/ Poor /Very Poor. Over three quarters of the sample (23/30 – 77%) rated the staff assistance as Very Good and about a quarter Good (7/30 – 23%).This compares slightly less favourably to the PLUS Adult Survey carried out by the Library Service in 2010 when users rated the standard of customer care of the Library Service - Very Good 84% Good 14 % .There was little correlation (1/7) between those who noted staff assistance as ‘Good’ rather than Very Good’ and those who had noted an example of difficulty finding information that they needed in the library.

Users appreciated staff assistance when required and most noted the readiness of staff to help and the quality of that support. While the comments noted in reply to the question about staff were overwhelmingly favourable, as noted in the Methodology the interviewees were nominated by staff and therefore the sample is less likely to include users who do not have favourable opinion. These additional comments however were offered unprompted following the question about quality and each interviewee had been assured as part of the interview process that their answers were gathered in confidence and would be presented anonymously.

[The staff are] Very good. They are so bright and helpful and they will go out of their way to help you. With information that is hard to find I would ask but I wouldn't expect them to find – [If it is complicated] you would need a specialist in that field. (13/ G2 A3 E2 L2)

(34) Mae'r staff yma yn brilliant bob amser, erioed. Mae nhw'n fendigedig. Os dwi methu ffeindio wbath. Bu'swn yn rhoi 11 allan o 10.

(37/ G1 A4 E5 L1)

Very good - If I can't find anything I always ask the staff and they are very helpful.

(24/ G2 A1 E1 L2)

Extremely good. They are very tolerant. Especially when asked for difficult information.

(35 / G1 A3 E5 L2)

However when prompted by the researcher some of the female interviewees offered some interesting suggestions regarding possible improvements.

[staff] very good - but could make me aware of the electronic on-line services.

(23 /G2 A3 E3 L3)

...further assistance [from staff] would be really information on the services that are available to me. Welcome staff to prompt. A list would be useful. They are not selling anything they are giving me a service.

(39/ G2 A3 E2 L2)

...They could help more with training in technical computer skills such as printing and scanning.

(56/ G2 A1 E2 L1)

(35) O bosib byddai'r staff yn gallu "promptio" unigolyn mewn sgwrs am be mae nhw'n edrych am.

(61/ G2 A2 E3 L1)

Although the comments were overwhelmingly positive they were analysed to see if any of the groups had answered less favourably - good as opposed to very good .There was little difference between the main variable groupings other than Status with the Employed grouping responding less favourably . This suggests that some of the Employed group had less time to spend in the library and needed staff assistance or that they were less frequent users and were not aware of all the services that the library had to offer. The users who were members of the larger libraries were also more likely to answer less favourably with one user putting forward a reason for this: -

(36) *Mae'n dibynnu wrth pwy ydych yn gofyn. Mae'n amrywio o berson i berson.
Cwbwl wnewch chi ydy gofyn wrth y ddesg a mae nhw'n helpu.*

(17/ G1 A4 E5 L2)

5.4.2 Information Literacy Support

Most of users (18/31) interviewed did not want 'instruction' in searching for information either individually, in groups or on-line with a tendency for male interviewees (10/14) not to require assistance of this kind as compared to the female interviewees (8/17.) However the reasons given for not requiring instruction were similar in both gender groups:-

I prefer to ask when I need [instruction] instead of a formal session. It wouldn't fit in with my busy timetable.

(41 / G1 A3 E2 L3)

I like to learn on my own. In my own way. If I need assistance I'd ask.

(50/ G1 A1 E2 L1)

(37) *[Rwyn] person annibynnol. Dwi ddim yn mynd fel arfer i gyrsiau, anodd cael amser.*

(27 / G2A2 E2 L1)

.. no time for any [instruction] - I have family and prefer to instruct myself at home where I can fit it around their needs.

(53/ G2 A2 E2 L2)

However those who did not want instruction did not exclude the possibility that library service could instruct them when necessary:-

(38) *...byddai cyflwyniad sydyn i rywbeth sydd yn newydd, neu'n wahanol, yn iawn.*

(2 / G1 A3 E2 L1)

(39) *Byddai cael rhestr o 'web sites' defnyddiol yn gymorth neu boster yn tynnu sylw at safle we newydd wrth ochr y cyfrifiaduron yn y llyfrgell*

(26 / G1 A1 E1 L1)

Useful suggestions were received from those who did not require instruction for members of their family or groups in which they were involved:-

I wouldn't [want instruction] but it would be excellent for the older people's forum.

(22/ G1 A3 E2 L2)

(40) *Yn sicr byddai rhywun fel fy rhieni eisiau [cymorth].Byddai cymorth/hyfforddiant yn dda iawn i bobl hŷn. Byddai arweiniad cyn dechrau yn ddefnyddiol.*

(1 / G2 A2 E2 L1)

Users who noted that they would like to receive instruction were asked how they would like to receive instruction. Few noted 'Printed material' (2/13) or 'On-line' options (2/13) as possible choices for instruction with some (5/13) favouring more than one option. Most (8/13) noted that they would to 'Join a Small Group' with 'One to One' sessions the other favoured choice (6/13):-

(41) *Well gen i sesiwn un i un ond fwaswn i'n ymuno a grwp.*

(15/ G1 A4 E5 L1)

I would be prepared to join a group. [I did not receive instruction] in school on how to search the internet... not a specific guide - left to our own devices.

(24/ G2 A1 E1 L2)

Yes... [instruction] on a specific subject. [In a] small group.

(48 /G1 A3 E2 L2)

(42) *O bosib byddai modd hel 5/10 enw a gwneud sesiwn bach gyda'r nos. Y sesiynnau sydd wedi bod gan y llyfrgell wedi bod yn dda iawn.*

(61/ G2 A2 E3 L1)

(43) *Well gen i fynd i [sesiwn un i un] pe byddai gennyf problem [hyn] yn well na i gyflwyniad mwy ffurfiol mewn grwp....*

(37/ G1 A4 E5 L1)

(44) *[Sesiwn Un I Un] Syniad da - dwi wedi gweld enghraifft o hynny, pobl yn dod i mewn a staff yn rhoi cymorth iddynt Fuaswn i yn holi staff os fuaswn yn cael anhawster.*

(47 / G2 A3 E4 L1)

Analysis by the main variable groups suggest that the *unemployed, retired (7/13)* and *older users (9/13)*, are the most likely to take advantage of library instruction sessions when offered by the library service. While access to a computer / internet connectivity and confidence using Information Technology were not significant variables there was a tendency for those who use more than one public library (10/13) to favour receiving instruction; possible as they are more aware of what the library service has to offer.

5.5. USERS

5.5.1 Subject areas and purpose of search

As noted in the analysis of responses to the use of the reference section the range of subject areas of male interviewees was wider than that for female interviewees and also reflects the tendency for male library users to borrow non-fiction books rather than fiction (Timperley, 1999).

When the interviewees were asked to note which types of information they had sought recently, either within or outside the library, a wide range of types was noted by majority (see Table 14). Out of the twelve types of information suggested as part of the interview process, the average number of types, including 'Other', sought by users was *eight types of information* - with the least being *four* types. With few exceptions users had sought the types chosen both *within and outside the library*. This finding highlights the use of the public library for generic information purposes rather than its use for a specific purpose.

Table 14 Types of Information Recently Sought by Interviewees			
Looked for outside the Library		Looked for in the Library	
Number of Interviewees	Type	Number of Interviewees	Type
28	Goods	25	Browse
27	Browse	24	Interest
26	Interest	22	Goods
25	Travel	22	Travel
24	Health	20	Events
23	News	20	Health
23	Events	19	News
20	Other	19	Other
19	Learn	17	Learn
17	Job	17	Civic
17	Civic	15	Job
16	Finance	11	Finance
Number out of 32 interviewees			

The most cited types of information sought by interviewees reflected recent surveys of the general population (ONS, 2011) with searching behaviour within the library reflecting that outside the library to a greater rather than a lesser degree. While searching within the library to 'Browse' was the cited by the majority (25/32) again highlighting the generic nature of information seeking. Also frequently cited was following an 'Interest' (24/32) and searching for 'Goods and Services' (22/32) with 'Travel', 'Events', 'Health' and 'News' also cited by the nearly two thirds (20+/32) of the interviewees. Information for 'Learning' and about 'Civic /Government' (local and national) matters was also noted by the majority (17+/32).

When the interviewees were asked to explain further what they included as 'Other' information, without having to disclose any confidential 'personal' information sought, - the Humanities subjects including Language and History were cited by the majority .A third of the sample noted Science / Technology and information to further support activities including topics such as Gardening and Sport. Most of the subjects noted therefore could be included under the following an 'Interest' type of information.

There were few significant differences between groups of users although female users were slightly less likely to use the library to look for 'Goods' or for 'Finance' matters. This possibly reflects concerns about security and confidentiality in the public library setting and / or a preference to seek these types of 'sensitive' information at home.

Older users showed a greater tendency to look for information wherever it was available and those who were retired or unemployed were also more likely to use the library. This probably reflects the time available for them to use the public library facilities although this finding needs to be qualified by the lack of interviewees in the sample who were female and in eldest age group as noted in the Methodology Chapter.

Welsh Speakers were less likely to use the library to look for 'News' possibly reflecting the lack (during the period of the interviews) of an on line daily Welsh Language

newspaper (Golwg 360 was launched May 2009) and also the availability of the locally distributed Welsh Language Community newspapers (Papurau Bro).

The interviewees who noted that they were less confident with Information Technology were more likely to use the library for seeking information and this usually related to the fact that they neither had a computer at home or a broadband connection to the internet. During the period of the interviews the availability of a Broadband connection was a significant determining factor relating to the use of the library for information seeking. This was particularly significant for users of medium sized libraries while users of the smaller libraries noted their use of nearby larger libraries probably continuing a pattern of behaviour that probably predates internet connectivity.

Interestingly those who use more than one library, particularly libraries in other sectors such as university libraries, are likely to use the public library less for information seeking suggesting that the specialist information they require is available other than in the public library reflecting their confidence as seekers of information and underlining the importance of joint access agreements as noted in Chapter One (e.g. the North Wales Libraries Partnership /LINC y Gogledd).

When the interviewees were asked what specific subjects they were looking for in the library over a third (12/32) noted specifically that their use was extensive with regard to range of topics and a number detailed this in their replies.

Politics, Environmental, Literary stuff - quite wide. Recently tried to get information on a Russian writer, went to Bangor Library and they said that the University Library had it. I managed to get it through them. For personal use - a health issue. Alternative Health issues, gardening, environment issues.

(22 / G1 A3 E2 L2)

News and Current affairs - I always check out the BBC and the Guardian - I follow what's happening in Afghanistan. Sport. Job websites .Health .I'm more of an information junkie - not some one who comes here to play games /entertainment. [Information about my] hobbies - history, astronomy, science.

(45/G1 A4 E5 L2)

(45) *Hollol amrywiol - e.e. trefnu gwyliau ond ystod eang o wybodaeth. Hanes Llyn (yn ymyl) Betws y Coed roeddwn yn chwilio am noson o'r blaen.*

(37/G1 A4E5L1)

(46) *Maes eang. Yn ddiweddar Cwrs ieuentid a chymuned - cymuned a chyfraith e.e.*

Asdas yn cael ei adeiladu mewn cymuned fach, conflict at work/ management issues. Dwi Hefyd wedi cael gwybodaeth am y Cyngor, cynghorwyr ...

(4 / G2 A2 E2 L1)

General information, learning - topics art, wildlife, computers. I came here to e-mail, Facebook and check the news ...

(50/ G1 A1 E2 L1)

When prompted by the researcher as to their purpose of looking for information the majority of answers (17/32) noted that it was related to matters connected with work or study. This a lower proportion than that noted in PLUS User Survey (76% noted in the 2010 Gwynedd Survey) when respondents have been asked if they have used the library for these purposes. The research interview question was open- ended relating to types of information rather than asking specifically regarding the purpose of obtaining that information. However the responses reflect the overlapping reasons for library use and that for many use is *multi- purpose* rather than for one specific reason.

I am interested in Health and wellbeing, life skills, confidence - these are the books I'm taking out most of the time. Also interested in growing, my own food - vegetable growing. Looking for a natural life - could be cookery or gardening. It overlaps personal and work interest.

(39/ G2 A3 E2 L2)

(47) Am y cyrsiau rwyn dilyn e.e. Ffrangeg, enwau lleoedd, Hanes Cymru - cyrsiau allanol y Brifysgol. Mae gen i allotment yn y dref a Mae digon o lyfrau ar arddio yn y Llyfrgell.

(17/ G1 A4 E5 L2)

School/College work , occasionally to get [local] information about Bangor and what's on in Bangor , [also] information about language , cultureI look up history and travel.

(24/ G2 A1 E1 L2)

(48)[Gwybodaeth] Personol a fy swydd. Gwybodaeth ymdrin â phlant, byhafio ayb. Swydd Iechyd meddwl.

(34/ G2 A2 E2 L1)

Significantly more female interviewees (13 /17) than male (3/14) used the library for work or study purposes including mothers assisting their children with school homework.

(49)Chwilio am ddeunydd am beth mae'r plant yn astudio yn yr ysgol 'reference books' ar gyfer plentyn 11 oed .Plant efo diddordeb mewn llyfrau ac mewn hanes. Felly y prif defnydd ydy ar gyfer plant.Byddaf yn chwilio fy hun am lyfrau teithio neu llyfrau am yr ardal yn achlysurol.

(1 / G2 A2 E2 L1)

Reading about China and Russia, Cultural Revolution to the modern day - when my daughter was to taking GCSE and College courses we would come here.

(57/ G2 A3 E2 L2)

In addition to those using the library for assistance with information for university or college courses or to assist with aspects of their work a few (4/31) also noted that they used the library looking for suitable courses or for employment opportunities. Most of this set of interviewees were female in the younger age groups (18-44):-

[I have]Looked for jobs, courses. Educational and employment.

(42/ G2 A2 E4 L2)

Information about education courses available on line [in the library].

(31/ G2 A3 E2 L2)

The most popular subject area for using the library noted by the interviewees was 'history' with the majority (17/32) including history as part of their description of their recent use. The areas of history noted varied considerably and included from those that covered a wide range of eras to those who were following very particular interests or time period.

(50) *Hanes Canol Oesoedd e.e. Peasants' Revolt, Yr Ail Ryfel Byd, Rise and Fall of Communism -ar gyfer amser hamdden.*

(15/ G1 A4 E5 L1)

Mostly my main area is history - recently the location of obscure books which I get through the excellent inter-loan service but if they are not available through interlibrary loans I use the library to track down the nearest copy and follow my own route to find it. In recent years - following the history of ex-patriot Welsh especially in the East End of London, but not solely there, who were members of the Druidic society in the early nineteenth century.

(35 / G1 A3 E5 L2)

(51) *Pethau Hanes Canol Oesoedd, 'Early Medieval' ...hefyd hanes hwyrach am 'y merched ysbrydol ' ee Dame Julia of Norwich, Marjorie Kemp - rwyn dewis cyfnodau o hanes a dilyn diddordeb.*

(14/ G2 A3 E2 L1)

While searching for 'History' information was reported by interviewees across the gender and status groups, the majority (4/5) of the older age group (65+) noted this subject in their description of library use.

A third (5/14) of the interviewees interested in 'history' also noted local and family history as one of their main reasons for visiting the library for information with over half the Welsh speakers (5/8) among this group also noting they had been looking for information about the locality or for genealogical research.

(52) *Gwaith ymchwil Coeden Deulu -.Fyddai'n defnyddio ancestry.com yma yn y llyfrgell ac yn defnyddio llyfrau a darllen llyfrau am yr adeg hynny. [Rwyn] perthyn i Hedd Wyn (y bardd) felly dwi wedi bod yn edrych ar hynny.*

(47 / G2 A3 E4 L1)

(53)[*Chwilio*] *am wybodaeth am yr ardal hefyd - hanesyddol - Cricieth, Pen Llyn.*

(30/ G2 A2 E2 L1)

A third (2/6) of the English Language speakers interested in 'history' also included Welsh History as an interest but neither local nor family history was noted.

Travel, including enquiries relating to transport services, was a subject area noted by a quarter of the interviewees (8/31) across the age and gender groups but with the majority (4/8) in the 'employed ' status group :-

.....travel information and background of country to be visited.

(31/ G2 A3 E2 L2)

(54) *I gael gwybodaeth fel lleoliad stryd mewn dref, amserlen rheilffordd (haws mewn print).*

(2 / G1 A3 E2 L1)

(55) [*Angen gwybodaeth*] *teithio, chwilio am 'flight'... pethau yn gysylltiedig a hynny.*

(61/ G2 A2 E3 L1)

Bus timetables, places to visit [in Gwynedd] when the grandchildren are with me.

(44/ G1 A4 E5 L2)

Searching for health related information was noted by (6/30) reflecting what is noted in most recent Gwynedd PLUS Adult survey (2010) when 22% percentage of library users noted using the library had assisted with 'health and well being'. There was no significant difference regarding gender and /or status of the users but the main use (5/6) was by the 'A3' age group (i.e. 45-64 years).

Interviewees had been advised by the researcher that they did not have to reveal confidential personal information and about a third (12/31) of the sample had noted searching for 'personal information' without revealing the nature of information which may have been subject of search e.g. health, financial or other sensitive subject area.

5.5.2 Information needs and use of the library

Interviewees were asked if they had used the library to find information that they required urgently or quickly. This question was asked to try and ascertain the importance of the public library as a source of information provision. Over two thirds of the sample (26/31), had looked for and found information which they considered essential to obtain within a short period of time. These interviewees were able to give examples of the information acquired either from books or from using the computers. These examples included three main types of information namely Health (7/26) Education (6/26) and Leisure including Travel (5/26) in particular and also following an Interest e.g. Genealogy (4/26).

(56) *[Rwyf] wedi defnyddio'r llyfrgell ar gyfer llyfrau beichiogrwydd, meddygol a datblygiad plant e.e. ar gyfer cael gwybodaeth am bigiadau plant/pigiad MMR.....*

(1 / G2 A2 E2 L1)

(57) *Fedraf [cofio chwilo am wybodaeth ar] salwch meddwl rhywun dwi'n nabod yn bersonol. Edrych i mewn iddo. Lot o wybodaeth ar y we ar hynny.*

(34/ G2 A2 E2 L1)

I wanted information on dementia. I picked a book up from the shelf and I referred to it in a newsletter. [It was a] very good book.

(39/ G2 A3 E2 L2)

... When studying or following a course I borrowed books all the time to do assignments and projects.

(23 /G2 A3 E3 L3)

(58) Pan rwyf angen gwybodaeth ar gyfer gwaith academaidd mae'n bwysig i mi ei gael.

(26 / G1 A1 E1 L1)

Travel information. Accessed train timetable through Google or National Express.

(41 / G1 A3 E2 L3)

Some interviewees noted more than one example when answering the question about obtaining information needed within a short period of time further highlighting the generic use of the library for a variety of information provided and the contextual nature of information seeking.

Information on Arthur Miller so I ordered few books in for schoolwork. For personal use I borrowed a Spanish phrasebook recently. With local information - I tend to look at the notice boards in the library.

(24/ G2 A1 E1 L2)

Yes, couple of times. Looking for a place to live [to let at] Estate Agents etc. [and] to look for jobs - through Job Centre Plus.

(50/ G1 A1 E2 L1)

[I looked for] planning [information] - for personal use and community group.

(13/ G2 A3 E2 L2)

Although most of interviewees across the gender, age and status groups had used the library for information needed quickly; of those that had not, most (4/5) came from the English Language group who considered themselves moderate or confident IT users.

No. I can't think when it was vital. It's been convenient.

(44/ G1 A4 E5 L2)

5.5.3 Changes in use of the library

A finding of this research that became apparent as a regular element of the responses to the interview questions, often without prompting by the researcher, was the change that had occurred in the use of the library. However this was not always a negative one in the sense that they were using the library less than before:-

I would [borrow books] yes but I haven't recently. I borrowed books last year. I'm reading less than I was.

(50/ G1 A1 E2 L1)

My use of the non fiction section has changed. Before it was varied. Time is limited on the internet and I can't read long information on screen. I still like books. My first choice would be to borrow but if I couldn't I would buy it.

(42/ G2 A2 E4 L2)

Yes I use the lending section but I must say, I don't use much of the books. My use has changed, use the computer more now - I can borrow from the library if I want to, if I have time but why buy when you can borrow.

(23/ G2 A3 E3 L3)

My use of the lending section is about the same. Extended loan have been fantastic. I can hang on to a book for longer. You could say my use is probably greater - because I'm borrowing more for longer.

(39/ G2 A3 E2 L2)

(59) [Mae gen' i] fwy o amser i fynd i'r llyfrgell rwan [wedi ymddeol].

(17/ G1 A4 E5 L1)

I use the fiction and non-fiction section – [my use is] more direct - before I would just browse, now I can look at the library catalogue at home and come in for the book. Saves time. Take advantage of the link to the British Library.

(57/ G2 A3 E2 L2)

*Browse through [books] and if relevant take them home [Has use changed?]
-Yes it has. I used to use the computers but now I have broadband at home. I find more at home before I come into the library.*

(24/ G2 A1 E1 L2)

These answers suggest that access to the 'internet' and the library's on-line catalogue in particular have facilitated a more focused search for the information required. Previously a user may have needed to borrow and read a number of books to satisfy their requirements. This dual approach has led to a more effective search for the user while resulting in fewer books consulted in reference sections and borrowed from non-fiction collections.

5.5.4 Social Inclusion

Some comments about use of the library facilities by those in part-time employment, retired or from racial/ lingual minorities illustrates the role of libraries in social inclusion outlined in official reports (Library and Information Services Council – Wales (2002).

I wanted to find out about benefits on the internet.

(42/ G2 A2 E4 L2)

I can't spend money on books - obviously it's easier to come here.

(45/ G1 A4 E5 L2)

I have borrowed English grammar books. I wanted to improve my English.

(41/ G1 A3 E2 L3)

... the library is great you can look at material without commitment [to buy].

(22/ G1 A3 E2 L2)

5.5.4 Access to information through the Welsh Language

During the interview Welsh Speakers were asked about their requirements as a prompted follow on to the questions about the difficulties encountered in finding information in the library (Question 7) and what other information that should be made available by the library service (Question 8). Most of this group did not express a preference that the information should be available through the Welsh Language and there was a general acceptance that most of information available would not be in Welsh.

(60) Cael y gwybodaeth sy'n bwysig.

(37/ G1 A4 E5 L1)

(61) *[Gwybodaeth yn y Gymraeg] - dim yn flaenoriaeth i fi. Os ydy gwybodaeth ddim ar gael yn y Gymraeg , dyna fo ...*

(2 / G1 A3 E2 L1)

(62) *Fyswn i ddim yn chwilio yn Gymraeg ar y we. [Rwyn]fodlon derbyn gwybodaeth ar y We yn Saesneg.*

(34/ G2 A2 E2 L1)

(63) *Dim yn benodol angen cael y gwybodaeth yn y Gymraeg. Rhan fwyaf o'r pethau dwi'n ddarllen am wyddoniaeth yn y Saesneg mae o.*

(40 / G1 A4 E5 L1)

Those that did express a preference for Welsh language provision noted the need for information on local events and about Wales to be available in the Welsh language.

(64) *Fedrwyh chi ddim cael gormod o bethau yn Gymraeg. Mae wefannau yn y Gymraeg braidd ar eu hol hi. Disgwyl mwy o bethau yn y Gymraeg sy'n gysylltiedig a Chymru yn y Gymraeg. Byddai'n braf cael mwy.*

(17/ G1 A4 E5 L2)

(65) *Byddai'n dda cael ...gwybodaeth yn y Gymraeg am ddigwyddiadau.*

(14/ G2 A3 E2 L1)

(66) *Angen mwy am y byd lyfrau a llenyddiaeth yn arbennig yn y Gymraeg [ac am] digwyddiadau lleol.*

(26 / G1 A1 E1 L1)

Interestingly, the interviewees that did express a preference were Welsh speakers who chose to be interviewed in the English language, this suggests that less confident or inexperienced Welsh speakers require material in Welsh but that others are used to finding then translating information into Welsh if that is required.

Always nice to have information in Welsh I like the fact that you do get bilingual information in the library. Definitely some information I would rather have in Welsh but it is better to get some information in English than not at all. (24/ G2 A1 E1 L2)

.. no there (is not) enough Information in Welsh - My work has to be bilingual (22/ G1 A3 E2 L2)

Welsh speakers in the sample showed a tendency not to use library reference collection for information with a minority (5/16) either never used or recently ceased using it.

5.5.6 Use of Search Engines and the Internet

Although it was not a specific aim of the research to question the interviewees about their use of search engines when looking for information on the internet, it became apparent from the responses gathered that ‘Google’ was the most popular search engine named. Google was named by over a third of the interviewees (13/31) and in fact Google was the only search engine identified by name. As it was the default search engine on the public access computers in the library service at the time of the research, it has to be assumed that this was in fact the search engine used. However

as noted in Chapter 2 the use of the verb ‘to google’ has become the popularly accepted term in English and Welsh for searching on the web whatever search engine is actually used.

(67) ...*dwi'n "Googlo"* (17/ G1 A4 E5 L2)

Yes [My use of the reference section has changed] - probably has because I google. I'd type the word into Google. Google is pretty reliable.

(44/ G1 A4 E5 L2)

I use Google mainly. I've used images and maps. I haven't used anything else but Google.

(50/ G1 A1 E2 L1)

There was tendency for more female interviewees questioned to use Google (8/13) and, unsurprisingly, most in the younger age group (A1) and few in the oldest (A4) noted this search engine. Google was cited more often by those in employment (8/13) and those who noted that they were moderately confident or experienced in the use of IT (12/13).

... I go to ...Google. Don't go to the advanced search buttons. I find what I want by using Google. It's a communication tool. It gets information quicker.

(48 /G1 A3 E2 L2)

Interestingly both the interviewees whose first language was other than Welsh or English noted without prompting that they used Google through the language interface of their first language (Mandarin / Slovak); while none of the Welsh language users questioned mentioned that they use the Welsh Language interface available for Google searches.

5.5.6 Requirements in the provision of information

Interviewees were asked if they thought that any information should be available in the library to try and identify any requirement that the library service was not providing.

While users expressed general satisfaction with the provision of information sources and the assistance from staff most of the interviewees (22/31) were able to suggest a requirement. Significantly a third of the sample (11/31), with or without a prompt from the researcher, noted a need for better provision and presentation of local information with comments coming mainly (8/11) from female interviewees:-

Local information is covered really well because people come in and put [notices] up but I think it would be useful to have “What’s on this Week” and “what’s on next week” notice board of events.

(13/ G2 A3 E2 L2)

(68) *[Am wybodaeth leol byddaf yn] troi at y papur yn y lle cyntaf neu bosteri yn y llyfrgell ee darlith gyhoeddus yn y brifysgol. [Angen mwy] o wybodaeth yn y Gymraeg [am] ddigwyddiadau... Pethau lleol yn y Gymraeg.*

(14/ G2 A3 E2 L1)

Wish there was better access to [local information]. If only you could alert people to how interesting something is. I scan the notice board when coming in but I wouldn’t come here specifically to look at it.

(35 / G1 A3 E5 L2)

.....I gave up (trying to find) information about Welsh language baby clubs. I got the information from the health visitor. Vaguely try internet for local matters. I get lost. Local information and Welsh courses could be better.

(42/ G2 A2 E4 L2)

Wider choice of art books better display of local information.

(56/ G2 A1 E2 L1)

(69) *Buasai 'r llyfrgell yn gallu bod yn siop ffenest i 'r Archifdy roi blas iddynt [o beth sydd ar gael]Byddai mwy o mapiau ar lein yn dda. Ar gyfer pori neu pori ac argraffu. Ordanance survey. Gweld bwlch ar hyn o bryd.*

(2 / G1 A3 E2 L1)

Almost a quarter the sample (6/31) noted the need for the library service to promote services and on-line provision in particular. Some users noted this requirement following gaining awareness during the interview of the resources available: -

The on-line resources available could be better advertised.

(13/ G2 A3 E2 L2)

(70) *Mae 'r wybodaeth yma ond rhaid i chi chwilio amdano. [Dylai 'r llyfrgell] gadael i ni wybod yn well fod pethau ar gael - fel y rhestr o adnoddau ar lein, yn enwedig y rhai lleol.*

(17/ G1 A4 E5 L2)

(71) *Gwybodaeth am bethau mae 'r llyfrgell yn gynnig. Llyfrau cyfeiriol. Dwi ddim yn cofio cael fy nhywys o gwmpas pan neis i ymaelodi.*

(4 / G2 A2 E2 L1)

It could be advertised better by the library or Gwynedd Council. Lot of my friends wouldn't even consider coming to the library to look for a book, they would be perfectly happy looking on-line. The library is there and they are willing to offer you assistance in any field you want to look at. The whole idea that the information is there.

(24/ G2 A1 E1 L2)

One comment in particular noted the opinion that there was a need for the public library service to provide quality information and specifically in particular when using the public access computers :-

... most people surf for information [so] the library service should represent a standard of excellence that people can refer to. Computers in the library should be dedicated to searching quality information – which is important for that in education [and] for the general public.

(31/G2 A3 E2 L2)

A number of users (5/31) in answering this question took the opportunity to put forward the need for more time to access online resources. Users book sessions on the public access computers for half an hour at a time and although it is possible to extend a session it is apparent that users are not all aware of this and feel that they need more time.

*Time is limited on the computer. I'd welcome an hour on the computer **not** half hour.*

(23 /G2 A3 E3 L3)

..... the service is good. I'm really satisfied. An hour would be enough on the computer.

(50/ G1 A1 E2 L1)

5.6. Information Seeking and Information Literacy

5.6.1 Search strategy

Most of the interviewees (29/32) had responded that they were considered themselves to moderately confident (18/32) or experienced users (11/32) of IT including use of the internet. As noted significant majority (25/30) of the interviewees made use of print and digital resources and their search strategies combining use of these resources. However some interviewees noted that behaviour was changing with the use of the World Wide Web and Google in particular confirming other studies (Dutton and Helsper, 2007; Dutton et al., 2009).

(72) *Defnyddio Google fyddai i yn y lle cyntaf.*

(37/ G1 A4 E5 L1)

(73) *Dwi 'di dod yn hyderus trwy deipio geiriau i mewn i Google i chwilio.*

(27 / G2A2 E2 L1)

... I use the internet more. I've go to a site that will link me to other sites now or Google. I don't like advanced buttons.

(45/ G1 A3 E2 L2)

(74) *Ar y cyfrifiadur a dwi reit hapus i wneud yr ymchwil fy hun. Fyddai'n chwilio trwy Google/neu linc (penodol).*

(61/ G2 A2 E3 L1)

As noted in the ‘Resources’ section (5.3) a few interviewees expressed a preference for print material and their search strategies reflected that preference even though users of print resources noted the searching using the online library catalogue :-

(75) *Fel arfer rwyn mynd at catalogau a llyfrau ar lein... mae'n well gen i cael gafael ar y llyfr.* (14/ G2A3 E2 L1)

Few of the interviewees (2/31) noted any uncertainty about the reliability of the information provided through the World Wide Web:-

I've been told that Wikipedia isn't reliable. (44/ G1 A4 E5 L2)

(76) *Rwyn gallu cael dod o hyd i wybodaeth ond amau weithiau os ydy pethau'n gywir.* (14/ G2 A3 E2 L1)

5.6.2 Search quality

When interviewees were asked if they found it more difficult at times to find the information they required, only about a quarter (8/31) of the sample noted any difficulty and were able to give a reason for their lack of success. As noted in the Methodology this question had been revised and originally asked whether the interviewee had failed to find information. This revised question proved to be hardest for interviewees to answer, with most providing very short answers and when prompted their focus was on the library's provision or lack of provision, rather than their personal difficulties in searching for information.

Yes [I had difficulty searching], but the information wasn't available anyway. – I needed a historical evaluation about the Lavan Sands.

(13/ G2 A3 E2 L2)

(77)...*methu ffeindio gwybodaeth am Llyn lleol . O bosib gallaf cael y wybodaeth o'r Archifdy. Ond dyma'r math o wybodaeth/llyfr fysa wedi bod ar gael yn yr Adran Gyfeiriol.*

(37/ G1 A4 E5 L1)

Yes [I had difficulty searching] –the book I wanted to order was not available –difficulty locating on the Talis [library catalogue] system.

(56/ G2 A1 E2 L1)

Information about children with disabilities – possibly [there is] a gap in the provision of books available not that library does not have any.

(53/ G2 A2 E2 L2)

There was little difference between Gender, Age or Language groups in those who had experienced difficulty but most (6/8) were from the 'Employed' group, considered themselves moderately confident IT users (7/8), had Broadband at home (7/8) and were users (6/8) of libraries from other sectors as well as their public library. This would suggest conformity with a general tendency in education that it is the learner who least needs help who will be the learner most likely to admit experiencing difficulties and express the need for assistance.

The use of the internet was noted by about a quarter (7/31) of the sample as a reason why they had experienced little or no difficulty finding information on the subject required :-

(78)... *rwyf bob amser yn cael ateb trwy ddefnyddio'r We.*

(26 / G1 A1 E1 L1)

I always get what I want using Google search – it is 'instant' with good results...

(53/ G2 A2 E2 L2)

No [difficulty] ... the Internet has helped to find information.

(57/ G2 A3 E2 L2)

Two interviewees expressed an awareness of the need to have a proper search strategy when using the internet :-

You need to know how to recognise the right answer.

(35 / G1 A3 E5 L2)

..... If you use wrong word it can take longer to find something.

(41 / G1 A3 E2 L3)

Two interviewees also expressed uncertainty regarding the quality and trustworthiness of the information provided:-

I find books more reliable. I'd rather look at it in print. Never quite sure what I'm looking at on line. [I am] quite wary of always trusting what's on-line. I look for information by using Google, Wikipedia.

(24/ G2 A1 E1 L2)

(79) Cwestiwn o ansawdd llawer o'r gwybodaeth yn codi.

(14/ G2 A3 E2 L1)

Another comment illustrated the role of the library as perceived by one user, which may reflect the view of other users, but also the view of those who do not use libraries- that they rather search for information and advice provided by specialist providers.

(80) Dwi ddim yn meddwl am y llyfrgell ar gyfer pethau arbenigol e.e. ar gyfer chwilio am wybodaeth ar gyfer cyngor Buaswn yn mynd at arbenigwyr yn y maes.

(1 / G2 A2 E2 L1)

Most of the users (23/30) noted that they were able find something that 'satisfied' their search however the answers of three interviewees to this research question raise the matter of satisfaction with the information found and the suggestion that users find what they want but not necessarily what they need :-

Can't think of any difficulty ... If I don't find what I'm looking for I usually will find something that fit's the bill.

(39/ G2 A3 E2 L2)

(81) *Fel arfer fyddech chi'n medru ffeindio rhywbeth digon da.*

(35 / G1 A3 E5 L2)

I can usually find something close enough to satisfy.

(45/ G1 A3 E2 L2)

5.7 Summary of conclusions from analysis

- 5.7.1 The use of reference collections by users looking for specific information, in public libraries of varying sizes, has declined with users noting that internet use has promoted decrease in usage.
- 5.7.2 Users note extensive use of the non-fiction collections for a specific information seeking purpose, not only for 'leisure' reading, and that the on-line library catalogue in particular has facilitated their use.
- 5.7.3 A "mixed economy of reading" exists with the increasing the use of digital resources but with some preference toward the use of printed material maintained across all age groups.
- 5.7.4 There was a high level of appreciation for the 'requests' service with access and use facilitated not only by the on line catalogue but also searching for the appropriate resource using the World Wide Web.
- 5.7.5 Awareness of the library's on-line resources, with the exception of the catalogue, was low and though some used these resources they did not then associate them with the library service. Users were more likely to search generally on the Web than use resources provided by the public library.
- 5.7.6 Most users visit more than one library to satisfy their information needs including larger public libraries, academic and special libraries if necessary to obtain specific resources.
- 5.7.7. Users appreciated staff assistance when required and most noted the readiness of staff to help and the quality of that support but some were prepared to suggest improvements to the support offered. Those who are able to spend less time in libraries or visit less frequently need more targeted assistance.

- 5.7.8 Most users did not want assistance in finding information in the form of ‘instruction’, usually because of time constraints, but some users would welcome support.
- 5.7.9 The public libraries were used for generic information purposes rather than for one a specific purpose. A wide range of subjects and types was noted by users underlining the need for comprehensive coverage of subjects in the resources offered by the service and access to more specialist resources when required.
- 5.7.10 Users expressed general satisfaction with the provision of information resources with some users noting a need for better provision and presentation of local information and staff promoting awareness.
- 5.7.11 the use of print and digital resources was combined in most users search strategies but there was a tendency for the use of internet search engines, Google in particular, to change search behaviour.
- 5.7.12. Few users experienced, or were prepared to admit, difficulty in searching for information with the use of the internet and staff assistance noted as reasons for experiencing little or no difficulty.

Chapter Six - Results, Review and Reflection

The focus of the primary element of the research for this study has been a sample of users of Gwynedd public libraries. This case study has focused on their perspective of the use of the libraries for information provision. However the perspective of the researcher is a factor to be considered as the interviews were semi-structured and therefore the questions asked reflected the part of the research that was carried out before the questions put to the interviewees were determined. The perspective of the researcher of this study as a manager of the library service where the case study was held must also be considered as a factor and the response of users to member of the library staff rather than an independent researcher from an outside institution.

An analysis of the themes gleaned for the responses has been carried out to ascertain whether the results reflect the contextual information gathered and the conceptual background studied in the preparation for, and as a consequence of, the study. The inclusion of a selection of the quantitative data from the wealth of general statistical information that is available for public libraries, and from other studies of public library use, has been included to relate this case study to a wider view of the public library service and allow for a more complete understanding of the provision of information in public libraries.

While generalising from qualitative findings has been described as an ‘impossibility’ (Patton, 2002) findings from this study reflect what was found across six locations in Gwynedd and suggest that reasonable extrapolations are possible and that they can be applied to ‘other situations under similar, but not identical, conditions’ (Patton, 2002). The first part of this chapter starts with an overview of the themes gathered for the primary research, the second part will reflect on these findings and the final section will discuss the implications for Gwynedd libraries in particular, with some reference to the wider context of public library services in Wales and England, with suggestions for further research that have become apparent from the primary research phase of this study and the overview of the literature available.

6.1 Results

This section will discuss the conclusions from qualitative and relate these findings where possible to quantitative evidence gathered by this research and others studies in similar areas in an attempt to triangulate the research findings (Denzin, 1970; Bryman, 2008). Consideration will also been given to the conceptual background and the development of information services, that have evolved over a number of years, as outlined in introduction and literature review.

6.1.1 Reference collections

The use of reference collections by users questioned when looking for specific information had either ceased or declined in all the libraries used in the study including the larger libraries with a substantial range of reference material. Comparison with other library services was not possible as this research study did not find any published primary material on the use of print resources in reference collections. Unpublished research studies seen by this researcher have focused on the effect of ICT on reference services (Eve and Brophy, 2001; Hamilton, 2002; Gardener, 2002).

Anecdotal evidence from frontline staff in Gwynedd, and the observational experience of the researcher as a library manger, was that use of print material in reference sections was very low. The observed use was mainly that by schoolchildren and students, but as users of the section as a place to study rather than for using the print resources provided.

Use by older males was also observed, but again their use was mainly for another purpose namely as a section for reading newspapers and journals rather than use of the reference stock. Although these materials could be considered as reference resources they were not included in this study as they were not located in reference sections in some libraries.

The statistical evidence is clear regarding the decline in the number of queries but there is no published recent evidence about the use and quality of public library reference services or the range of material provided it is difficult to attribute other causes to the

decline in use of reference section other than the increased public access to the internet . The stock quality monitoring procedures introduced for a period in public libraries, as part of assessment frameworks, were not extended to include reference books. The evidence regarding the additions of titles to reference stock however is clear with a significant decline in the total stock between 2000 and 2010 (CIPFA, 2011). This was accompanied by an increase in the online library resources available and this is discussed in a later section.

The interview respondents for this study noted that increased internet use was the main reason for a decrease in their usage of, or ceasing to use, reference sections. They noted in particular that securing access to the internet at home, or improved quality of connectivity to the internet had prompted this change. The statistical evidence regarding the use of the internet illustrated the growth in household internet access and also the preference for searching at home with the anonymity that provides to the uncertain searcher for information especially when seeking information of a personal nature (Dutton et al., 2009).

6.1.2 Use of non- fiction collections

Interview respondents noted extensive use of the non-fiction collections for a specific information seeking purpose. This confirms that public libraries in Gwynedd are not only used for 'leisure' reading. It confirms also the general user PLUS studies surveys which regularly record the predominance of book borrowing in UK library use with the overwhelming majority using the library for that purpose. PLUS surveys have shown that satisfaction with book stock in Gwynedd is high but these figures are not divided between categories of stock so it is not possible to identify satisfaction with factual stock. The Welsh Public Library Standards between 2005-2008, immediately prior to the commencement of this research, required library authorities in Wales to ensure that sixty items per 1000 population were added to stock annually. Gwynedd Library Service reached this standard however subsequent standards frameworks have not stipulated a requirement regarding expenditure on specific categories of stock other than Welsh

language material or ‘English writing in Wales’ which are not subdivided into fiction and non-fiction categories.

The subject areas of the information sought in the books borrowed by the respondents illustrated the wide range of users’ requirements although the sample of users was relatively small. This reflected the findings of a previous larger study of users on the impact of non-fiction borrowing (Timperley, 1999). As there is no assessment of the quality of the non-fiction stock it is difficult to confirm whether the higher level of satisfaction in Gwynedd is due to comprehensive nature of provision or levels of customer service with staff responding to the requirements of regular users. The CIPFA public library statistics regularly reported that Adult Non-Fiction constituted about 30% of adult stock and that adult non-fiction represented about 25% of annual adult loans. This category of stock is clearly an important factor in library information provision.

A significant, although not unsurprising, finding of this study was that users involved in the study reported that the on-line library catalogue in particular had facilitated their use of the library non-fiction collection. By searching for appropriate titles online there was less need for users to browse and spend time in the library and there was appreciation of the convenience this afforded. Respondents also noted that use of the Internet was facilitating their use of the library in another respects, in being able to search more widely for suitable books and then check to see if they had arrived in Gwynedd library stock.

6.1.3 Use of the requests service

There was a high level of appreciation by respondents with the facility to place ‘requests’ for non-fiction titles, with access and use facilitated by the on line catalogue and information about possible appropriate resource through Internet searches. This could explain the regular increase in the number of request received by libraries in Gwynedd. The total number of requests and a their division between fiction and non-fiction material is not monitored nationally but Adult non-fiction requests regularly represent about 25% of the total number of requests in Gwynedd. Analysis of this material between pleasure

reading or seeking information for study or practical purpose was not part of this study however appreciation of the LINC cross-sector borrowing arrangements with academic libraries, seems to suggest that information seeking for study is a significant part of this material. Welsh Public Library Standards have set targets for responding to requests and UK libraries performance is monitored annually by CIPFA. This service represents an important aspect for the users questioned about information provision in the public library and the benefits of partnerships across the library sector (Kennedy & Tyler, 2011).

6.1.4 Use of print *and* digital collections

The development of the People's Network and the evaluation of its impact on users, and discussion about the role of public libraries in the future, had a tendency to illustrate a shift in the use of resources from print to digital provision. A finding of this study was that a preference for print exists and that although there had been an increase in the provision of digital resources, a preference toward the use of printed material was expressed without prompting from the researcher. This preference for print was expressed across all age groups and did not exclude the 'Google generation' or those that have been described as 'digital natives'. Since completion of the primary phase of this study there has been a substantial development of mobile, hand held computers usually referred to as 'tablets'. Whether this preference for print survives the attractions of more adaptable 'print' displayed on tablet screens remains to be seen. There was also recognition by library users that not all material was available on-line.

6.1.5 Use of on-line library resources

Users questioned had a very low awareness of the library's on-line resources, with the exception of the catalogue as noted above. Even where there was awareness of the online it was not accompanied by use and overall reported usage was low. This was despite Gwynedd libraries promotion campaigns, through leafleting and staff training, and national marketing efforts in Wales. The latter aimed primarily to promote the national libraries web portal and did have some effect on the result of the study as it was carried

out in a few months prior to the research interviews. This general lack of awareness reflects the findings of studies in Wales, England and international studies of library users (Cantrell et al, 2005; De Rosa et al., 2011; Twelfth man, 2009). It was noted also that, although some respondents used these resources they did not then associate them with the library service even when they were accessed using a library membership number. Users were more likely to search generally on the Web than use resources provided by the public library and this is confirmed by the general studies of internet use in the UK and internationally (ONS, 2011 ; Dutton et al. 2009 ; De Rosa et al.,2009). Although use of the online resources reference resources in Gwynedd is low numerically it is not possible to compare the use of digital resources with the print versions of the same title. For example although Gwynedd library service can monitor electronically the use of the online Oxford English Dictionary - available to all members with internet connections - it has not monitored use of the print version which was only available to those who can visit the main reference collection at Caernarfon Library.

6.1.6. Use of multiple library service points

Respondents were asked if they used other libraries in addition to their local public library and the response was significant for a service in a rural area. The majority of users questioned visit more than one library to satisfy their information needs and this included visiting larger public libraries if their local library had limited non-fiction and reference collections. It included also visiting academic and special libraries if it was necessary to do so for obtaining specific resources. This confirms the studies which have preceded the establishment of cross-sector library partnerships which aim to increase access to resources held by publically funded libraries (Nankivell, Foster and Elkin, 2000). A number of the respondents expressed their favourable opinion about the local regional libraries partnership ‘LinC y Gogledd’ and this echoed user comments obtained through the regular surveys of adult users (CIPFA PLUS).

6.1.7 Use of staff assistance

The assistance of staff assistance was appreciated by users and when asked to rate the quality of the support this was comparable to the high levels of satisfaction noted in the regular PLUS surveys. Most noted the readiness of staff to help and noted that this was particularly useful when they had difficulty finding a particularly book that was required. This confirms the analysis of enquiries received which illustrated that a high percentage (45%) of the total were bibliographic (see Table 7). Some respondents were prepared to suggest how the service could improve the support offered and the suggestion expressed most often was that staff should make users aware of library resources and services and on a regular basis. As noted previously, evidence from surveys in Gwynedd seemed to suggest that those who do not ask staff are less likely to succeed in finding the information they want. It is possible that the users who do not ask staff for assistance experience what has been described as 'library anxiety' (Mellon, 1990) and that those who are able to spend less time in libraries or visit less frequently needed targeted assistance.

6.1.8 Information literacy support

Most users questioned did not want assistance in finding information they needed in the form of formal 'instruction'. The main reason put forward by users for rejecting the opportunity for assistance of this kind was usually lack of time. Only some users would welcome instruction either individually or in small groups. While users were asked to assess their own ITC competence, no assessment was made by the researcher to verify this or their level of Information Literacy, as time to conduct the interviews was limited. This finding suggests that if information literacy support were to be offered in Gwynedd libraries that it should be targeted at non-users of information resources in the library and non-users of the library service.

6.1.9 Multi-purpose use of libraries

The data gathered from the interviews including the subject areas and purpose of information seeking in Gwynedd libraries illustrate that they were used most often for generic information purposes rather than for a limited purpose. A wide range of subjects and types was noted by users underlining the need for comprehensive coverage of subjects in the resources offered by the service and access to more specialist resources when required either through the request system or joint access arrangements with other libraries. 'Multi-tasking' in libraries has been noted as a feature of information seeking in recent research (Kuhlthau, 2008) and this seems to be confirmed by the answers given by respondents to this study. The study also confirms that while some searching is task orientated there is an element of partial searching and browsing. There was certainly an unawareness of online resources and serendipity therefore - similar to browsing in non-fiction section (or fiction shelves) of public library - played a part in searching for digital resources.

6.1.10 Improvements to the service provided

Similarly to the opinion expressed about staff, the judgement of users when asked about suggestions for improvements to the service was that they were generally satisfied with the quality of the provision of information resources. When prompted they noted the need for better provision and presentation of local information in the libraries although comparatively few had noted this as a particular requirement when searching for information. Again when prompted Welsh speakers noted that it was important to them to obtain information about the locality or concerning Wales in the Welsh language but that they were satisfied with information in English in other subject areas. Finding the information required was the priority rather than the medium of the language.

6.1.11 Use of search engines

An analysis of search strategies of users was not an aim of this research but it became apparent during the course of the interviews that the use of print and digital resources was combined in most users searching for information. The researcher did not ask specifically about internet search engines but again it became apparent that there was a tendency for the use of internet search engines, Google in particular, to influence or change search behaviour. The use of the internet search engines had possibly contributed to the fact that little or no ‘anxiety’ was expressed when users described their search behavior. Few expressed uncertainty of success in searching. A few of the respondents were unsure of the quality of information obtained from internet and some expressed the need to verify the facts. This reflects the regular studies on internet use in the UK which confirm that the internet is the ‘first port of call’ when seeking information (Dutton et al., 2009).

6.1.12 Confidence of library users

Users were asked specifically if they had encountered any difficulty in finding information when it was important to them to find an answer. Few users experienced, or were prepared to admit, difficulty in searching for information with the use of the internet and staff assistance noted as reasons for experiencing little or no difficulty when searching. It is possible that as users had agreed to take part in the study that they were confident information searchers – that is those who were anxious or lacking in confidence would not have taken part in the research. However a small number of respondents were selected randomly and they also expressed confidence for the same reasons as the selected sample.

6.2 Reflections

This section aims to present some reflection on decisions taken when carrying out this the research and seek to provide a mature reflection on the methodology. ‘Reflexivity’ is seen as an essential part of the research process (Alvesson, 2008; Fook, 2012) and can provide the perspective necessary for the successful interpretation of qualitative research. This short reflection on the research will seek to ascertain whether the methodology was adequate for the study, whether there were any flaws or bias in the assumptions, decisions or interpretations of the research study. It has been suggested that reflexivity in research involves personal reflection and refers to a stance of being able to ‘locate oneself in the picture’ and understand the way the researcher’s presence and perspective influence the knowledge created (Fook, 2012:49).

6.2.1 As this study has chosen to concentrate on users of Gwynedd libraries it did not allow for the comparison between users and non-users. The initial research proposal noted the intention to include library staff and non-users of libraries however time constraints, for collecting the research data and its analysis, prohibited widening the selection. A comparison between users of information services in libraries and library users who do not use library information services may have provided a valuable insight and a more complete picture of library use. However the focus on users enabled the researcher to gather a deeper understanding of the value for them of the information provision and this could be used as a basis to attract non-users to the resources available.

6.2.2 The assistance of library staff was used in the selection of interviewees and this method may have excluded those users that staff were unaware of their use, especially in the largest libraries. It could also have excluded those users who staff consider difficult or are not satisfied with their assistance. User satisfaction is regularly measured in Gwynedd through the standard PLUS surveys and satisfaction levels are constantly very high (95% in 2013). The percentage of relatively dissatisfied users therefore cannot be considered large enough to affect the outcome of this research. As the highest percentage of enquiries dealt with by staff was bibliographic, there may have been some bias toward

users who borrow books. The decision to use staff was taken as they are key workers in the library with a day to day knowledge about users and it would have been difficult to achieve as representative sample as possible if a random selection method had been used.

6.2.3. The decision was taken to use semi-structured interviews rather than focus groups or a detailed questionnaire with a larger sample of users. As the researcher had no experience of conducting and analysing the output of focus groups this method was not chosen. As Gwynedd library users had recently completed a detailed questionnaire for a PLUS survey, it was considered that distributing a further survey would not produce the survey response necessary for the research. The semi-structured interviewees proved to be one of the most demanding parts of the research not only in process of organising but also because some users were more responsive than others. By conducting the interview personally it enabled the researcher to attempt seeing the research through the participants' eyes. Access to some research subjects, for example unemployed and elderly female users, proved difficult because of a failure to keep appointments and illness. The researcher was conscious that there may have been a reluctance to criticise the aspects of the service as he was a senior member of the library service staff.

6.2.5 A long term view of the development and provision was included in the study as the resource collections and facilities of a library service are assembled over a considerable period of time. User expectations and staff attitudes have been influenced by the nature of that provision over the longer term and not only by the significant impact of the installation of the People's Network public access computers. The literature review attempted to show policy fluctuations and the uncertainty and inconsistency caused by the lack of definition in the 1964 public libraries legislation. As there is little previously published and no contemporary published material on the quality of the information provision by library services, it has not been possible to show a lack in that provision due to an absence of comparative evidence or data.

6.2.6. The focus of this research has been one public library service in the context of England and Wales. This decision was taken as library services in these two countries

share a common library legislative framework, have policy developments in common and produce comparable statistics which are available for researchers. The researcher was aware through the literature research undertaken for this study that there were very interesting developments in the public libraries services of other countries. As these services operate within a different legislative and policy context the decision was taken to exclude these developments from this research. The wider perspective of this research was therefore confined to the outline of policy (Koontz and Gubbin, 2010) and conceptual aspects agreed at an international level (UNESCO, 2003).

6.2.7 The setting of the study prompted the decision to include consideration of the Welsh language and the rural dimension of provision. The findings seem to suggest that provision of information is the most important factor rather than the language and that access to the internet, use of the requests system and a willingness to travel to other libraries lessens the impacts of the rural nature of the authority. The requirement for all Gwynedd staff, library promotion material, signage and website interfaces to be bilingual meant that most of the interaction with the library service by Welsh language users is in the language of their choice. Comparison with another similar Welsh speaking and rural library service may have illustrated differences in provision but this was not considered possible within the limits of this research.

6.2.8 Defining information services to include all aspects of provision was a decision taken partly due to the lack of distinctive specialist staff provision within Gwynedd library services. Responsibility for various aspects of information provision was divided between all staff members and it was decided therefore to focus on provision from the user perspective rather than staff. Input from a staff perspective may have added useful insight but comparison with other authorities would not have been possible as information on staffing levels and structures were not published. During the period of this research CyMAL reports on the performance of library authorities with reference to the library standard in Wales were neither published nor available on their website.

6.2.9 A significant difficulty in carrying out this research, with its focus on England and Wales, was the very limited amount of published academic research on public libraries in

the UK. While a number of useful studies and surveys have been commissioned by policy bodies such as MLA and CyMAL, their findings were usually based on market survey research methodologies. It is generally accepted that this has informed much of public policy over a long period but it is questionable as to whether it has the academic rigour necessary to be accepted as evidence for research.

6.2.10 A final reflection is on attempting to complete a research project while in fulltime employment. This was challenging especially when considering that the research was carried out in a local authority with one of the lowest levels of public library staffing in the UK. Restructuring of council's management structure caused uncertainties and additions to the researcher's workload. The consequent time pressures involved may therefore have contributed to some of the inconsistencies or omissions in this research.

6.3 Review

6.3.1 The guiding question for this research study has been to look at the role of library services in information provision to the public when there has been an increase in the digital provision of information. The purpose of this section is to examine the possible value of the research to service improvement in Gwynedd public libraries. The qualitative phase of the research using interviews with users found that the role of public libraries in Gwynedd is a generic one in response to the wide diversity of interests and needs of the public library. The review of literature and analysis of quantitative data confirm that public libraries continue to play a role in information provision.

6.3.2 Despite the growing use of digital access to information, the public library service in Gwynedd remains an important source of information for the users questioned. It is of particular importance for information in printed format which is not available in digital format and as a gateway to digital information for those who do not have access at home or work. Although few comments were received from users regarding improvements to the service, overall the response reflected a high level of service satisfaction. The need for promotion of new resources and services and provision of local information were

noted. The promotion of resources and the provision of local community information was also a constant theme identified by the literature review.

6.3.3 Guided by the demographic environment in which the research was carried out a subsidiary question was considered regarding the circumstances of information provision that need to be recognized in a bilingual and rural community. The primary research found that the users questioned wanted local information and information about Wales to be provided in the Welsh language. With respect to the needs of rural communities the users' questions expressed a willingness to travel to other libraries with the appropriate information and that online library access, and the use of the requests system, facilitated information provision. The literature based research suggests that mapping local information provision with other agencies and institutions would assist joint working to respond to needs.

6.3.4 With regards to research questions about the stock resources of the public library the response from those questioned suggested that there was very little use of the reference collections and this prompted a review of the collections provided in Gwynedd. The selection of reference stock was limited to basic reference material, especially in the smallest libraries, with an emphasis on local information and ensuring that there was adequate access to local studies material in cooperation with the local archives service.

The stock management of Gwynedd's non-fiction collections was an area noted for attention in service development and improvements to requests system were prioritized following the comments received through the study and the increase in use of the requests system.

6.3.5 The lack of awareness of users in Gwynedd about the provision of online resources by the service, reflects evidence gathered elsewhere and attempts were made to promote use through staff training, marketing campaigns and with local schools and colleges. The use of online catalogue was also noted during this research and the library services' pages on the Council website were developed to draw greater attention to the digital resources

available to Gwynedd users. The identification of gaps was more difficult as users were satisfied with the provision. Following the survey conducted for this research however, staff were required to continue recording enquiries. This raised staff awareness of their role in information provision, facilitated sharing good practice and provided a means of regularly identifying gaps in the provision either in a single library or within the service.

6.3.6 The responses of those interviewed and information gathered from the background research suggested that the Council Website was an important portal to access local services including the library service. The opportunity to improve awareness of library resources was identified as part of a programme to update the Gwynedd Council website.

6.3.7 The research investigated whether library staff should promote information literacy and although little demand was expressed by the users questioned, the general research suggested that there is a role for public libraries as part of the digital inclusion agenda. Information literacy training was arranged for staff through the Welsh Information Literacy Project and information literacy sessions arranged for the public targeted at non-users of information within the library and non users of libraries.

6.4 Areas for further research

The findings of this case study are limited by the research methodology chosen as a qualitative investigation focused on the users of libraries in Gwynedd. While recognizing these limitations there are areas of further research that can be identified not only from general points that can be drawn from this particular study but also from the review of the literature and the evident lack of academic research in UK public libraries. These areas for possible further investigation include:-

- Users of libraries who are ‘non users’ for information provision: PLUS library surveys throughout UK s regularly report that approximately 75% are non-users of

the library for information. Studies could focus for example on older female library users who are regular users and who are the least likely to be digitally aware or confident.

- Non- users of libraries, in particular those that have noted in surveys that they are ‘not interested’ or ‘do not have the time’. Non-users who are unaware what the library has to offer in relation to digital information in particular may be attracted to what the library services have to offer.
- The use of reference collections in public libraries, especially outside the larger urban areas, and the staffing levels required to allow time for assistance to users searching for information and the promotion of information literacy.
- The low use of public library service online reference resources, including those whose content is prepared by library staff as well as ‘published’ online reference resources and how these, together with the online catalogue can be used to promote digital inclusion and information literacy.
- The provision of information by libraries in the context of the wider provision by local authorities, especially through their websites, and working with other local agencies such as for example Citizens Advice Bureaux and Voluntary Services Councils.

6.5. Further Developments

The Introduction and the Literature Review to this research has attempted to illustrate how, as a statutory service, the role of public libraries is defined, or influenced, by government policy, as this was posed as one of the key areas of this study. Since completing the primary research there have been significant developments with regard to public library provision that should be outlined in the concluding section of this research.

In 2012 SCL UK, the Society of Chief Librarians for England, Wales and Northern Ireland, commissioned research work to reinforce the continuing work involved in supporting libraries with digital access to information and services (SCL, 2012). The focus agreed for the evidence required was to gather case studies to support the development of a 'Public Library Universal Information Offer' and in this way to help public library services as essential partners in the Coalition Government's 'digital by default' agenda. Digital by default had been increasingly used as a term to describe the shift toward access through the Internet only to government services in particular. The completed report (SCL UK, 2013) considered the role of public libraries services and their staff in delivering access to government services and information online. It also outlined the skills and competencies for library staff as digital champions to support the 'digital capability' of library users. It noted that this would require a skills audit of frontline library staff and identify existing staff confidence levels to deliver support for digital access to information and services.

The case studies for the SCL 'Information Offer' research demonstrated that frontline library staff had the ability to 'refer and signpost to other local agencies' (op. cit., 2013). This was seen as signposting users to more specialised help that was outside the boundaries of library staff expertise and the role of the library staff. In addition the examples illustrated that library staff wanted to provide a service that met users' needs and were enthusiastic in the solutions that they can offer *locally*. It was shown that library staff are trusted and users returned as they were satisfied with the standard of service. The report concluded that libraries support users "to find their way through the electronic information and services provided in partnership with others" (SCL, 2013: 5.2).

Information Literacy is a much broader area in public libraries with its wide diversity of users than in other sectors. In Wales only limited defined or assigned responsibilities for Information Literacy are noted for public libraries in the Welsh Public Library Standards. However the Welsh Information Literacy Project (WILP, 2010) has been initiated by librarians across Wales responding to the need for action and partnership in the field of information literacy. The project has been sponsored by CyMAL and has support from

libraries across all sectors in Wales and the education sector. In its third phase during 2012-13, WILP's aims included facilitating and supporting Information Literacy activities and training for Public Library staff and users. While building on the experience of other nations (SILP, 2010) the scale of the approach to embedding Information Literacy skills development, support and training within the Public Library Service throughout Wales was ground-breaking in the UK. While the Welsh Information Literacy Framework (WILP, 2012) has provided guidance to library services this not supported however in the form of a Welsh Government policy other than the broad field of digital inclusion.

Public libraries have worked in partnership with others to reinforce their role in the wider digital inclusion agenda. Approximately three thousand public libraries are UK online centres and access points and all Public Library Authorities signed up to participating in the Race online initiative in 2012 (UK Online, 2013). Digital inclusion initiatives such as this have been seen as integral to the community library agenda and case studies collected to support evidence about the strategic role of libraries (SCL Wales, 2010). 'Communities 2.0', the Welsh Government's flagship digital inclusion programme, has had a transformative impact on the digital inclusion agenda and was supported by libraries throughout Wales (Wales Cooperative Centre, 2014).

This research has not focused on technological developments or the role of public libraries with what has been described as the 'interactive' use of the internet or 'Web 2.0' (Godwin, 2008). As more library users become virtual users as well as physical users, so it is even more important that public libraries are 'virtually' up to date and provide a service in virtual spaces. For those who do not have an awareness of Web 2.0, public libraries have an informal responsibility to help them learn and emphasising the important role they play in lifelong learning in their communities. For a significant minority including unemployed in communities, the public library is their only source of internet access and one of the few accessible resources they have for lifelong learning. In the age of Blogs , RSS feeds, Wikis, Podcasting , Instant messaging, Social Networking and the growth of use of tablet/smartphone technology there is an opportunity for Public

Library Services to offer information services in new ways to existing and new users for offering information resources and services (Godwin, 2008). In common with many other library services Gwynedd Library Service has established a Social Media presence and the use of its digital services was growing.

In its report on public library services in the twenty first century the Carnegie Trust (Macdonald, 2012) noted that it is vital to acknowledge that people's behaviour both as readers and as information seekers has been dramatically changed by technology and by changed lifestyles. In its' over view of developments in ICT the research noted that 'people increasingly seek information and knowledge from a computer or a smartphone, and many read books in an electronic format which no longer relies upon a physical product. The library of the future has to respond to these changes'(op. cit., 2012, p7).

The PLUS National Report for 2012/2013 however noted that 31% of those surveyed used the library for seeking information (CIPFA Research, 2014) emphasising the role of the library in a digital age.

As Ministerial Reviews of Public Library Services in both England (DCMS, 2014) and Wales (Welsh Government, 2014) were announced - their future was once again a subject of debate as this research study was concluded. This investigation takes place against a period of severe restrictions in public expenditure and library closures. The review in Wales includes looking at what library provision is required to meet the changing needs and the roles and functions of the public library workforce. Significantly it will also investigate whether a new legislative framework for public library services in Wales is needed. Fifty years on from the 1964 Public Library Act, if it is decided to implement and superintend new legislation, it can only be hoped that what is proposed has a more adequate definition for the public library's role in the information provision than ... 'other information that may be required'....

6.6 Chapter Summary

This research has contributed to the professional development of the researcher and enabled his contribution to the wider library profession. Researching for this study has highlighted to the researcher the importance of information provision, and information literacy, to users of public libraries. The study has informed the researcher as a member of the Welsh Information Literacy Project and in particular with chairing the project's Steering Group between 2010 and 2014. As a manager of a public library service the overview provided by the case study approach has also informed the researcher about possible service developments. As a result of the holistic nature of the approach to the study it has informed to service management and planning for the library and information service by taking into account developments in the wider library community.

During this study the researcher has been privileged to hear first-hand the experience of users and gain some understanding of the value of the public library in their lives – their evidence was more powerful than statistics from a worksheet or impersonal facts in a report. The response of members of the public declaring the value of the service has confirmed the role of the public library in providing information that has enriched their lives. This research study was grounded in a professional statement that the behaviour of professionals who work with information should be guided by a regard for the interests and needs of information users and the duty of the researcher as a manager of a public library service to ensure the efficient use of the resources provided for users.

This study was approached by the researcher with the 'uncertainty' that there was a role for public libraries in information provision in an increasingly 'digital' age. Completing the research he is certain that they do have an important role, due in part to the wide range of evidence gathered but to a greater extent due to the opinions of users and the evident impact on their lives. The challenge ahead is the need for clarity, nationally and locally, regarding the roles and responsibilities of public libraries and the certainty that they need to fulfil their information role in a positive way.

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Maps of Gwynedd

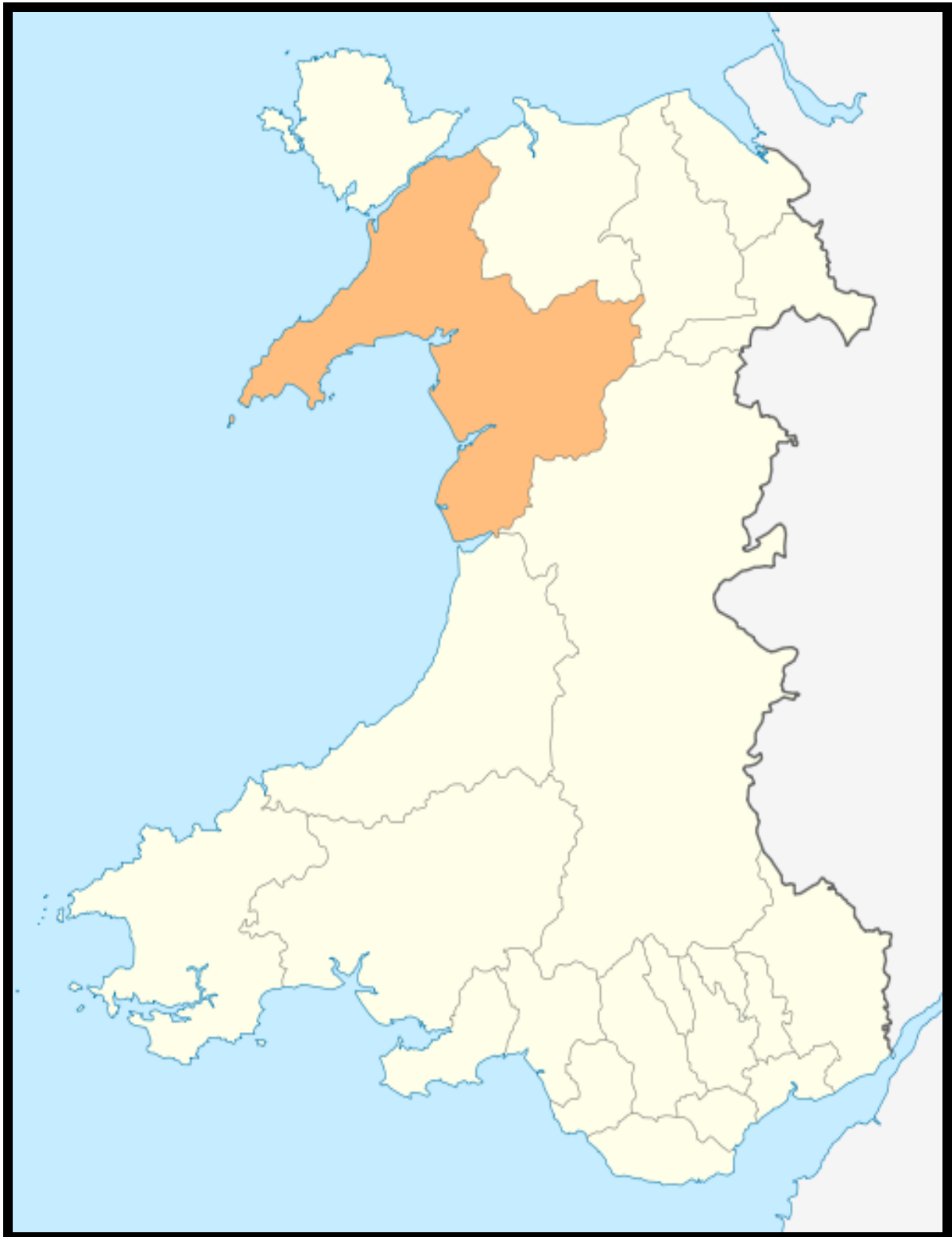
Appendix One



Gwynedd Unitary Authority
(Copyright Cyngor Gwynedd Council, 2014)

Maps of Gwynedd

Appendix One

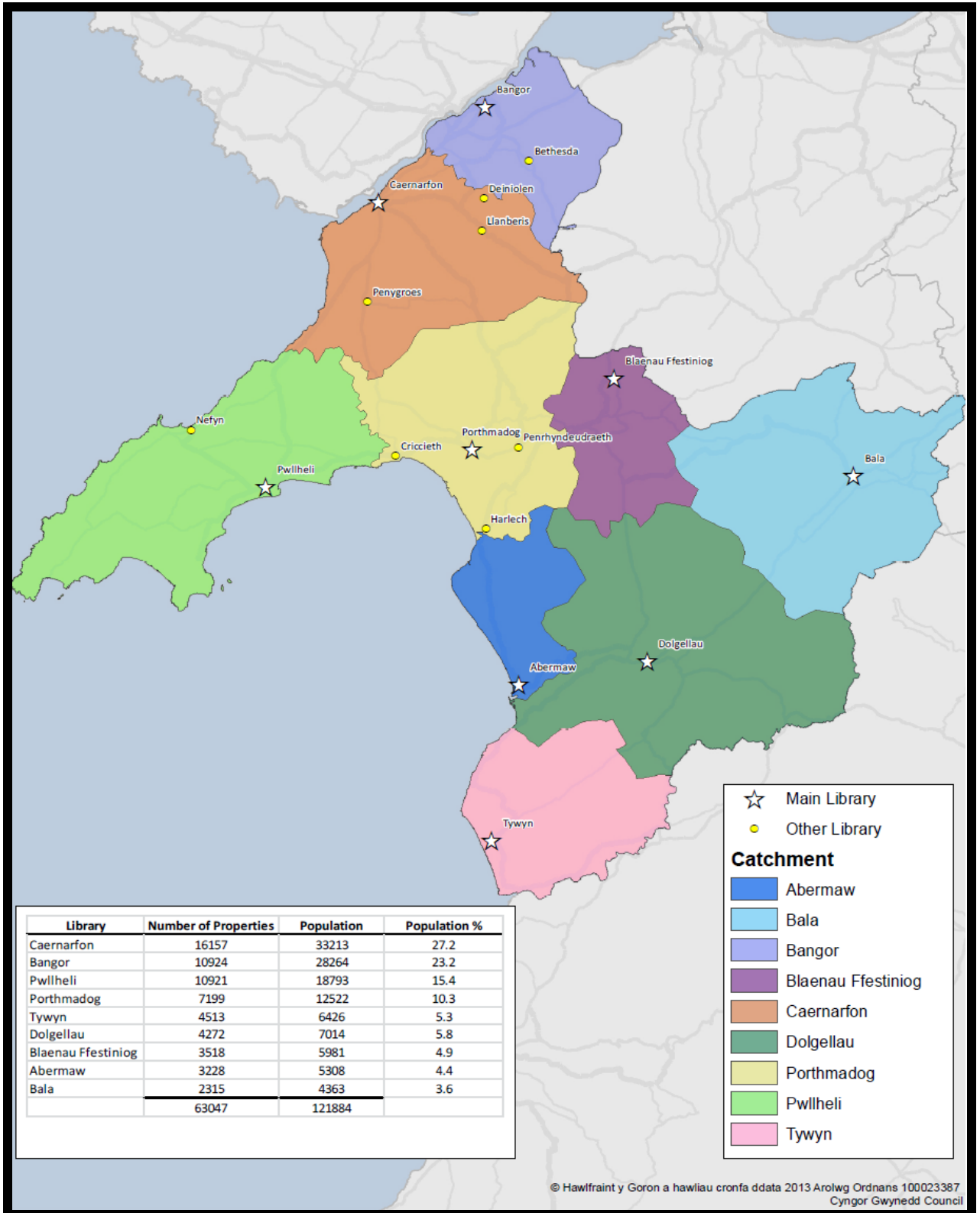


Locator map of Gwynedd in Wales

(Wales location map.svg / Author NordNordWest / 2010)

Map of Public Libraries in Gwynedd

Appendix Two



Appendix Three

Does the website have the information that people are looking for?

Source of information: Main survey

Evidence of success

It is virtually impossible to list all the information that a local authority website should be providing,
but at a high level it should:

- provide information about the **democratic processes** (eg councillors, meetings, elections, participation etc)
- provide information about **all council services** and how the public may use them
- provide information to meet the **needs of the many different groups of users**
- encourage community groups and individuals to **comment on issues and services**
- provide information about the content of **all public documents**, including the facility to search and download the full documents and/or parts of them
- **provide links** to extend information at appropriate levels to **other agencies delivering services in or on behalf of the local public and voluntary sector** (e.g. as part of local strategic partnerships)
- **provide links** to extend information at appropriate levels to **national agencies** that complement and support local government (e.g. central government, single issue websites)
- provide information in **response to frequently asked questions**.

Extract from '*Better connected: building for the future*'.
(SOCITM : Society of Information Technology Management, 2003).

Trends in Public Library Issues/Stock Adult Non- Fiction

Appendix Four

A. Adult Issues from Public Libraries

Public Library ISSUES UK (millions)	1986/87	1988/89	1990/91	1992/93	1994/95	1996/97	% change 1987-97
Adult Fiction	368	341	326	314	289	261	-29
Adult Non – Fiction	143	133	129	136	133	127	-12

Public Library ISSUES UK	1998/99	2000/01	2002/03	2004/05	2006/07	2008/09	% change 1998-2008
Adult - Fiction	234	209	180	160	149	144	-38
Adult Non – Fiction	115	101	91	81	75	71	-38

(Compiled for this research study from CIPFA Actuals, 1987 -2009)

B. Lending Stock in Public Libraries

Public Library STOCK UK (millions)	1986/87	1988/89	1990/91	1992/93	1994/95	1996/97	% change 1987-97
Adult Fiction	41.0	40.4	39.2	38.0	37.0	35.2	-14
Adult Non – Fiction	43.2	41.4	40.2	38.0	36.0	35.2	-19

(Table 1.1.5a, from Bohme and Spiller, LISU 'Perspectives of Public Library Use 2, 1999)

Public Library STOCK UK	1998/99	2000/01	2002/03	2004/05	2006/07	2008/09	% change 1998-2008
Adult Fiction	32.7	31.2	29.2	27.9	26.5	25.9	-21
Adult Non – Fiction	33.4	31.2	29.7	28.1	26.2	25.0	-25

(Compiled for this research study from CIPFA Actuals 1998 -2008)

Guidance for recording enquiries in public libraries (CIPFA)**Appendix Five****NUMBER OF ENQUIRIES****NOTES OF GUIDANCE**

In preparation for this year's enquiry count, you are reminded of CIPFA's definition of an enquiry:

Any questions, however received (e.g. in person, by letter, by phone) leading to the active involvement of staff in identifying and answering problems posed by library users.

Included are:

- (i) All requests for information from published, unpublished, personal and organisational resources.
- (ii) Enquiries leading to assistance of users in the use of library catalogue or bibliographical aids.
- (iii) Membership interviews involving description of library services available.
- (iv) Assistance in library use (i.e. informal, non-programmed instruction in library use).
- (v) Directional enquiries relating to sources external to the library.
- (vi) Recent request for bibliographical information - e.g. a subject request which then results in a book request.

Excluded are:

- (i) Directional enquiries within the library, i.e. usually relating to the location of individual areas of bookstock, catalogue or special services. These would become enquiries when it is necessary to leave the enquiry desk to show the book stock to the reader or where a more necessary lengthy description of the library service is required.
- (ii) Requests for library stationery and items for sale i.e. book and periodical request forms, publications and carrier bags.

Listed below and overleaf are some examples of questions that are

- * to be counted;
- * those which are not, in themselves enquiries, but might become one depending upon any follow up; and
- * those which are not to be counted.

ENQUIRIES COUNTED

Where does the quote 'Hell hath no fury...' come from?
 Have you got any books with pictures of life in the 1950s?
 Do you have any books about Latvia?
 Can you help me find Large Print novels for an elderly woman?
 Have you got anything on Michaelangelo da Vinci?
 Did Rat, Mole or Toad own a caravan?
 Was there a sequel to Gone with the Wind?
 Have you got the issue of the Times for five years ago today?
 Does the library stock linguaphone tapes?
 Does the library have newspapers for the blind?
 Could you show me how to use the OPAC/microfiche?
 Where can I find the answers to these competition questions?
 How do you spell Abu Dhabi?
 I want to trace my parents - how do I go about it?
 When are small area statistics from the 1991 census published?
 What are the regulations governing the disposal of toxic waste?
 Who is the MP for this ward?
 Do you have a list of local doctors practices?
 Can you give me a recommendation for a reliable plumber?
 Can you tell me who lives at 56 Church Street?
 Can you tell me the telephone number of the nearest cinema?

Guidance for recording enquiries in public libraries (CIPFA - continued)**ENQUIRIES COUNTED (continued)**

Where is the local technical college library?
 Is a relative from Tunisia eligible for free treatment on the NHS?
 Can you tell me how to get our local bottle bank emptied?
 Could a member of the library staff compile me a booklist?
 Are the new first class stamps a different colour?
 Can I get a form here for the London marathon?
 Why do bald men drive sports cars?
 Why doesn't the library have more books about steam engines?
 Is there a children's story time during the next half term?
 Where is 821.23?
 Can I cut this article from the library's Guardian?

ENQUIRIES NOT COUNTED

How do I join the library?
 Can I return books here which I took out at my local branch?
 I've lost a library book - what should I do?
 Do I have to pay fines on children's books?
 I've forgotten my card - can I still take this book out?
 Can I take out CDs on my ticket?
 Is there a photocopying facility in the library?
 Could I have a reservation form?
 Has the book I requested come in?
 Do you have a comments book?
 Does the library sell postcards of the town?
 Can I swap one of your books for three of my own?
 Is the library being extended to house an art gallery?
 Is the library open on Sunday?
 Would the library display a poster advertising our college play?
 Could I use the library for a survey I'm carrying out?
 Would you be interested in receiving these company archives?
 Can I speak to the chief librarian?
 Has my lost umbrella been handed in?
 Can I borrow some glue and a pair of scissors?

Trends in Adult Issues and Enquiries, Public Libraries 2002 – 2013

Appendix Six

Public Libraries - Book issues			Total	Adult Non-Fiction
	Adult fiction	Adult non-fiction	Adult issues	Percentage
2012-13	116,482,480	54,617,279	171,099,759	31.9
2011-12	129,912,781	61,064,177	190,976,958	32.0
2010-11	137,313,361	65,875,535	203,188,896	32.4
2009-10	142,759,015	69,962,158	212,721,173	32.9
2008-09	144,207,502	71,183,108	215,390,610	33.0
2007-08	144,397,544	72,493,446	216,890,990	33.4
2006-07	149,013,502	75,188,309	224,201,811	33.5
2005-06	154,498,065	78,633,067	233,131,132	33.7
2004-05	160,410,851	81,179,240	241,590,091	33.6
2003-04	168,433,713	85,700,275	254,133,988	33.7
2002-03	180,134,418	90,706,809	270,841,227	33.5
Source	<i>CIPFA public library actuals</i>			

Number of enquiries	
	Public libraries
2012-13	41,558,973
2011-12	41,408,472
2010-11	48,201,840
2009-10	48,810,035
2008-09	44,009,254
2007-08	49,050,461
2006-07	51,238,351
2005-06	55,516,919
2004-05	56,860,403
2003-04	58,183,086
2002-03	57,326,016
Source	<i>CIPFA public library actuals</i>

Updated 31/01/14

Appendix Seven

Requests for Non Fiction Material 2001-2013 Gwynedd Libraries

Dadansoddiad Ceisiadau Ffeithiol Llyfrgelloedd Gwynedd 2001 – 2013

Year	Total Requests	Adult and Children's Non-Fiction Requests	%	Adult Non-Fiction Requests	%
Blwyddyn	Cyfanswm Ceisiadau	Ffeithiol Oedolion a Plant	%	Ffeithiol Oedolion	%
2013	31,953	8727	27.3%	8164	25.6%
2012	28,769	7964	27.7%	7354	25.6%
2011	26,106	7595	29.1%	7112	27.2%
2010	21,070	6109	29.0%	5683	27.0%
2009	15,066	4534	30.1%	4240	28.1%
2008	13,321	4135	31.0%	3900	29.3%
2007	12,353	4222	34.2%	3995	32.3%
2006	11,408	4193	36.8%	3972	34.8%
2005	10,608	4067	38.3%	3811	35.9%
2004	9,500	3804	40.0%	3586	37.7%
2003	8,164	3501	42.9%	3248	39.8%
2002	6,518	2975	45.6%	2805	43.0%
2001	7,114	3172	44.6%	2978	41.9%

Cyfraniad Llyfrgelloedd Cyhoeddus i Gyflenwi Gwybodaeth
The Role of Public Libraries in Information Provision

Annwyl / Dear _____ ,

Diolch yn fawr am gytuno i gael eich cyfweld fel rhan o'r ymchwil academaidd hyn i gyfraniad llyfrgelloedd cyhoeddus i gyflenwi gwybodaeth.

Thank you very much for agreeing to be interviewed as part of this academic research into the role of public libraries in information provision .

Mae Gwasanaeth Llyfrgell Gwynedd yn derbyn tua 70,000 o ymholiadau'r flwyddyn, mae'n darparu casgliadau llyfrau, papurau newydd a chylchgronau, cyfrifiaduron i'r cyhoedd ac adnoddau ar-lein. Un prif amcan o'r ymchwil yw ceisio cynnig gwasanaeth addas i gwrdd ag anghenion y cyhoedd.

The Library service receives about 70,000 enquiries each year and provides a collections of books, newspapers and magazines , public access computers and on- line resources . One of the main aims of the research is try and ensure an appropriate service to meet the needs of the public.

Bydd cynnwys y cyfweiliad yn cael ei gadw'n gyfrinachol a bydd unrhyw ran ohono a ddyfynnir yn yr adroddiad terfynol yn cael ei ddefnyddio yn ddiennw .

The content of the interview will be kept confidential and any part used as evidence will be quoted anonymously in the final report.

Bydd y cyfweiliad yn cael ei recordio a thrawsgrifiad yn cael ei baratoi o'r recordiad.
The interview will be recorded and a transcription prepared

Bydd y recordiad a'r trawsgrifiad yn cael eu cadw'n ddiogel ac yn cael eu gwaredu yn ddiogel yn dilyn cwblhau'r broses ymchwil.

The recording and the transcription will be kept safely and both will be securely disposed of following the completion of the research process.

Cynhelir y cyfweiliad ar

Yn

The Interview will be held on

At

Hywel James Prif Lyfrgellydd /Principal Librarian

01286 679504 / 07747 760654

Cyfraniad Llyfrgelloedd Cyhoeddus i Gyflenwi Gwybodaeth
The Role of Public Libraries in Information Provision

Appendix Eight (2)

Ffurflen caniatâd i'r rhai sydd yn cael eu cyfweld
Consent form for Interviewees

Cytunaf i'r cyfweiliad hwn cael ei ddefnyddio at bwrpas ymchwil yn unig
I agree that this interview can be used for research purposes only .

Deallaf y bydd rhannau yn cael eu dyfynnu yn ddienw yn yr adroddiad terfynol
I understand that parts of the interview will be anonymously in the final report

Deallaf y bydd y cyfweiliad yn cael ei recordio a thrawsgrifiad yn cael ei baratoi.
In understand that this interview will be recorded and a transcription prepared.

Cytunaf i'r ymchwilydd cysylltu i gadarnhau cynnwys y trawsgrifiad os oes angen .
I agree that the researcher can contact me to confirm the content of the transcription if necessary.

Enw / **Name**

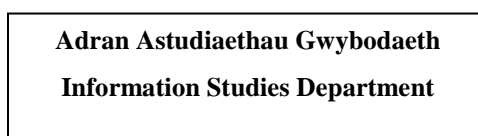
Cyfeiriad / **Address** ...

Rhif ffôn /**Telephone**

E bost / **E-mail**

Arwyddwyd / **Signed**

Dyddiad / **Date**



Research Case Study 2009/10

Appendix Nine (1)

- Gwynedd Library and Information Service

Initial Notes for Interviewer

Semi structured interview questions while prompting, without bias, the interviewee to speak

Guiding Questions

‘What is the role of public libraries in providing information for its users?’

“What types of information are users seeking when using library information and reference services either physically or remotely?”

“ Do users want / require the assistance of library staff to find information?”

Introduction

Welcome and thanks

Ensure interviewee is a Library Member

Interviewees will be informed that interview is for academic research which may inform the provision of information services in the future.

Each interviewee will be told that the interview will be recorded and a transcript made of the content – names will not be used when the selections form the material is published .The recordings and transcripts will not be published or distributed in any form and will be disposed of securely once the research has been verified.

Interviewees will be contacted if there is any doubt about a statement in the content of their interview following transcription.

(Consent form to be signed and Information Statement given to all interviewees)

Thank the interviewee again for their time

The Interview Questions

Appendix Nine (3)

1. Do you use the this library to get or to try and get information?

1.A .Yes (if No – go to Question 1.B)

1.A.1 What types of information were you looking for ?

(prompt) recently / in the past?

(probe categories) Health /Education/Welfare/ etc.) *list 1

1.A.2 .Where do you get this information in the library

(prompt) Printed material / IT/ Both

(probe) ask for examples of each / refer back from 1.A.5 if necessary)

1.A.3 Do you or did you use the reference section of this library to get information?

Prompt what do you think of the reference section?

probe has this use changed ?

do you use reference sections in other libraries?

1.A.4 Do you or did you use the non fiction section in the lending section to find information you wanted?

prompt did you borrow the books on the subject(s) you wanted information about from the library ?

probe – has this use changed

Do you buy books on particular subjects?

1.A.5 .Are you aware of the library services on line databases?

(* interviewer to refer back to 1.a.2 if necessary)

prompt e.g. Know/News UK etc. *list 2

probe what you think about these on line resources?

have you used them remotely from your home /work ?

do you prefer the online resources to print ?

1.A.6 Have you used the library to look for information which you needed urgently or quickly ?

prompt – for personal use / work related

1.A.7 Is it more difficult some times to find the exact information that you need ?

probe – out of date /currency

trustworthy / authoritative - fact or opinion

too much / too detailed / level or amount

1.A.8. Do you think *the choice* of information that is available from the library could be better?

No – prompt -what about local information ?
what about information in Welsh

Yes - probes /what could be better?

what about local information ?
what about information in Welsh?

1.A.9 Do you ask library staff assist you?

Yes - probe what do you think about the assistance they give?

Was it Very Good / Good / Adequate / Poor

No - probe why not ?

probe what further assistance would you like ?

1.A.10 Would you like to receive instruction/training on finding information for your personal use ?

Yes

Probe – informal one to one or small group with staff

Formal in a class or club with a tutor
On line
Printed guide
No - why not ?

1.A.11 Is there anything else about searching for information using the public library which you would like to tell me about ?
Is there anything about searching for information in general you would like to tell me about?

1.A.12

How would you describe your knowledge use of computers?

prompt No knowledge
 Beginner
 Moderate
 Confident

Do you have easy access to a computer with internet access?

Work place (probe Own workstation? personal use ?)
Home (probe Number of computers at home)
Both

At home do you have broadband access

Yes
No
Other e.g .had in the past but too costly

Diolch am eich amser / Thank you for your time

Do you use this library to get or to try and get information?

1.B No

1.B.1 When you look for information what types do you look for ?

(prompts) recently / in the past? How often?

(probe categories) Health /Education/Welfare/ etc) ***List 1**

1.B.2 .Where do you get this information

(prompt) Printed material / IT/ Both

(probe) ask for examples of each)

1.B.3 Do you or did you use than another library to get information?

Prompt what do you think of the reference section in that library ?

probe has your use of that library changed ?

1.B.4 Do you or did you use the non fiction section in the lending section of that library to find information you wanted?

prompt did you borrow the books on the subject(s) you wanted information about form the library ?

probe – has this use changed

Do you buy books on particular subjects?

1.B.5 .Are you aware of the library services on line databases?

(* interviewer to refer back to 1.a.2 if necessary)

prompt eg Know/News UK etc ***List 2**

probe what you think about these on line resources?

have you used them remotely from your home /work ?

do you prefer the online resources to print ?

1.B.6 Have you looked for information which you needed urgently or quickly ?

prompt – for personal use / work related
probe - where did you look

B.7 Is it more difficult sometimes to find information that you need?

probe – out of date /currency
trustworthy / authoritative - fact or opinion
too much / too detailed / level or amount

1.B.8. Do you think that there is information that should be available from the library ?

No – prompt -what about local information ?
what about information in Welsh

Yes - probes /what should be available ?

what about local information ?
what about information in Welsh?

1.B.9 Would you ask library staff assist you to find information ?

Yes - probe what sort of assistance would you like ?

No - probe why not ?

1.B.10 Would you like to receive instruction/training on finding information for your personal use ?

Yes

Probe – informal one to one or small group with staff
Formal in a class or club with a tutor
On line
Printed guide

No - why not ?

1.B.11 Is there anything else about searching for information using the public library which you would like to tell me about ?

Is there anything else about searching for information in general which you would like to tell me about ?

1.B.12

How would you describe your knowledge use of computers?

prompt	No knowledge
	Beginner
	Moderate
	Confident

Do you have easy access to a computer with internet access?

Work place (probe Own workstation?personal use ?)
Home (probe Number of computers at home)
Both

At home do you have broadband access

Yes
No
Other eg had in the past but too costly

Diolch am eich amser / Thank you for your time

Master Sheet Question 1 -What types of information were you looking for?													Appendix Ten (a)										
I	d	G	A	S	R	L	I	I	L	M	Answer		History	Health	Work and Study	Travel	Council	Finance	Environment /Gardening	Personal /Wide			
o	n	e	t	a	e	a	T	T	i	e													
1	G2	A2	E2	R1	L1	C3	B123	U12	M3		Chwilio am ddeunydd am beth mae'r plant yn astudio yn yr ysgol 'reference books' ar gyfer plentyn 11 oed .Plant efo diddordeb mewn llyfrau ac mewn hanes .Felly y prif defnydd ydy ar gyfer plant.Byddaf fy hyn yn chilio am lyfrau teithio neu llyfrau am yr ardal yn achlysurol.	1			1								
2	G1	A3	E2	R1	L1	C3	B2	U13	M1		I gael gwybodaeth fel lleoliad stryd mewn dref , amserlen rheilffordd (haws mewn print) hefyd isdeddfau y Cyngor a grantiau ar gyfer mudiadau gwirfoddol .						1	1	1				
4	G2	A2	E2	R1	L1	C3	B123	U124	M2		Maes eang . Yn ddiweddar Cwrs ieuentid a chymuned - cymuned a chyfraith ee Asdas yn cael ei adeiladu mewn cymuned fach , conflict at work/ management issues .Dwi Hefyd wedi cael gwybodaeth am y Cyngor , cynghorwyr				1		1				1		
7	G1	A2	E2	R1	L1	C4	B123	U123	M2		Academaidd -yn fy maes dysgu Hanes yn fwya	1		1									
13	G2	A3	E2	R1	L2	C3	B123	U13	M1		Council policies - planning matters .Travel					1	1						
14	G2	A3	E2	R1	L1	C4	B123	U12	M1		Pethau Hanes Canol Oesoedd(Early Medieval) ...hefyd hanes hwyrach am 'y ddydd ysbrydol ' ee Dame Julia of Norwich, Marjorie Kemp , - cyfnodau o hanes a dilyn diddordeb.	1											
15	G1	A4	E5	R1	L1	C2	B1	U12	M1		Byd, Rise and Fall of Communism -ar gyfer amser hamdden , Family History .	1	1										
17	G1	A4	E5	R1	L2	C3	B0	U13	M1		Am y cyrsiau rwyn dilyn ee Ffrangeg, enwau lleoedd , Hanes Cymru - cyrsiau allanol y Brifysgol . Mae gen i allotment yn y dref a mae digon o lyfrau ar arddio yn y Llyfrgell .	1			1				1				
22	G1	A3	E2	R1	L2	C4	B2	U124	M1		Politics, Environmental , Literary stuff - quite wide . Recently tried to get information on a Russian writer ,went to Bangor Library and they said that the University Library had it. I managed to get it through them . For personal use -a health issue. Alternative Health issues, gardening, environment issues.			1	1				1	1			
23	G2	A3	E3	R2	L3	C3	B1	U12	M1		Health Issue - Charles Bonnie Syndrome for a lady I visit who is partially blind .			1									
24	G2	A1	E1	R2	L2	C3	B12	U13	M1		School/College work , occasionally to get (local)information about Bangor and what on in Bangor , information about language , cultureI look up history and travel .	1									1		
26	G1	A1	E1	R1	L1	C4	B0	U12	M1		Gwybodaeth i'm cynorthwyo i astudio - Coleg Menai (26)				1								
27	G2	A2	E2	R1	L1	C3	B13	U1	M1		I wneud efo fy ngwaith neu cymharu prisiau yswiriant car .				1			1					
30	G2	A2	E2	R1	L1	C3	B13	U14	M3		Amgylchedd - ymchwil cefndirol ar gyfer llyfrau plant i gael gweld beth oedd yn y farchnad neu gaps yn y farchnad. Gwybodaeth am yr ardal hefyd - hanesyddol - Criccieth, Penllyn. (30)	1			1				1				
31	G2	A3	E2	R1	L2	C4	B13	U1	M3		Information about education courses available on line (31)				1			1					
34	G2	A2	E2	R1	L1	C4	B0	U1	M3		Personol a fy swydd . Gwybodaeth trin plant , byhafio ayb . Swydd lechyd meddwl .			1	1						1		

														Appendix Ten (b)					
Master sheet Question 1 (continued)																			
I d . N o	G e n	A g e	S t a	R e c e	L a n g	I n t e r	L i b r a r y	M e m b e r	Answer	History	Health	Work and Study	Travel	Council	Finance	Environ ment /Gardeni ng	Personal /Wide		
35	G1	A3	E5	R1	L2	C3	B1	U134	M1	Mostly my main area is history - The principal information recently the location of obscure books which I get through the excellent inter-loan service but if they are not available through interlibrary loans I use the library to track down the nearest copy and follow my own route to find it. In recent years - following the history of ex-patriot Welsh especially in the East End of London , but not solely there , who were members of the Druidic society in the early nineteenth century ..	1								
37	G1	A4	E5	R1	L1	C3	B13	U124	M1	Hollol amrywiol - ee trefnu gwyliau ond ystod eang o wybodaeth . Hanes Llyn Elsi yn Betws y Coed roeddwn yn chwilio am noson o'r blaen.	1			1				1	
39	G2	A3	E2	R1	L2	C4	B123	U12	M1	I am interested in Health and wellbeing ,life skills ,confidence - these are the books I'm taking out most of the time . Also interested in growing , my own food - vegetable growing.Looking for a natural life - could be cookery or gardening . It overlaps personal and work interest .		1	1				1	1	
40	G1	A4	E5	R1	L1	C0	B13	U12	M1	Gwyddonol - ffiseg, bioleg ayb .Paranormal , Cyngor ariannol ee Which ?					1			1	
41	G1	A3	E2	R2	L3	C3	B0	U1	M1	E mail and travel information. I use it for personal information .		1		1				1	
42	G2	A2	E4	R1	L2	C3	B0	U12	M3	Looked for jobs, courses, Educational and employment .			1						
44	G1	A4	E5	R1	L2	C2	B0	U12	M3	Weather and in particular mountain weather. Bus timetables . What's going on in Gwynedd - places to visit when the grandchildren are with me . Tudor History .	1			1				1	
45	G1	A3	E2	R1	L2	C4	B13	U12	M3	News and Current affairs - I always check out the BBC and the Guardian - I follow whats happening in Afghanistan . Sport . Job websites . Health .I'm more of an information junkie - not some one who comes here to play games /entertainment Hobbies - history, astronomy, science	1	1						1	
47	G2	A3	E4	R1	L1	C3	B13	U124	M2	Gwaith ymchwil Coeden Deulu - darllen llyfrau am yr adeg hynny .Fyddai'n defnyddio ancestry.com yma yn y llyfrgell ac yn defnyddio llyfrau ee Llyfrau ar forwyr .Yn perthyn i Hedd Wyn (bardd) felly dwi wedi bod yn edrych ar hynny.	1								
48	G1	A3	E2	R1	L2	C3	B13	U124	M2	Seventeenth Century History - Geology	1							1	
50	G1	A1	E2	R1	L1	C4	B13	U12	M1	General information ,learning - topics art, wildlife, computers .I came here to e-mail , Facebook amd check the news .			1				1	1	
53	G2	A2	E2	R1	L2	C3	B123	U13	M2	Information for my academic education courses - Sociology and Child Education -Birmingham University			1						
56	G2	A1	E2	R1	L1	C3	B13	U13	M2	Information about Art and artists			1						
57	G2	A3	E2	R1	L2	C4	B13	U12	M2	Reading about China and Russia ,Cultural Revolution to the modern day - when my daughter was taking GCSE and College courses we would come here and later for jobs that were available. Also for Welsh and local History	1		1						
61	G2	A2	E3	R1	L1	C4	B0	U1	M2	Gwybodaeth am gyrsiau Prifysgolion/ Colegau ar hyn o bryd . Teithio chwilio am 'flights' pethau yn gysylltiedig a hynny ..				1	1				
										14	7	17	7	3	4	5	12		
										History	Health	Study	Travel	Council	Finance	Gardening	Wide		

Example Analysis Question 1 - What types of information were you looking for ?										Appendix Ten(c)										
By Gender -Male																				
Gender	G	L	I	I	L	M	A	S	R	Answer	I	History	Health	Work and Study	Travel	Council	Finance	Environment /Gardenin g	Personal /Wide	
	G1	L1	C3	B2	U13	M1	A3	E2	R1	I gael gwybodaeth fell lleoliad stryd mewn dref , amserlen rheilffordd (haws mewn print) hefyd isddeddfau y Cyngor a grantiau ar gyfer mudiadau gwirfoddol .	2					1	1	1		
	G1	L1	C4	B123	U12	M2	A2	E2	R1	Academaidd -yn fy maes dysgu Hanes yn fwy	7	1		1						
	G1	L1	C2	B1	U12	M1	A4	E5	R1	Health issues,Hanes Canol Oesoedd ee Peasants' Revolt, Yr Ail Ryfel Byd, Rise and Fall of Communism -ar gyfer amser hamdden , Family History .	15	1	1							
	G1	L1	C4	B0	U12	M1	A1	E1	R1	Gwybodaeth i'm cynorthwyo i astudio - Coleg Menai (26)	26			1						
	G1	L1	C3	B13	U12	M1	A4	E5	R1	Hollol amrywiol - ee trefnu gwyliau ond ystod eang o wybodaeth . Hanes Llyn Elsi yn Betws y Coed roeddwn yn chwilio am noson o'r blaen.	37	1							1	
	G1	L1	C0	B13	U12	M1	A4	E5	R1	Gwyddonol - ffiseg, bioleg ayb .Paranormal , Cyngor ariannol ee Which ?	40						1		1	
	G1	L1	C4	B13	U12	M1	A1	E2	R1	General information , learning - topics art, wildlife, computers .I came here to e-mail , Facebook amd check the news .	50			1					1	1
	G1	L2	C3	B0	U13	M1	A4	E5	R1	Am y cyrсияu rwnn dilyn ee Ffrangeg , enwau lleoedd , Hanes Cymru - cyrsiau allanol y Brifysgol . Mae gen i allotment yn y dref a mae digon o lyfrau ar arddio yn y Llyfrgell .	17	1		1					1	
	G1	L2	C4	B2	U12	M1	A3	E2	R1	Politics, Environmental , Literary stuff - quite wide . Recently tried to get information on a Russian writer ,went to Bangor Library and they said that the University Library had it. I managed to get it through them . For personal use -a health issue. Alternative Health issues, gardening, environment issues.	22			1					1	1
	G1	L2	C3	B1	U13	M1	A3	E5	R1	Mostly my main area is history - The principal information recently the location of obscure books which I get through the excellent inter-loan servicebut if they are not available through interlibrary loans I use the library to track down the nearest copy and follow my own route to find it. In recent years - following the history of ex-patriot Welsh especially in the East End of London , but not soley there , who were members of the Druidic society in the early nineteenth century ..	35	1								
	G1	L2	C2	B0	U12	M3	A4	E5	R1	Weather and in particular mountain weather. Bus timetables .What's going on in Gwynedd - places to visit when the grandchildren are with me . Tudor History .	44	1			1		1			
	G1	L2	C4	B13	U12	M3	A3	E2	R1	News and Current affairs - I always check out the BBC and the Guardian - I follow whats happening in Afghanistan . Sport . Job websites Health .I'm more of an information junkie - not some one who comes here to play games /entertainment Hobbies - history, astronomy, science	45	1	1						1	1
	G1	L2	C3	B13	U12	M2	A3	E2	R1	Seventeenth Century History - Geology	48	1							1	
14	G1	L3	C3	B0	U1	M1	A3	E2	R2	E mail and travel information. I use it for personal information .	41				1				1	
											8	3	4	3	1	3	4	7		

Master Sheet Where do you get this information in the library										Appendix Ten (d)
ID	G	A	S	R	L	I	L	M	Answer	
	e	g	t	a	a	T	i	e		
	n	e	a	e	n	A	b	m		
					C	c	U	b		
1	G2	A2	E2	R1	L1	C3	B123	U12	M3	Adran ffeithiol - defnydd fwyaf i'r plentyn 11 oed. Adran cyfeiriol - heb gael achosion o fynd i'r Adran yma. Dipyn o flynyddoedd yn ol roedd achos i ddefnyddio cyfrifiadur yn Llyfrgell Deiniolen ond dim gymaint rwan gan bod cyfrifiadur adref.
2	G1	A3	E2	R1	L1	C3	B2	U13	M1	Deunydd print . Heb erioed chwilio am rhywbeth ar lein yn y llyfrgell. Pori yn hytrach na chwilio am wybodaeth penodol. Sganio cynnwys - edrych be sydd o gwmpas. Defnydd preifat yn hytrach na gwaith.
4	G2	A2	E2	R1	L1	C3	B123	U124	M2	Yn y llyfrgell - fyddai'n holi'r staff neu gyrru e-bost efo be (llyfrau) dwisho. Wedi gwneud defnydd o'r cyfrifiaduron pan oedd un fi dim yn gweithio.
7	G1	A2	E2	R1	L1	C4	B123	U123	M2	Pethau ar y we , gwybodaeth am lyfrau - Talis/Library Catalogue. Handi cael gwybod pa lyfrau sydd ar gael. Cyn i mi gael cyfrifiadur adra' roeddwn yn dod yma . Defnydd wedi newid ers cael cyfrifiadur adra - tydwi ddim yn dod yma mor amal. Dwi yn benthyc llyfrau hefyd. Ymwybodol o Talis.
13	G2	A3	E2	R1	L2	C3	B123	U13	M1	The Council collection of papers in the library in the reference section - I would ask staff if its in and where it is. I've also used it to find phone numbers of people in different countries
14	G2	A3	E2	R1	L1	C4	B123	U12	M1	Catalog, Talis . Hefyd ar y we i weld be sy'n Prifysgol Bangor neu wales.org defnydd catalog i weld pa lyfrau sydd ar gael ac wedyn gwneud cais amy llyfr.
15	G1	A4	E5	R1	L1	C2	B1	U12	M1	Defnyddio Llyfrgell Bangor fel rheol i fenthyg llyfrau ac i ddarllen . Dod i'r llyfrgell a dwi'n gwybod pa lyfrau dwisho.
17	G1	A4	E5	R1	L2	C3	B0	U13	M1	Llyfrau a chyfrifiaduron - dwi'n "Googlo"
22	G1	A3	E2	R1	L2	C4	B2	U124	M1	On-line. Wikipedia . Quick reference point. These days I'd use LT. first although I do go and ask the librarians. I quite like doing that. I prefer to get something in print to follow it up.
23	G2	A3	E3	R2	L3	C3	B1	U12	M1	On line or in books I Always go to computer first and if do not get any luck would go to book. Time is limited on the computer.
24	G2	A1	E1	R2	L2	C3	B12	U13	M1	In books first. I look up history and travel. Definitely go to books first. That is also true for Schoolwork - have a look at books first and then look at computer.
26	G1	A1	E1	R1	L1	C4	B0	U12	M1	Llyfrau ar wahanol bynciau a defnddio'r cyfrifiaduron i ymchwilio yn ddyddiol
27	G2	A2	E2	R1	L1	C3	B13	U1	M1	Cyfrifiadur Dwi 'di dod yn hyderus trwy deipio geiriau i mewn i Google i chwilio.
30	G2	A2	E2	R1	L1	C3	B13	U14	M3	Gofyn i'r Cynorthwydd Llyfrgell fyddai fel arfer.
31	G2	A3	E2	R1	L2	C4	B13	U1	M3	Used computers in the past , non fiction section and newspapers
34	G2	A2	E2	R1	L1	C4	B0	U1	M3	Rhan fwyaf i ddefnyddio'r cyfrifiadur - cael gwybodaeth am wahanol bynciau.

Master Sheet Where do you get this information in the library (continued)										Appendix Ten (e)
35	G1	A3	E5	R1	L2	C3	B1	U134	M1	Books which I get through the excellent inter loan service but if they are not available through inter library loans I use the library to try and track down the nearest copy and follow my own route to find it.
37	G1	A4	E5	R1	L1	C3	B13	U124	M1	Er bod cyfrifiadur a broadband gen i adra dal i ddod yma dwy neu 3 gwaith yr wsos. Braff bod yma am ¾ awr yn nos. Printar da yma. Yn aml gwneud archwiliad bras yma ac ei brintio a'i ddilyn o i fyny adra pan fyddai efo mwy o amser. Fyddai'n bwcio ymlaen llaw. Dipyn o ritual.
39	G2	A3	E2	R1	L2	C4	B123	U12	M1	In books. I don't use the computer generally in the library but I have one at home now.
40	G1	A4	E5	R1	L1	C0	B13	U12	M1	Trwy gyfrwng llyfrau . Llyfrau a cylchgronnau yn bennaf
41	G1	A3	E2	R2	L3	C3	B0	U1	M1	From the computer Council/government - tax office Health - dentist.News - Slovakian news. Courses - Grammar books Finance - s online banking Translator .Goods yes on e-bay .
42	G2	A2	E4	R1	L2	C3	B0	U12	M3	From the internet but I also take books out. I look at the internet what books there are and I get them (in the library)
44	G1	A2	E2	R1	L2	C4	B13	U12	M3	Most of the time I use the computer for Hotmail and Google . I'm a beginner. It's very handy for speaking to my son in Tokyo. I wouldn't say all of the time, sometimes I come in to get a book. I often pick up the pamphlets - bus timetables, (about the) pottery place when the grandchildren are with me. Look at what's going on for them in Gwynedd.
45	G1	A4	E5	R1	L2	C2	B0	U12	M3	(Information from the computer) I read the newspapers on line. If there's a particular book I want I might get it out or order it .
47	G2	A3	E4	R1	L1	C3	B13	U124	M2	Cyfrifiaduron a Llyfrau
48	G1	A3	E2	R1	L2	C3	B13	U124	M2	I use books and I use the computer . I learnt Welsh through the library - cassettes . I put an order in through the special book scheme .(request)
50	G1	A1	E2	R1	L1	C4	B13	U12	M1	Computers, in the books, newspapers.
53	G2	A2	E2	R1	L2	C3	B123	U12	M2	Print and computers (printing articles out if difficult to read on line) - I would not have coped doing the course without using the library to get books and journals
56	G2	A1	E2	R1	L1	C3	B13	U13	M2	Internet and books
57	G2	A3	E2	R1	L2	C4	B13	U12	M2	I have book (reserve) books on-line. Mainly use the library for books - I don't use the computer here I have one at home.
61	G2	A2	E3	R1	L1	C4	B0	U1	M2	Ar y cyfrifiadur a dwi reit hapus i wneud yr ymchwil fy hun. Fyddai'n chwilio trwy Google/ r linc (penodol).

Example Analysis Question 2 Where do you get this information in the library											Appendix Ten (f)		
By Age Group 1 and 2													
Age	A g e	G e n	S t a	R a c e	L a n g	I T C	I T A c	L i b r a r y	M e m b e r	Answer	ID	Print	On-Line
	A1	G2	E1	R2	L2	C3	B12	U13	M1	In books first. I look up history and travel. Definitely go to books first. That is also true for Schoolwork - have a look at books first and then look at computer.	24	1	1
	A1	G1	E1	R1	L1	C4	B0	U12	M1	Llyfrau ar wahanol bynciau a defnyddio'r cyfrifiaduron i ymchwilio yn ddyddiol	26	1	1
	A1	G1	E2	R1	L1	C4	B13	U12	M1	Computers, in the books, newspapers.	50	1	1
	A1	G2	E2	R1	L1	C3	B13	U13	M2	Internet and books	56	1	1
	A2	G2	E2	R1	L1	C3	B123	U12	M3	Adran ffeithiol - defnydd fwyaf i'r plentyn 11 oed. Adran cyfeiriol - heb gael achosion o fynd i'r Adran yma. Dipyn o flynyddoedd yn ol roedd achos i ddefnyddio cyfrifiadur yn Llyfrgell Deiniolen ond dim gymaint rwan gan bod cyfrifiadur adref.	1	1	1
	A2	G2	E2	R1	L1	C3	B123	U124	M2	Yn y llyfrgell - fyddai'n holi'r staff neu gyrru e-bost efo be (llyfrau)dwisgo.Wedi gwneud defnydd o'r cyfrifiaduron pan oedd un fi dim yn gweithio.	4	1	
	A2	G1	E2	R1	L1	C4	B123	U123	M2	Pethau ar y we , gwybodaeth am lyfrau - Talis/Library Catalogue. Handi cael gwybod pa lyfrau sydd ar gael. Cyn i mi gael cyfrifiadur adra' roeddwn yn dod yma. Defnydd wedi newid ers cael cyfrifiadur adra - tydwi ddim yn dod yma mor amal.Dwi yn benthyc llyfrau hefyd. Ymwybodol o Talis.	7	1	
	A2	G2	E2	R1	L1	C3	B13	U1	M1	Cyfrifiadur Dwi 'di dod yn hyderus trwy deipio geiriau i mewn i Google i chwilio.	27		1
	A2	G2	E2	R1	L1	C3	B13	U14	M3	Gofyn i'r Cynorthwydd Llyfrgell fyddai fel arfer.	30		
	A2	G2	E2	R1	L1	C4	B0	U1	M3	Rhan fwyaf i ddefnyddio'r cyfrifiadur - cael gwybodaeth am wahanol bynciau.	34		1
	A2	G2	E4	R1	L2	C3	B0	U12	M3	From the internet but I also take books out. I look at the internet what books there are and I get them (in the library)	42	1	1
	A2	G1	E2	R1	L2	C4	B13	U12	M3	Most of the time I use the computer for Hotmail and Google . I'm a beginner. It's very handy for speaking to my son in Tokyo. I wouldn't say all of the time, sometimes I come in to get a book. I often pick up the pamphlets - bus timetables, (about the) pottery place when the grandchildren are with me. Look at what's going on for them in Gwynedd.	44	1	1
	A2	G2	E2	R1	L2	C3	B123	U12	M2	Print and computers (printing articles out if difficult to read on line) - I would not have coped doing the course without using the library to get books and journals	53	1	1
	A2	G2	E3	R1	L1	C4	B0	U1	M2	Ar y cyfrifiadur a dwi reit hapus i wneud yr ymchwil fy hun. Fyddai'n chwilio trwy Google /neu linc (penodol).	61		1

Master Sheet Question 3 Do you or did you use the reference section of this library to get information Appendix Ten (g)											Y	N p	
ID	G	A	S	R	L	I	L	M	Answer		e	e a	N
	n	e	a	e	a	T	i	e			s	w p r	o
						C	U	b				s e s	
1	G2	A2	E2	R1	L1	C3	B123	U12	M3	Adran cyfeiriol - heb gael achosion o fynd i'r Adran yma.			1
2	G1	A3	E2	R1	L1	C3	B2	U13	M1	Ydw - Defnyddio llyfrgell i gael gwybodaeth fel lleoliad stryd yn y dref (A-Z). Amserlen rheilffordd. Haws mewn print. IS-ddeddfau traffic y Cyngor Sir, grantiau ar gyfer mudiadau gwirfoddol.	1		
4	G2	A2	E2	R1	L1	C3	B123	U124	M2	Na.			1
7	G1	A2	E2	R1	L1	C4	B123	U123	M2	Na, dim fel arfer.			1
13	G2	A3	E2	R1	L2	C3	B123	U13	M1	I've also used the Reference section to find phone numbers of people in different countries I don't browse now in the library, I come in for a particular matter - I come to the library to see what's on Finding some things take time on the computer e.g. 24 steps to find it on the web. It (Council Web Planning WePages) wasn't designed to be easily found. You got the impression that they didn't want you to find it. I do use this library for work too but I do use the college library sometimes though.	1		
14	G2	A3	E2	R1	L1	C4	B123	U12	M1	Fel arfer yn mynd at catalogau a llyfrau ar lein. Darllen Flip book. Lot o bethau sy'n copyright ac yn cael ei recordio ar y we. Mae'n dangos y llyfr a gallu troi tudalen ar y cyfrifiadur ond mae'n well gen i cael gafael ar y llyfr. Reference section - pethau am Gymru, Statistics.	1		
15	G1	A4	E5	R1	L1	C2	B1	U12	M1	Dim cof o ddefnyddio yr Adran yma ond yn edrych ar y "Financial Times" (a papurau Sul). Do, yn sicr. da iawn swni'n deud. Defnyddio yr adran gyfeiriol yn gysylltiedig a'n diddordeb - e.e. sillafu, geiriadur Ffrangeg. Yn sicr defnyddio "Which."			1
17	G1	A4	E5	R1	L2	C3	B0	U13	M1	I have done in the past . Got an interest in poetry as well. I thought it was quite good. Quite superficial I also use the reference section in the University. Quiet space. I would make notes and see if there is anything else I could get.	1		
22	G1	A3	E2	R1	L2	C4	B2	U124	M1	I have done. If a member of staff takes me there if a particular book is in that section	1		
23	G2	A3	E3	R2	L3	C3	B1	U12	M1	Never used it to my knowledge. Never went on my own. Maybe staff went and got something for me.			1
24	G2	A1	E1	R2	L2	C3	B12	U13	M1	Dim yn defnyddio yr adran gyfeiriol			1
26	G1	A1	E1	R1	L1	C4	B0	U12	M1	Na			1
27	G2	A2	E2	R1	L1	C3	B13	U1	M1	Dwi wedi yn y gorfennol . Pethau i wneud efo "transcripts" hanes lleol. Who's Who. Geiriaduron.			1
30	G2	A2	E2	R1	L1	C3	B13	U14	M3	No - I use a collection of reference sources I have ready at hand for my work as a copy editor Naddo erioed wedi ei ddefnyddio. Roeddwn wedi meddwl mynd ato. Dwi'n gwybod amdano.			1
31	G2	A3	E2	R1	L2	C4	B13	U1	M3	Falla fy mod wedi'i ddefnyddio pan oeddwn yn yr ysgol.			1
34	G2	A2	E2	R1	L1	C4	B0	U1	M3	Dim ateb			1
35	G1	A3	E5	R1	L2	C3	B1	U134	M1				1

Master Sheet Question 3 (continued)											Appendix Ten (h)			
ID	G	A	S	R	L	I	L	M	Answer		Y	N		
	e	a	t	a	a	T	i	e			e	a		
	n	e	e	c	n	A	b	m			s	p	N	
											s	s	o	
37	G1	A4	E5	R1	L1	C3	B13	U124	M1	Fyddai'n edrych ar y papurau - yn enwedig rhai lleol - pan fydd y cyfrifiadur yn mynd i ffwrdd am 6.45 fu gen i chwarter awr I sbio ar y papurau lleol e.e. Herald a Daily Post a'r adran gyfeiriol hefyd. Adran Gyfeiriol wedi newid er gwaeth.	1			
39	G2	A3	E2	R1	L2	C4	B123	U12	M1	Not recently, I have done when I have been studying in the past. Not used it since about a year. I've always found what I wanted. Thought it was great when I was doing courses. Reference works that I wouldn't have myself (Writer's Yearbook). My use has changed over the years. So much available on the internet now. I look things up at home now back then I would have looked it up in the library			1	
40	G1	A4	E5	R1	L1	C0	B13	U12	M1	Byddaf o dro i dro. Wedi bod yno o dro i dro.....Byddai'n mynd at encyclopedia, llyfrau arbenigol gwyddoniaeth.	1			
41	G1	A3	E2	R2	L3	C3	B0	U1	M1	I have looked at music books.	1			
42	G2	A2	E4	R1	L2	C3	B0	U12	M3	Yes occasionally, in the past. Use the dictionary. English language dictionary.			1	
44	G1	A2	E2	R1	L2	C4	B13	U12	M3	Not very often. I'd probably use it, if at all, for Tudor history, if I couldn't find the information anywhere else. I might go to Bangor or Caernarfon because the reference section is bigger. use of the (My use of the reference section has changed) - probably has because I Google. I'd type the word into Google. I use the weather in Google a lot. I've been told that Wikipedia isn't reliable. Google is pretty reliable.	1			
45	G1	A4	E5	R1	L2	C2	B0	U12	M3	Occasionally if there's something specific. I used it to find an address of a shop in Chester - directory. I wouldn't criticise (the reference section of a small library) but if I wanted something more specific I would go to (a larger library) Bangor. (Use of the reference section changed?) Yes I use the internet more. I've go to a site that will link me to other sites now or Google. I don't like advanced buttons.	1			
47	G2	A3	E4	R1	L1	C3	B13	U124	M2	Do, wedi ei ddefnyddio yn arbennig ar gyfer gwneud y coeden deulu. Un llyfr yn arbennig - Ceiri Griffiths - Coeden Teulu. Gymdeithas Hanes Teulu Gwynedd.	1			
48	G1	A3	E2	R1	L2	C3	B13	U124	M2	Yes, Geneological books, local papers. Doesn't get used maybe because of where it is (located). Very limited. (use of the reference section changed) I haven't used it for a while.		1		
50	G1	A1	E2	R1	L1	C4	B13	U12	M1	I have used the section - I used the English dictionary. I read the newspapers	1			
53	G2	A2	E2	R1	L2	C3	B123	U12	M2	No			1	
56	G2	A1	E2	R1	L1	C3	B13	U13	M2	Sometimes - for Art history , unfortunately it is not very good	1			
57	G2	A3	E2	R1	L2	C4	B13	U12	M2	Yes - when my daughter was looking to take GCSE/College courses we would come here to look for the jobs that were available. Also Welsh and local history. Also, when I was doing my course.		1		
61	G2	A2	E3	R1	L1	C4	B0	U1	M2	Na.			1	
											13	3	15	242

Example Analysis Question 3 Do you or did you use the reference section ...										Appendix Ten (i)				
By Status Groups E1 and E2														
STATUS	S t a	A g e	G e n	R a c e	L a n g	I T C	I T A c	L i b r a r y	M e m b e r	Answer	ID	Y e s	N a p e r s o n	N o
	E1	A1	G1	R1	L1	C4	B0	U12	M1	Dim yn defnyddio yr adran gyfeiriol	26			1
	E1	A1	G2	R2	L2	C3	B12	U13	M1	Never used it to my knowledge. Never went on my own. Maybe staff went and got something for me.	24			1
	E2	A1	G1	R1	L1	C4	B13	U12	M1	I have used the section - I used the English dictionary. I read the newspapers	50	1		
	E2	A1	G2	R1	L1	C3	B13	U13	M2	Sometimes – for Art history , unfortunately it is not very good	56	1		
	E2	A2	G1	R1	L1	C4	B123	U123	M2	Na, dim fel arfer.	7			1
	E2	A2	G1	R1	L2	C4	B13	U12	M3	Not very often. I'd probably use it, if at all, for Tudor history, if I couldn't find the information anywhere else. I might go to Bangor or Caernarfon because the reference section is bigger. use of the (My use of the reference section has changed) - probably has because I Google. I'd type the word into Google. I use the weather in Google a lot. I've been told that Wikipedia isn't reliable. Google is pretty reliable.	44	1		
	E2	A2	G2	R1	L1	C3	B123	U12	M3	Adran cyfeiriol - heb gael achosion o fynd i'r Adran yma.	1			1
	E2	A2	G2	R1	L1	C3	B123	U124	M2	Na.	4			1
	E2	A2	G2	R1	L1	C3	B13	U1	M1	Na	27			1
	E2	A2	G2	R1	L1	C3	B13	U14	M3	Dwi wedi yn y gorffennol. Pethau i wneud efo "transcripts" hanes lleol. Who's Who. Geiriaduron.	30			1
	E2	A2	G2	R1	L1	C4	B0	U1	M3	Naddo erioed wedi ei ddefnyddio. Roeddwn wedi meddwl mynd ato. Dwi'n gwybod amdano. Falla fy mod wedi'i ddefnyddio pan oeddwn yn yr ysgol.	34			1
	E2	A2	G2	R1	L2	C3	B123	U12	M2	No	53			1
	E2	A3	G1	R1	L1	C3	B2	U13	M1	Ydw - Defnyddio llyfrgell i gael gwybodaeth fel lleoliad stryd yn y dref (A-Z). Anserlen rheilffordd. Haws mewn print. IS-ddeddfau traffic y Cyngor Sir, grantiau ar gyfer mudiadau gwirfoddol.	2	1		
	E2	A3	G1	R1	L2	C4	B2	U124	M1	I have done in the past. Got an interest in poetry as well. I thought it was quite good. Quite superficial I also use the reference section in the University. Quiet space. I would make notes and see if there is anything else I could get.	22			1
	E2	A3	G1	R2	L3	C3	B0	U1	M1	I have looked at music books.	41	1		
	E2	A3	G1	R1	L2	C3	B13	U124	M2	Yes, Geneological books, local papers. Doesn't get used maybe because of where it is (located). Very limited. (use of the reference section changed) I haven't used it for a while.	48	1		
	E2	A3	G2	R1	L2	C3	B123	U13	M1	I've also used the Reference section to find phone numbers of people in different countries I don't browse now in the library, I come in for a particular matter - I come to the library to see what's on Finding some things take time on the computer e.g. 24 steps to find it on the web. It (Council Web Planning WePages) wasn't designed to be easily found. You got the impression that they didn't want you to find it. I do use this library for work too but I do use the college library sometimes though.	13	1		

I d - No	Category									Looking for Information																								
	G	A	S	R	L	I	L	M	M	G		T		B		J		N		L		I		F		C		E		H		O		
										1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1
1	G2	A2	E2	R1	L1	C3	B123	U12	M3	y	y	y	y	y	y	n	n	n	n	n	n	y	y	n	n	n	n	n	n	n	n	y	y	
2	G1	A3	E2	R1	L1	C3	B2	U13	M1	y	y	y	y	y	y	n	n	y	y	y	n	y	n	y	y	y	y	y	y	n	n	y	y	
4	G2	A2	E2	R1	L1	C3	B123	U124	M2	y	y	y	n	y	n	y	n	y	n	y	n	n	y	n	y	y	y	y	y	n	n	n	n	
7	G1	A2	E2	R1	L1	C4	B123	U123	M2	y	y	y	y	y	y	y	y	y	n	n	y	y	n	n	n	n	y	y	n	n	y	y		
13	G2	A3	E2	R1	L2	C3	B123	U13	M1	y	y	y	y	n	n	n	n	y	y	n	n	n	n	n	n	y	y	y	y	n	n	y	y	
14	G2	A3	E2	R1	L1	C4	B123	U12	M1	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y		
15	G1	A4	E5	R1	L1	C2	B10	U12	M1	n	n	n	n	y	y	n	n	y	y	n	n	y	y	n	n	y	y	n	n	n	n	n	n	
17	G1	A4	E5	R1	L2	C3	B0	U13	M1	y	y	y	y	y	y	n	n	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
22	G1	A3	E2	R1	L2	C4	B2	U124	M1	y	y	y	y	n	n	y	y	n	n	y	y	y	y	n	n	y	y	y	y	y	y	y	y	
23	G2	A3	E3	R2	L3	C3	B10	U12	M1	n	n	n	y	y	y	y	y	y	y	y	n	n	y	y	y	y	y	y	y	y	y	y	y	
24	G2	A1	E1	R2	L2	C3	B12	U13	M1	y	y	y	y	y	y	n	n	y	y	y	y	n	n	y	y	n	n	y	y	y	y	y	y	
26	G1	A1	E1	R1	L1	C4	B0	U12	M1	y	n	n	n	n	y	y	n	n	y	y	n	n	y	y	n	n	n	n	n	n	n	n	n	
27	G2	A2	E2	R1	L1	C3	B13	U1	M1	y	y	n	n	y	y	y	y	y	n	n	n	n	n	n	n	y	y	n	n	y	y	n	n	
30	G2	A2	E2	R1	L1	C3	B13	U14	M3	y	n	n	y	y	y	y	y	n	n	n	n	y	y	y	n	n	y	y	y	y	y	y	y	
31	G2	A3	E2	R1	L2	C4	B13	U1	M3	y	n	n	y	y	y	n	n	y	y	n	n	y	n	y	n	n	n	n	n	n	n	n	n	
34	G2	A2	E2	R1	L1	C4	B0	U1	M3	n	n	n	n	y	y	y	y	n	n	n	n	y	y	n	n	n	n	n	n	n	n	n	n	
35	G1	A3	E5	R1	L2	C3	B10	U134	M1	y	y	n	n	y	y	n	n	y	y	n	n	y	y	y	n	n	y	y	y	y	y	y	n	n
37	G1	A4	E5	R1	L1	C3	B13	U124	M1	y	y	y	y	y	y	n	n	y	y	n	n	y	y	n	n	n	n	n	n	n	n	n	n	
39	G2	A3	E2	R1	L2	C4	B123	U12	M1	y	y	y	y	y	y	y	y	y	y	y	y	y	y	n	n	n	n	n	n	n	n	n	n	
40	G1	A4	E5	R1	L1	C0	B13	U12	M1	y	y	n	n	y	y	n	n	y	y	y	y	y	y	y	y	n	n	n	n	n	n	n	n	
41	G1	A3	E2	R2	L3	C3	B0	U1	M1	y	y	y	y	y	y	y	y	y	y	n	n	y	y	y	y	y	y	y	y	y	y	y	y	
42	G2	A2	E4	R1	L2	C3	B0	U12	M3	y	y	y	y	n	n	y	y	n	n	y	y	y	y	y	y	n	n	y	y	y	y	y	y	
44	G1	A2	E2	R1	L2	C4	B13	U12	M3	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	
45	G1	A4	E5	R1	L2	C2	B0	U12	M3	n	n	n	y	y	y	n	n	n	n	n	n	y	y	n	n	n	n	y	n	n	n	n	n	
47	G2	A3	E4	R1	L1	C3	B13	U124	M2	y	n	n	y	y	n	n	y	y	n	n	n	n	y	y	n	n	n	n	n	n	n	n	n	
48	G1	A3	E2	R1	L2	C3	B13	U124	M2	y	y	n	n	y	y	n	n	n	n	n	n	y	y	y	n	n	n	n	n	n	n	n	n	
50	G1	A1	E2	R1	L1	C4	B13	U12	M1	y	y	y	y	y	y	y	y	y	y	y	y	y	y	n	n	y	y	y	y	n	n	n	n	
53	G2	A2	E2	R1	L2	C3	B123	U12	M2	y	n	n	n	n	n	n	n	n	n	n	n	y	y	y	n	n	n	n	n	n	n	n	n	
56	G2	A1	E2	R1	L1	C3	B13	U13	M2	y	y	y	n	n	n	n	n	n	n	n	n	y	y	y	n	n	y	y	n	n	y	y	y	y
57	G2	A3	E2	R1	L2	C4	B13	U12	M2	y	n	n	y	y	y	y	y	y	y	y	y	y	y	y	n	n	n	n	y	y	y	n	n	
58	G1	A3	E5	R1	L2	C3	B10	U12	M2	y	y	y	y	y	y	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	
61	G2	A2	E3	R1	L1	C4	B0	U1	M2	y	y	y	y	y	y	n	n	n	n	n	n	y	y	y	y	y	y	y	n	n	n	n	n	
*1=Look for 2= look for in Library										y	28	22	25	22	27	25	17	15	23	19	19	17	26	24	16	11	17	17	23	20	24	20	20	19
										n	6	3	2	2	2	4	2	2	5	1	3	4	1											

Appendix Eleven (1)

Interview - List One

Types of information

1. Searching for information about goods or services
2. Searching for information about travel and accommodation
3. General browsing or surfing
4. Activities related specifically to employment
5. Reading news /current events (Local/Regional/World
6. Activities related to an education course
7. Pastime /Hobby e.g. Family history
8. Financial Information / Advice
9. Civic e.g. Local government services / WAG / Westminster/Euro
10. Events Social/Cultural /Sport
11. Health Related Information (personal / family)
12. Other – examples (specific subjects e.g. music/ computers)

Interview - List Two**Appendix Eleven (2)****Gwynedd Library Online Resources and Databases**

1	Know UK	
2	News UK	
3	Britannica on Line	
4	Oxford English Dictionary	
5	Oxford Reference On Line	
6	Ancestry .com	
7	Gwynedd Community Web	
8	Course for me Gwynedd	
9	Gwynedd Local Business Directory	
10	Which On Line	
11	Library Catalogue (TalNet)	
12	Council website	
	e.g. What's On Gwynedd	
13	Gwynedd Ni – Children and Young People's Information Website	
14	Ask Cymru / Enquire	
15	Librarieswales.org	

Appendix Twelve**Translation of Welsh Language Interview Quotes from Chapter 5**

1. I would look at the papers - especially local ones - when the computer goes off at 6.45 [pm], which I had fifteen minutes to looking at these local papers e.g. Herald and Daily Post
(37 / G1 A4 E5 L1)
2. No memory of using this [Reference] Department here, only looking at the "Financial Times" (and Sunday papers).
(15 / G1 A4 E5 L1)
3. I have used (the reference section) in the past. Things to do with ... local history. Who's Who? Dictionaries.
(30 / G2 A2 E2 L1)
4. Has been there from time to time ...I would go to encyclopaedia, specialist science books.
(40 / G1 A4 E5 L1)
5. Yes – I use [the reference section] library to get information such as a street location in a town (A-Z). Railway timetable. It is easier in print. Traffic by-laws of the Council, grants for voluntary organizations.
(2G1 A3 E2 L1)
6. Yes, I have definitely used and it is very good 'I'd say. I'm use the reference section related to my interests – e.g. spelling, French dictionary and I certainly use "Which."
(17 / G1 A4 E5 L2)
7. The Reference section has changed for the worse. Previously there were books no one has used for a long time and one thought, what is this, and looked at them . Weather books etc, stamp catalogues. I liked a wide range. Find more limited choice now ... I occasionally use the Reference Department but use may have changed after the changes
(37 / G1 A4 E5 L1)
8. Yes, is used in particular for compiling the family tree. One book in particular by Ceiri Griffith - Family Histories and material of the Gwynedd Family History Society.
(47 / G2 A3 E4 L1)
9. Yes factual, more often than not for leisure - 'novels do not appeal.
(15 / G1 A4 E5 L1)
10. I still looking for information in a book rather than a computer – to browse.
(1 / G2 A2 E2 L1)

11. I use the library for leisure reading - a wide range of topics including music and philosophy an 'eclectic' choice. (26 / G1 A1 E1 L1)
12. [I'm] looking for different subjects not one particular ... (2 / G1 A3 E2 L1)
13. [I am using the factual books] certainly ... relating to my interests. (17 / G1 A4 E5 L1)
14. Yes, [I] take and[factual] books out - for leisure interests. (7 / G1A2 E2 L1)
15. Yes I do. I also bring my mother to the library. Also the children and I have consistently used over the years for different purposes. (47 / G2 A3 E4 L1)
16. Yes I have [borrow factual books] for children's research and came here specifically to get hold of the books which were supplied (30 / G2 A2 E2 L1)
17. [We get information] from the factual section ... Some years ago it was necessary to use a computer [for the family] in the library but not as much now as we have a computer at home. (1 / G2 A2 E2 L1)
18. [Find] information on the web and books - Before I had a computer at home I came here. Use has changed since having computer at home - I do not come here so often. (7 / G1 A2 E2 L1)
19. The family prefers to see things in print than on screen. (1 / G2 A2 E2 L1)
20. [I'm having knowledge of] Material print. Without ever looking for something online in the library. (2 / G1 A3 E2 L1)
21. Everything through the Internet . I would look for a particular book on another country (e.g. Australia) I would borrow one .I have borrowed books to read in the past. (61 / G2 A2 E3 L1)
22. I do use the request for books in the library .., fill a card and the book is here. (17 / G1 A4 E5 L1)

23. At one time [I came to the library] here to search for books, but now would I choose what I want from periodicals before coming here and would make great use of the request system . (40 / G1 A4 E5 L1)
24. Actually I use this library, the [Computer] link is broader more rapid and extensive. From home I would use Oxford Dictionaries and Britannica. The '24 / 7 Library '(on the Web site of the Library) is great and I can go on Oxford Ref. immediately. (14 / G2 A3 E2 L1)
25. I have ordered online, TalNet. It's quite easy to use if you know the title of the book or the author. (27 / G2A2 E2 L1)
26. The Catalogue of books - Yes, but I prefer to ask staff. Aware of OED and Britannica but not used. (4 / G2 A2 E2 L1)
27. I have ordered through, TalNet. It's easy to use if you're know the title of the book or the author. (27 / G2A2 E2 L1)
28. I would use Google in the first place. (37 / G1 A4 E5 L1)
29. [I am} tend to use Caernarfon Library instead [of the local library]. I have this Idea in my head that there is more choice in Caernarfon. The children like to use Caernarfon Library as the library is bigger and has a wide selection. (1 / G2 A2 E2 L1)
30. I always ask staff where I should look instead of browsing. (1 / G2 A2 E2 L1)
31. The help I get is 'spot on'. They are good e.g. help with Ancestry.com -. Something technological – I can get help. (14 / G2 A3 E2 L1)
32. [I] make extensive use of requests. [Staff] tend to find everything in the reserve collection. (2 / G1 A3 E2 L1)
33. Everyone is kind here – they call me when the book has arrived or that they cannot get it. Also called to say one night that there was a lecture [of] interest me. (40 / G1 A4 E5 L1)
34. The staff here is always brilliant, always. They are wonderful. If I can not find something I would give 11 out of 10. (37 / G1 A4 E5 L1)

35. Possibly staff could "prompt" a person in a conversation about what they are looking for. (61 / G2 A2 E3 L1)
36. It depends who you ask when. It varies from person to person. All you have to do is ask at the desk and they help. (17 / G1 A4 E5 L2)
37. [I am] an independent person. I do not usually go to courses, finding time difficult (27 / G2A2 E2 L1)
38. ... A quick introduction to something that is new or different, is fine. (2 / G1 A3 E2 L1)
39. Having a list of useful 'web sites' would or a poster highlighting new web site beside the computers in the library. (26 / G1 A1 E1 L1)
40. Certainly someone such as my parents would want [support]. ... Support / training very well for older people. Guidance would be useful before starting. (1 / G2 A2 E2 L1)
41. I would prefer a one to one session but would join a group. (15 / G1 A4 E5 L1)
42. If possible to collect 5/10 names to hold a small session in the evening. The sessions which have been held by the library have been very good. (61 / G2 A2 E3 L1)
43. I prefer to go to [one to one session] if I have a problem [this] is better than a more formal presentation to a group (37 / G1 A4 E5 L1)
44. [Session One To One] Good idea - I've seen examples of that, people coming in and the staff will help them I would ask staff if I have a difficulty. (47 / G2 A3 E4 L1)
45. Completely varied – e.g. planning a holiday but a wide range of information. I searched for History of (local) Lake the other evening . (37 / G1 A4E5L1)

46. Broad areas. Recently a youth and community Course - community and law e.g. Asda was being built in a small community, Conflict at work / management issues. I also have looked for information about the Council, councillors ...
(4 / G2 A2 E2 L1)
47. For the courses I'm following e.g. French place names, Welsh History - external courses at the University. I have an allotment in the town and plenty of books on gardening are in the Library.
(17 / G1 A4 E5 L2)
48. [Information] Personal and my job. Information dealing with children's behaviour etc. Mental health post. (34 / G2 A2 E2 L1)
49. Looking for material about what the children are studying at school 'reference books' for children 11 years old .Children interested in books and in history. So the main use is for the children. I look myself for travel books or books about the area occasionally. (1/G2A2E2L1)
50. Medieval history e.g. peasants' Revolt, The Second World War, Rise and Fall of Communism - for leisure time. (15 / G1 A4 E5 L1)
51. Things to do with History of Middle Ages, 'Early Medieval' ... also history later on 'the spiritual women ' e.g. Dame Julia of Norwich, Marjorie Kemp - I'm choose a period of history and follow what interests. (14 / G2 A3 E2 L1)
52. Research Family Tree -I use ancestry.com here in the library and use books and read books about that period [I am] related to Hedd Wyn (poet) so I've been looking in to that.
(47 / G2 A3 E4 L1)
53. [Search] for information about the area - historical - Criccieth, Llyn Peninsula.
(30 / G2 A2 E2 L1)
54. For information such as street location in town, railway timetable (easier in print).
(2 / G1 A3 E2 L1)
55. [Required Information] travel, search for a 'flight' ... and things related to that .
(61 / G2 A2 E3 L1)
56. [I] have used the library for books pregnancy, medical and child development e.g. for information about injections children / MMR
(1 / G2 A2 E2 L1)

57. I can [remember looking for information on] mental illness, someone I know personally. Looked into it. Lot of information on the web on it. (34 / G2 A2 E2 L1)
58. When I need information for academic work which it is important to me to have. (26 / G1 A1 E1 L1)
59. [I also have to] more time to go to the library now [retired]. (17 / G1 A4 E5 L1)
60. It is getting the information that is important. (37 / G1 A4 E5 L1)
61. Information in Welsh] - not a priority to me. If information is not available in Welsh, that's it.... (2 / G1 A3 E2 L1)
62. I would not look in Welsh on the web. [I'm] happy to receive, information on the Web in English. (34 / G2 A2 E2 L1)
63. No specific need to have the information in Welsh. Most of I read things about science is that English is. (40 / G1 A4 E5 L1)
64. You can not have too many things in Welsh. There are websites in the Welsh which are a bit. Expect more things which relate to Wales in Welsh. It would be nice to have more. (17 / G1 A4 E5 L2)
65. It would be good ... information in Welsh events. (14 / G2 A3 E2 L1)
66. Need more books about the world and particularly in Welsh literature [and for] local events. (26 / G1 A1 E1 L1)
67. ... I "Google" (17 / G1 A4 E5 L2)
68. [For local information I] turn to the paper in the first place or posters in the library e.g. a public lecture at the university. [Need more] information in Welsh [about] events... local things in Welsh. (14 / G2 A3 E2 L1)
69. The library could be a shop window for the Archives and give a flavour [of what's available] ... More online maps well. For browsing or browsing and printing. Ordnance survey. See a gap here at present. (2 / G1 A3 E2 L1)

70. The information here but you have to look for it . [The library] should let us know that better things are available – such as the list of online resources, especially the local ones.
(17 / G1 A4 E5 L2)
71. Information about things the library offer. Reference books. I do not remember being showing me around when joining.
(4 / G2 A2 E2 L1)
72. I would use Google in the first place.
(37 / G1 A4 E5 L1)
73. I've become confident by typing words into Google search.
(27 / G2A2 E2 L1)
74. On the computer and I'm quite happy to do the research myself. Would search Google / or a (specific) link.
(61 / G2 A2 E3 L1)
75. I'm usually go to catalogues and look for books online ... I prefer to get hold of the book.
(14 / G2A3 E2 L1)
76. I am able to find information but sometimes doubt if things are right.
(14 / G2 A3 E2 L1)
77. .. Unable to find information about a local lake. Perhaps I can get the information from the Archives. But this is the kind of information from books that have been available in the Reference Department in the past .
(37 / G1 A4 E5 L1)
78. I always get the answer by using the Web.
(26 / G1 A1 E1 L1)
79. The question of the quality of much of the information arises.
(14 / G2 A3 E2 L1)
80. I do not think about the library for specialized things e.g. for searching for information for advice ... I would go to experts in the field.
(1 / G2 A2 E2 L1)
81. Normally you would be able to find something good enough.
(35 / G1 A3 E5 L2)