Rachel S. Novotny. Selecting Sources: How Adult Public Library Users Find Leisure Books. A Master's Paper for the M.S. in L.S degree. March 2011. 60 pages. Advisor: Deborah Barreau

With technological advancements and different approaches to marketing books, such as on social networking websites and book trailers on television, there are now more sources for adult library patrons to use for the purpose of finding leisure reading materials. How people search for information and what sources they use to do so can be a way to tailor services to a particular population. Readers' advisory in public libraries plays a role in how readers may come into contact with books. This study examines the different sources and methods being used currently by surveying adult public library patrons at a Wake County Public Library in North Carolina featuring active and passive readers' advisory services.

Headings:

      Public Libraries

      Readers' Advisory

      Leisure Reading

SELECTING SOURCES: HOW ADULT PUBLIC LIBRARY USERS FIND
LEISURE BOOKS

by
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A Master's paper submitted to the faculty
of the School of Information and Library Science
of the University of North Carolina at Chapel Hill
in partial fulfillment of the requirements
for the degree of Master of Science in
Library Science.

Chapel Hill, North Carolina

March 2011

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Introduction

Public library readers' advisory services use a variety of techniques to help

readers find materials of potential interest. Although readers' advisory has held different

missions in the past, currently, a primary objective of the service is providing readers

with reading materials they might enjoy. To do this, librarians involved in readers'

advisory need to learn about the community they serve (Gregory, 1968). With technology

playing a larger role as an information source due to accessibility and convenience, it is

harder for librarians to determine what sources their users are consulting (Savolainen,

2008). Source consultation is important so librarians can assess how their users are

finding leisure reading materials, not only to learn more about their community but also

to see if their patrons use the library as a source.

Crowley (2005) defines readers' advisory in its current state as "...an organized

program promoting both fiction and non-fiction discretionary reading for the dual

purposes of satisfying reader needs and advancing a culture's goal of a literate

population" (p. 37). The traditional sense of readers' advisory is a face-to-face transaction

in which a patron usually approaches a librarian to discuss and gain assistance finding

materials he or she might enjoy (Hollands, 2006, p. 206). However, some patrons may

not wish to take that first step and approach the desk (Outlaw, 2005; Hollands, 2006).

Therefore, readers' advisory can take place in the public library in alternate forms. Some

public libraries feature passive readers' advisory, also known as self-service readers'

advisory or indirect readers' advisory. This type of readers' advisory can include

displays, reading lists, and books that face outward on shelves to help browsers (Outlaw, 2005).

In terms of services featured in the public library, Shearer (1998) discusses in some cases how it can be more difficult to handle readers' advisory transactions than reference transactions. Readers' advisory transactions lack preparedness on two levels. The first addresses history. In the past, public libraries have concentrated more on reference services and therefore have more known tools and resources across the profession. Second, readers' advisory is not seen as a core need in many library science programs, which instead focus students' attention on courses for reference, collection development, and other areas (p. 114).

In the conclusion of her paper, Moyer (2005) brings attention to the fact that not many studies have been conducted since tools such as NoveList, a database used in readers' advisory, and Amazon.com have come into existence (p. 229).

The purpose of this research is to gain an understanding of the sources and methods adult public library patrons use when selecting a book for leisure reading, and how many of these sources and methods of selection are from within the library.

Literature Review

Readers' Advisory

Although it is uncertain exactly when readers' advisory began, Crowley (2005) states it has been a service in public libraries in the United States for over a century (p. 37-8). At the inception of readers' advisory, some librarians were opposed to the idea of providing a service to the community that allowed for library users to have librarians select books for users, rather than having the users select their own books (p. 37). "For much of the history of modern reading...readers advisory has been seen as an educational function grounded in using both non-fiction and fiction to assist readers" (p.38). However, Crowley found that since the 1980s fiction has become more associated with readers' advisory, when previously non-fiction was heavily recommended (p.38).

Crowley distinguishes readers' advisory as having four distinct periods in its history: the inception and development of readers' advisory (roughly from 1870s to 1920), readers' advisory used for non-fiction purposes (1920-1940), dormancy of readers' advisory (1940-1984), and readers' advisory as is known today (1984-Present) (p. 38).

There is some contention regarding when readers' advisory in public libraries began, with some librarians and researchers citing the 1920s, because more readers' advisory information exists since then (Crowley, 2005). Additionally in the 1920s, communities started to see public libraries with full-time readers' advisory positions (p. 38-9). The American Library Association and the Carnegie Corporation brought to life

the "Reading with a Purpose" program during that decade. The program provided pamphlets to library users with suggestions for fiction and non-fiction reading at participating libraries. Although the program was eventually discontinued in the 1930s, it provided more exposure for readers' advisory services in public libraries (Crowley, 2005, p. 39).

Ross (1991) notes that during the 1930s-1980s, librarians used readers' advisory services as a way to "promote self-disciplined, educational reading on socially significant topics" to patrons (p. 504). Therefore, non-fiction materials were recommended more frequently than fiction materials. Fiction was viewed as undermining the educational goals set forth by libraries, and in some cases, an addiction that could lead to a weak mind. To dissuade readers from popular materials, some libraries had rules that would allow only two books to be checked out at a time, and at least one of the books was required to be non-fiction (Ross, 1991). Due to these readers' advisory practices, the service became dormant after the Second World War (Crowley, 2005; Ross, 1991). Many public libraries' readers' advisory services were discontinued, while a few libraries maintained their practice (Crowley, 2005, p. 39). And Ross (1991) observed that during this period, many people began to view readers' advisory services as "quaintly old-fashioned" (p. 503).

Crowley (2005) names 1984 as the beginning of the revival of readers' advisory because it was the year the Adult Reading Round Table (ARRT) was founded (p. 39). ARRT's website states its purpose is "Developing Readers Advisory skills and promoting reading for pleasure through public libraries..." (Rolling Meadows Library, 2010). Readers' advisory services in public libraries have continued to grow and develop since

ARRT's role in reviving the service (Crowley, 2005, p. 41). Trott (2008) adds that two publications, *Genreflection* edited by Betty Rosenberg and *Readers' Advisory Service in the Public Library* by Joyce Saricks and Nancy Brown, also added to the revival. Ross (1991) views the revival as a distinction between two types of readers' advising. Before the revival, the first type of readers' advisor was prevalent. This readers' advisor knew what books to recommend to a reader because the advisor had previously decided what books readers should be reading for betterment. The second type of readers' advisor, more common today, gauges what the reader likes through a series of questions, making suggestions based on the reader's answers (p. 504-5). To advance past the mindset of the first type of readers' advisor, Ross (1991) suggests a few important points found in readers' advisory research: reading improves literacy; readers bond with certain books, finding meaning; and books can make a difference in people's lives (p. 505-6).

Moyer (2005) reports that several studies show readers' advisors are not conducting in-depth interviews with readers or using as many resources to find books for readers (Moyer, 2005, p. 226-7). This can be problematic when more than half, if not two-thirds, of library users come to the library for leisure reading materials (Ross, 1991, p. 506). Ross's (1991) research echoes Moyer's sentiments, with the concern that readers' advisors are not doing enough to connect readers to the books that will make an impact on their lives (p. 508).

Readers and Their Motivations

Readers can differ in what they like from genre to pacing to the type of characters they like to read about, but there are some commonalities in motivation. Ross (1991) and her students conducted more than 100 interviews featuring open-ended questions about

reading for pleasure. The interviewers received very passionate responses regarding the question: "What is the importance of reading to you?" (p. 507). Many interviewees equated reading with one of their favorite activities and had positive associations. One interviewee commented on how reading for pleasure while growing up allowed her to gain self-confidence (p. 507).

Several of the interviewees commented upon the importance of timing when selecting a book to read. Some days they might want to read a serious book; other days they might prefer something humorous. One reader commented: "I think books have different values depending on the state of your life you're at when you read them" (Ross, 1991, p. 508). Ross discovered that one of the primary reasons for reading for pleasure was an escape from reality (p. 504).

Ross (1999) later examined more closely how readers chose a book for pleasure and what books made large impacts on readers' lives. Ross conducted open-ended interviews with 194 deliberately chosen adults who were avid readers, that is, people who read roughly a book or more a week. Interviews explored readers' reading lives from childhood to present looking at factors such as: how a reader chooses or rejects a book, how a certain book has made an impact, and factors promoting or discouraging reading during childhood.

Ross (1999) found five themes that became apparent from interviews: the reader's mood plays a large part in book selection; books recommended to readers by people/sources with whom they have a close relationship, brings a value of trust; reading is motivated by social relationships; the reader actively looks for personal connections to material; and the more a reader searches, the more he or she may be able to make more

informed decisions regarding book choices (Ross, 1999). Through research, what reading means to fiction readers and how they select items are becoming clearer, but readers' advisory research has a long way to go (Moyer, 2005, p. 229).

Source Selection

A study done by Connaway, Radford, Dickey, Williams, and Confer (2008) provides information about how and why two distinct groups, Baby Boomers (the largest generation in the U.S. population, born between 1946-1964) and Millennials (the generation that has been exposed to a different way of processing information, born between 1979-2000), found and used information. Connaway et al. found that Millennials were more likely to use Google as one of their primary sources for quick searches. Also, they found that each group wanted different things from their library. Millennials wanted unlimited access to the library with social spaces, older Millennials wanted easy and quick access to the library with no hassles (e.g., drive-up book drops), and Baby Boomers wanted the library to appear more like a bookstore with added signage. All of these results fit with the information the researchers had gathered about characteristics of these groups (Connaway et al., 2008). These findings point to the importance of the organization of a public library for users.

Savolainen (2008) found that past studies regarding everyday life information seeking have shown the importance of accessibility. People would frequently turn to friends, family, and co-workers, or professionals for specific information needs (Savolainen, 2008; Erdelez, 1999). More people are now using the Internet as a primary source of information. Traditional sources (e.g., friends, professionals) have not been rejected but are now used as complementary sources of everyday life information seeking

(Savolainen, 2008).

Savolainen (2008) interviewed 18 environmental activists about the criteria they use to evaluate sources of information in the context of everyday life information seeking. Participants were asked to think about a critical incident that occurred in everyday life information seeking and map themselves and the sources they used on a piece of paper in order of source consultation. Savolainen found that 28 different sources were consulted, which were then divided into five categories: human sources (e.g., family, friends), printed media (e.g., magazines, newspapers), networked sources (e.g., Internet, email), organizational sources (e.g., public libraries, health centers), and other sources (i.e., miscellaneous). Sources were ranked by zones, with zone 1 being the most important, zone 2 as sources of secondary importance, and zone 3 representing sources of marginal importance. Findings showed that human sources and networked sources were the most frequently consulted. Additionally, accessibility and availability of information were important when selecting sources (Savolainen, 2008).

Information is accessed from many different sources in today's world, one of which is television. The television show, *Lost* had books play an integral role in the plot of the show. Viewers saw a book on the show and then read the book, looking for clues and parallels. The book was an extension of the show, providing a deeper connection for the reader. Television personalities also discuss books with their viewers. From *The Daily Show with Jon Stewart* to *Good Morning America*, shows discuss the latest releases. Perhaps the most well-known example is *Oprah*'s Book Club. Since the book club began in 1996, it has brought public notice to the books selected. Research done by Butler, Cowen, and Nilsson (2005) studied the impact of *Oprah*'s Book Club on the books

selected for the club. The researchers looked at a sample of 45 *Oprah* Book Club selections and found that the majority of the books ended up on *USA Today's* 150 Bestsellers list shortly after being announced (Butler et al., 2005).

Radio is another medium an individual can access in the quest for a book suggestion. National Public Radio (NPR) frequently hosts authors to discuss their latest book. NPR also invites librarian Nancy Pearl to discuss the latest books she has read and suggestions she might have for some listeners (National Public Radio, 2011).

Print and online reviews, although reported usually by individuals unknown to the reader can influence selection. Many newspapers across the United States feature book review sections. Additionally, magazines such as *Time* and *People* also have sections devoted to book reviews. Publications such as the American Library Association's *Booklist* are primarily dedicated to book reviews. A portion of a study by Berger, Sorenson, and Rasmussen (2010) about negative publicity looked at *The New York Times Book Review* and how positive and negative reviews affected book sales. Their findings revealed that a book with a positive review, regardless of new or known author, significantly increased its sales, while a negative review of a known author slightly decreased sales, and a negative review of a new author significantly increased sales (Berger et al., 2010). This points to print reviews as being influential sources. In a related study, Chevalier and Mayzlin (2006) studied the effects of online customer reviews on sales of books. The researchers looked at two bookselling websites, Amazon.com and Barnes & Noble's website bn.com. Their study found that the reviews tended to be positive overall on both sites. A review that increased a rating was more likely to increase in sales, but ratings of four stars most likely would not have as big of an impact on a

reader as a rating of one star. Chevalier and Mayzlin noted that an individual was more likely to look at the text of the review rather than just an aspect, such as the number of stars given to a review.

Other online resources include book review emails, going to author and publisher websites, and social networking websites. Social networking sites are starting to present more opportunities to readers. Abbe (2011) reports that not only are readers able to discover books through friends online, but more frequently authors are using social networking sites to promote their work. For example, a Facebook.com user can become friends with an author or "like" their page, enabling updates from the author to appear on their personal homepage. Common online venues authors use are Facebook, Twitter, and LinkedIn (Abbe, 2011). Individuals can access information by chance on these sites. PBS (Public Broadcasting Service) recently asked on Facebook "What book are you reading right now that you'd recommend to others? Why?" More than 1,000 people responded (PBS, 2011).

Facebook has an application for a user to keep track of the books he or she has read, but there are also other social networking sites with the sole purpose of connecting readers and dealing with books. Stover (2009) discusses the positive and negative aspects of several different "Library 2.0" sites and finds three emerge: GoodReads, LibraryThing, and Shelfari (p. 234). These sites can provide relationships if the user wishes and/or the ability to search for leisure books which he or she can add to a "to be read" list.

Public library catalogs can also be used as a source for finding a leisure book. Many patrons use library catalogs to look up where an item is located in a particular library, but some libraries today are adding features that can help readers who may not

know what they want. LibraryThing (the social networking website) allows readers to

create tags for items. Rolla (2009) discusses how libraries use LibraryThing as an added

feature to their catalog. Tagging (tags are words or phrases used to describe an item, ex.

historical fiction) provided by a reading community offers different ways of classifying

an item, which may be more accessible to the user because the information is not solely

created by librarians, who may classify the information differently. Many times these tags

are in tagging clouds. Tagging clouds are a visual of the tags assigned to an item, not

only showing the tags but also placing emphasis on tags more commonly assigned. Rolla

found that although LibraryThing tags help to create access, they cannot replace the

Library of Congress Subject Headings. However, having both in a catalog can improve

the likelihood of access (Rolla, 2009).

Book Selection

Moyer's (2005) literature review looks at the research on readers' advisory

services in other countries in contrast to those in the United States (p. 220). Moyer

reviews Yu and O'Brien's (as cited in Yu & O'Brien, 1996, p. 160) definition of

browsing as "a method of book selection, [which] involves looking around, with the

reader hoping to encounter desired books by serendipity. Browsing is used as the major

method by more than half of readers when they choose books" (p. 222). Moyer states:

> Browsing is an especially important area especially in light
> of all the electronic resources now available to readers. As
> recommender systems such as NoveList and Amazon
> become better known and prevalent in public libraries, it is
> vital that researchers and librarians understand how patrons
> are and are not using these types of resources in fiction
> selection in addition to or instead of browsing. (p. 223).

Ross (1991) identified several methods readers use to make book selections.

Readers choose a book in a certain genre, a new book by a trusted author, a book that

features a certain kind of character, a book they wish to reread, or a new book by author they do not usually read. Many readers have a difficult time finding new books to read in a library setting because they do not know how to look for what they want; browsing can be difficult if libraries are not configured to facilitate browsing (Ross, 1991; Moyer, 2005). Ross found it can be easier for readers to stick with an author and read everything he or she has written before venturing out to find something new. "Some readers report a feeling akin to panic when they have read all the author's books" (p. 515). Browsing is usually a last resort when readers have exhausted authors or books with which they are familiar (Ross, 1991).

Ross (1991) found positive and negative reactions to libraries as a place to obtain leisure reading materials. Positive reactions included readers recalling an influential librarian, the ability of the library to allow for a reader to move outside his or her comfort zone as libraries present so many options for little to no cost, and the freedom to choose. Ross found that readers did not like the possibility of being judged; that collections can seem too expansive and intimidating; and "…users do not find libraries as good as bookstores in helping them find books they want to read. Many participants said they went to the bookstore first to find out about some authors and then borrowed the books from the library" (Hemmeter, 2006, p. 511). From the negative aspects readers voiced about libraries, some readers can see libraries as an overwhelming and vast range of materials with little to no help from librarians in selection (Ross, 1991).

Hemmeter (2006) focused on usage of public libraries versus bookstores, and whether or not bookstores reduce the usage of public libraries in "Household use of public libraries and large bookstores." Hemmeter hypothesized based on economic

theories that when a bookstore - a private market - offered great services and materials for low prices, the usage of public market services - the library - would decrease (p. 595). Hemmeter used data from the National Household Education Survey taken in 1996. This phone survey included 55,000 households, which aimed to be inclusive of the national population. Hemmeter addresses two issues with this survey. The survey excludes households without phones and members of a household might not be able to accurately describe other household members' library usage habits. The study took into account variables such as age, sex, and highest education level, while asking participants to describe library usage in the past month (or in some cases, year) for certain purposes (e.g., did you visit for a program; for audio-visual materials).

The results of the study found that having audio-visual (A/V) material increases the chance of people using the library, while books did not cause an increase. This information points to popular and recreational materials being a priority for library users. Additionally, Hemmeter found that people who lived closer were more likely to use libraries. Children in a household increased the likelihood of library usage. Finally, when more bookstores were available to middle income households, there was significantly less usage of libraries (Hemmeter, 2006).

Hemmeter discusses how libraries and bookstores may compliment one another in that a book from one location may lead someone to a book in the other location (p. 598). In this way a bookstore could be the source leading a library user to a certain leisure book depending on if the user saw a display that interested him or her. However, the recommending source might be the book itself, if the user bought the book and found an excerpt for a new book or list of books by the same author.

Hemmeter commented that areas in both establishments, which are very similar, such as leisure reading sections, may be the most vulnerable when the other establishment is in close proximity. Hemmeter also states: "The importance of A/V material relative to books suggests that the use of the library as a popular materials center may prove to be a large source of future activity and expansion" (p. 613). This could address increased usage of the collections in terms of leisure purposes rather than informational and/or educational use. Additionally, the information from this study provides a bit of background about who might be the most likely users of libraries. Alternatively, the data used were collected 14 years ago and may not reflect the current usage of libraries and bookstores, and do not account for library/bookstore usage in an economic recession.

Browsing tends to work better for bookstores and small libraries; therefore, libraries with bigger collections need to promote their readers' advisory services. Libraries might adopt some of the market bookstores' techniques, such as displays, to introduce different books to readers (Ross, 1991).

Erdelez (1999) states: "While information seeking and browsing involve 'process-oriented' information acquisition, information encountering is an 'event' or 'incident' of information acquisition that occurs at a specific moment in time. Information encountering may occur during the process of browsing" (p. 28). Erdelez defines information encountering as "a memorable experience of an unexpected discovery of useful or interesting information" (p. 25). She notes that there can be some issues when studying information encountering. Because the information encountered is unexpected and not primarily sought after (McBirnie, 2008), it may be harder for participants to

recall the incident (Erdelez, 1999). Erdelez suggests four elements that provide useful information when looking at an information encounter: who is the information user, what is the environment in which the encounter occurred, what are characteristics of the information encountered, and what are the characteristics of the information needs that the information encounter addresses (p. 26). Information encountering yielding a positive experience may reinforce similar information seeking patterns (Erdelez, 1999).

Foster and Ford (2003) conducted a study examining the role serendipitous discovery of information plays in academic research by interviewing 45 researchers from differing academic backgrounds. They reviewed serendipitous information that had either enhanced the researcher's existing problem or redirected the researcher's problem. They discovered during interviews that a third component frequently occurred: serendipitous information could also introduce the researcher to an entirely new problem.

Foster and Ford found that serendipity was experienced among all of their participants in information finding, and could reinforce research or be unrelated information that interested them. Participants noted that they were more likely to encounter information serendipitously if they were open to information around them (Foster & Ford, 2003).

"Chance and unpredictability are fundamental aspects of human existence. Although we may forever attempt to control these attributes and their effects, we can never be completely successful in our attempts" (McBirnie, 2008, p. 601). Looking at serendipity in this way, the author sees it as being an important aspect of information seeking, which many times is overlooked or not acknowledged. Looking at the research on serendipity, McBirnie found that there is more information available outside the field

of library and information science than in. Although serendipity is becoming more prevalent in information studies literature, there is a lack of consensus on what serendipity means. McBirnie conducted interviews with 10 participants. She asked them to identify what serendipity meant to them. Interviewees associated serendipity with discovery, chance, and process, and as something that was positive. Serendipity was also viewed by participants as being both passive and active, with passive meaning happening to and active meaning happening by (p. 607).

McBirnie also found that when the participants encountered serendipitous information online, they spoke mostly of search engines, social networking sites, and email. Because these online components are so vast, it can be easier to find unexpected information. Whereas, one participant remarked that it was harder to use the library catalog and/or databases to come across information serendipitously because they were well organized (p. 609).

As the research shows, there are a variety of sources readers can consult while looking for a leisure book: from the more traditional word-of-mouth recommendations via family and friends, to the online world, which offers reviews and online communities. Individuals may intentionally seek out these sources or they may find them by incidental information acquisition, also known as serendipity. Physical places and methods of searching also play a role in finding leisure books. A reader may look to the bookstore or the public library to find a leisure book. Studies have shown that some readers use the actual book as a source. Some readers prefer browsing spaces to find a leisure book. There are a vast array of sources and methods, but not much research has been conducted

about sources and methods adult public library patrons use in finding leisure books, and

hardly any research regarding the role of online sources.

Methodology

The purpose of this study was to gain knowledge about the methods and sources consulted by adult public library patrons, and to examine the role the public library plays in terms of methods and sources. Survey research gathers data from respondents to look at their opinions, attitudes, behaviors, preferences, and beliefs (Czaja, 2005, p. 1; Rea & Parker, 2005, p. 3; Wildemuth, 2009, p. 256). In this case, the researcher was interested in the preferences and behaviors in regards to the sources and methods used in selecting leisure books.

The research was conducted at West Regional Library, a public library located in Cary, North Carolina. West Regional Library is one of 20 libraries in the Wake County Public Library system. West Regional was chosen because of the active (readers' advisory interviews) and passive (reading lists, book displays, etc.) readers' advisory services it offers to patrons. Additionally, this library is one of the larger regional branches in the system and is fairly busy according to door counts and circulation statistics.

Adult patrons were surveyed with self-administered questionnaires in both print (Appendix A) and electronic form (Appendix B). Adults were chosen as respondents because they may have had more access to sources due to more autonomy. Additionally, a longer life span may have allowed for more firmly established personal relationships and proven practices. Sampling was non-probability, specifically convenience sampling, to gain information about users of this particular public library population.

Both the print and electronic forms of the questionnaire were used to increase response rate. A print questionnaire allowed patrons who did not have Internet access at home to fill out the questionnaire, as well as patrons who may not wish to type in a URL or fill out the questionnaire later. The print questionnaire featured a link to the online questionnaire. The online questionnaire may also have allowed respondents more time to complete the questionnaire.

The questionnaire was pretested and pilot tested before distribution in order to reduce the risk of response errors. Testing was only used as a reference for necessary changes to the questionnaire. Data from these questionnaires were not collected for the study. Pilot testing was done only on the print questionnaire because it provided space for written comments. Additionally, pilot testing was used to evaluate the validity of the questionnaire; both formats contained the same content.

Print questionnaires were distributed at West Regional in person by the researcher after a patron approached the Adult Services desk, as well as in a folded form to be placed in books that had been requested. Folded questionnaires were placed in both fiction and non-fiction books because people have a variety of leisure reading interests. The folded questionnaire was not placed in items that were not books, such as DVDs, CDs – audio books and music, and magazines. The folded questionnaire was also not placed in children's picture books, easy readers (books used to facilitate reading), and non-fiction; juvenile fiction and non-fiction; or young adult fiction and non-fiction. Although these collections - most notably young adult fiction and non-fiction because they are the closest materials to the adult collection - may be accessed by patrons 18-years-old or older, these items were excluded to specifically target adult library users.

The print questionnaires were distributed within a three-week period in February 2011. The longest check out period for a book was three weeks, unless renewed. This window allowed for a more diverse group of the population to be reached. The researcher varied distribution times across the three weeks to cover nearly all hours the library was open. The online questionnaire was active for four weeks total and a survey return box was still accessible for individuals just receiving print questionnaires in hold books or returning the questionnaire.

Print and online questionnaires were identical except for small differences in instructions. The print questionnaire asked respondents to return finished questionnaires to the designated survey return box, whereas respondents using the online questionnaire did not need this option.

The online questionnaire was created and maintained using the software Qualtrics. To afford the same freedom to the online questionnaire that the print form received, none of the questions on either form were mandatory and respondents were able to skip questions they did not wish to answer. The online questionnaire featured return and continue options on each page except for the first and last pages. The consent form fact sheet was included at the beginning of the online questionnaire and if the individual agreed to the terms of the survey, he or she was asked to click the continuation button. There was one question per page. A progress bar was displayed to show where respondents were in the survey. The last page informed respondents they would be submitting their answers if they clicked the continuation button. The surveys were anonymous and no identifiers, besides a temporary IP address, were taken. IP addresses

were captured briefly to prevent submission of duplicate data from the same respondent. The researcher deleted IP addresses before data were analyzed.

The questionnaire was comprised of six open- and close-ended questions. There was no way of knowing if individuals under the age of 18 received a folded questionnaire in a book they reserved from the adult collection. However, the first question asked about the respondent's age and provided an option (<18) for individuals under the age of 18. Print questionnaires with the "<18" option marked were to be removed and no data from these questionnaires recorded. When this option was selected online, the individuals would be routed out of the survey. No data were to be recorded. The instructions also specified adult library users as being "ages 18 years or older."

The second question asked respondents to check all of the options that applied in regards to the methods/sources they use in general to find leisure books for leisure reading. For each option, a numerical scale was provided featuring numbers ranging from 1-5 with descriptive statements attached to measure frequency (Colton & Covert, 2007, p. 155). When a respondent checked an option he or she was asked to fill out the frequency with which they used a method or were influenced by a source. The options were created based on common tools and searching strategies found in the literature and resources in West Regional Library.

The third and fourth questions asked information about a leisure book the respondent recently checked out (within the last two months) or was checking out of the library; the respondent was to provide the title and author of the book if he or she desired. This question was asked to provide respondents with a critical incident framework for the fourth question. The critical incident technique (Flanagan, 1954) was used so the

respondent would be more likely to remember and provide accurate information (Wildemuth, 2009, p. 235-6). The fourth question asked respondents to select all the methods and sources (from the same list as the second question) that led them to the leisure book listed in the third question. This question was asked to determine what methods and sources the respondent used in that critical incident, leading him or her to a particular book.

The final two questions asked the respondents to select the fiction genres (question five) and non-fiction genres (question six) they read most frequently. These questions were asked to see if there were any connections between genres read and types of sources and methods used. Questions two, four, five, and six featured an "other" option, which allowed for the respondent to write in their own answers.

Data from all print questionnaires were input into Qualtrics by the researcher, which created cohesion with data collection and analysis. Data were analyzed using SPSS (Statistical Package for the Social Sciences), software that supports statistical analysis.

Results

Of the questionnaires distributed, the researcher received 75 responses via the print and Web-based forms. All data were used, regardless of questionnaire completeness.

Age

The only demographic piece of information individuals were asked to provide was to identify the age range in which their age was represented. This information was used to detect if any of the respondents were under the age of 18. None of the respondents selected this option, therefore all data were counted. Respondents were of varying ages, with most ranging from 35-64 years of age (65.3%). Table 1 shows a break down of the age groups.

Table 1: Age Range

	Frequency	Percent	Cumulative Percent
Not Answered	1	1.3	1.3
18-24	1	1.3	2.7
25-34	4	5.3	8.0
35-44	19	25.3	33.3
45-54	14	18.7	52.0
55-64	16	21.3	73.3
65-74	11	14.7	88.0
75-84	8	10.7	98.7
85+	1	1.3	100.0
Total	75	100.0	

General Use of Sources and Methods

The second question asked respondents to select the sources and methods they have used to find leisure books. These methods and sources were identified in the literature, in addition to being active and passive readers' advisory aspects of the public library in which the survey took place. Respondents were allowed to provide an additional source or method by selecting "other." This option allowed for text to be entered. The "other" tables reflect respondents' written answers and have not been altered by the researcher. Of the respondents who chose this option, not all filled out the source or method to be added.

Figure 1 shows the sources and methods respondents have used to find a leisure book at any point in their lives. Of the 15 options, 12 were used by at least half of the respondents once or more frequently. "Recommendations from family/friends" had the highest response rate (96%), followed by "browsing the library" (89.3%), "from a book" (88%), "print reviews" (82.7%), "online reviews" (80%), "browsing a bookstore" (77.3%), "library's reading lists" (68%), "recommendation from a librarian" (65.3%), "using the library's catalog" (61.3%), "television" (60%), "radio" (58.7%), and "social networking sites" (56%). The three sources and methods used by less than half were "a library program" (46.7%), "social networking sites specificially for reading" (45.3%), and "other" (16%).

Figure 1: General Use
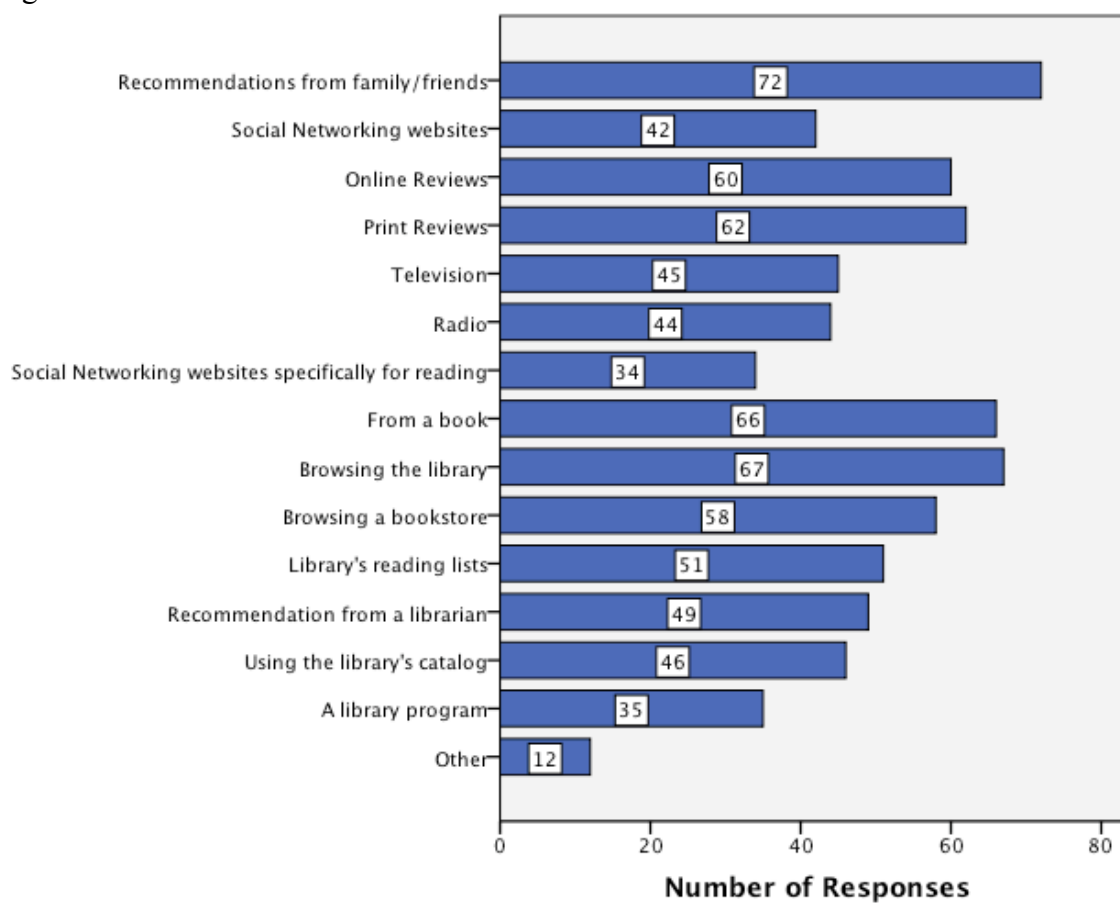
Table 2: "Other" General Use Sources and Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66	88.0	88.0	88.0
Author's website online	1	1.3	1.3	89.3
Book Club	5	6.7	6.7	96.0
Book Club selection	1	1.3	1.3	97.3
Book Clubs	1	1.3	1.3	98.7
Carolina Preserve	1	1.3	1.3	100.0
Total	75	100.0	100.0	

Table 2 expands on the "other" option. Not all respondents wrote in an answer for "other" and therefore their information was not included in the 88%. Several respondents included book clubs in some form. While this option may have been classified by some as "a library program," it is unclear if the respondents who chose "other" were in book clubs at the library or somewhere else.

Frequencies of General Use

In addition to the selection of sources and methods used, the respondents were asked to categorize how frequently they used these services. The frequency scale had five indicators: very frequently, frequently, somewhat frequently, infrequently, and rare. Respondents were provided with the information regarding what these indicators represented. "Very frequently" was distinguished as a few times a week to every day. "Frequently" was several times a month. "Somewhat frequently" was equated to once a month. "Infrequently" was identified as a few times a year. And "rare" equaled once in the respondent's history.

Figure 2 displays the sources and methods that are used most frequently from several times a week to every day. Percentages represent the number of responses for a particular frequency within the total number of responses from the general option selected. For example, 17 respondents said they have received recommendations from family/friends very frequently out of the 72 respondents who selected this option as a general source. "Recommendations from family/friends" was the most selected option in terms of overall usage (23.6%), followed by "print reviews" (16.1%), "from a book" (15.2%), "browsing the library" (14.9%), "recommendation from a librarian" (14.3%), "browsing a bookstore" (12.1%), "radio" (13.6%), "library's reading lists" (11.8%),

"using the library's catalog" (10.9%), "online reviews" (8.3%), "social networking sites

for reading" (8.8%), and social networking sites in general (4.8%). Three options, "other"

(8.3%), "a library program" (2.9%), and "television" (2.2%) received one response in this
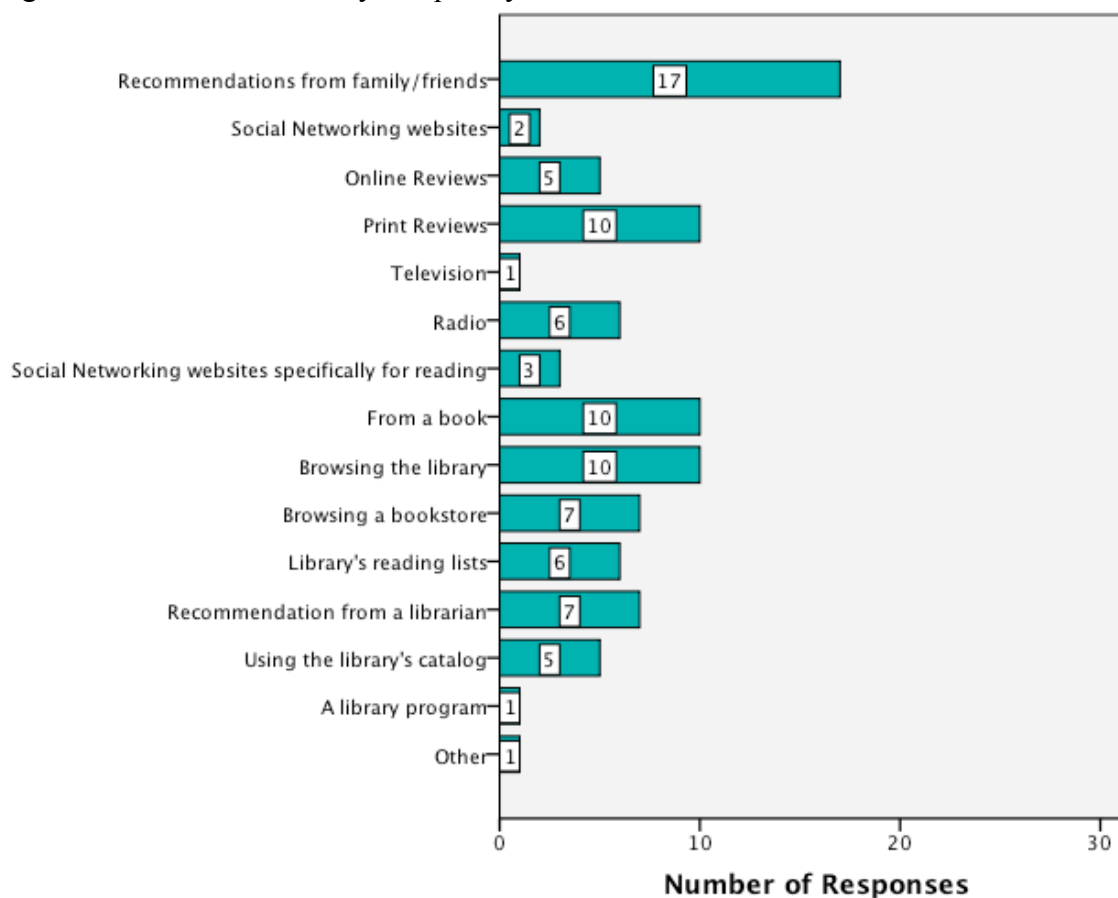
category.

Figure 2: General Use – Very Frequently

Figure 3 presents the breakdown of the sources consulted frequently – several

times a month. "Browsing the library" received the most responses, making up 40.3% of

the responses in that option. "From a book" received the next highest number of

responses (37.9%), followed by "recommendations from family/friends" (33.3%), "online

reviews" (28.3%), "print reviews" (25.8%), "using the library's catalog" (17.4%),

"browsing a bookstore" (13.8%), "radio" (11.4%), "television" (11.1%), "library's

reading lists" (7.8%), "social networking websites specifically for reading" (8.8%),

"recommendation from a librarian" (6.1%), "other" (16.7%), "a library program" (2.9%),

and "social networking websites" (2.4%).

Figure 3: General Use – Frequently
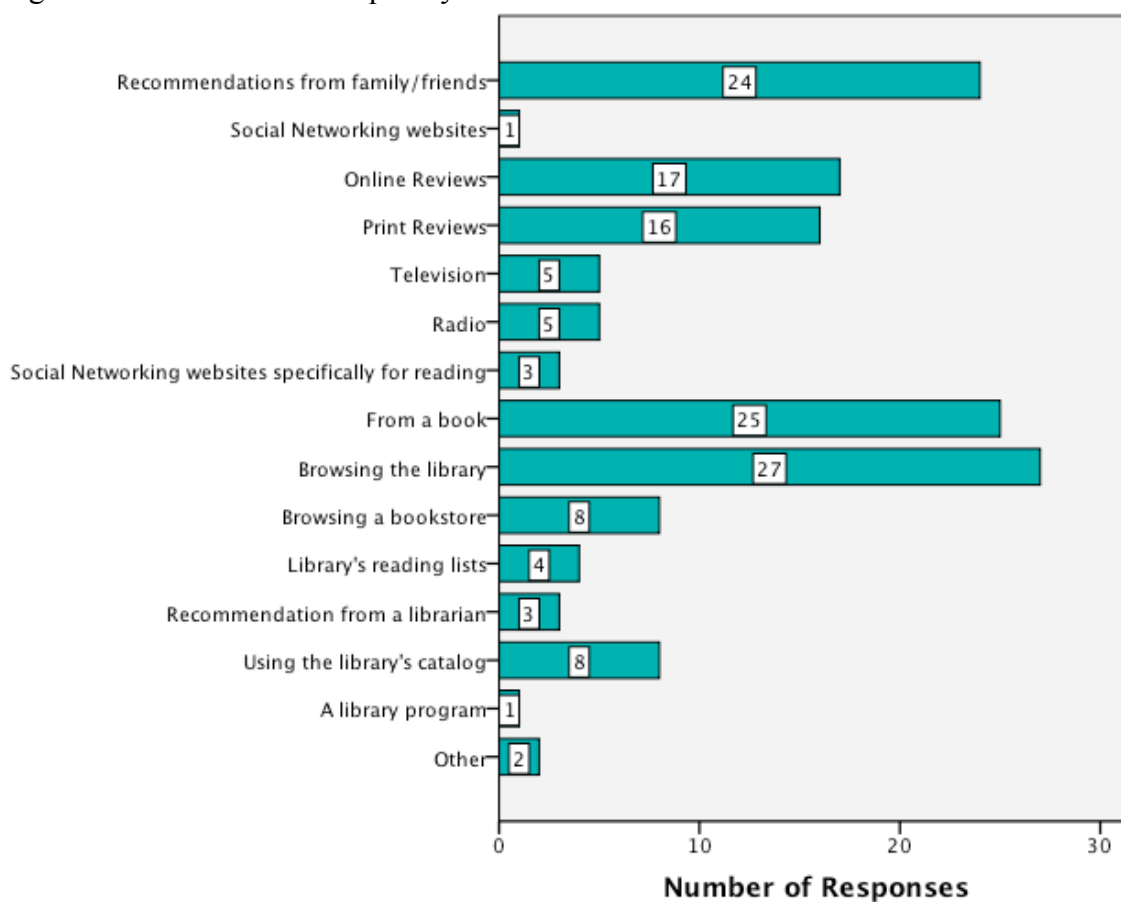
Figure 4 shows the responses for somewhat frequent, once a month, use of the

sources and methods listed. Twenty-seven respondents chose the "browsing a bookstore"

option as a method they do once a month to find a leisure book (46.6%). This was

followed by "from a book" (28.8%), "browsing the library" (28.4%), "online reviews"

(30%), "library's reading lists" (29.4%), "print reviews" (24.2%), "recommendations

from family/friends" (19.4%), "television" (26.7%), "recommendation from a librarian"
(24.5%), "radio" (18.2%), "social networking websites" (16.7%), "using the library's
catalog" (15.2%), "social networking websites specifically for reading" (14.7%), "other"
(33.3%), and "a library program" (8.6%).

Figure 4: General Use – Somewhat Frequently
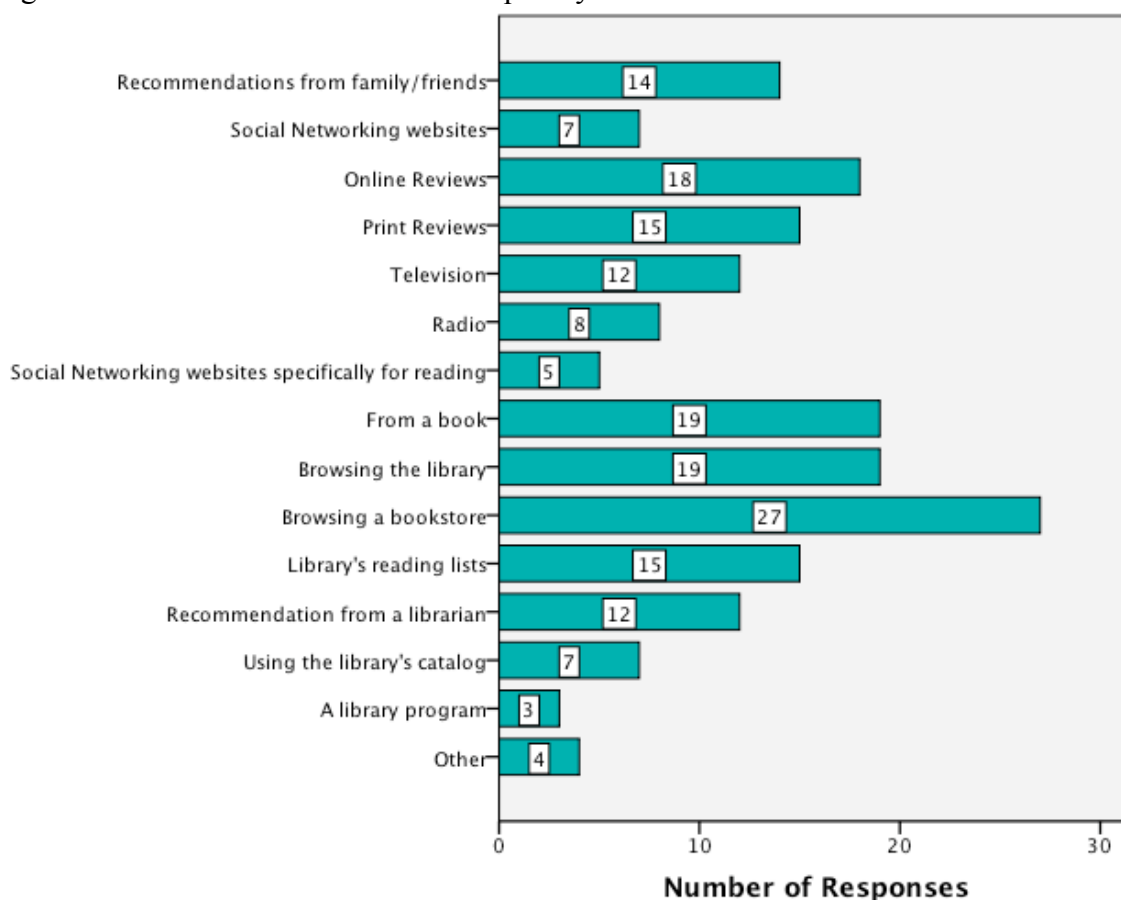
Figure 5 displays the number of responses indicating that sources/methods were
used a few times a year. The option "library's reading lists" was the most popular
(37.4%), followed by "television" (33.3%), "social networking websites" (33.3%), "using
the library's catalog" (30.4%), "browsing the bookstore" (24.1%), "online reviews"
(23.3%), "recommendation from a librarian" (26.5%), "print reviews" (19.4%), "a library

program" (28.6%), "social networking websites specifically for reading" (26.5%), "from

a book" (13.6%), "browsing the library" (13.4%), "recommendations from

family/friends" (11.1%), "radio" (9.1%), and "other" (16.7%).

Figure 5: General Use – Infrequently
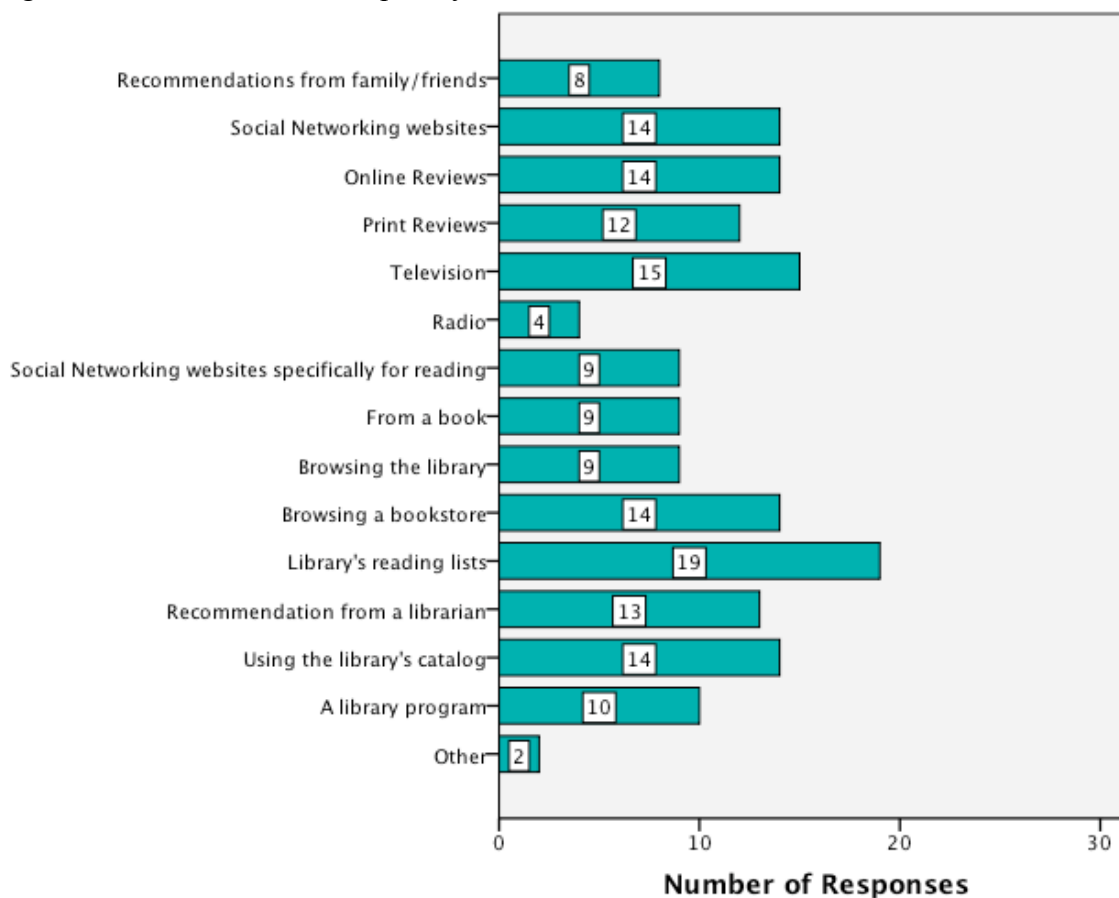
Figure 6 displays the results of the sources and methods that have reportedly been

used once by the respondents. Radio received the most responses with twenty (45.5%),

then "a library program" (54.3%), followed by "social networking websites" (42.9%),

"social networking websites specifically for reading" (41.2%), "recommendation from a

librarian" (28.6%), "television" (26.7%), "using the library's catalog" (26.1%), "print

reviews" (14.5%), "library's reading lists" (13.7%), "recommendations from

family/friends" (8.3%), "online reviews" (8.3%), "browsing a bookstore" (3.4%), "from a book" (3%), and "other" (8.3%). Of the respondents who selected "browsing the library" as a method for finding leisure books, none indicated that they had only done this once.

Figure 6: General Use - Rare
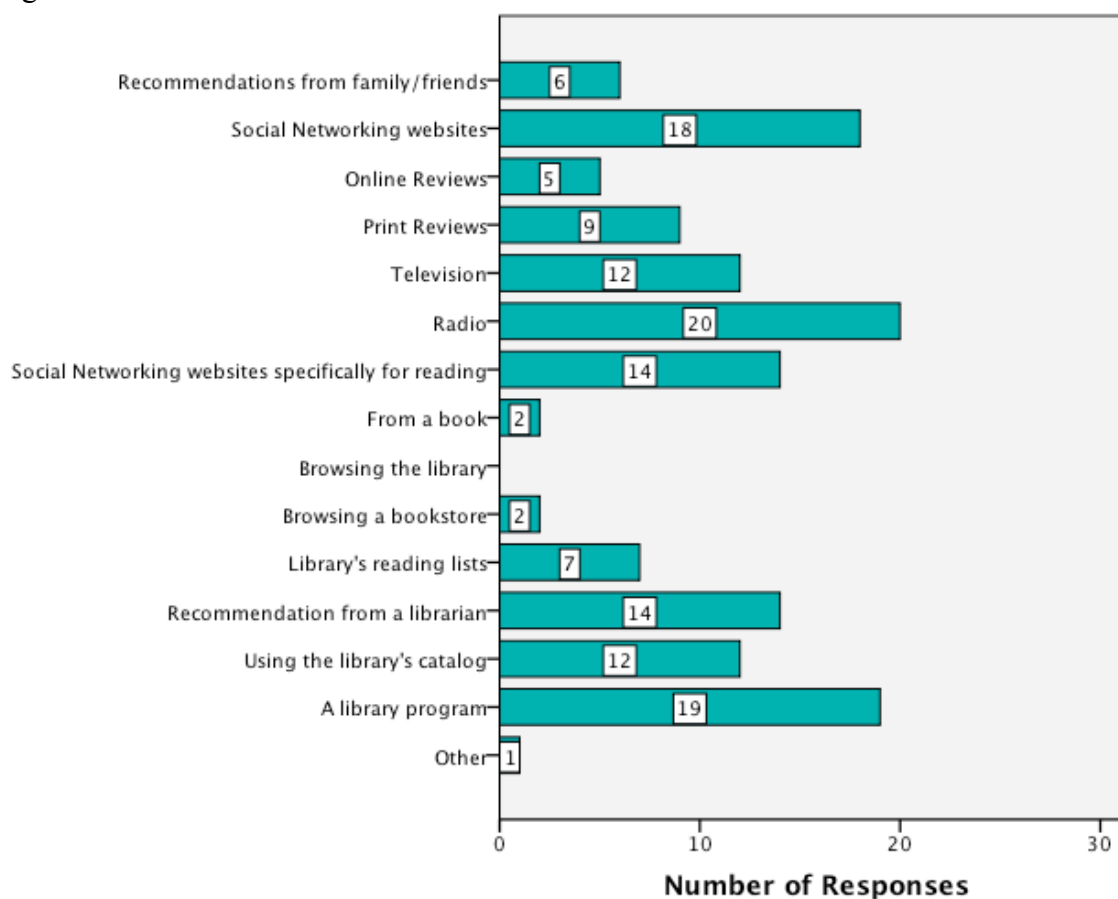
Some respondents elected not to choose a frequency after selecting a source or method they use generally. Three responses were not present in terms of frequency of "recommendations from family/friends" (4.2%). One frequency response was not present for "online reviews" (1.7%). One frequency response was not present for with "radio" (2.3%). "From a book" had one frequency response that was unaccounted for, making up 1.5% of this option. Two frequency responses were absent from "browsing the library"

(3%). One frequency response was not present for "a library program" (2.9%). Two frequency responses were unaccounted for with "other" (16.7%). Options "social networking websites," "print reviews," "television," "social networking websites specifically for reading," "browsing a bookstore," "library's reading lists," "recommendation from a librarian," and "using the library's catalog" had all frequency responses accounted for in connection with the general sources and methods used.

Critical Incident Sources and Methods

The third question asked respondents to think of a book they had recently checked out (within the past two months from the time they filled out the questionnaire) or were currently checking out. Respondents provided a variety of titles and authors. The critical incident was used as a framework to get the respondents to think about the specific sources and methods used for obtaining that particular leisure book.

Figure 7 provides the results of the sources and methods used in the critical incident. "Recommendations from family/friends" (40% of the respondents chose this option) and "from a book" (40%) were tied. "Browsing the library" (34.7%) followed, along with "print reviews" (28%), "online reviews" (24%), "browsing a bookstore" (13.3%), "library's reading lists" (13.3%), "using the library's catalog" (13.3%), "other" (10.7%), "radio" (9.3%), "social networking websites" (5.3%), "television" (5.3%), "recommendation from a librarian" (4%), "a library program (4%), and "social networking websites specifically for reading" (2.7%). Table 3 shows a breakdown of the options listed as "other." All but one respondent provided information on this selection.
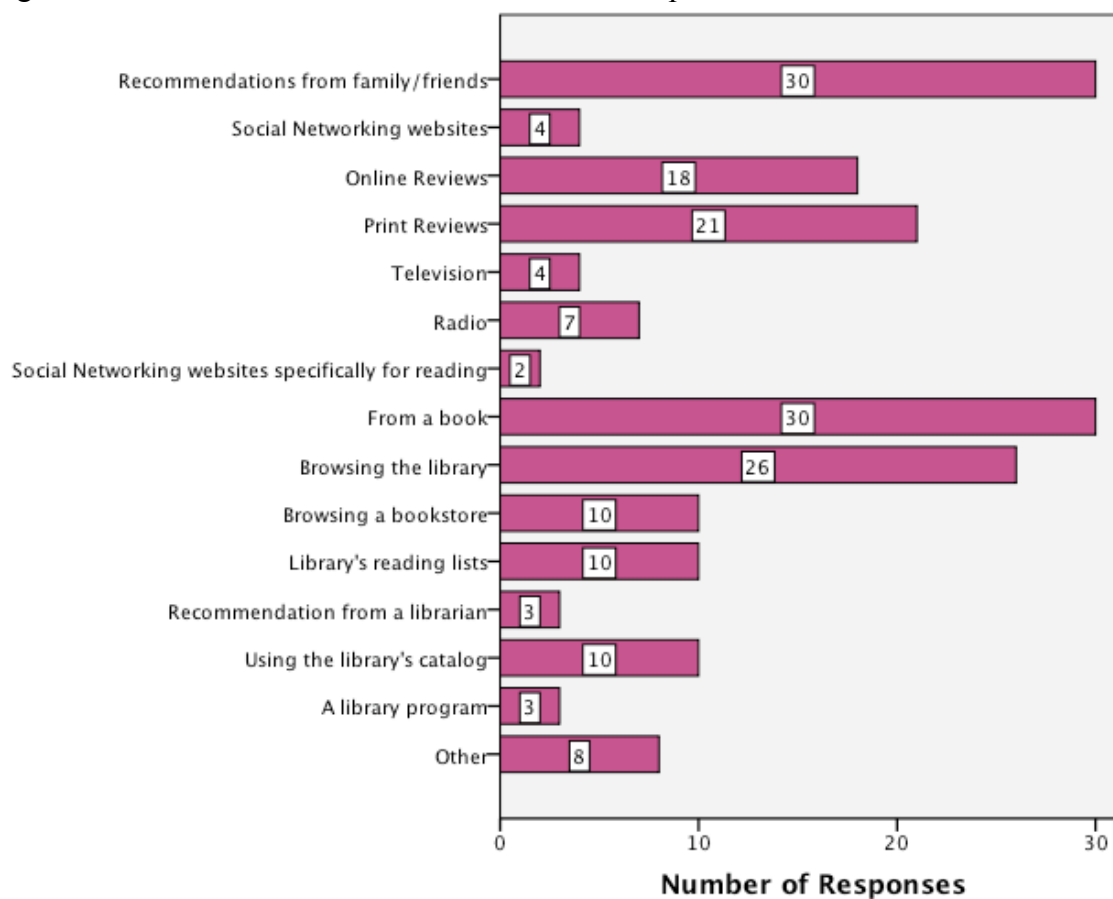
Figure 7: Sources Used in the Critical Incident Example

Number of Responses

Table 3: Critical Incident "Other"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	90.7	90.7	90.7
Book Club	1	1.3	1.3	92.0
Book Club selection	1	1.3	1.3	93.3
ebooks/Kindle reviews	1	1.3	1.3	94.7
Previously read/favorite author	4	5.3	5.3	100.0
Total	75	100.0	100.0	

Specific Genres

Data were gathered about fiction and non-fiction genres most commonly read by the respondents. This was done to see if there were certain ties to the sources and methods used based on the genres read by individuals. Respondents were allowed to write in additional fiction and non-fiction genres that may not have been provided on the questionnaire.

Figure 8: Fiction Genres
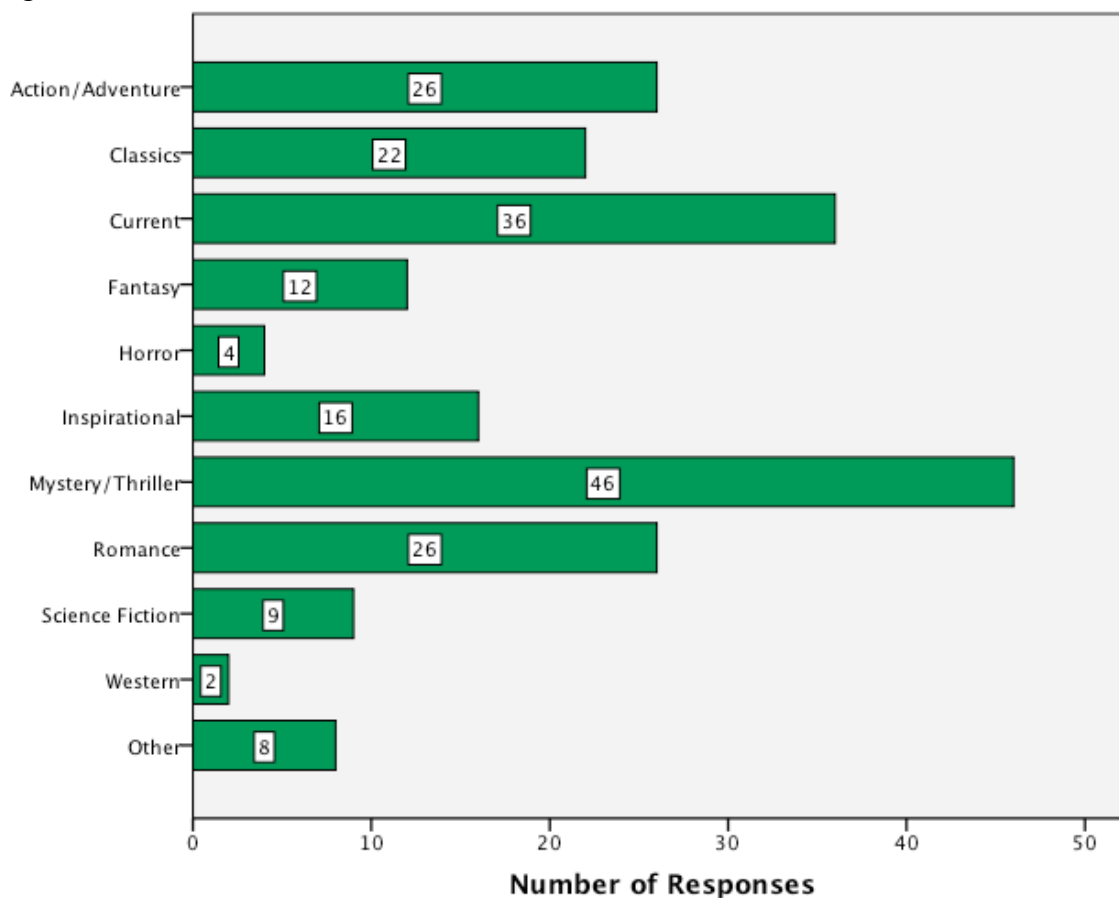
The respondents' most commonly read fiction genres are displayed in Figure 8. "Mystery/thriller" was the most commonly selected category with 46 of the 75 respondents selecting this option (61.3%), followed by 48% choosing "current" (fiction

recently released), a tie between "action/adventure" and "romance" (both 34.7%),

"classics" (29.3%), "inspirational" (21.3%), "fantasy" (16%), "science fiction" (12%),

"other" (10.7%), "horror" (5.3%), and "western" (2.7%). Table 4 is a display of the

additional information respondents provided regarding the fiction genres they most

commonly read. All but one respondent expanded on the "other" fiction genre they read.

Table 4: "Other" Fiction Genres

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		68	90.7	90.7	90.7
	Biography & History	1	1.3	1.3	92.0
	Chick Lit-Beach Reads	1	1.3	1.3	93.3
	Historical	1	1.3	1.3	94.7
	IT related	1	1.3	1.3	96.0
	Literary	1	1.3	1.3	97.3
	Travel	1	1.3	1.3	98.7
	Women's	1	1.3	1.3	100.0
	Total	75	100.0	100.0	

Figure 9 shows the responses to non-fiction genres most commonly read.

"Biography & history" was the option chosen most frequently (62.7%), followed by

"general knowledge" (32%), "current" (28%), "philosophy & psychology" (22.7%), a tie

between "religion" and "other" (both at 18.7%), a tie between "social science" and

"technology" (both at 17.3%), "arts" (13.3%), "math & science" (10.7%), "literature &

rhetoric" (9.3%), and "language" (6.7%). Of the 14 respondents who chose "other," 12

provided further information, which is shown in Table 5.
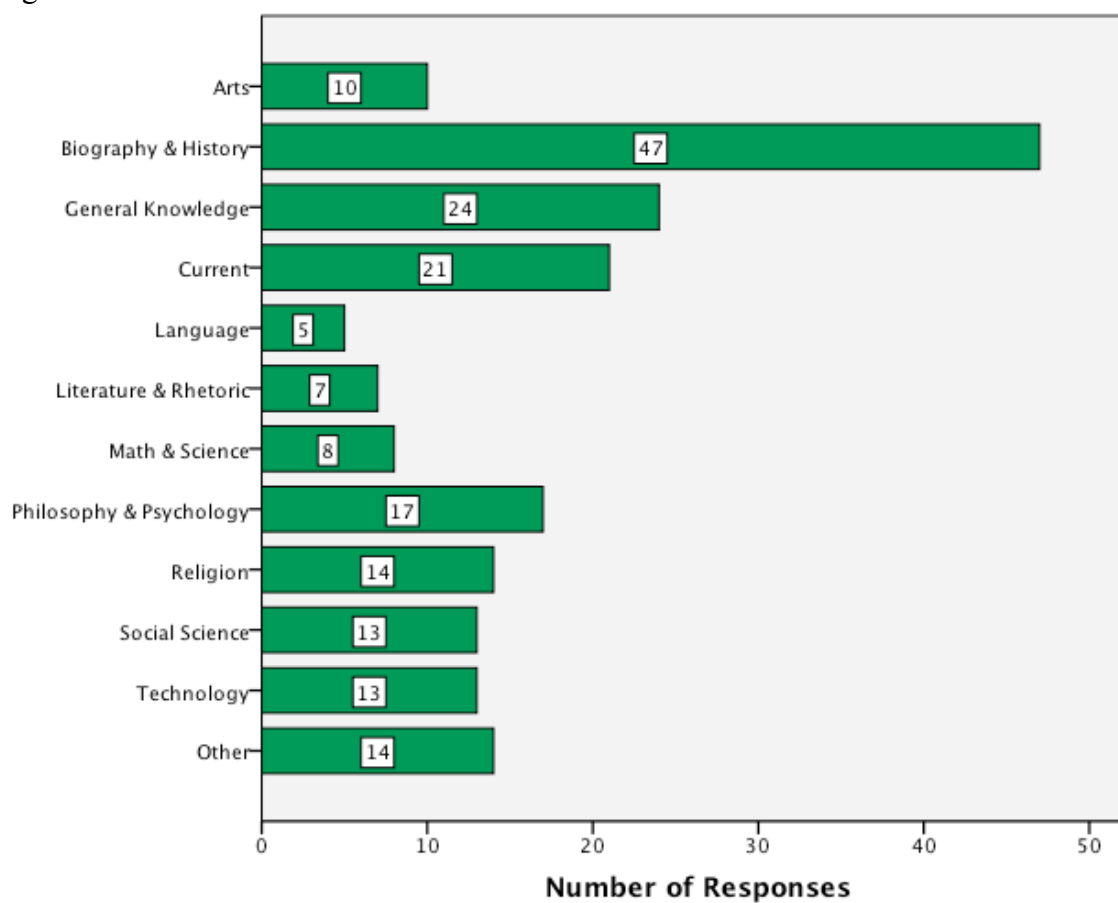
Figure 9: Non-fiction Genres

Table 5: "Other" Non-fiction Genres

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		63	84.0	84.0	84.0
	Business	1	1.3	1.3	85.3
	Cookbooks	2	2.7	2.7	88.0
	Cookbooks & Travel	2	2.7	2.7	90.7
	Health	1	1.3	1.3	92.0
	Health/Travel	1	1.3	1.3	93.3
	History	1	1.3	1.3	94.7
	Medical	1	1.3	1.3	96.0
	Self-Help	2	2.7	2.7	98.7
	Travel	1	1.3	1.3	100.0
	Total	75	100.0	100.0	

This study found no correlation between the type of genres an individual read and the sources consulted and methods used to find leisure books in these genres. Generally, many of the respondents selected multiple sources and methods that they used to find leisure books and many of these same respondents also had several fiction and non-fiction genres they commonly read.

Discussion and Conclusions

When looking at the results of both the general sources and methods used and the sources and methods used in the critical incident, three sources and methods keep emerging as most commonly chosen. Data concerning the general usage and critical incident point to recommendations from family and friends as being the most commonly chosen source this particular population consulted when looking for a leisure book. The second and third options were "browsing the library" and "from a book."

While just looking at the data from general usage may not indicate the frequency of its use, looking at the frequency charts upholds these findings. Because the data collection spanned a month, the researcher chose to look at the frequency of methods and sources consulted monthly to daily ("somewhat frequently" to "very frequently"). With these frequencies, respondents in this study chose "browsing the library" the most, closely followed by "recommendations by family/friends" and "from a book."

As Moyer (2005) noted, over half of readers browse when searching for books. This statistic was reflected in this study. This information points to the importance of how public libraries are configured. Many of the respondents in this study reported that they frequently browse in both bookstores and libraries as a method to locate a leisure book they might enjoy. Spaces that do not lend themselves to browsing may cause readers to have difficulty accessing certain materials.

As the literature pointed out, word of mouth is a very common way to gain information (Ross, 1999; Savolainen, 2008). Recommendations from family and friends

provide an added social aspect. The relationship between individuals may be strengthened. In some cases the recommender is using information he or she knows about a reader to make a suggestion, letting the reader know the recommender knows their likes and dislikes. Also, if both parties have read the book, they are able to create a dialog regarding thoughts on the material.

As Ross (1991, 1999) discussed, readers form attachments to authors and characters. It can be difficult for readers to find a new author. Using books as sources for finding additional leisure books was a common occurrence among this particular population. Many books provide blurbs on the covers or jackets of books, which readers might use to branch out. Others provide excerpts of books by the same author, or occasionally a different author.

The library's role in sources and methods readers use varied by the source and method. The study found the library as a physical space in which readers could browse to be very important. In the frame of monthly to daily usage, the next most used aspect of this public library was reading lists, which can be found online, in the library, or tailored to a particular reader's tastes. Recommendations from a librarian followed closely behind along with the library's catalog, which provides readers with tags from LibraryThing. These tags can take a reader in a new direction. Reading lists were used on a monthly to daily basis by one in three respondents, while consulting a librarian and using the catalog were used by roughly one in four respondents on a monthly to daily basis. Library programs were not used as frequently, but almost half of the respondents reported using a library program as a source for finding a leisure book at least once.

Social networking websites, reading-based or otherwise did not seem to be as largely used as some of the other sources and methods. However, online reviews were cited more often. This may be because individuals, in the case of social networking websites, are not logging in with the intent of finding something to read. This intent can also apply to television and radio, as the individuals listening/viewing may not be intentionally using these sources as a way to find a leisure book. Lower usage of social networking websites related to reading might be attributed to not being as well-known since they have launched within the last several years and have a more specific following. Results of this survey indicate that passive readers' advisory services should not be overlooked.

Suggestions for Further Study

To gain even more information, researchers may want to allow respondents to provide information on the specific source and methods they use, instead of providing categories to select. This would work better on an individual public library level as a way to provide librarians with information specific to their library user community.

Since this study took place within a library, the respondents involved were predisposed to using the library. Further information might be found about sources and methods adult readers use by surveying individuals in bookstores and public libraries. Another option would be to study a larger population by looking across multiple public libraries.

Additionally, the literature has found that there are generational differences in what public library users want from their libraries, and what sources different generations use for everyday information needs. There may be generational differences in the sources

and methods individuals use most frequently specific to leisure books, and some

components of passive readers' advisory may gain more generational attention than

others.

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Appendix A: Print Questionnaire

University of North Carolina-Chapel Hill
Information about a Research Study

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IRB Study # INLS 11-0194   **Consent Form Version Date:** 02-03-05
Title of Study: Selecting Sources: How Adult Public Library Users Find Leisure Books

Principal Investigator: Rachel Novotny
UNC-Chapel Hill Department: School of Information and Library Science
Faculty Advisor: Deborah Barreau

Study Contact email: rnovotny@email.unc.edu

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What are some general things you should know about research studies?
You are being asked to take part in a research study. To join the study is voluntary. You may refuse to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future.   You may not receive any direct benefit from being in the research study. There also may be risks to being in research studies.

Details about this study are discussed below. It is important that you understand this information so that you can make an informed choice about being in this research study. You will be given a copy of this consent form. You should ask the researcher named above any questions you have about this study at any time.

What is the purpose of this study?
Understanding the methods and sources adult public library patrons use when finding a leisure book.

How many people will take part in this study?
If you decide to be in this study, you will be one of as many of 300 people in this research study.

How long will your part in this study last?
The questionnaire will take 5-10 minutes to fill out. You can choose to stop the survey at any time. Answers to questions are optional and questions may be skipped, as necessary.

What will happen if you take part in the study?
You will answer six questions. Questions will ask about the methods and sources you use to find a leisure book, what you typically read, and demographic data, such as age.

What are the possible benefits from being in this study?
Research is designed to benefit society by gaining new knowledge. Your participation is

important to help us understand how adult public library patrons are finding leisure books and how this may play a role in this library.

What are the possible risks or discomforts involved from being in this study?
We do not think you will experience any discomfort or risk from the survey. However, there may be uncommon or previously unknown risks. Please report any problems to the researcher at the email address provided above.

How will your privacy be protected?
No identifying information will be obtained from you. This survey is completely anonymous.

Will you receive anything for being in this study?
No incentives will be given for information, but your information is very important to us.

Will it cost you anything to be in this study?
It will cost you nothing to be in this study besides 5-10 minutes of your time.

What if you have questions about this study?
You have the right to ask, and have answered, any questions you may have about this research. If you have questions, or concerns, you should contact the principle researcher at rnovotny@email.unc.edu .

What if you have questions about your rights as a research participant?
All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu.

Participant's Agreement
By verbally agreeing, you confirm that (1) **you have read the information provided above**, (2) **you are at least 18 years of age** and (3) **you voluntarily agree to participate in this research study**.

Thank you for helping me with this study.

Adult Patron Leisure Reading Survey

This questionnaire asks adult library users (ages 18 years and older) to fill out information on one book they are checking out/have recently checked out (in the past two months) for leisure reading. This questionnaire should take about 5-10 minutes to complete. There are no right or wrong answers. Please return to the designated box when finished. Or to fill out online go to **http://tinyurl.com/4mhyenf**. Thank you!

Q1 Please select the range your age falls into:

○ <18
○ 18-24
○ 25-34
○ 35-44
○ 45-54
○ 55-64
○ 65-74
○ 75-84
○ 85+

Q2 Check all of the options you use or are influenced by in selecting a leisure reading book. For those you check, please indicate frequency.

	Check all that apply	Rare = Once; Infrequently = a few times a year; Somewhat Frequently = once a month; Frequently = several times a month; Very Frequently = a few times a week to every day				
	I have used/been influenced by:	Rare	Infrequently	Somewhat Frequently	Frequently	Very Frequently
Recommendations from family/friends	❑	○	○	○	○	○
Social Networking websites (facebook.com, twitter.com, myspace.com)	❑	○	○	○	○	○
Online Reviews (online newspapers, additional book reviews)	❑	○	○	○	○	○

	I have used/been influenced by:	Rare	Infrequently	Somewhat Frequently	Frequently	Very Frequently
Print Reviews (print newspapers, magazines)	❑	○	○	○	○	○
Television (Oprah, The Daily Show, Lost, commercials)	❑	○	○	○	○	○
Radio (NPR)	❑	○	○	○	○	○
Social Networking websites specifically for reading (goodreads.com, librarything.com, shelfari.com)	❑	○	○	○	○	○
From a book (excerpts, rereading, favorite author, series book)	❑	○	○	○	○	○
Browsing the library (displays, end caps, face-outs)	❑	○	○	○	○	○
Browsing a bookstore (displays, end caps, face-outs)	❑	○	○	○	○	○
Library's reading lists (online/print)	❑	○	○	○	○	○
Recommendation from a librarian.	❑	○	○	○	○	○
Using the library's catalog	❑	○	○	○	○	○
A library program	❑	○	○	○	○	○
Other: _____	❑	○	○	○	○	○

Q3 For the following TWO questions, please select one book you have recently checked out (within the past two months)/are checking out from the library for leisure reading.

Title_____

Author_____

Q4 Check all of the options you used or were influenced by in selecting the book you listed previously.

	Check all that apply
	I have used/been influenced by:
Recommendations from family/friends	❑
Social Networking websites (facebook.com, twitter.com, myspace.com)	❑
Online Reviews (online newspapers, additional book reviews)	❑
Print Reviews (print newspapers, magazines)	❑
Television (Oprah, The Daily Show, Lost, commercials)	❑
Radio (NPR)	❑
Social Networking websites specifically for reading (goodreads.com, librarything.com, shelfari.com)	❑
From a book (excerpts, rereading, favorite author, series book)	❑
Browsing the library (displays, end caps, face-outs)	❑
Browsing a bookstore (displays, end caps, face-outs)	❑
Library's reading lists (online/print)	❑
Recommendation from a librarian.	❑
Using the library's catalog	❑
A library program	❑
Other:_____	❑

Q5 Which fiction genres do you read most often? Select all that apply.

- ❑ Action-Adventure
- ❑ Classics
- ❑ Current
- ❑ Fantasy
- ❑ Horror
- ❑ Inspirational
- ❑ Mystery & Thriller
- ❑ Romance
- ❑ Science Fiction
- ❑ Western
- ❑ Other _____

Q6 Which non-fiction genres do you read most often? Select all that apply.

- ❑ Arts
- ❑ Biography & History
- ❑ General Knowledge
- ❑ Current
- ❑ Language
- ❑ Literature & Rhetoric
- ❑ Math & Science
- ❑ Philosophy & Psychology
- ❑ Religion
- ❑ Social Science
- ❑ Technology
- ❑ Other _____

Thank you for taking the time to fill out this questionnaire!

Please return to the survey box located on the Adult Services desk closest to the library entrance.

Appendix B: Online Questionnaire

University of North Carolina-Chapel Hill
Information about a Research Study

_____

IRB Study # INLS 11-0194   **Consent Form Version Date:** 02-03-05

Title of Study: Selecting Sources: How Adult Public Library Users Find Leisure Books

Principal Investigator: Rachel Novotny
UNC-Chapel Hill Department: School of Information and Library Science
Faculty Advisor: Deborah Barreau

Study Contact email: rnovotny@email.unc.edu

_____

<u>What are some general things you should know about research studies?</u>
You are being asked to take part in a research study. To join the study is voluntary. You may refuse to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future.   You may not receive any direct benefit from being in the research study. There also may be risks to being in research studies.

Details about this study are discussed below. It is important that you understand this information so that you can make an informed choice about being in this research study. You will be given a copy of this consent form. You should ask the researcher named above any questions you have about this study at any time.

<u>What is the purpose of this study?</u>
Understanding the methods and sources adult public library patrons use when finding a leisure book.

<u>How many people will take part in this study?</u>
If you decide to be in this study, you will be one of as many of 300 people in this research study.

<u>How long will your part in this study last?</u>
The questionnaire will take 5-10 minutes to fill out. You can choose to stop the survey at any time. Answers to questions are optional and questions may be skipped, as necessary.

<u>What will happen if you take part in the study?</u>

You will answer six questions. Questions will ask about the methods and sources you use to find a leisure book, what you typically read, and demographic data, such as age.

What are the possible benefits from being in this study?
Research is designed to benefit society by gaining new knowledge. Your participation is important to help us understand how adult public library patrons are finding leisure books and how this may play a role in this library.

What are the possible risks or discomforts involved from being in this study?
We do not think you will experience any discomfort or risk from the survey. However, there may be uncommon or previously unknown risks. Please report any problems to the researcher at the email address provided above.

How will your privacy be protected?
Initially your IP address will be recorded on the completion of this survey to prevent duplication. The researcher will delete the IP address shortly after submittal to protect your identity. At no time will the researcher know who has taken the survey. It is anonymous.

Will you receive anything for being in this study?
No incentives will be given for information, but your information is very important to us.

Will it cost you anything to be in this study?
It will cost you nothing to be in this study besides 5-10 minutes of your time.

What if you have questions about this study?
You have the right to ask, and have answered, any questions you may have about this research. If you have questions, or concerns, you should contact the principle researcher at rnovotny@email.unc.edu .

What if you have questions about your rights as a research participant?
All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu.

Participant's Agreement
By clicking the continuation button below, you confirm (1) **you have read the information provided above**, (2) **you are at least 18 years of age**, and (3) **you voluntarily agree to participate in this research study**. If you do not wish to continue, you may exit this page.

Thank you for helping me with this study.

Adult Patron Leisure Reading Survey

This questionnaire asks adult library users (ages 18 years and older) to fill out information on one book they are checking out/have recently checked out (in the past two months) for leisure reading. This questionnaire should take about 5-10 minutes to complete. There are no right or wrong answers. Thank you!

Q1 Please select the range your age falls into:

○ <18

○ 18-24

○ 25-34

○ 35-44

○ 45-54

○ 55-64

○ 65-74

○ 75-84

○ 85+

Q2 Check all of the options you use or are influenced by in selecting a leisure reading book. For those you check, please indicate frequency.

	Check all that apply	Rare = Once; Infrequently = a few times a year; Somewhat Frequently = once a month; Frequently = several times a month; Very Frequently = a few times a week to every day				
	I have used/been influenced by:	Rare	Infrequently	Somewhat Frequently	Frequently	Very Frequently
Recommendations from family/friends	❑	○	○	○	○	○
Social Networking websites (facebook.com, twitter.com, myspace.com)	❑	○	○	○	○	○
Online Reviews (online newspapers, additional book reviews)	❑	○	○	○	○	○
Print Reviews (print newspapers, magazines)	❑	○	○	○	○	○

Television (Oprah, The Daily Show, Lost, commercials)	❏	○	○	○	○	○
Radio (NPR)	❏	○	○	○	○	○
Social Networking websites specifically for reading (goodreads.com, librarything.com, shelfari.com)	❏	○	○	○	○	○
From a book (excerpts, rereading, favorite author, series book)	❏	○	○	○	○	○
Browsing the library (displays, end caps, face-outs)	❏	○	○	○	○	○
Browsing a bookstore (displays, end caps, face-outs)	❏	○	○	○	○	○
Library's reading lists (online/print)	❏	○	○	○	○	○
Recommendation from a librarian.	❏	○	○	○	○	○
Using the library's catalog	❏	○	○	○	○	○
A library program	❏	○	○	○	○	○
Other: _____	❏	○	○	○	○	○

Q3 For the following TWO questions, please select one book you have recently checked out (within the past two months)/are checking out from the library for leisure reading.

Title_____

Author_____

Q4 Check all of the options you used or were influenced by in selecting the book you listed previously.

	Check all that apply
	I have used/been influenced by:
Recommendations from family/friends	❑
Social Networking websites (facebook.com, twitter.com, myspace.com)	❑
Online Reviews (online newspapers, additional book reviews)	❑
Print Reviews (print newspapers, magazines)	❑
Television (Oprah, The Daily Show, Lost, commercials)	❑
Radio (NPR)	❑
Social Networking websites specifically for reading (goodreads.com, librarything.com, shelfari.com)	❑
From a book (excerpts, rereading, favorite author, series book)	❑
Browsing the library (displays, end caps, face-outs)	❑
Browsing a bookstore (displays, end caps, face-outs)	❑
Library's reading lists (online/print)	❑
Recommendation from a librarian.	❑
Using the library's catalog	❑
A library program	❑
Other:_____	❑

Q5 Which fiction genres do you read most often? Select all that apply.

- ❑ Action-Adventure
- ❑ Classics
- ❑ Current
- ❑ Fantasy
- ❑ Horror
- ❑ Inspirational
- ❑ Mystery & Thriller
- ❑ Romance
- ❑ Science Fiction
- ❑ Western
- ❑ Other _____

Q6 Which non-fiction genres do you read most often? Select all that apply.
- ❑ Arts
- ❑ Biography & History
- ❑ General Knowledge
- ❑ Current
- ❑ Language
- ❑ Literature & Rhetoric
- ❑ Math & Science
- ❑ Philosophy & Psychology
- ❑ Religion
- ❑ Social Science
- ❑ Technology
- ❑ Other _____

By clicking on the continuation button you will be submitting your answers.