



2002

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Making Sense of Leased Popular Literature Collections

Abstract

There is a well-publicized debate in the library field on whether or not it should be an academic library's responsibility to collect and preserve popular culture materials. Budget constraints, space issues, and the "quality" of these materials, are all widely documented concerns as to why popular culture materials—especially popular literature titles—are still not making their way into an academic library's permanent collection. This study describes a survey of 22 academic libraries throughout the country that use a leased popular literature collection in addition to or instead of purchasing popular literature titles for their permanent collection. The study was designed to answer the following research questions and others: Why do academic libraries choose to use a leasing plan to provide a popular literature collection for their users? What are the values/benefits these collections provide for the library and its users?

Keywords

Collection development, Fiction, Acquisitions, Special collections, Popular culture, Surveys, College and university libraries

Disciplines

Library and Information Science

Comments

Kerri Odess-Harnish received her M.S.L.S. from the School of Information and Library Science at the University of North Carolina at Chapel Hill in 2002. She is currently a Reference/Instruction Librarian at Gettysburg College. This study was originally conducted for completion of the M.S.L.S. degree, and subsequently published in *Collection Management* (27:2 55-74). The author would like to thank Barbara B. Moran, Ph.D. for all of her guidance and support throughout the research process.

MAKING SENSE OF LEASED POPULAR LITERATURE COLLECTIONS

By

Kerri Odess-Harnish

ABSTRACT. There is a well-publicized debate in the library field on whether or not it should be an academic library's responsibility to collect and preserve popular culture materials. Budget constraints, space issues, and the "quality" of these materials, are all widely documented concerns as to why popular culture materials—especially popular literature titles—are still not making their way into an academic library's permanent collection. This study describes a survey of 22 academic libraries throughout the country that use a leased popular literature collection in addition to or instead of purchasing popular literature titles for their permanent collection. The study was designed to answer the following research questions and others: Why do academic libraries choose to use a leasing plan to provide a popular literature collection for their users? What are the values/benefits these collections provide for the library and its users?

KEYWORDS. College and university libraries—Acquisitions; College and university libraries--Collection development; Fiction—Acquisitions; Special collections--Special subjects--Popular culture; Surveys--College and university libraries.

AUTHOR NOTE. Kerri Odess-Harnish received her M.S.L.S. from the School of Information and Library Science at the University of North Carolina at Chapel Hill in 2002. She is currently a Reference/Instruction Librarian at Gettysburg College. This study was originally conducted for completion of the M.S.L.S. degree. The author would like to thank Barbara B. Moran, Ph.D. for all of her guidance and support throughout the research process.

INTRODUCTION

There is a well-publicized debate in the library field on whether or not it should be an academic library's responsibility to collect and preserve popular culture materials. This debate has become increasingly significant as popular culture studies courses have become a common and respectable part of many universities' curricula. At the same time, however, budget constraints, space issues, and the idea that these materials are not of a high enough caliber to belong in a research library, are all widely documented concerns as to why popular culture materials—especially popular literature titles—are still not making their way into an academic library's permanent collection.

An academic library builds its collection in order to support the academic pursuits of its current and future users. It is often a daunting task to consider collecting popular literature if it has not been previously collected. The very subject "popular literature" is ambiguous and immense, which adds to the difficulty. The use of a leased collection can temporarily resolve this issue by placing a collection of several hundred current mass-market and best-selling titles almost immediately on a library's shelves. A leased collection could provide a nucleus of mass-market titles useful for research, as well as a respectable reading collection for those seeking recreational reading materials.

For over 50 years, the McNaughton Book Service of the Brodart Company has provided libraries of various sizes with leasing plans for maintaining popular literature collections. The McNaughton Book Service offers libraries temporary ownership and lending privileges for new and popular titles, and for some, the only place where a user might find contemporary popular fiction in a library's collection. The McNaughton Plan also provides the option for libraries to purchase titles at the end of the leasing period. Based on circulation or other criteria, a library

may decide that a certain title should be added to its permanent collection. While seemingly a good solution, this does not, however, resolve the issue of permanence for all of the titles, thus failing to ensure that future scholars will have access to these reflections of popular society.

LITERATURE REVIEW

Popular literature is a small portion of what gets categorized under the larger umbrella of “popular culture materials.” When discussing whether or not popular literature should have a place in an academic setting, it is necessary to ask the question, “what is popular culture and why, historically, are materials that fall under this umbrella seen as unfit for academic/research libraries?” In his book, *An Introductory Guide to Cultural Theory and Popular Culture*, John Storey (1993) attempts to define popular culture and provides evidence of the fuzzy boundaries of popular culture. He comes up with six definitions—all of which tend to describe popular culture (and therefore, the materials defined as such) as “substandard” (p. 6-18). That popular culture is in a class below “high culture” commonly means that materials so categorized are believed to be less respectable.

Wayne A. Wiegand’s (1981) essay “The Academic Library’s Responsibility to the Resource Needs of the Popular Culture Community” offers insight into the troubled relationship between academic libraries and popular culture materials and the “indifferent” stance many academic librarians take when collecting popular materials. He suggests that “academic librarians gravitate towards a conservatism” (p. 191) in regard to popular culture materials due to the conservative nature of their education in library school, which commonly only offers training of popular or any alternative materials in specialized, non-required courses. This conservatism, Wiegand believes, is then reinforced when library science students enter the professional field.

When library science students graduate from professional training programs they usually assume positions in libraries where lines of organizational structure parallel the course divisions in library school curricula. The neophyte librarian finds nonprint media pigeonholed into functionally specialized departments within the library at best, or at worst, separated from the library altogether (as on most university campuses). Thus, preconceptions brought to a chosen field which were steadily nurtured by library science curricula and faculty are ultimately confirmed by library practice. (191)

Furthermore, when observing the literature of the field, Wiegand notes that the majority of writing involves rationalizing already existing library operations instead of breaking the mold and reflecting on the larger service goals. He writes, “Little in library literature reflects a holistic outlook, or seeks to examine the validity of basic assumptions tenaciously clung to for decades” (p. 191).

In a similar essay, Barbara B. Moran (1992) states that the “traditional view of collection development in academic libraries will require librarians to undergo an attitudinal change,” and while many librarians have already undergone this change, some are still “bound by a narrow definition of culture” (p. 11). Like Wiegand, Moran believes that many librarians have a love for reading which includes popular literature, but that library science education and the profession does not foster a serious respect for these materials. As it is now clear that academic interest in popular culture is here to stay, Moran believes that librarians need to just deal with these issues and “get on with the business of collecting popular culture...” (p. 10).

The call for building popular literature collections is clearly in the interest of both the scholar and the recreational reader. In his article, “Trash or Treasure? Pop Fiction in Academic

and Research Libraries,” Sewel (1984) reasons that academic libraries need to place more effort on the bibliographic control and preservation of popular materials while coordinating collection building on a national and regional level (p. 459-460). These steps combined with the cooperative efforts of librarians and popular culture scholars would ensure that the wide array of materials that fall under the umbrella of popular culture materials are collected and accessible for current and future scholars.

Unfortunately, it is evident that the majority of academic libraries are still not responding to the pleas of collecting popular literature in their permanent collection, nor subscribing to any of the ideas for how to share such a large responsibility. In a recent article, “Best Sellers in Academic Libraries,” Gregory A. Crawford and Matthew Harris (2001) researched the holdings of 20 academic libraries on whether or not they carried 220 bestseller titles from 1940-1990. They found that there was a trend to own older bestsellers rather than newer ones (p. 221). This study’s findings leads to the question of whether or not libraries have to retrospectively collect these items instead of collecting them at the time of publication.

There has been very little research concerning academic libraries use of leasing services in addition to or instead of permanently collecting popular literature. What little has been written on the subject focuses mainly on the positive outcomes of using a leasing service. Cushman (1976) states, “I submit that the lease plans are a viable alternative to purchasing books for recreational reading and for multiple copies of high-demand books in academic libraries” (p. 15). This conclusion is based on the results of a 1976 survey of 14 academic libraries that subscribed to a leasing service. Cushman reports that there were common frustrations with late arrivals of popular titles by the leasing vendors, but that the advantages of having the books arrive already processed and ready for the shelf, being able to purchase the books at the end of the leasing plan

for a discount, the enthusiastic response by their users, and the “fun” of choosing the titles, far outweighed this complaint and others by the surveyed libraries (p. 17).

In a more recent 1998 article, “Options for Fiction Provision in Academic Libraries,” Zauha also highlights the time, space, and money-saving benefits of having a leased collection in an academic library. In her follow-up of Cushman’s survey of 14 libraries 21 years later, Zauha reports only seven of the libraries were still using a leasing plan (p. 51). Budget problems were the main reason cited for halting the plans, while changes in administration, and moving toward more economical alternatives to provide the same service were also given (p. 52). This seems to show that while the benefits of leased collections are great for a library that places importance on the recreational reading or scholarly pursuit of popular literature by its users, the collections are commonly challenged when budget cuts occur. If libraries wish to continue acquiring leased materials, these collections have to be treated with the same respect and worthiness as other collections in the library.

On a different note, Christensen (1984) wrote in his article, “Management of Popular Reading Collections,” that after studying circulation statistics of the leased reading collection at Brigham Young University, the library found that it was not cost-effective to continue using the leasing plan (p. 78). In fact, the library dropped the plan and still continued to support the reading collection through purchasing paperbacks locally.

These articles show the variety of issues surrounding the collection of popular literature in academic libraries and the experiences a few academic libraries have had in using a leased popular literature collection. The lack of research, however, makes it difficult to make any generalizations about why libraries use these plans.

METHODOLOGY

This study was designed to answer the following research questions by surveying a sample of academic libraries using the McNaughton Book Service to lease popular literature titles.

- Why do academic libraries choose to use a leasing plan to provide a popular literature collection for their users?
- What services does a leased popular literature collection provide for users in an academic library that are not otherwise provided for by a library's permanent collection?
- What are the values/benefits these collections provide for the library?
- Is the leased collection considered to be an important service by library staff members and therefore given the same amount of supervision and priority as other collections?
- Are professional staff members choosing the titles?
- Where is the collection located in the library?
- Is the collection advertised?

Operational Definitions

For this study, an "academic library" is defined as a library in an institution of higher education that is classified as a "Doctorate-granting Institution," a "Master's College and University," a "Baccalaureate College," a "Specialized Institution," or an "Associates College" according to the 2000 edition of *The Carnegie Classification of Institutions of Higher Education*.

"Popular literature collection" is defined as a distinct collection shelved separately from a library's general collection of materials that includes recently published blockbuster or mass-market titles. These collections are also frequently composed of, but not exclusive to, genre fiction (romance, mysteries, westerns, etc.) and biographies. "Leased collection of popular

literature” is a collection provided by an outside vendor, such as the McNaughton Book Service, to provide temporary ownership of popular literature titles that can be borrowed by that library’s users. The titles leased are selected by library staff and returned to the vendor after the contracted time period of temporary ownership has expired.

Finding the Institutions/Making Contacts

The names of the colleges and universities that were part of the study were gathered in two ways. First, the researcher contacted the customer service center of McNaughton Book Service and inquired about academic libraries that used their services. In this way, the names of 12 schools were identified. Second, the author searched the World Wide Web (WWW) using the search engine Google (<http://www.google.com>) using the key search terms: “mcnaughton collection,” “mcnaughton collection and library,” and “mcnaughton collection and university.” An additional 17 colleges and universities that had a web presence for their McNaughton collection were identified using this technique.

After the names of 29 institutions had been gathered, the researcher began contacting the libraries of these institutions to identify the name and email addresses of the library staff member(s) who managed the leased popular literature collection. By emailing the “Ask a Question” service on a library’s website, or using the “Chat Reference” service when available via the library’s or reference department’s website, the researcher collected names and email addresses of potential participants.

Following this initial contact, the researcher emailed each of the identified library staff members to: 1) inquire about whether or not he or she was the correct person to contact, and 2) to inquire about a willingness to participate in this study. The researcher heard back from 25 staff members.

Survey Construction and Delivery

The survey instrument used to gather data was a mixture of both open-ended and closed-ended questions (see Appendix A for the complete list of questions included in the survey with the tabulated results). The survey's questions and appearance were constructed based on the design methods outlined in Don A. Dillman's *Mail and Telephone Surveys: The Total Design Method*.

To create a forum for suggestions in regard to the content either already present or missing entirely, the survey was pretested by four individuals: a library administrator who is the head of a library that uses the McNaughton Book Service, a reference librarian, a library staff member involved in choosing titles for a leased collection, a library science student, and an individual with no ties to the library field. After the pretest, 25 surveys were mailed to the library staff members who were identified as responsible for maintaining the leased popular literature collection in their libraries and who responded to the researcher's emailed requests as being willing to participate in this study.

DISCUSSION OF RESULTS

Twenty-two out of 25 surveys were returned for a response rate of 88%. As the surveys were returned, responses to each question were recorded onto data tables for compiling. Questions that required written responses were recorded as they appeared. These responses were then read through carefully to find commonalities. These common findings were then summarized into statements for brevity and clarity. No response was left out even if it was cited only once.

The first two questions asked how long the library had used McNaughton Book Service to lease a popular literature collection and whether or not any other company was considered

besides McNaughton. On average, the responding libraries had leased McNaughton collections for 12.3 years, with answers ranged from 1.5 to 35 years. Eighteen responded that no other leasing service had been considered; two responded that their library had considered the Baker and Taylor lending service, and another two did not know whether or not any other company had been considered.

Next the survey asked if the staff member's library leased popular literature titles instead of collecting them for the library's permanent collection. Fourteen (64%) responded "yes," while eight or 36% responded "no." When asked if the library leased popular literature titles in addition to collecting popular literature for the library's permanent collection, the answers were split: 50% answered "yes," and the other 50% answered "no."

One hundred percent of the staff members who responded (one respondent left this question unmarked) thought that their library should not be doing more to collect popular literature titles (especially those classified under the genres of romance, mystery, western, and science fiction) for the permanent collection. There were nine explanations given in response to the second part of question five that asked "Why/Why Not?" Thirteen cited that popular literature titles are not part of the curriculum, space constraints was cited twice, budget constraints was cited four times, and interest or demand for popular literature titles not long-lasting enough was also cited twice. In addition, the following five reasons for why their library should not be doing more to permanently collect popular literature titles were each cited once. There is a public library near by; they already purchase enough popular literature titles; the library will purchase if requested to; students do not have time for pleasure reading; and, the effort required to maintain a permanent popular literature collection would detract from maintaining the permanent collection.

When asked whether or not the university/college that the library supports had popular culture courses that would benefit from having popular literature as part of the permanent collection, nine out of 22 (41%) responded “yes,” 12 (55%) responded “no,” and one responded “maybe.” Table 1 summarizes the responses provided to the question of what kinds of books were included in the library’s leased collection, including the categories written in by the respondents to show what other kinds of books are included in their library’s leased collection.

Table 1. Categories of books included in leased popular literature collections

Question 7: From the list below, please circle the categories of books included in your library’s leased popular literature collection:			
Categories of books:	Number of times selected by respondents:	Categories of books:	Number of times selected by respondents:
Romance:	18 (82%)	Mysteries:	22 (100%)
Westerns:	15 (68%)	Science-Fiction:	21 (95%)
Best-Selling General Fiction:	22 (100%)	Nonfiction:	21 (95%)
Biographies:	22 (100%)		
Other categories of books written in by respondents:			
Business Nonfiction:	2	Self-Help:	1
How-to books:	1	Spirituality:	1
Cookbooks:	1	Travel:	1
College Life:	1	Food:	1

The size of the leased collections ranged from approximately 200 titles to 1000 titles, with typical collections consisting of 200 to 600 titles. When asked about circulation of the leased collections, five individuals (23%) responded that the collection circulated more than what was expected, three (14%) responded less than what was expected, 12 (54%) responded that circulation was about what was expected.

Question ten of the survey asked for the professional title of the library staff member in charge of choosing titles for the leased collection. The responses varied greatly (from music librarian to library director to all library staff—including students) and thus, it was not possible to identify the predominant or most common professional title. When asked to choose all that applied from a list of four options to describe the staff member in charge of selecting titles for the leased collection, 18 selected “has personal interest in popular literature,” 11 selected “when reading for pleasure, this staff member reads genre fiction,” 16 chose “has collection development training/experience,” and four selected “was chosen at random to be in charge of selecting titles for the collection without having any personal interest in popular literature.” Sixteen (73%) of these respondents indicated that they had an M.L.S. degree, four (18%) did not, and two answered both “yes” and “no” explaining that more than one staff member is in charge of choosing titles and some have an M.L.S., while others do not.

Each respondent was asked to estimate what percent of titles from the leased collection is typically purchased each year after the leasing period. The answers varied widely from none to over 40%. The respondents were then asked for the criteria used to select titles from the leased collection for addition to the permanent. The cited responses are summarized into ten categories listed in Table 2.

Table 2. Criteria for purchasing titles from the leased collection

Question 14: What are the criteria used to select titles from the leased collection for purchasing and adding to the permanent collection? (Example: circulation statistics; name recognition; etc.)	
Criteria reported:	Number of times cited in survey:
Name recognition/well-known author:	11
Circulation statistics:	8
If it supports curriculum:	8
If requested for purchase by faculty/staff member:	4

If a title is well-reviewed:	4
We don't purchase at all:	4
If a title has enduring value:	1
Titles are chosen at random (has interesting title, etc.):	1
If it's in good physical condition:	1
If a title is of regional interest:	1

The survey asked where the leased collection is physically located in each of the libraries. Again, the answers varied, but could be categorized as follows (note: a library could have cited more than one of these location reference points if their collection was located for example between the reference desk and periodicals): “On the main floor of the library” was cited the most at eight times; “In a reading room” was cited five times; “Near the periodicals” was cited four times; “Near the main entrance to the library” was also cited four times; “Near the reference desk” was cited three times; and “Near the circulation desk” was cited two times. A category of “Other” was cited five times, which included responses that did not fall into any previous category. The locations in this category ranged from basement of the library to near the student lounge on the second floor of the library.

The survey asked about location and promotion of the leased collections. Fourteen or 64% responded that there was proper signage to lead users to the collection without the need to ask directions, seven answered that signage was not adequate, and one respondent left the question unanswered. Fourteen or 64% responded that their leased collection is mentioned on the library's website while eight (36%) answered “no.” All of the respondents indicated that there was a reading room near the leased collection that provided for comfortable and relaxed reading.

Respondents were asked to choose from the options provided (faculty/staff, undergraduates, graduates, or community members) to indicate who used the leased collection the most and for what reasons. Thirteen of the respondents selected staff/faculty as the most frequent users, three selected undergraduates, and three selected combinations of the provided choices. The survey then asked respondents to choose from three options to report what they felt was the main reason the collection is used. One hundred percent (22 out of 22) reported that the collection is mainly used for pleasure reading.

Question 21 of the survey allowed for respondents to report what *service* they believe the leased popular literature collection provided for their users that their library's general collection did not. The answers are summarized into five categories and are listed below in Table 3.

Table 3. How does the leased popular literature collection serve your users?

Question 21: In your opinion, what <i>service</i> does the leased popular literature collection provide for your users that your library's general collection does not?	
Services reported:	Number of times cited:
Access to current/popular titles:	9
Recreational reading:	15
Expands the range/variety of reading materials available on campus:	4
Saves time and money of users (don't have to purchase new books or go to public library):	2
Provides multiple copies of popular titles:	2

When asked to report what *values or benefits* a leased popular literature collection provides for the library, the varied responses were tabulated into the ten categories listed in Table 4.

Table 4. What are the values/benefits of a leased popular literature collection?

Question 22: In your opinion as a library staff member, what are the values/benefits of having a leased popular literature collection in your library?	
Values/benefits reported:	Number of times cited:
Access/convenience to popular literature titles:	10
Pleasure reading material:	7
Good public relations tool:	5
Cost-effective for library (access without have to purchase):	5
Adds variety to library collection:	4
Library staff members are able to review titles before purchasing:	2
Promotes discussion and life-long reading:	2
Multiple copies/quick turnover of recent titles:	2
Saves space:	2
Alleviates stress on the local public library:	1

The final question of the survey asked respondents to write down any additional comments that they thought were missed in the survey. Only eight out of 22 had comments to add. These ranged from explaining further how the leased collection was managed in a particular library to reiterating the benefits of having such a collection. Others included comments such as when first started, the leased collection was referred to as the “trash collection” by the professional staff, while another stated that having the collection in his/her library provided a good means to promote multi-culturalism by having popular minority authors and biographies in the collection. Another reported that if the collection were removed, there would probably be a protest.

CONCLUSION

Although this study is small in scale, the results gathered do help to shed some light on why academic libraries choose to use leased popular literature collections. It can be concluded from the survey findings that libraries believe the main service these collections provide for their users is material for recreational reading—a service that their permanent collection does not otherwise adequately provide. While having access to recreational reading materials is important on a college/university campus, it is disconcerting to find that 100% of the responding library staff members believe that their library should not be doing anything more to permanently collect popular literature. The top four reasons given were that the titles are not applicable to the curriculum the library is supporting, budget constraints, space constraints, and that the interest and value of these titles are not usually long-lasting enough to warrant purchasing. It is not surprising then that 64% of the libraries claim that they lease popular literature titles instead of purchasing popular literature for their permanent collection.

For those libraries that do purchase titles from their leased collection to add to their permanent collection, the top three reported criteria used for selection were name recognition/well-known author, title supports the college curriculum, and circulation statistics. While this shows sound collection development guidelines (and the results of the survey do indicate that the library staff member(s) who manage the leased collections are mostly professional staff with collection development training/experience and who have a personal interest in popular literature) it also suggests that the only popular literature titles being collected are the exceptional bestsellers and/or titles that are somehow identified as supportive of an existing class or curriculum. This, however, seems to contradict the results of the survey as only three survey participants claimed that their library purchases more than 30% of the leased titles.

According to the McNaughton Book Service website only “high demand” titles are available to lease:

Each month McNaughton reviews hundreds of soon-to-be published titles to ensure that all selections will be high demand titles. The McNaughton review sources include: *The New York Times* Bestsellers, *Library Journal*, *Kirkus Reviews*, *Booklist*, and *Publishers Weekly*. (“Concept of Leasing”)

Of the libraries surveyed, it could be assumed that the majority of the titles that come through the doors via the McNaughton Book Service are still not being purchased, no matter how popular or in-demand the titles are.

Although it seems popular literature has a long way to go before this material is purchased and preserved alongside titles considered to be of high enough caliber to be collected in academia, the McNaughton collections are generally well maintained and well used according to the survey participants. Fifty-four percent of the respondents reported that the titles circulate at least as much as was expected when their library began using the plan, with another 23% reporting that the titles circulate more than was expected.

A future study on this same topic could look further into the physical location of these collections. Comparing the location with circulation statistics and the amount of titles purchased at the end of the leasing period could reveal how much professional attention is given to the collection as well as how valued it is by library staff. It would also be interesting to find if there is a correlation among the libraries who use these leased collections today with those campuses that have historically valued reading rooms and leisure collections such as those that were so popular on college campuses in the 1920’s and 1930’s. And finally, it would be interesting to compare the results of this research project with a similar project on a larger scale. The

researcher was surprised with the amount of enthusiasm she was met with when contacting library staff members to solicit their help with this project. As stated earlier, there is a general lack of literature about the use of leased popular literature collections in academic libraries. This translates into a lack of understanding of how and why libraries decide to use them.

Popular literature materials are not going away, nor are courses on college campuses that focus on popular culture and society. Because of this, popular literature needs to be given greater consideration in an academic library's permanent collection. When considering using a leasing service to provide popular materials in an academic setting, it must be remembered that this service and the ownership of the materials is only *temporary*. It promises nothing for future scholars of popular society and culture. With that being said, the survey responses from this research project indicate the majority of academic library staff perceives popular literature as being used only for recreational reading purposes. If that is indeed the case, the positive comments made by the survey participants show that if well maintained, a leased popular literature collection can be a useful and popular supplemental collection to any academic library.

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APPENDIX A

Survey Questions and Tables of Survey Results:

- 22 out of 25 libraries answered the survey for an overall return rate of 88%.

Question 1: How many years has your library used the McNaughton Book Service to lease a popular literature collection?

Results: Answers range from 1.5 to 35 years
(with an average of 12.3 years)

Question 2: Did your library consider any other lending companies besides McNaughton?

Results: (out of 22)	Yes: 2 (Baker & Taylor)	No: 18	Don't know: 2
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Question 3: Does your library lease popular literature titles *instead of* collecting popular literature for the library's permanent collection?

Results: (out of 22)	Yes: 14 (64%)	No: 8 (36%)
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Question 4: Does your library lease popular literature titles *in addition to* collecting popular literature for the library's permanent collection?

Results: (out of 22)	Yes: 11 (50%)	No: 11 (50%)
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Question 5: In your opinion, do you think your library should be doing more to collect popular literature titles (especially those considered to fall under the genres: romance, mystery, western, science fiction) for the permanent collection?			
Results: (out of 22)	Yes: 0	No: 21	Left blank: 1
Why/Why not?			
Summarized explanations:			Number of times cited:
Popular literature titles are not part of the curriculum the library supports:			13
Space constraints:			2
Budget constraints:			4
Interest /demand of the popular literature titles is not long-lasting enough:			2
There is a public library near by:			1
They already purchase enough popular literature titles:			1
The library will purchase if requested to:			1
Students don't have time for pleasure reading:			1
The effort required to maintain a permanent popular literature collection would detract from maintaining the permanent collection:			1

Question 6: Does the university that your library supports have popular culture courses that would benefit from having popular literature as part of the permanent collection?			
Results: (out of 22)	Yes: 9 (41%)	No: 12 (55%)	Maybe: 1 (4%)

Question 7: From the list below, please circle the categories of books included in your library's leased popular literature collection:

Categories of books:	Number of times selected by respondents:	Categories of books:	Number of times selected by respondents:
Romance:	18 (82%)	Mysteries:	22 (100%)
Westerns:	15 (68%)	Science-Fiction:	21 (95%)
Best-Selling General Fiction:	22 (100%)	Nonfiction:	21 (95%)
Biographies:	22 (100%)		
Other categories of books written in by respondents:			
Business Nonfiction:	2	Self-Help:	1
How-to books:	1	Spirituality:	1
Cookbooks:	1	Travel:	1
College Life:	1	Food:	1

Question 8: How many titles, on average, make up the leased literature collection?

Range of number of titles:	Number of times cited in that range (out of 22):	Range of number of titles:	Number of times cited in that range (out of 22):
0-199:	1	600-799:	2
200-399:	8	800-999:	2
400-599:	8	1000+:	1

Question 9: Realizing that circulation statistics are difficult to ask for, would you state that the titles in the leased collection in your library circulate:

- More than what was expected when the collection was added to your library.
- Less than what was expected when the collection was added to your library.
- About what was expected when the collection was added to your library.

Results: (out of 22)	A: 5 (23%)	B: 3 (14%)	C: 12 (54%)	Don't know: 2 (9%)
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Question 10: What is the professional title of the staff member in charge of choosing the titles to be added to the leased collection?

Results: The responses varied greatly (from music librarian to library director to all library staff—including students) and as such, a most common professional title or responsible department could not be concluded.

Question 11: *Please select all that apply* from the following options to describe the staff member who is in charge of selecting titles for the leased popular literature collection:

- a. Has personal interest in popular literature.
- b. When reading for pleasure, this staff member reads genre fiction (westerns/mysteries/romance/science fiction).
- c. Has collection development training/experience.
- d. Was chosen at random to be in charge of selecting titles for the collection without having any personal interest in popular literature.

Results:	A: 18 (82%)	B: 11 (50%)	C: 16 (73%)	D: 4 (18%)
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Question 12: Does this person have an M.L.S.?

Results (out of 22):	Yes: 16 (73%)	No: 4 (18%)	Yes & No: 2 (9%) (i.e., more than one person responsible)
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Question 13: On average, what percent of the titles does your library *purchase* each year after the leasing period is over?

Range of percent:	Number reported in that range out of 22:	Range of percent:	Number reported in that range out of 22:
0%:	8	21-30%:	4
1-10%:	6	31-40%:	2
11-20%:	1	41%+:	1

Question 14: What are the criteria used to select titles from the leased collection for purchasing and adding to the permanent collection? (Example: circulation statistics; name recognition; etc.)

Criteria reported:	Number of times cited in survey:
Name recognition/well-known author:	11
Circulation statistics:	8
If it supports curriculum:	8
If requested for purchase by faculty/staff member:	4
If a title is well-reviewed:	4
We don't purchase at all:	4
If a title has enduring value:	1
Titles are chosen at random (has interesting title, etc.):	1
If it's in good physical condition:	1
If a title is of regional interest:	1

Question 15: Where in your library is the collection located (Example: the undergraduate library basement; the graduate library reading room; etc.)?

Physical location reported:	Number of times cited:
Main floor of library:	8
In a reading room:	5
Near the periodicals:	4
Near the main entrance to the library:	4
Near the reference desk:	3
Near the circulation desk:	2
Other:	5
Left blank:	1

Question 16: Is there proper signage leading users to the collection without their having to ask a staff member for directions?

Results (out of 22):	Yes: 14 (64%)	No: 7 (32%)	Left blank: 1 (4%)

Question 17: Is the collection mentioned on your library's website?

Results (out of 22):	Yes: 14 (64%)	No: 8 (36%)

Question 18: Is there a reading room near the collection that provides for comfortable and relaxed reading?

Results (out of 22):	Yes: 22 (100%)	No: 0
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Question 19: Out of the options below, who would you say uses the collection the most:

Options:	Number of times selected:
a. Staff/Faculty:	13
b. Undergraduate Students:	3
c. Graduate Students:	0
d. Community Members:	0
Other (combinations chosen by respondent):	ab=4, ac=1, abcd=1

Question 20: Out of the options below, what would you say is the main reason the collection is used for:

- Pleasure reading.
- Research for a popular culture studies course.
- A balanced mix of both pleasure reading and research.

Results (out of 22):	A: 22 (100%)	B: 0	C: 0
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Question 21: In your opinion, what *service* does the leased popular literature collection provide for your users that your library's general collection does not?

Services reported:	Number of times cited:
Access to current/popular titles:	9
Recreational reading:	15
Expands the range/variety of reading materials available on campus:	4
Saves time and money of users (don't have to purchase new books or go to public library):	2
Provides multiple copies of popular titles:	2

Question 22: In your opinion as a library staff member, what are the values/benefits of having a leased popular literature collection in your library?

Values/benefits reported:	Number of times cited:
Access/convenience to popular literature titles:	10
Pleasure reading material:	7
Good public relations tool:	5
Cost-effective for library (access without have to purchase):	5
Adds variety to library collection:	4
Library staff members are able to review titles before purchasing:	2
Promotes discussion and life-long reading:	2
Multiple copies/quick turnover of recent titles:	2
Saves space:	2
Alleviates stress on the local public library:	1

Question 23: If there are any comments you would like to add, or items you think were missed on this survey, please write them here.

Comments included:

- Cost-effective collection development tool.
- Students don't have time/seem interested in collection.
- If collection were removed, there would be a protest.
- Leased collection is funded by donations to university foundation.
- Used to be affectionately referred to as the "trash collection."
- Collection provides "in-demand" titles and come pre-processed (time saving).
- Good place to promote multi-culturalism by having minority authors and biographies about minorities in collection.