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READING INTERESTS AND ACTIVITY OF OLDER ADULTS
AND THEIR SENSE OF LIFE SATISFACTION

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

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By

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This study addresses the problem of reading among older adults and the relation of such reading to their sense of life satisfaction. The study also considers the relation between reading interests and activity of older adults and the availability to them of library materials and services.

Data concerning these relationships were collected in two surveys conducted in three central counties (Dallas County, Denton County, and Tarrant County) of the Dallas-Fort Worth Standard Metropolitan Statistical Area. In order to determine the reading interests and activity of older adults, the first survey was conducted by telephone interviews with a sample of 304 adults sixty-five years of age and older and, for comparison purposes, with a sample of 200 adults twenty-five to sixty-four years of age. To collect data on library materials and services provided for older adults, the second survey was conducted by mailing a questionnaire to all public libraries in the same three counties.

The findings of this study indicate that the reading interests and activity of older adults do differ from younger adults, that the amount of time spent in reading by older adults is related to education, annual family income, ethnicity, and sex of the reader, that the principal reasons

given by older adults for not reading are failing vision and poor health, and that the principal types of materials read by older adults are newspapers and religious materials. The findings also indicate that positive life satisfaction scores of older adults are related to education, type of occupation, annual family income, amount of time spent in reading, and variety in reading interests and that reading interests and activity of older adults are related to the availability of library materials and services.

The study concludes with implications for public librarians and with recommendations for further research.

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
Chapter	
I. INTRODUCTION	1
Purpose of the Study	
Hypotheses	
Definition of Terms	
Background of the Study	
Limitations of the Study	
Assumptions of the Study	
Organization of the Study	
Chapter Bibliography	
II. METHODOLOGY	23
The Three-County Area	
The Subjects	
The Libraries	
The Survey Instruments	
Procedures for Data Collection	
Data Analyses	
Chapter Bibliography	
III. TIME SPENT IN READING	47
Demographic Variables and Reading Time	
Age and Time Spent in Reading	
Sex and Reading Time	
Age, Sex, and Reading Time	
Education and Reading Time	
Age, Education, and Reading Time	
Income and Reading Time	
Age, Income, and Reading Time	
Ethnicity and Reading Time	
Age, Ethnicity, and Reading Time	
Marital Status and Reading Time	
Age, Marital Status, and Reading Time	
Change in Reading Time	
Summary	
Chapter Bibliography	

Chapter

	Page
IV. REASONS FOR READING	85
Age and Reasons for Reading	
Age, Sex, and Reasons for Reading	
Education and Reasons for Reading	
Age, Education, and Reasons for Reading	
Employment Status and Reasons for Reading	
Age, Occupation, and Reasons for Reading	
Ethnicity and Reasons for Reading	
Age, Sex, and Reasons for Not Reading	
Education and Reasons for Not Reading	
Age, Education, and Reasons for Not Reading	
Summary	
Chapter Bibliography	
V. TYPES OF MATERIALS	113
Age and Types of Materials Read	
Age, Sex, and Types of Materials Read	
Employment Status and Types of Materials Read	
Types of Materials Read, Frequency of Reading, and Occupation	
Types of Materials Read, Frequency of Reading, and Age with Occupation Held Constant	
Types of Materials Read and Ethnicity	
Subject Variety in Reading	
Age and Parts of Newspaper Read	
Age, Sex, and Parts of Newspaper Read	
Types of Magazines Read	
Age and Types of Magazines Read	
Age, Sex, and Types of Magazines Read	
Education and Types of Magazines Read	
Types of Books Read	
Age and Types of Books Read	
Age, Sex, and Types of Books Read	
Education and Types of Books Read	
Ethnicity and Types of Books Read	
Age, Ethnicity and Types of Books Read	
Age and Types of Fiction Read	
Age, Sex, and Types of Fiction Read	
Age and General Interest Books Read	
Summary	
Chapter Bibliography	

Chapter	page
VI. THE RELATIONSHIP BETWEEN LIFE SATISFACTION AND READING INTERESTS AND ACTIVITY	173
Life Satisfaction and Reading Variables	
Life Satisfaction and Reading Variables That Were Significantly Related	
Life Satisfaction and Demographic Variables	
Life Satisfaction and Demographic Variables That Showed a Significant Relationship	
Life Satisfaction, Reading Time, and Significant Demographic Characteristics	
Summary	
Chapter Bibliography	
VII. AVAILABILITY OF LIBRARY RESOURCES AND READING ACTIVITY OF OLDER ADULTS	220
Availability of Library Resources in the Three-County Area	
Reading Time and Availability of Library Resources	
Types of Materials Read and Use of Library Resources	
Summary	
Chapter Bibliography	
VIII. CONCLUSIONS AND RECOMMENDATIONS	246
Findings of the Study	
Conclusions from the Findings	
Implications of the Study	
Recommendations for Further Research	
Chapter Bibliography	
APPENDICES	261
BIBLIOGRAPHY	290

LIST OF TABLES

Table	Page
I. Selected Demographic Characteristics of the 1970 Census Populations of the Three-County Area, the State of Texas, and the United States	25
II. Distribution of Subjects Interviewed by County of Residence, Age, and Sex	27
III. Profile of Public Libraries Responding to the Survey of Library Materials and Services to Older Adults in Dallas County, Denton County, and Tarrant County	30
IV. Distribution of Telephone Interviews Conducted in the Three-County Area and Interviewers	38
V. Distribution of Telephone Interviews by Day of Week and Time of Day Conducted	41
VI. Percentage Distribution of Subjects by Demographic Characteristics	48
VII. Amount of Time Spent in Reading (Hours per Week) and Age of Readers	52
VIII. Amount of Time Spent in Reading by Readers and Nonreaders and Age of Readers	53
IX. Amount of Reading Time and Sex of Readers	54
X. Amount of Time Spent in Reading and Sex of Readers with Age Held Constant . .	56
XI. Amount of Time Spent in Reading and Age with Sex of Readers Held Constant . .	57
XII. Amount of Time Spent in Reading and Education	59
XIII. Amount of Time Spent in Reading by Readers and Nonreaders and Education . . .	60

Table	Page
XIV. Amount of Reading Time and Education with Age Held Constant	61
XV. Amount of Reading Time and Age with Education Held Constant	63
XVI. Amount of Time Spent in Reading and Annual Family Income (1979)	65
XVII. Amount of Time Spent in Reading and Annual Family Income (1979) with Age Held Constant	67
XVIII. Amount of Time Spent in Reading and Age with Income Held Constant	69
XIX. Amount of Time Spent in Reading with Ethnicity	70
XX. Amount of Reading Time by Readers and Nonreaders and Ethnicity of White and Black Adults	71
XXI. Amount of Reading Time and Ethnicity of White and Black Adults with Age Held Constant	72
XXII. Amount of Reading Time and Age with Ethnicity of White and Black Adults Held Constant	74
XXIII. Amount of Time Spent in Reading and Marital Status	75
XXIV. Amount of Reading Time and Marital Status with Age Held Constant	77
XXV. Amount of Reading Time and Age with Marital Status Held Constant	79
XXVI. Change in Reading Time and Age	80
XXVII. Reasons for Reading and Age	86
XXVIII. Reasons for Reading and Age with Sex Held Constant	88
XXIX. Reasons for Reading and Sex with Age Held Constant	90

Table	Page
XXX. Reasons for Reading by Two Levels of Education	91
XXXI. Reasons for Reading and Age with Education Held Constant	92
XXXII. Reasons for Reading and Education with Age Held Constant	94
XXXIII. Reasons for Reading and Employment Status	96
XXXIV. Reasons for Reading and Age with Occupation Held Constant	98
XXXV. Reasons for Reading and Occupation with Age Held Constant	100
XXXVI. Reasons for Reading and Ethnicity of White and Black Adults	101
XXXVII. Reasons for Not Reading and Age with Sex Held Constant	103
XXXVIII. Reasons for Not Reading and Sex with Age Held Constant	105
XXXIX. Reasons for Not Reading and Education	106
XL. Reasons for Not Reading and Age and Education	108
XL I. Types of Materials Read and Frequency of Reading by All Readers and by Age	115
XL II. Types of Materials Read and Frequency of Reading by Age and Sex	118
XL III. Types of Materials Read and Employment Status	121
XL IV. Age, Types of Materials Read, and Frequency of Reading with Type of Occupation Held Constant	123
XL V. Types of Materials Read, Frequency of Reading, and Occupation with Age Held Constant	126

Table	Page
XLVI. Types of Materials Read and Ethnicity	128
XLVII. Parts of Newspaper Read by All Readers and by Age	130
XLVIII. Parts of Newspaper Read and Age with Sex Held Constant	132
XLIX. Parts of Newspaper Read and Sex with Age Held Constant	134
L. Parts of Magazines Read and Age	137
LI. Types of Magazines Read and Age with Sex Held Constant	139
LII. Types of Magazines Read and Sex with Age Held Constant	141
LIII. Types of Magazines Read and Education	142
LIV. Types of Magazines Read and Age with Education Held Constant	144
LV. Types of Magazines Read and Education with Age Held Constant	146
LVI. Type of Book Last Read and Age	147
LVII. Most Recent Reading of a Book and Age	148
LVIII. Types of Books Read and Age	150
LIX. Types of Books Read and Age with Sex Held Constant	151
LX. Types of Books Read and Sex with Age Held Constant	153
LXI. Types of Books Read and Education	154
LXII. Types of Books Read and Two Levels of Education	155
LXIII. Types of Books Read and Age with Education Held Constant	156
LXIV. Types of Books Read and Education with Age Held Constant	158

Table	Page
LXV. Types of Books Read and Ethnicity	159
LXVI. Types of Books Read and Age with Ethnicity of White and Black Adults Held Constant	161
LXVII. Types of Books Read and Ethnicity of White and Black Adults with Age Held Constant	163
LXVIII. Types of Fiction Read and Age	164
LXIX. Types of Fiction Read and Age with Sex Held Constant	166
LXX. Types of Fiction Read and Sex with Age Held Constant	167
LXXI. Types of General Interest Books Read and Age	168
LXXII. Comparison of Measures of Central Tendency for Life Satisfaction Index Z	174
LXXIII. Life Satisfaction Index Z and Responses by Age	176
LXXIV. The Relationship Between Life Satisfaction and Age	183
LXXV. Life Satisfaction and Reasons for Reading . .	184
LXXVI. Life Satisfaction and Types of Materials Read	185
LXXVII. Life Satisfaction and Parts of Newspaper Read	186
LXXVIII. Life Satisfaction and Types of Magazines Read	188
LXXIX. Life Satisfaction and Types of Books Read . .	190
LXXX. Life Satisfaction and Time Spent in Reading (Hours per Week)	191
LXXXI. Life Satisfaction and Reading Time (on Two Levels)	192

Table	Page
LXXXII. Life Satisfaction and Variety in Reading Interests	193
LXXXIII. Life Satisfaction and Variety in Reading Interests (Two Levels)	195
LXXXIV. Life Satisfaction and Sex	196
LXXXV. Life Satisfaction and Marital Status	197
LXXXVI. Life Satisfaction and Employment	198
LXXXVII. Life Satisfaction and Ethnicity	199
LXXXVIII. Life Satisfaction and Education	200
LXXXIX. Life Satisfaction and Type of Occupation	201
XC. Life Satisfaction and Annual Family Income	202
XCI. Life Satisfaction and Reading Time (Hours per Week) with Education Held Constant	204
XCII. Life Satisfaction and Reading Time (Hours per Week) with Type of Occupation Held Constant	206
XCIII. Life Satisfaction and Reading Time (Hours per Week) with Annual Family Income Held Constant	209
XCIV. Life Satisfaction and Variety in Reading Interests (Number of Different Subjects) with Education Held Constant	211
XCV. Life Satisfaction and Variety in Reading Interests (Number of Different Subjects) with Type of Occupation Held Constant	213
XCVI. Life Satisfaction and Variety in Reading Interests (Number of Different Subjects) with Annual Family Income Held Constant	215
XCVII. Library Responses to Questionnaire Items on Services and Materials for Older Adults	223

Table	Page
XCVIII. Sources of Magazines and Books in Relation to Age	229
XCIX. Frequency of Library Use and Age Among Adult Users	230
C. Types of Libraries Used and Age of Users	231
CI. Reasons for Not Visiting Library and Age	232
CII. Percentage Distribution of Library Materials and Services (Other Than Books) and Reader Awareness and Use of Them by Age	234
CIII. Library Materials and Services by Interest of Users with Age Held Constant	236
CIV. Availability of Library Services and Materials and Percentage of Library Use by Younger and Older Adults	237
CV. Relationship Between Time Spent in Reading and Library Usage with Age Held Constant	240
CVI. Relationship Between Types of Materials Read and Library Usage with Age Held Constant	242

CHAPTER I

INTRODUCTION

The most rapidly growing minority group in the United States today consists of adults sixty-five years of age and older. In 1900, there were about three million people in this age group, which represented approximately 4 per cent of the total population (30); at present, there are over twenty-five million adults aged sixty-five years and older, and this represents 11.3 per cent of the total population (28). In spite of the fact that in America the accent is on youth, these percentages indicate that the population of citizens over sixty-five years of age is continuing to increase and thus to be faced with problems of aging and of adjusting to new social roles outside the mainstreams of society.

In view of the potential values of reading as a means of coping with problems of aging and in adjusting to new social roles, it is surprising that relatively little research has been attempted to determine the reading interests and activity of adults sixty-five years of age and older as distinct from those of other age groups. In his 1972 dissertation The Impact of Gerontological Concepts on Principles of Librarianship, Elliott E. Kanner identifies the reading interests of older adults as a primary area for research.

He notes that research is needed to determine if the reading interests of the aging differ from the population at large and if these interests relate to their social roles (14, p. 111). Social gerontologists also indicate a need for research on the reading activity of older adults. Frederick E. Whiskin, for example, states his understanding that individuals who establish adequate reading habits in earlier life find adjustment to later life easier than they had anticipated because of the satisfactions to be gained through reading (34, p. 302); however, no study has been conducted to test this understanding.

Whether the reading interests of older adults differ significantly from those of other age groups and whether reading activity is related to the sense of satisfaction that older adults might have in later life are questions which have practical significance for social workers, librarians, educators, institutional personnel, and others who are concerned with providing reading materials and information services which will interest and benefit older adults.

Purpose of the Study

In considering these questions, this study seeks

(1) to identify and compare the reading interests and activity of non-institutionalized adults sixty-five years of age and older with those of other adults twenty-five to sixty-four years of age;

(2) to examine the relationship between the reading interests and activity of adults sixty-five years of age and older and their sense of satisfaction in later life; and,

(3) to recognize the implications of the reading interests and activity of older adults for the building of library collections and for providing library services which will meet the reading needs of older adults.

Hypotheses

In addressing the purpose of this study, the following hypotheses were considered:

Hypothesis No. 1: The reading interests and activity of older adults (as ascertained by questionnaire responses) tend to differ significantly from those of younger adults (as also ascertained by questionnaire responses);

Hypothesis No. 2: The reading interests and activity of older adults (as measured by time spent in reading and by the different types of materials read) are related to their sense of satisfaction in later life (as measured by the Life Satisfaction Index Z);

Hypothesis No. 3: The reading interests and activity of older adults (as measured by the time spent in reading and by the different types of materials read) are related to the availability of library materials and services provided for older adults as a distinct group of patrons (as ascertained by questionnaire responses from librarians

providing these services and by questionnaire responses from older adults surveyed).

Definition of Terms

Older adults.--Since the Social Security Act in 1935 set sixty-five as the age at which most people become eligible for retirement and for certain assistance and insurance benefits, the term older adults was defined in the present study as referring to all non-institutionalized adults who are sixty-five years of age or older.

Younger adults.--In order to exclude the ages when appreciable numbers of young adults might still be in school and engaged in assigned reading, the term younger adult is defined for purposes of the present study as such non-institutionalized persons between the ages of twenty-five and sixty-four years of age.

Reading interests.--In the present study, reading interests refer to preferences in reading as ascertained through questionnaire responses concerning subject/form categories such as history, biography, fiction, science, fine arts, and religion, as well as types of materials such as newspapers and magazines.

Reading activity.--In the present study, reading activity refers to amount of reading as measured by the time spent in reading and to variety in reading as measured by the number of different types of materials read. Types of

materials read include books, magazines, newspapers, and other materials as identified by questionnaire responses.

Sense of satisfaction in later life.--In the present study, sense of success or satisfaction in later life refers to the sense of well-being and fulfillment as measured by responses to the eighteen-item scale of the Life Satisfaction Index (21, p. 141).

Availability.--The availability of library materials and services provided for older adults refers to the physical accessibility of library materials and services. Physical accessibility was determined through questionnaire responses by older adults surveyed and through questionnaire responses by librarians providing these services.

Background of the Study

Concern for the reading interests and activity of older adults has resulted partially from the increasing number of older people and partially from the medical and social advances which promise that the next generation of older adults will be healthier and will have more income, higher status in occupational backgrounds, and more education than the present generation (20). Reflecting this concern for the elderly, many libraries and other community service organizations have developed special programs and services for older adults, such as Senior Citizens clubs, discussion groups, information and referral centers, reading materials for the

handicapped and the institutionalized, and book delivery systems for the elderly (24). Based on an assumption that problems and interests of older adults differ from those of younger adults primarily in degree, these services have been extracted largely from programs and services designed for adults in general and shaped according to impressions gathered through day-to-day contacts with older adults about the role of reading in later life (19, p. III-14).

Although this assumption has afforded a practical basis for providing reading and information services for older adults, the validity of the assumption may be questioned. According to the 1971 report of the National Survey of Library Service to the Aging, the particular reading interests and needs of older adults "have not been significantly differentiated from those of the adult population by research practitioners..." (19, p. I-14).

Previously in 1928, William S. Gray and Ruth Munroe also referred to this need in calling for research on reading interests:

Before any community can find a final solution of its reading and adult education problems, intensive studies must be made of all factors [including age] that influence reading habits... (9, p. 26).

In their 1931 study of reading interests, Douglas Waples and Ralph W. Tyler did not emphasize age as a factor accounting for differences in reading interests; however, their interpretations did point toward age as an influence on reading

interests. They identified, for example, the most significant factors as place of residence, sex, economic status, and time available for reading, but they also noted other differences attributable to age (31, p. 97); and they further observed that "the greater the difference in age of any two groups the wider the differences in reading interests are likely to be..." (31, p. 98).

In a more recent study based on an amalgam survey of adult reading interests made by the National Opinion Research Center in 1965, Elizabeth W. McElroy identified factors likely to determine reading preferences as "age, sex, family income, and employment status..." (16, p. 161).

A national survey of the reading habits of 5067 adults sixteen years of age and older was conducted by Amiel T. Sharon in 1973. Sharon found that "young adults tend to read more than older persons, while the very old spend the least amount of time on reading..." (26, p. 158); however, it should be noted that most of the sixteen to eighteen year old subjects were probably in school or college and read in connection with their assigned studies. In contrast to Sharon's findings, Eric Pheiffer and Glenn C. Davis in a 1970 report found that older persons devoted significantly more time to reading than did younger adults (23, p. 190).

Thus the literature on the subject seems to indicate that age does make a difference in adult reading interests,

but the nature and significance of this difference have not been established.

A preliminary review of the literature in the area of reading interests and activity of older adults revealed the following additional investigations relevant to the present study. The Rhode Island Department of State Library Services sponsored a project in 1970 to determine the common reading interests of its older readers for the purpose of building a library collection for senior citizens. Fifty-three participants over age sixty-five read and reviewed books from a preselected list of titles in order to identify those which they thought others in their age group would enjoy. A basic buying list of 150 books was then compiled from their recommendations. Although the group of participants or "selectors" in this study was small, the results indicated that most of the participants learned to enjoy reading in their youth, that depressing books, science fiction, or religious books were not enjoyed, and that large print books on dull paper were preferred over other editions of the same titles (6).

Adapting the buying list of the Rhode Island Project, Kathleen M. Moshey used the list in 1971 to assess the reading preferences of fifty retired adult readers who were all former professional people residing in central New Jersey (18). The results of her study indicated that the most

popular choices of the older readers were biographies, travel books, and fiction.

Although limited in their scope, Moshey's findings also tended to agree with those of a 1965 study of the reading preferences of patients in a nursing home for the aged in White Plains, New York. The methodology of the White Plains study is not specified, but the report of the survey noted a preference for light romantic novels and biographical works among the nursing home patients (5). Both of these studies differed slightly from an earlier report in 1953 by Francis R. St. John on the reading preferences of the members of Brooklyn Public Library's Senior Citizens' Club. Among these readers, St. John found current affairs to be their chief interest with biography, music, and psychology identified as secondary favorites (27).

Some further generalizations on reading preferences of senior citizens were reported by Christa H. Buswell in 1971 after she conducted a study of the reading habits of elderly men confined to a veterans' domiciliary in California (2). In her review of the literature of library services to older adults, Buswell noted an emphasis by librarians on educational reading related to economic and practical matters and a neglect of more personal and recreational needs of older adults. She stated that reading which gives pleasure and meets the emotional needs of older adults is an aspect at least as important as reading for educational purposes.

Reading interests among the elderly veterans were found to be similar to those of the senior citizens in New Jersey and Rhode Island; i.e., biography, animal stories, natural history, "descriptions of the good old days," fiction by writers popular from 1900 to 1920, mysteries, and Westerns were preferred. Little or no interest was expressed in politics, inspirational literature, racial issues nor the frank treatment of sex and violent action. A special finding of Buswell's study was the large number of books read by the older veterans; a yearly average of 142.6 books per person was reported.

Buswell's latter finding differed from that of a 1959 survey by Jere Hoar of 200 persons aged sixty or over randomly selected from a rural Mississippi community (13). In Hoar's study, the modal response to the number of books read was one in the past six months. Reading interests reported by Hoar also differed from the other studies in that the reading choices of the southern community showed a preference for religious books and books pertaining to the South as well as biography and current best sellers.

The differences in the findings of Buswell's study and Hoar's study concerning the number of books read would appear to support the generalization of Ira W. Harris in 1966 that the availability of reading materials relating to the interests of the reader tends to influence the amount of reading (11); i.e., Buswell's study was on the reading

habits of confined veterans provided with in-house library services customized to their reading interests whereas Hoar's study was on the reading habits of non-institutionalized older adults in a rural community which did not consider older readers as a distinct group of library patrons.

Other studies of the reading interests and habits of the general adult population also point to the importance of the availability of reading materials at any age. In a study of the library's public in 1949, Berelson concluded that the major correlates of reading and library use were the reader's education and the availability of reading resources (1). This was further confirmed in a 1965 study of adult book reading by Philip H. Ennis (7) and later in 1972 by Edward Wegman, who observed: "More often than not people read books that are readily available, and when books they want are not there, they sometimes do not read at all..." (33, p. 12).

Additional factors influencing the reading of older adults were identified in a 1973 report by Dorothy Romani (25, p. 291). The significant influences on the reading habits of older adults indicated by Romani included increased leisure time, limited formal education, restriction of reading to native foreign language materials, and the need of the confined elderly to have reading materials brought to them.

In reporting on a one-week institute on public library services to the aging conducted in 1969 by the Department of Library Science at Wayne State University, Genevieve M. Casey summarized the principal factors relating to the reading of older adults as follows:

Aging people as a group tend to share certain predictable characteristics which require specialized library services. Among these are: loss of socially accepted role, more leisure time, declining sensory acuity, declining vitality and other physical disabilities, reduced economic resources, less independence for personal development and a sense of insecurity and caution, and a learning capacity which continues at a slower rate... (3, p. 1000).

Inconsistencies are to be noted, however, among research reports on the mental capabilities of older adults. Researchers appear to agree that there are differences between younger adults and older adults concerning certain factors (such as speed of reaction, which decreases with age, and critical judgment, which increases with age), but various findings have been reported regarding the mental and operational capabilities of older adults. For example, both Catherine C. Miles and Walter R. Miles in 1932 (17) and David Wechsler in 1944 (32) conducted cross-sectional studies and concluded that when different age groups are compared at a given time, total intelligence test scores reach a peak in the late teens or early twenties and then decline with age. These cross-sectional studies, however, did not separate age changes in intelligence due to aging

from changes related to general health or to certain societal trends such as those in education. Moreover, longitudinal studies by other investigators have not shown any appreciable decline in intelligence when changes due to health factors and societal trends have been separated.

Martin Gumpert, a pioneer physician in the field of geriatrics, spoke to the problem in 1950. He noted that mental obsolescence can be the bane of old age and that keeping the minds of older adults at a high degree of efficiency is as essential as keeping the physical body in optimum condition (10). In this regard, Gumpert also noted the research of C. H. Stratz in Holland, which indicated that human mental capacities rise sharply from the age of twenty to the age of forty, then rise more slowly to a mental peak at sixty, after which a slow decline "sets in, but it is so slow that an octogenarian's mental capacity is equal to that of a man of thirty-five..." (10, p. 41).

Studies by R. J. Corsini and K. K. Fassett in 1952, W. A. Owens in 1966, and Irene B. Hawley in 1973 supported Stratz's conclusions on the mental capabilities of older adults. Corsini and Fassett compared a group of younger prisoners with a group of older prisoners aged sixty or over at a federal penitentiary, and they concluded that "intelligence does not decrease from early to late maturity..." (4, p. 478). Similarly, in a longitudinal study on age and mental abilities, Owens noted an overall increase in the

Army Alpha scores of a group of ninety-seven college freshmen who were retested over a forty-two year period (22). Hawley investigated the relationship between age, education, and fluid and crystallized intelligence, and she concluded that "...formal operativity, as measured by the tasks used in the present study, does not appear to deteriorate with age in ostensibly intact men 25 to 74 years old..." (12, p. 4629).

Such investigations concerning the mental abilities of older adults would appear to hold important implications for the reading interests and activity of older adults as factors relating to their mental health and well-being; however, none of these studies directly addressed the reading interests and activity of older adults. Moreover, other studies which do address reading interests and activity have not sought to compare the reading interests and activity of older adults with those of younger adults nor to consider the relationship between the reading interests and activity of older adults and their sense of satisfaction with life.

Limitations of the Study

In order to keep the present study within manageable bounds, certain limitations were necessarily set. The first limitation was to restrict the selection of subjects to two age groups. The main focus of the study is on adults

sixty-five years of age or older; for purposes of comparison, a second age group of adults twenty-five to sixty-four years of age was also included.

The second limitation was to restrict the location. The subjects were selected from three central counties in the Dallas-Fort Worth Standard Metropolitan Statistical Area (SMSA): Dallas County, Denton County, and Tarrant County.

The third limitation of this study was to restrict the sample size to 500 subjects. The older adult population was the principal focus of the study, and the larger portion of the sample was to be adults sixty-five years of age or older. A sample of 300 older adults represented .02 per cent of the total population of men sixty-five years of age and older and .02 per cent of the total population of women sixty-five years of age and older residing in Dallas County, Denton County, and Tarrant County as the population is listed in the 1970 United States census report (at the time of the study, the 1980 census report had not been published). A sample of 200 younger adults represented .002 per cent of the men and .002 per cent of the women twenty-five to sixty-four years of age as listed in the 1970 census report (29, Table 35).

The fourth limitation of the study was to limit the libraries surveyed to public libraries in Dallas County, Denton County, and Tarrant County, as most older adults who use library resources were expected to be patrons of public libraries.

The study was also limited in its analytic approach. As Guy Garrison noted in his 1962 study, "what is measured is the association between variables and not cause and effect [and] the correlations are between properties of groups and not of individuals" (8, p. 233). These limitations apply also to the present study.

Assumptions of the Study

The methods and approach of this study reflect the following basic assumptions:

(1) older adults are a distinct social group whose reading interests and activity can be identified by interviewing a sample of persons who are sixty-five years of age and over;

(2) the reading interests of older adults can be compared with the reading interests of the younger adult population in terms of their interview responses;

(3) the differences of subjects with regard to abilities, sex, race, education, social participation history, and other such relevant factors should tend to vary randomly within the sample and not bias the findings of the study; and,

(4) library programs and services for older adults may be identified by survey responses and may be considered in relation to the reading interests and activity of older adults as a distinct social group.

Organization of the Study

The methodology employed in the present study is set forth in Chapter II. The basic findings of the study are reported and summarized in Chapter III (Time Spent in Reading), Chapter IV (Reasons for Reading), Chapter V (Types of Materials Read), Chapter VI (The Relationship Between Life Satisfaction and Reading Interests and Activity), and Chapter VII (Availability of Library Resources and Reading Activity of Older Adults). Conclusions and recommendations are then presented in Chapter VIII. The eight appendices include the following:

- (1) Appendix A.--The questionnaire for telephone interviewing;
- (2) Appendix B.--The specifications for conducting the telephone interviews;
- (3) Appendix C.--The dialing record sheet;
- (4) Appendix D.--The assignment and report forms for interviewers;
- (5) Appendix E.--Cover letter for first mailing of questionnaires to public libraries;
- (6) Appendix F.--Cover letter for follow-up mailing of questionnaires to public libraries;
- (7) Appendix G.--Copy of franked envelope which was used by librarians to return the completed questionnaire; and,

(8) Appendix H.--Questionnaire mailed to public libraries.

A guiding hope throughout the present study has been that it might help to identify related problems and to stimulate further research concerning the reading interests and activity of older adults and their use of library materials and services.

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CHAPTER II

METHODOLOGY

This study surveys the reading interests and activity of a sample of non-institutionalized adults sixty-five years of age and older in three central counties of the Dallas-Fort Worth Standard Metropolitan Statistical Area (SMSA) in Texas (15, pp. 228, 447). These central counties include Dallas County, Denton County, and Tarrant County. As in the case of other investigations in the field, a survey approach was deemed appropriate as a feasible means to obtain relevant data regarding the reading interests and activity of older adults in the area selected for study and to assess the kinds and amounts of library services available to older adults through local public libraries.

The Three-County Area

The National Survey of Library Services to the Aging reported in 1971 that 61 per cent of older adults reside in metropolitan areas and that 95 per cent are non-institutionalized (11, p. III-3). The Dallas-Fort Worth SMSA has a widely diversified economy, and its social and cultural resources are considered to be typical of metropolitan areas throughout the United States (4, p. 563; 15, p. 228).

The Dallas-Fort Worth SMSA is comprised of eleven counties, three of which were chosen for the present study. Dallas County (which includes the city of Dallas) and Tarrant County (which includes the city of Fort Worth) are the two counties with the largest, most urban populations. Adjoining both of these counties is Denton County, which is representative of a smaller and less urbanized population within the SMSA. In drawing a sample from the entire county populations of the three-county area as reflected in the 1979 telephone directories, it was determined that 7.3 per cent of the sample represented adults living in rural areas of the counties.

Demographic statistics taken from the 1970 Census of Population (16, 17) are presented in Table I for selected characteristics of the three counties, with comparisons also shown with the state of Texas and with the United States as a whole. The median age in the three-county area is slightly younger than it is for the rest of the state and for the United States as a whole. The median family income per year is slightly higher when compared to the state and the United States, but the percentage of incomes \$15,000 and over is appreciably higher. The median number of years of school completed by adults twenty-five years of age or older is the same as for the United States. The percentages of blacks and of Hispanics are higher in this area than in the state and in the United States.

TABLE I
 SELECTED DEMOGRAPHIC CHARACTERISTICS OF THE 1970
 CENSUS POPULATIONS OF THE THREE-COUNTY AREA,*
 THE STATE OF TEXAS, AND THE UNITED STATES**

Demographic Characteristic	Three-County Area	Texas	United States
Population	2,119,271	11,196,730	203,210,158
Age (in years):			
Median age	25.6	26.5	28.1
Percentage 25-64	45.0%	43.1%	44.2%
Percentage 65 and over	7.0%	8.9%	9.9%
Economy:			
Annual median family income	\$10,012	\$8,490	\$9,586
Percentage with income less than poverty level (\$5,800)	8.4%	14.6%	11.6%
Percentage with income of \$15,000 and over	21.8%	16.5%	5.2%
Education:			
Median number of school years completed by persons 25 years of age or older	12.1	11.6	12.1
Ethnicity:			
Percentage of blacks 25 years of age and over	14.4%	4.4%	5.7%
Percentage of Hispanics 25 years of age and over	6.4%	5.0%	1.9%

*The three-county area of the survey included Dallas County, Denton County, and Tarrant County.

**These data were taken from the 1970 Census of Population, Vol. I, Characteristics of the Population, Part 1, "United States Summary," and Part 45, "Texas."

The Subjects

The subjects for this study consisted of a systematic sample of 504 adults twenty-five years of age and older, residing in Dallas County, Denton County, or Tarrant County. This sample size was determined principally on the basis of a chart of the relationship between sample size and total population as published by Robert V. Krejcie and Daryle W. Morgan in their 1970 study (7, p. 609). These authors noted that as the population increases the sample characteristics tend to become relatively stable when the sample includes at least 300 subjects.

The sample for this survey was composed of two subgroups. The first subgroup, which was the main focus of the study, consisted of 304 adults who were sixty-five years of age and older. The second subgroup consisted of 200 adults between the ages of twenty-five and sixty-four who were included for purposes of comparison. The age of twenty-five years was set as the youngest adult age for a subject in order to eliminate the majority of young adults who might still be in school and reading required materials.

True randomization of adults in the Dallas-Fort Worth SMSA was not possible because no complete listing of persons twenty-five years of age and older existed; however, it was possible to draw a systematic sample of subjects from 1979 residential telephone listings and to identify two meaningful

subgroups of the non-institutionalized adults twenty-five years of age and older in the three counties so sampled. Institutionalized adults, such as those living in hospitals, prisons, or nursing homes, were excluded from the sample. Also excluded (in addition to those who declined to be interviewed) were those persons who were identified as being too young, those who did not speak English, those who were living in college dormitories, and those with a physical disability which prevented their talking on the telephone or otherwise participating in a telephone interview.

The distribution of the completed interviews is shown in Table II with breakdowns by county of residence, age, and sex.

TABLE II
DISTRIBUTION OF SUBJECTS BY COUNTY OF
RESIDENCE, AGE, AND SEX

County of Residence	AGE		AGE		TOTAL
	25-64 years		65 years and over		
	Male	Female	Male	Female	
Dallas	61	65	74	111	311
Denton	3	3	5	7	18
Tarrant	34	34	42	65	175
TOTAL	98	102	121	183	504

As previously noted, the number of subjects in the sample represented .02 per cent of the total male population sixty-five years of age and older and .02 per cent of the total female population sixty-five years of age and older as identified in the 1970 census report for each of the three counties (17, Table 35). The number of subjects in the sample of younger adults consisted of .002 per cent of the male population and .002 per cent of the female population as identified in the 1970 census report.

The Libraries

To determine the availability of library materials and services provided for older adults by public libraries in the three-county area, a questionnaire was mailed to all public libraries listed in the 1979 telephone directories of Dallas County, Denton County, and Tarrant County. Forty questionnaires were mailed originally, and twenty-four of these were returned in response to the first request. Two months later, the same questionnaire with a follow-up letter was mailed to the sixteen libraries which had not responded to the initial questionnaire. Six additional responses were received from the second request.

A total of thirty questionnaires was thus obtained for the survey. Of these, three were not used when they were identified as responses from libraries not meeting the location requirement as specified for the three-county area. The twenty-seven libraries finally identified for the study of

library materials and services available in the Dallas-Fort Worth SMSA represented a variety of public libraries--from large metropolitan libraries to small public libraries serving a predominantly rural community. A profile of the responding libraries is given in Table III.

As the data in Table III indicate, these libraries exhibited widely varying levels of resources, and they differed also with respect to the size of communities served. Responses on the questionnaire, which are discussed later in Chapter V, indicated, however, that interest and efforts in serving older adults were not necessarily associated with the level of resources of the library or the size of the communities served.

The Survey Instrument

The questionnaire used in all interviews is reproduced in Appendix A. The exact wording of items is shown together with the questionnaire format on a reduced scale. To facilitate use and physical handling, the questionnaire was typed originally on four sheets of paper, size eleven inches by eighteen and three-fourths inches, then reduced to a single sheet of paper which was folded in half to make four pages, eight and one-half inches by fourteen inches in size. The interview questions were both structured and nonstructured and included precoded choices, alternative questions, and open-ended questions. The use of such questions in

TABLE III

PROFILE OF PUBLIC LIBRARIES RESPONDING TO THE SURVEY OF LIBRARY MATERIALS AND SERVICES TO OLDER ADULTS IN DALLAS COUNTY, DENTON COUNTY, AND TARRANT COUNTY*

Library (by county)	Population of Service Area	Budget	Staff	Volumes of Books
Dallas County:				
Dallas Public Library	900,000***	\$8,369,125.	502	1,750,582
Nicholson Memorial Library, Garland	185,000	683,824.	35	139,634
Irving Public Library	120,800	674,443.	36	144,424
Mesquite Public Library	100,000	390,929.	26	69,313
Richardson Public Library	75,000	511,912.	45	122,770
Grand Prairie Memorial Library	65,000***	261,927.	22**	64,638
Carrollton Public Library	35,000	137,000.**	7**	20,335
Louise Childress Library of the Town of Highland Park	34,000***	95,257.**	4**	26,500
Farmers Branch Public Library	29,800	201,200.	15	48,000
DeSoto Public Library	15,500***	49,045.**	4**	25,000**
Lancaster Veterans Memorial Library	13,500***	58,957.**	4**	18,135
Cedar Hill Public Library	6,700***	18,000.	3	13,000

*Source: American Library Directory, 32nd ed., 1978/79, except where noted as reported from other sources.

**Figures shown were reported in response to an inquiry by telephone.

***Figures shown were reported by the library on the questionnaire.

TABLE III--Continued

Library (by county)	Population of Service Area	Budget	Staff	Volumes of Books
Denton County:				
Emily Fowler Public Library	127,950	\$ 236,086.	15	78,467
Lewisville Public Library	40,000**	105,479.	8	29,679
Tarrant County:				
Fort Worth Public Library	716,317	2,336,198.	113	741,572
Arlington Public Library	76,000***	768,282.	51	182,908
Haltom City Public Library	30,000	127,113.	11	48,990
North Richland Hills Public Library	25,000***	85,475.**	9**	28,036**
Eules Public Library	22,044	160,670.**	10**	30,783
Bedford Public Library	21,500***	69,558.	6	30,022
Grapevine Public Library	18,000	56,000.	5**	16,811
White Settlement Public Library	13,449***	48,000.**	4**	15,000**
Mansfield Public Library	10,000	22,225.**	2**	12,170
River Oaks Public Library	8,500	13,678.	2**	16,523
Azle Public Library	8,100	33,595.	4**	16,000
Keller Public Library	7,500***	27,433.**	3**	16,807**
Saginaw Public Library	6,000***	18,547.	2	11,372

combination is well established as an interview method and is believed to increase the reliability of responses (8, pp. 62-63).

Parts A, B, and D of the questionnaire were based on concepts and guidelines as found in a review of the literature of survey analysis and in an examination of existing surveys in the field of librarianship. Part A of the questionnaire was designed to determine the reading interests and activity of adults who indicated that they did at least some reading each week. Part B of the questionnaire was designed to determine if persons who read less than one hour each week might have any interest in reading, past or present. Part D of the questionnaire was designed to obtain demographic information, including age, marital status, education, employment status, occupations (past or present), economic status, and ethnicity. The median annual family income for this questionnaire was set at \$14,000 because the State and Metropolitan Area Data Book, 1979 reported that in 1975 the median family income in the United States was \$14,094 (18, p. 39). This difference in the 1975 median family income and the 1970 median family income of \$9,586 (noted in Table I of the present study) was attributed to the rising rate of inflation in the nation.

Part C of the questionnaire consisted of the Life Satisfaction Index, which was originally developed by Neugarten,

Havighurst, and Tobin (12, p. 141). The Life Satisfaction Index has been used as an accepted instrument for research in gerontology since 1961. A notable instance of its use is in the 1975 survey conducted for the National Council on the Aging by Louis Harris and Associates, who administered the version called the Life Satisfaction Index Z to measure the general life satisfaction of the older public in the United States (9, pp. 154-165). In the present study, the Life Satisfaction Index Z was also used so that the responses of older adults in the Dallas-Fort Worth SMSA could be compared with the responses of older adults in the national survey conducted by Louis Harris and Associates.

Parts A, B, and D of the survey instrument were validated by a professional panel with special competencies in adult reading interests, in studies of aging, and in survey instrument construction. The five-member panel included the following persons:

(1) Olna Boaz, a retired librarian and teacher, over sixty-five years of age, and a past president of the Texas Library Association;

(2) John Curry, a professor of research methodology in the College of Education, North Texas State University, and an expert in questionnaire construction;

(3) Susan Eaves, a research professor in the Center for Studies in Aging, North Texas State University;

(4) Margaret Warren, a librarian in the Dallas Public Library and a director of library programs for the elderly; and,

(5) Ann Williamson, a professor in the College of Education, North Texas State University, and a specialist in remedial reading for adults.

It was decided that at least three of the panel members should agree on an item in order for that item to be included in the final questionnaire. After the questionnaire was initially approved in this manner, it was pretested. Thirty-five adults were selected at random from telephone numbers listed in the Dallas County and Tarrant County telephone directories to pretest the questionnaire. Editing of the questions and changes in the sequence of the questions were then made in light of this pretesting.

Louis, Bowles, and Grove, Inc., a corporation specializing in survey and marketing research was retained to conduct the pretesting and to assist the investigator with the telephone interviewing. The possibility of selecting and using such a firm was discussed with research advisors at North Texas State University and approved by the Graduate School of North Texas State University. Three such firms were initially considered. The Louis, Bowles, and Grove firm was chosen in view of its recognized standing and in view of the cost factor advantages and the convenience of its location in the Dallas-Fort Worth SMSA. Louis, Bowles,

and Grove is an established survey and marketing research organization which has an extensive clientele that includes commercial and industrial organizations, political groups and office holders, and government offices and agencies at local, state, and regional levels.

A mail questionnaire was constructed for the purpose of collecting data from public libraries concerning their library materials and services as planned, developed, and provided for older adults as a distinct group of library patrons in the Dallas-Fort Worth SMSA. Before this data collection effort began, the questionnaire was submitted for trial response and review by three area librarians: Cynthia Bennett, director of the Lewisville Public Library; Kenneth O. Mjaaland, director of the Carrollton Public Library; and Louise H. Frederick, director of the Richardson Public Library. Their responses and suggestions were then used to refine the questionnaire before it was mailed to all public libraries in the three-county area. This questionnaire is reproduced in Appendix H.

Procedures for Data Collection

All adult subjects for this study were interviewed by telephone according to a written procedure (Appendix B). Mail questionnaires to the adult subjects were not attempted because of the possible low percentage of response, because of possible incomplete responses, and because of possible

misinterpretation of questions. This decision to use telephone interviews was made after a review of the relative merits of interviews and mailed questionnaires as discussed by Robert M. Jackson and J. W. M. Rothney (5), Fred N. Kerlinger (6), and others, including assessments of telephone versus face-to-face interviews (2). It was concluded that telephone interviews would be the most appropriate and most feasible method of data collection for the present study.

The questionnaire as finally developed to determine the reading interests and activity of adults twenty-five years of age and older in the Dallas-Fort Worth SMSA was administered in telephone interviews conducted during the months of May through August of 1979. The telephone interviews were conducted in part by the investigator and in part by professionally trained interviewers employed by the corporate firm of Louis, Bowles, and Grove, Inc., in Dallas, Texas. All interviewers were trained in interviewing techniques by Bonita Marti, a consultant with the firm of Louis, Bowles, and Grove. Gilbert Sax noted that "one of the most effective ways of increasing the reliability and validity of interviews lies in the training of interviewers..." (14), and William Wiersma stated that "when two or more interviewers are used for a survey, attention must be given to training for interviewer consistency..." (19). In addition to the training, all interviewers followed a written set of

instructions on interviewing specifications (Appendix B). It is believed that this training and the following of the written specifications contributed to the quality of the data collected. As a further control procedure in this regard, a subsample of some one-twentieth of the interviews conducted by staff interviewers were verified in follow-up checks by staff supervisors who contacted original respondents again for this purpose. No discrepancies were noted in this verification procedure.

The investigator also participated in the original data collection, observing the same procedures as the other interviewers. The participation of the investigator was done both because of budget limitations and because of the desirability of gaining first-hand familiarity with all aspects of the general data collection procedures. The staff interviewers of Louis, Bowles, and Grove completed 351 of the telephone interviews, and the investigator completed 153 of the telephone interviews. Table IV presents the geographic distribution of all telephone interviews thus conducted in the three-county area.

TABLE IV
 DISTRIBUTION OF TELEPHONE INTERVIEWS CONDUCTED IN
 THE THREE-COUNTY AREA AND INTERVIEWERS

COUNTY	TELEPHONE INTERVIEWS	
	Conducted by Personnel of Louis, Bowles, and Grove	Conducted by the investigator
Dallas County	272	39
Denton County	...	18
Tarrant County	79	96
TOTAL	351	153

As previously noted, households called for interviews were selected through a systematic sampling method. For Dallas County, listings were selected from the 1979 Greater Dallas Telephone Directory. The Dallas telephone directory was opened at random to a page from which the listing of telephone numbers for Dallas County could be selected. Then beginning with the first residential listing of the fourth column of that page, the residential telephone listing in the fourth column on every page of the Dallas Directory (which also included the cities of Carrollton, Garland, Irving, and Richardson) was recorded on the dialing record sheets (Appendix C). This procedure for selecting telephone numbers for interview calls was subsequently repeated, using the first residential listing in the second and in the third

columns in order to complete the quota of interviews for Dallas County.

Telephone listings for Tarrant County were similarly selected, beginning with the third residential listing of the third column of a randomly selected page in the 1979 Greater Fort Worth Telephone Directory. This procedure was then repeated, using the first column, the fourth column, and the second column in order to complete the quota for Tarrant County.

The Denton County interviews were conducted with persons listed in the Denton City Telephone Directory, 1979, which included the towns of Argyle, Bartonville, Justin, Pilot Point, and Tioga. Telephone listings for the city of Lewisville (in Denton County), which are in one section of the Greater Dallas Telephone Directory, were also included in the systematic selection of Denton County listings. Telephone listings for Denton County were selected beginning with the first residential listing in the second column of an initially selected page and continuing through all pages of that directory, plus the first residential listing in the second column of the Lewisville pages of the Dallas directory. These telephone numbers were followed by the first residential listings in the fourth columns and then the first columns of the directories until the interview quotas were filled for Denton County. All metroplex telephone exchanges

were excluded from the sample, because many of these were known to be business telephones.

Each interviewer was given a quota of interviews to be completed and a kit of supplies which included the questionnaires (Appendix A), the interviewing specifications (Appendix B), the dialing record sheets (Appendix C), and the assignment and report forms (Appendix D). The interviewers were instructed to start by dialing the first telephone number on the first page of the dialing record sheets and to continue calling numbers until the specified quota of interviews had been filled or the end of the dialing record sheets had been reached. The results of each dialing were recorded on the telephone dialing sheets according to written instructions in the assignment and report forms. Discontinued interviews were also recorded in the proper column on the dialing record sheets. If an interviewer dialed all of the telephone listings without completing a quota of interviews, a second attempt, and a third attempt if necessary, was made to households where a busy signal or no answer was received on the first dialing. All telephone calls were made between 9:00 a.m. and 9:00 p.m., Sunday through Saturday. The distribution of completed telephone interviews is presented in Table V by the day of the week and the time of the day when the interviews were conducted.

TABLE V
 DISTRIBUTION OF TELEPHONE INTERVIEWS
 BY DAY OF WEEK AND TIME OF DAY
 CONDUCTED

DAY OF WEEK	TELEPHONE INTERVIEWS		
	9:00 am-1:00 pm	1:01-5:00 pm	5:01-9:00 pm
Sunday	4	6	..
Monday	23	22	56
Tuesday	28	22	68
Wednesday	15	13	85
Thursday	14	18	49
Friday	14	15	11
Saturday	23	10	8
TOTAL	121	106	277

According to the general experience of two research firms (Louis, Bowles, and Grove, Inc., and Telesurveys of Texas), it was expected that some nine or ten calls would need to be attempted to generate one successful or completed telephone interview. It was found that interviews could not be conducted for 93 per cent of the 7,302 households called for the following reasons: 31 per cent were cases in which a qualified respondent was not in the home; 19 per cent declined to be interviewed; 9 per cent of the respondents were not interviewed because of illness, language difficulties,

deafness, entertaining company, or too busy; 5 per cent of the telephone listings were no longer working numbers; and 3 per cent of the persons called began the interview, but did not complete it. There was no way to determine whether the characteristics of such non-respondents would have materially altered the overall estimates of the reading interests and activity of adults that were obtained for the present study from the respondents who were successfully interviewed.

A mailed questionnaire was used to collect data from librarians on library materials and services available for older adults in the three-county area. The mail questionnaire enjoyed a high initial response rate and follow-up interviews were conducted by telephone as needed for clarifications of questionnaires returned with incomplete data.

The mail questionnaire was first distributed to public libraries in Dallas County, Denton County, and Tarrant County on May 5, 1979 (Appendix H). Enclosed with the questionnaire was a cover letter (Appendix E) and a self-addressed, franked envelope (Appendix G) for returning the completed questionnaire. Sixteen of the forty libraries that were mailed questionnaires had not responded by July 1, 1979. On July 16, these sixteen libraries were mailed a second copy of the same questionnaire with a second cover letter (Appendix F). Six questionnaires were returned after the second request. The overall response rate from the public libraries

in the three-county area was 73 per cent. This was considered sufficient for the assessment of the availability of library materials and services provided for older adults by the public libraries in the Dallas-Fort Worth SMSA.

Data Analyses

Responses from both the mailed questionnaires and the telephone interviews were tabulated by computer and summarized with percentage distributions for comparisons. The responses were also subgrouped and examined by cross-tabulation of the principal variables of interest, following procedures as set forth in David Nachmias and Chava Nachmias (10), Earl R. Babbie (1), Hans Zeisel (20), and similar standard texts which treat this method of multivariate analysis. The principal analytic variable of this study was considered to be age. Other demographic characteristics such as sex, education, occupation, employment status, income, and ethnicity were systematically used as control variables. The principal relevant dependent variables were identified as amount of time spent in reading, reasons for reading or reasons for not reading, types of materials read, frequency of reading, subject variety in reading, awareness of library materials and services, use of library materials and services, interest in using library materials and services not used previously, reasons for not using library materials and services, and the respondents' Life Satisfaction Index scores.

The percentage differences found in the cross-tabulations were assessed for statistical significance by using William Buchanan's "Table of Significant Differences Between Percentages" (3, p. 97). This table is based upon chi square and provides conservative estimates. Percentage differences were assessed with regard to the minimum differences needed for .05 confidence level.

The principal findings of the present study are presented in tables with accompanying textual analyses in Chapter III, Chapter IV, Chapter V, Chapter VI, and Chapter VII, which follow. These findings represent the total amount of data collected; however, since time limitations did not permit full analyses of all the data collected, it is hoped that further analyses may be reported in future studies.

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CHAPTER III

TIME SPENT IN READING

The first hypothesis of this study states that the reading interests and activity of older adults tend to differ significantly from those of younger adults. Data to support or reject this hypothesis were collected in a survey of selected subjects in the Dallas-Fort Worth Standard Metropolitan Statistical Area. Based on their interview responses, the subjects were subgrouped by demographic characteristics in order to compare older adults with younger adults and readers with nonreaders.

Each subject was identified at the beginning of the interview as male or female and as age sixty-five years or older or as age twenty-five to sixty-four years; a specific age was requested later in the interview. Ages of the subjects ranged from twenty-five years to one hundred five years of age. Subjects were classed as readers or nonreaders according to their responses to the first question, "About how much time do you spend reading each week?" Those who indicated that they never read or that they read less than one hour each week were classed as nonreaders; all others were classed as readers.

Table VI presents the demographic characteristics of the subjects according to age. Per cent figures are rounded to the nearest percentage point.

TABLE VI
PERCENTAGE DISTRIBUTION OF SUBJECTS BY
DEMOGRAPHIC CHARACTERISTICS

DEMOGRAPHIC CHARACTERISTIC	AGE	
	25 to 64 years	65 years and over
AGE (in years):		
25-34	40%	
35-44	26	
45-54	18	
55-64	16	
65-74		68%
75-84		25
85-94		6
95-105		1
TOTAL	100%	100%
100%=	(200)	(304)
SEX:		
Male	49%	40%
Female	51	60
TOTAL	100%	100%
100%=	(200)	(304)
MARITAL STATUS:		
Married	77%	48%
Not married/Separated	23	52
TOTAL	100%	100%
100%=	(200)	(304)

TABLE VI--Continued

DEMOGRAPHIC CHARACTERISTICS	AGE	
	25 to 64 years	65 years and over
EDUCATION:		
8th grade or less	7%	23%
High school	35	38
College	48	32
Post graduate study	10	7
TOTAL	100%	100%
100%=	(200)	(300)
No answer		(4)
EMPLOYMENT STATUS:		
Full-time	67%	7%
Part-time	10	3
Unemployed, disabled	4	1
Retired	3	79
Housewife	16	10
TOTAL	100%	100%
100%=	(199)	(304)
No answer	(1)	
TYPE OF OCCUPATION:		
Administrative/ professional	34%	30%
Skilled labor	48	45
Unskilled labor	18	25
TOTAL	100%	100%
N=	(199)	(303)
No answer	(1)	(1)

TABLE VI--Continued

DEMOGRAPHIC CHARACTERISTICS	AGE	
	25 to 64 years	65 years and over
FAMILY INCOME (Annual, 1979):		
Above \$14,000	73%	32%
Below \$14,000	27	68
TOTAL	100%	100%
100%=	(194)	(292)
No answer	(6)	(12)
ETHNICITY:		
White	85%	86%
Black	11	13
Hispanic	4	1
TOTAL	100%	100%
100%=	(199)*	(304)

*One respondent selected at random was Asian, but this frequency did not yield a significant percentage of ethnicity to be considered as a subgroup.

In general these data indicate that the older adult subgroup included more women than the younger adult subgroup (60 per cent older women versus 51 per cent younger women). There was little difference in the racial distribution of the two subgroups (85 per cent younger adults versus 86 per cent older adults within the white race and 11 per cent younger adults versus 13 per cent older adults within the black race). The two groups did differ markedly regarding marital status. Forty-eight per cent of the older subgroup were married whereas 77 per cent of the younger subgroup were married. This

difference presumably is to be expected due to a differential life span for men and women.

With regard to education, the older adult subgroup included fewer persons with post secondary education than the younger adult subgroup (39 per cent older adults versus 58 per cent younger adults). This difference also is presumably to be expected in view of the long-range trend in this country whereby the younger generations receive more education than older generations.

A pronounced difference in family income levels was reported also with 68 per cent of the older adults citing family incomes below \$14,000 (versus 27 per cent for the younger adults). This is again an expected difference in view of the typical reduction in income for those 65 years and over. A similar pronounced difference is to be noted with regard to employment status. Only 10 per cent of the older adults reported being employed full or part-time versus 77 per cent of the younger adults.

In contrast, with regard to occupational background, no appreciable differences are to be noted between the older and younger adults. In each subgroup, at least 30 per cent reported professional or managerial occupations. Almost 40 per cent in each subgroup were or had been skilled workers. These findings agree in general with those of the 1970 census report on the population of the United States (8) and

with those of the Louis Harris survey for the National Council on the Aging (4, pp. vi-vii).

Demographic Variables and Reading Time

In order to determine whether or not such differences in age and other demographic variables might be related to the reading interests and activity of adults, these variables were examined in relation to time spent in reading, reasons for reading, types of materials read, and subject variety in reading, as discussed in the following sections.

Age and Time Spent in Reading

Table VII shows the relationship between the amount of time spent in reading and the age of readers.

TABLE VII
AMOUNT OF TIME SPENT IN READING (HOURS PER WEEK)
AND AGE OF READERS

TIME SPENT IN READING (hours per week)	PER CENT READERS		
	25 to 64 years	65 years and over	Difference
15 or more	25%	31%	- 6
8 to 14	21	20	+ 1
4 to 7	27	19	+ 8
1 to 3	19	13	+ 6
Less than 1	8	17	- 9*
TOTAL	100%	100%	..
100%=	(200)	(304)	

*Significant at the .05 level.

Although 9 per cent more older adults than younger adults reported spending less than one hour per week in reading, 6 per cent more older adults spent fifteen or more hours per week in reading. An evaluation of the percentage differences with the breakdowns as shown in Table VII indicates that the 6 per cent difference is not significant; however, the 9 per cent difference between older adults and younger adults as readers is significant at the .05 level, and if categories are combined as shown below in Table VIII, a significant difference between older adults and younger adults may be noted also for those who read one hour per week or more.

TABLE VIII

AMOUNT OF TIME SPENT IN READING BY READERS
AND NONREADERS AND AGE OF READERS

TIME SPENT IN READING (hours per week)	AGE		Difference
	25 to 64 years	65 years and over	
Spends 1 or more hours per week in reading	92%	83%	+ 9%*
Spends less than 1 hour per week in reading	8	17	- 9 *
TOTAL	100%	100%	..
100%=	(200)	(304)	

*Significant at the .05 level.

It may be noted accordingly that age appears to be related to the amount of time spent in reading; in general, younger adults read more than older adults (by 9 per cent), and the difference is significant at the .05 confidence level.

Sex and Reading Time

In addition to age, sex has been identified as a variable affecting reading in a number of studies. For example, in a 1960 investigation, Hoar reported that more women read than men (2, p. 138); in 1971, Pheiffer and Davis reported that men spent an average of 8.3 hours per week reading books and magazines while women spent 9.0 hours per week (6, p. 190); and in 1977, Albert J. Kingston reported that regardless of education, reading was found to be more characteristic of women than of men (3, p. 2). The findings of the present study in this regard are shown in Table IX which summarizes the data by amount of reading time and sex of readers.

TABLE IX
AMOUNT OF READING TIME AND SEX OF READERS

AMOUNT OF READING TIME	SEX		
	Male	Female	Difference
Spends 1 or more hours per week in reading	82%	91%	- 9%*
Spends less than 1 hour per week in reading	18	9	+ 9 *
TOTAL 100%=	100% (219)	100% (285)	..

*Significant at the .05 level.

These data indicate a 9 per cent difference between the amount of reading time spent by men and by women, which is significant at the .05 confidence level. Table X further examines the relationship between amount of reading time and sex of the reader when age is introduced as a third variable.

Age, Sex, and Reading Time

With age held constant, the data in Table X indicate that in general women tend to read more than men (2 per cent more younger women than younger men and 15 per cent more older women than older men). It is noted, however, that among younger adults who read fifteen or more hours per week there were more younger men than younger women (29 per cent versus 22 per cent), which is possibly reflective of differing occupational roles of men and women. The data also indicate that significantly more older men were nonreaders than all other subgroups and that a smaller percentage of younger women spent fifteen or more hours per week in reading than all other subgroups, but that more younger women spent some amount of time in reading each week than all other subgroups.

The relationship between age and reading time was next examined with the sex of the readers held constant. Table XI presents the data rearranged with age as the independent variable.

The percentage differences in Table XI show 17 per cent more younger men than older men spent some time in reading each week whereas only 4 per cent more younger women than

TABLE X

THE RELATIONSHIP BETWEEN AMOUNT OF TIME SPENT IN READING
AND SEX OF READERS WITH AGE HELD CONSTANT

TIME SPENT IN READING (hours per week)	AGE					
	25 to 64 years			65 years and over		
	Male	Female	Difference	Male	Female	Difference
15 or more	29%	22%	+ 7%	26%	34%	- 8%
8 to 14	20	21	- 1	20	19	+ 1
4 to 7	25	29	- 4	17	21	- 4
1 to 3	17	21	- 4	11	15	- 5
Less than 1	9	7	+ 2	26	11	+ 15 *
TOTAL	100%	100%		100%	100%	
100%=	(98)	(102)		(121)	(183)	
1 or more hours	91%	93%	- 2	74%	89%	- 15%8
Less than 1 hour	9	7	+ 2	26	11	+ 15 *
TOTAL	100%	100%		100%	100%	
100%=	(98)	(102)		(121)	(183)	

*Significant at the .05 level.

TABLE XI
 AMOUNT OF TIME SPENT IN READING AND AGE
 WITH SEX OF READERS HELD CONSTANT

TIME SPENT IN READING (hours per week)	SEX					
	Male			Female		
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference
15 or more	29%	26%	+ 3%	22%	34%	- 12%*
8 to 14	20	20	..	21	19	+ 2
4 to 7	25	17	+ 8	29	21	+ 8
1 to 3	17	11	+ 6	21	15	+ 6
Less than 1	9	26	- 17 *	7	11	- 4
TOTAL	100%	100%	..	100%	100%	..
100%=	(98)	(121)		(102)	(183)	
1 or more hours	91%	74%	+ 17%*	93%	89%	+ 4%
Less than 1 hour	9	26	- 17	7	11	- 4
TOTAL	100%	100%	..	100%	100%	..
100%=	(98)	(121)		(102)	(183)	

*Significant at the .05 level.

older women spent time in reading each week. It is also noted that a larger percentage of older women spent fifteen or more hours per week in reading than all other subgroups; in comparison with younger women, 12 per cent more older women read fifteen or more hours per week.

With regard to the relative importance of age and sex as influences on reading time, it may be noted that age appears to have a somewhat stronger effect, but the difference is slight. Women appear to spend more time in reading than men regardless of age, but younger adults appear to spend more time in reading than older adults regardless of sex.

Education and Reading Time

Investigators who have examined the reading interests of adults, including Waples and Tyler in 1931 (9, p. 14) and Sharon in 1973 (7, p. 158), have identified education as another factor related to reading interests. It is reasoned that formal education increases the ability and motivation to read and that as ability and motivation to read increase, the amount of reading increases. Education was considered accordingly in this study as a variable in relation to the amount of time spent in reading. The results are shown in Table XII.

TABLE XII
 AMOUNT OF TIME SPENT IN READING
 AND EDUCATION

TIME SPENT IN READING (hours per week)	EDUCATION			
	Grade 8 or less	High School	College	Post- graduate Study
15 or more	15%	18%	38%	68%
8 to 14	8	21	23	25
4 to 7	16	31	21	5
1 to 3	20	18	13	2
Less than 1	41	12	5	..
TOTAL	100%	100%	100%	100%
100%=	(87)	(185)	(188)	(40)
No answer	(4)			

The percentage distributions indicate that a relationship did exist between education and time spent in reading. Sixty-eight per cent of the adults who had studied at the post-graduate level spent fifteen or more hours per week in reading, as compared with 15 per cent of the adults who had an eighth grade or lower level of education. Among non-readers, the opposite was true: 41 per cent of the adults with an eighth grade education or less did not spend as much as one hour per week in reading whereas none of the adults who had studied at the postgraduate level spent less than one hour per week in reading.

This same relationship may be analyzed with only two levels of education and two levels of reading time as shown in Table XIII.

TABLE XIII
 AMOUNT OF TIME SPENT IN READING
 BY READERS AND NONREADERS
 AND EDUCATION

TIME SPENT IN READING (hours per week)	EDUCATION		Difference
	High school or less	College and above	
1 or more hours	79%	96%	- 17%*
Less than 1 hour	21	4	+ 17 *
TOTAL	100%	100%	..
100%=	(272)	(228)	
No answer	(4)		

*Significant at the .05 level.

The differences in reading time in relation to level of education (as presented in Table XIII) are higher (17 per cent) than the percentage differences (9 per cent) in relation to age (as presented in Table VIII) or the percentage differences (9 per cent) in relation to sex as presented in Table IX).

Age, Education, and Reading Time

Age was introduced next as a third variable in relation to reading time and education. Table XIV shows the relationship between education and reading time when age is held constant.

The data in Table XIV show that among younger adults education had slight effect. Only 8 per cent more younger adults with a college or higher educational level were

TABLE XIV

AMOUNT OF READING TIME AND EDUCATION WITH AGE HELD CONSTANT

TIME SPENT IN READING (hours per week)	AGE						Difference
	25 to 64 years		Difference	65 years and over		College and above	
	High school or less	College and above		High school or less	College and above		
15 or more	10%	37%	- 27%*	20%	50%	- 30%*	
8 to 14	19	22	- 3	17	25	- 8	
4 to 7	35	21	+ 14 *	22	15	+ 7	
1 to 3	23	15	+ 8	16	7	+ 9 *	
Less than 1	13	5	+ 8	25	3	+ 22 *	
TOTAL	100%	100%	..	100%	100%	..	
100%=	(86)	(114)		(186)	(114)		
No response				(4)			
1 or more	87%	95%	- 8%	75%	97%	- 22%*	
Less than 1	13	5	+ 8	25	3	+ 22 *	
TOTAL	100%	100%	..	100%	100%	..	
100%=	(86)	(114)		(186)	(114)		
No response				(4)			

*Significant at the .05 level.

readers than younger adults with a secondary or lower educational level. Among older adults, however, education was a significant factor between readers and nonreaders; 22 per cent more older adults with a college or higher educational level spent time in reading each week. The relationship between education and reading time was most evident among adults (in both age groups) who spent fifteen or more hours per week in reading. Twenty-seven per cent more younger adults with a college or higher educational level than younger adults with a secondary or lower educational level spent fifteen or more hours per week in reading, and among older adults, 30 per cent more of those with a college or higher educational level than those with a secondary or lower educational level spent fifteen or more hours in reading.

The percentage differences were reexamined with age as the independent variable and with education held constant. Table XV presents these relationships.

The data in Table XV indicate that among adults with a college or higher level of education, there was only a slight difference (1 per cent) in the percentage of readers among younger adults from the percentage of readers among older adults. There was a significant difference, however, in the percentage of readers in the two subgroups of adults with a secondary or lower level of education: 12 per cent more younger adults than older adults were readers in these

TABLE XV

AMOUNT OF READING TIME AND AGE WITH EDUCATION
HELD CONSTANT

TIME SPENT IN READING (hours per week)	EDUCATION					
	High school or less			College and above		
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference
15 or more	10%	20%	- 10%	37%	50%	- 13%*
8 to 14	19	17	+ 2	22	25	- 3
4 to 7	35	22	+ 13	21	15	+ 6
1 to 3	23	16	+ 7	15	7	+ 8
Less than 1	13	25	- 12	5	3	+ 2
TOTAL	100%	100%	..	100%	100%	..
100%=	(86)	(186)		(114)	(114)	
No response		(4)				
1 or more	87%	75%	+ 12%*	95%	97%	- 2%
Less than 1	13	25	- 12 *	5	3	+ 2
TOTAL	100%	100%	..	100%	100%	..
100%=	(86)	(186)		(114)	(114)	
No response		(4)				

*Significant at the .05 level.

subgroups. This can be attributed possibly to the differential opportunities for education that were available to older adults in earlier years. The data in Table XV also appear to support the earlier observation that education is a stronger factor in reading than age and that the effects of age on reading are possibly due largely to lack of educational opportunities when older adults were of school age.

Income and Reading Time

The socioeconomic environment was identified by Waples and Tyler as a factor in adult reading interests (9, p. 14). In 1968, McElroy reported that as income increases, the percentage of readers increases (5, p. 162). The present study also examined the relationship between income and the reading activities of adults. Table XVI presents the findings of the present study concerning the amount of time spent in reading and the income level of the subjects.

TABLE XVI
 AMOUNT OF TIME SPENT IN READING AND
 ANNUAL FAMILY INCOME (1979)

TIME SPENT IN READING (hours per week)	ANNUAL FAMILY INCOME		
	Below \$14,000	Above \$14,000	Difference
15 or more	23%	35%	- 12%*
8 to 14	18	22	- 4
4 to 7	24	20	+ 4
1 to 3	16	16	..
Less than 1	19	7	+ 12 *
TOTAL	100%	100%	..
100%=	(250)	(236)	
No answer	(18)		
1 or more	81%	93%	- 12%*
Less than 1	19	7	+ 12 *
TOTAL	100%	100%	..
100%=	(250)	(236)	
No answer	(18)		

*Significant at the .05 level.

The data indicate that significantly more adults (12 per cent) with annual incomes above \$14,000 spent fifteen or more hours per week in reading and that significantly more adults (12 per cent) with annual incomes below \$14,000 are nonreaders.

Age, Income, and Reading Time

The effects of age in relation to income and reading time were also examined. Table XVII presents reading time as it related to income with age held constant.

The data in Table XVII show little relationship between reading time and income among adults twenty-five to sixty-four years of age. Conversely, reading time and income had a significant relationship among adults sixty-five years of age and over, with 16 per cent more readers among the older adults whose annual incomes were above \$14,000.

TABLE XVII

AMOUNT OF TIME SPENT IN READING AND ANNUAL FAMILY INCOME (1979)
WITH AGE HELD CONSTANT

TIME SPENT IN READING (hours per week)	AGE					
	25 to 64 years			65 years and over		
	Below \$14,000	Above \$14,000	Difference	Below \$14,000	Above \$14,000	Difference
15 or more	21%	28%	- 7%	23%	48%	- 25%*
8 to 14	19	21	- 2	17	28	- 11
4 to 7	31	25	+ 6	23	11	+ 12 *
1 to 3	21	17	+ 4	16	8	+ 8
Less than 1	8	9	- 1	21	5	+ 16 *
TOTAL	100%	100%	..	100%	100%	..
100%=	(52)	(142)		(198)	(94)	
No response			(18)			
1 or more	92%	91%	+ 1	79%	95%	- 16%8
Less than 1	8	9	- 1	21	5	+ 16 *
TOTAL	100%	100%	..	100%	100%	..
100%=	(52)	(142)		(198)	(94)	
No response			(18)			

*Significant at the .05 level.

Table XVIII presents reading time as it related to age with income held constant.

Among adults who received annual incomes above \$14,000, more older adults (4 per cent) spent time in reading than younger adults, but the difference was not significant. A significant difference did exist between the two age groups on the higher income level among adults who spent fifteen hours or more per week in reading (20 per cent more older adults were heavy readers). It was noted that on the lower income level, 13 per cent more younger adults than older adults with annual incomes below \$14,000 spent some time in reading.

In general, it appears that both age and income effect reading time for adults sixty-five years of age and over, but neither age nor income have an effect on reading time for adults twenty-five to sixty-four years of age.

TABLE XVIII

AMOUNT OF TIME SPENT IN READING AND AGE
WITH INCOME HELD CONSTANT

TIME SPENT IN READING (hours per week)	ANNUAL FAMILY INCOME (1979)						Difference
	Below \$14,000.			Above \$14,000.			
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference	
15 or more	21%	23%	- 2%	28%	48%	- 20%*	
8 to 14	19	17	+ 2	21	28	- 7	
4 to 7	31	23	+ 8	25	11	+ 14 *	
1 to 3	21	16	+ 5	17	8	+ 9	
Less than 1	8	21	- 13	9	5	+ 4	
TOTAL	100%	100%	..	100%	100%	..	
100%=	(52)	(198)		(142)	(94)		
No answer			(18)				
1 or more	92%	79%	+ 13%*	91%	95%	- 4%	
Less than 1	8	21	- 13%*	9	5	+ 4%	
TOTAL	100%	100%	..	100%	100%	..	
100%=	(52)	(198)	(18)	(142)	(94)		
No answer							

*Significant at the .05 level.

Ethnicity and Reading Time

Ethnicity has been identified as a variable in reading habits of adults. For example, in 1973 Sharon reported that blacks spent an average of 46 per cent less time in reading than whites (7, p. 158). Table XIX presents the relationship between the amount of time spent in reading and ethnicity as found in the present study.

TABLE XIX

AMOUNT OF TIME SPENT IN READING AND ETHNICITY

TIME SPENT IN READING (hours per week)	ETHNICITY			
	White	Black	Hispanic	Asian
15 or more	30%	20%	11%	(1)
8 to 14	21	15	11	
4 to 7	23	18	11	
1 to 3	15	16	34	
Less than 1	11	31	33	
TOTAL	100%	100%	100%	
100%=	(433)	(61)	(9)	(1)

These data also reflect a racial difference in the amount of time spent in reading. There were 10 per cent more white adults than black who spent fifteen or more hours per week in reading, and there were 20 per cent more black adults than white who spent less than one hour per week in reading. There were also 22 per cent more Hispanic adults than white who spent less than one hour per week in reading,

but the Hispanic and the Asian subgroups were too small numerically for further comparison.

To focus on differences between readers and nonreaders among whites and blacks, only two levels of reading time were next considered, with results as shown in Table XX.

TABLE XX
AMOUNT OF READING TIME BY READERS
AND NONREADERS AND ETHNICITY
OF WHITE AND BLACK ADULTS

TIME SPENT IN READING (hours per week)	ETHNICITY		
	White	Black	Difference
1 or more	89%	69%	+ 20%*
Less than 1	11	31	- 20 *
TOTAL 100%=	100% (433)	100% (61)	..

*Significant at the .05 level.

These data identify 20 per cent more readers among white adults than among black adults. This difference is significant at the .05 confidence level.

Age, Ethnicity, and Reading Time

The relationships between the ethnicity of white and black adults and amount of time spent in reading were next examined with age introduced as a third variable. Table XXI presents the percentages for reading time and the ethnicity of white and black adults with age held constant.

TABLE XXI

AMOUNTS OF READING TIME AND ETHNICITY OF WHITE AND BLACK
ADULTS WITH AGE HELD CONSTANT

TIME SPENT IN READING (hours per week)	AGE						Difference
	25 to 64 years		Difference	65 years and over		Difference	
	White	Black		White	Black		
15 or more	26%	18%	+ 8%	33%	21%	+ 12%	
8 to 14	21	23	- 2	21	10	+ 11	
4 to 7	28	18	+ 10	20	15	+ 5	
1 to 3	19	18	+ 1	13	15	- 2	
Less than 1	6	23	- 17 *	13	39	- 26 *	
TOTAL	100%	100%	..	100%	100%	..	
100%=	(170)	(22)		(263)	(39)		
1 or more	94%	77%	+ 17%*	87%	61%	+ 26%*	
Less than 1	6	23	- 17 *	13	39	- 26 *	
TOTAL	100%	100%	..	100%	100%	..	
100%=	(170)	(22)		(263)	(39)		

*Significant at the .05 level.

The differences in reading time between white adults and black adults were found in Table XXI to be higher between the two older subgroups (26 per cent difference) than between the two younger adults subgroups (17 per cent difference). Differences between the white and black subgroups of both older and younger adults were noted as significant at the .05 confidence level.

The data were then rearranged to examine the relationships between reading time and age with the ethnicity of white and black adults held constant. Table XXII presents these percentages.

Among white adults, there were little differences noted in Table XXII between reading time and age (7 per cent more younger white adults were readers); but among black adults, a higher percentage of younger adults (16 per cent) were readers. These data suggest that age may interact with ethnicity to effect the reading time of adults. The data also suggest that as younger black adults reach age sixty-five, more of them will be readers.

TABLE XXII
 AMOUNT OF READING TIME AND AGE WITH ETHNICITY OF WHITE
 AND BLACK ADULTS HELD CONSTANT

TIME SPENT IN READING (hours per week)	ETHNICITY					
	White			Black		
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference
15 or more	26%	33%	- 7%	18%	21%	- 3%
8 to 14	21	21	..	23	10	+ 13
4 to 7	28	20	+ 8	18	15	+ 3
1 to 3	19	13	+ 6	18	15	+ 3
Less than 1	6	13	- 7	23	39	- 16
TOTAL	100%	100%	..	100%	100%	..
100%=	(170)	(263)		(22)	(39)	
1 or more	94%	87%	+ 7%	77%	61%	+ 16%
Less than 1	6	13	- 7	23	39	- 16
TOTAL	100%	100%	..	100%	100%	..
100%=	(170)	(263)		(22)	(39)	

Marital Status and Reading Time

Gray and Munroe in their 1929 study of the reading interests and habits of adults identified marital status as a factor related to reading (1, pp. 145-146). Table XXIII presents the relationship between the amount of time spent in reading and marital status as found in the present study.

TABLE XXIII

AMOUNT OF TIME SPENT IN READING
AND MARITAL STATUS

TIME SPENT IN READING (hours per week)	MARITAL STATUS		
	Married	Not married or separated	Difference
15 or more	27%	32%	- 5%
8 to 14	21	19	+ 2
4 to 7	26	16	+10*
1 to 3	16	15	+ 1
Less than 1	10	18	- 8*
TOTAL	100%	100%	
100%=	(301)	(203)	
1 or more	90%	82%	+ 8%*
Less than 1	10	18	- 8 *
TOTAL	100%	100%	
100%=	(301)	(203)	

*Significant at the .05 level.

Ninety per cent of the married subjects reported that they spent one hour or more in reading each week whereas only 82 per cent of the subjects who were not married or were separated read for a comparable amount of time. The 8 per cent difference is significant, and marital status may be noted accordingly as a factor related to the amount of time spent in reading by adults.

Age, Marital Status, and Reading Time

Age was added as a third variable in order to examine the possible differences in the reading time of adults subgrouped by both age and marital status. The results are presented in Table XXIV.

The data in Table XXIV reflect little difference between the reading time of the marital subgroups of younger adults (1 per cent), but the data reflect a significant difference between the reading times of the older adult subgroups (11 per cent). More older adults who were not married or who were separated were identified as nonreaders than all other subgroups.

TABLE XXIV
 AMOUNT OF READING TIME AND MARITAL STATUS
 WITH AGE HELD CONSTANT

TIME SPENT IN READING (hours per week)	AGE					
	25 to 64 years			65 years and over		
	Married	Not married/ separated	Difference	Married	Not married/ separated	Difference
15 or more	23%	30%	- 7%	31%	31%	..
8 to 14	22	20	+ 2	24	16	+ 8%
4 to 7	30	17	+ 13	21	17	+ 4
1 to 3	17	24	- 7	13	14	- 1
Less than 1	8	9	- 1	11	22	- 11 *
TOTAL	100%	100%	..	100%	100%	..
100%=	(154)	(46)		(147)	(157)	
1 or more	92%	91%	+ 1%	89%	78%	+ 11%*
Less than 1	8	9	- 1	11	22	- 11 *
TOTAL	100%	100%	..	100%	100%	..
100%=	(154)	(46)		(147)	(157)	

*Significant at the .05 level.

The data were rearranged to examine the relationships between reading time and age with marital status held constant. Table XXV presents these relationships.

Small differences are noted in Table XXV between the reading times of married adults in the two age groups. Larger differences are noted between the reading times of unmarried adults (13 per cent more younger adults than older adults who were unmarried spent time in reading). The data suggest that age tends to interact differentially with marital status as an influence on the reading time of adults.

TABLE XXV

AMOUNT OF READING TIME AND AGE WITH MARITAL
STATUS HELD CONSTANT

TIME SPENT IN READING (hours per week)	MARITAL STATUS						Difference
	Married			Not married/separated			
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference	
15 or more	23%	31%	- 8%	30%	31%	- 1%	
8 to 14	22	24	- 2	20	16	+ 4	
4 to 7	30	21	+ 9	17	17	..	
1 to 3	17	13	+ 4	24	14	+ 10	
Less than 1	8	11	- 3	9	22	- 13	
TOTAL	100%	100%	..	100%	100%	..	
100%=	(154)	(147)		(46)	(157)		
1 or more	92%	89%	+ 3%	91%	78%	+ 13%	
Less than 1	8	11	- 3	9	22	- 13	
TOTAL	100%	100%	..	100%	100%	..	
100%=	(154)	(147)		(46)	(157)		

Change in Reading Time

The subjects who reported reading for one or more hours per week were asked if they read more, less, or about the same as they did ten years ago. This was to determine the extent to which adults might have changed their reading time as they grew older. Table XXVI presents the relationship between change in reading time and age.

TABLE XXVI
CHANGE IN READING TIME AND AGE

CHANGE IN READING TIME (From 10 years ago)	AGE		
	25 to 64 years	65 years and over	Difference
Read more now	45%	41%	+ 4%
Read same	31	29	+ 2
Read less now	24	30	- 6
TOTAL	100%	100%	..
100%=	(183)	(251)	
No answer		(3)	

When the two subgroups are compared by age in Table XXVI, change in reading time does not appear to be significantly effected by age. Forty-one per cent of the older adults (versus 45 per cent of the younger adults) reported that they read more than they did ten years ago. A slight tendency to read less with age could possibly be noted in the 30 per cent of the older adults who reported that they read less than they did ten years ago whereas only 24 per cent of the younger adults reported that they read less than

they did ten years ago. The 6 per cent difference between younger and older adults who read less than they did ten years ago is not significant, however, at the .05 confidence level.

Summary

In summary, each of the demographic variables of age, education, sex, ethnicity, family income, and marital status were thus found to be meaningfully related to the amount of time spent in reading, as reflected in the data presented in the preceding tables (V through XXIV). Generally speaking, age, education, and ethnicity would appear to exert somewhat stronger influences in this regard.

With regard particularly to the relationship between age and reading time, the following observations may be made:

(1) nine per cent more younger adults than older adults spent one hour or more each week in reading;

(2) more older men than younger men spent less than one hour per week in reading (17 per cent difference) but only slightly fewer older women than younger women (4 per cent difference) spent less than one hour per week in reading;

(3) more older women than older men (15 per cent difference) spent one hour or more in reading each week, but only slightly more younger women than younger men (2 per cent difference) spent one hour or more each week in reading;

(4) ninety-six per cent of the respondents who had a college or higher educational level spent one or more hours

per week in reading whereas only 59 per cent of the respondents with an elementary or less educational level spent one or more hours per week in reading;

(5) among older adults, 21 per cent more of those with a college or higher educational level than older adults with a high school or lower educational level spent one or more hours per week in reading whereas among younger adults, there was only an 8 per cent difference in reading time by adults with higher and lower educational levels;

(6) ninety-three per cent of the respondents who received annual incomes above \$14,000 spent one or more hours per week in reading whereas only 81 per cent who received annual incomes below \$14,000 spent one or more hours per week in reading;

(7) more older adults with incomes above \$14,000 spent some time in reading each week (one hour or more) than older adults with lesser incomes (16 per cent difference) but younger adults differed little in reading time according to their income level (1 per cent difference);

(8) among the respondents with incomes below \$14,000, younger adults read more than older adults (13 per cent difference), but among the respondents with incomes above \$14,000, older adults read slightly more than younger adults (4 per cent difference);

(9) among respondents of the white race, 89 per cent spent one or more hours each week in reading whereas among

respondents of the non-white races, only 69 per cent of the black race and 67 per cent of the Hispanic race spent one or more hours each week in reading;

(10) among older adults, more persons of the white race than persons of the black race spent one or more hours each week in reading (26 per cent difference), and among younger adults, more white adults than black adults again were found to spend at least one hour per week in reading (17 per cent difference);

(11) among white adults, more younger adults spent time in reading than older adults (7 per cent difference), and among black adults, more younger adults also spent time in reading than older adults (16 per cent difference);

(12) among married persons, only slightly more younger adults than older adults (3 per cent difference) spent time in reading, but among adults who were not married, 13 per cent more younger adults than older adults spent time in reading; and,

(13) only slightly more older adults than younger adults tend to read less with age (6 per cent difference).

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CHAPTER IV

REASONS FOR READING

Adults report a wide variety of reasons for reading and not reading. The amount as well as the importance of reading is presumably associated with the reasons why adults read or do not read. These reasons have been studied in a number of investigations. Helen H. Lyman reported in 1973 that one-half of the respondents in her study cited reading for pleasure and relaxation and for information as their reading motivation (2, p. 288). In Ronald E. Wolf's 1977 study of leisure-time reading by older adults residing in a nursing home, a significant relationship was found between purposes for reading and age, sex, education, former occupation, and marital status (5, p. 102). Hoar examined the reasons why older adults did not read and found loneliness, health, failing vision, and preferences for other activities to be the principal reasons (1, pp. 138-139).

Age and Reasons for Reading

The reasons why adults read and do not read were also examined in the current study. In the sample of 504 adults, 437 of them claimed to read at least one hour per week and sixty-seven of them stated that they never read or their

reading was less than one hour per week. Table XXVII presents the percentage distribution for age and reasons for reading.

TABLE XXVII
REASONS FOR READING AND AGE

REASONS FOR READING**	AGE		
	25 to 64 years	65 years and over	Difference
Enjoyment and relaxation	64%	52%	+ 12%*
News and information	52	53	- 1
Business and professional	45	18	+ 27*
Religious or spiritual	7	21	- 14*
N=	(184)	(253)	...

*Significant at the .05 level.

**NOTE: In all tables presenting data on reasons for reading, the percentages total over 100 per cent because subjects often gave more than one response.

While a majority of both older and younger adults thus reported that they read for news and information and for enjoyment, a somewhat larger percentage of younger adults read for enjoyment and for business and professional reasons. A larger percentage of older adults than younger adults, however, read for spiritual reasons.

Age, Sex, and Reasons for Reading

Reasons for reading and age were also examined with sex held constant in order to consider the interactions of these variables. The data are presented in Table XXVIII.

The data in Table XXVIII show that a significantly larger percentage of both younger men and younger women when compared with older men and older women read for business and professional reasons. It was also noted that 14 per cent more younger men than older men read for enjoyment and relaxation whereas slightly more older men than younger men read for news and for spiritual reasons. These differences between the older and younger men were not significant, however, at the .05 confidence level. Among the female subgroups, significantly more older women than younger women read for religious or spiritual reasons, but significantly more younger women than older women read for enjoyment and relaxation.

TABLE XXVIII

REASONS FOR READING AND AGE WITH SEX HELD CONSTANT

REASONS FOR READING	SEX					
	Male			Female		
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference
Enjoyment and relaxation	54%	40%	+ 14%	74%	58%	+ 16%*
News and information	59	61	- 2	54	49	+ 5
Business and professional	52	26	+ 26 *	38	14	+ 24 *
Religious or spiritual	9	13	- 4	4	26	- 22 *
N=	(89)	(90)	..	(95)	(163)	..

*Significant at the .05 level.

The variables reasons for reading and sex were then examined with age held constant. These relationships are presented in Table XXIX.

These data in Table XXIX suggest that among older adults, the variable sex was significantly associated with all four categories of reasons for reading. More older men (by 12 per cent) than older women read for news and information and for business and professional reasons whereas more older women read for enjoyment and relaxation (by 18 per cent) and for religious or spiritual reasons (by 13 per cent). Among younger adults, there were slight differences in the portion of men and women who read for news and information and for religious or spiritual reasons. There were, however, significantly more younger women (by 20 per cent) who read for enjoyment and relaxation and significantly more younger men (by 14 per cent) who read for business and professional reasons.

TABLE XXIX

REASONS FOR READING AND SEX
WITH AGE HELD CONSTANT

REASONS FOR READING	AGE					
	25 to 64 years			65 years and over		
	Male	Female	Difference	Male	Female	Difference
Enjoyment and relaxation	54%	74%	- 20%*	40%	58%	- 18%*
News and information	59	54	+ 5	61	49	+ 12 *
Business and professional	52	38	+ 14 *	26	14	+ 12 *
Religious or spiritual	9	4	+ 5	13	26	- 13 *
N=	(89)	(95)	..	(90)	(163)	..

*Significant at the .05 level.

Education and Reasons for reading

Education has been identified earlier as a significant variable of adult reading. The relationship between education and reasons for reading is presented in Table XXX.

TABLE XXX
REASONS FOR READING BY
LEVEL OF EDUCATION

REASONS FOR READING	EDUCATION		
	High school or less	College and above	Difference
Enjoyment and relaxation	49%	69%	- 20%*
News and information	54	52	+ 2
Business and professional	23	36	- 13 *
Religious and spiritual	23	8	+ 15 *
N=	(209)	(224)	
No answer	(4)		

*Significant at the .05 level.

The percentage distribution indicates that the more highly educated adults are, the more they read for enjoyment and business. A significantly higher percentage of the less educated adults, however, read for religious or spiritual reasons.

Age, Education, and Reasons for Reading

Reasons for reading and education were then examined with age added as a third variable. Table XXXI presents the

relationship between reasons for reading and age when education is held constant.

TABLE XXXI
REASONS FOR READING AND AGE WITH
EDUCATION HELD CONSTANT

REASONS FOR READING	AGE		
	25 to 64 years	65 years and over	Difference
<u>High school or lower</u>			
Enjoyment and relaxation	58%	43%	+ 15%
News and information	62	52	+ 10
Business and professional	36	15	+ 21 *
Religious or spiritual	10	30	- 20 *
N=	(73)	(136)	
<u>College or higher</u>			
Enjoyment and relaxation	70%	59%	+ 11%
News and information	45	58	- 13
Business and professional	47	24	+ 23 *
Religious or spiritual	5	11	- 6
N=	(111)	(113)	

*Significant at the .05 level.

According to the percentage differences for adults with a secondary or lower level of education, the larger percentage of younger adults read mainly for enjoyment, news, and business

reasons, and the larger percentage of older adults read mainly for news and enjoyment. Significant differences are noted in the reasons for reading by the two age groups in the categories of business reasons and of religious reasons. Significantly more younger adults (by 21 per cent) read for business and professional reasons, but significantly more older adults (by 10 per cent) read for religious reasons.

The differences changed slightly among adults with a college or higher level of education. A significantly larger percentage of younger adults (by 23 per cent) read for business reasons, but none of the other differences between younger and older adults with a higher educational level was significant at the .05 confidence level. Thus age appeared to be significantly related only to business and professional reasons among adults on both educational levels and to religious reasons among adults with the lower level of education.

The relationship between reasons for reading and education were also examined with age held constant. These data are presented in Table XXXII.

When age was held constant, education did not appear to have a significant relation to the reasons for reading of the younger adult subgroup. Within the older adult subgroup, education again did not show a significant relation to reading for news or for business reasons, but education did show a significant relation to reading for enjoyment and for religious reasons. More older adults with a college educational

TABLE XXXII
 REASONS FOR READING AND EDUCATION
 WITH AGE HELD CONSTANT

REASONS FOR READING BY AGE	EDUCATION		
	High school or lower	College or higher	Difference
<u>25 to 64 years</u>			
Enjoyment and relaxation	58%	70%	- 12%
News and information	62	45	+ 17
Business and professional	36	47	- 11
Religious or spiritual	10	5	+ 5
N=	(73)	(111)	
<u>65 years and over</u>			
Enjoyment and relaxation	43%	59%	- 16%*
News and information	52	58	- 6
Business and professional	15	24	- 9
Religious or spiritual	30	11	+ 19 *
N=	(136)	(113)	

*Significant at the .05 confidence level.

level read for enjoyment and relaxation (by 16 per cent) whereas more older adults with a lower educational level read for religious or spiritual reasons (by 19 per cent). Education thus appears to have only a moderate relation to reasons for reading when age is held constant.

Employment Status and Reasons for Reading

In the 1965 study by the National Opinion Research Center, McElroy identified employment status as a factor in adult reading (3, pp. 163-165). Table XXXIII presents the percentage distribution for the employment status of respondents in the current survey.

The data in Table XXXIII indicate that a major portion of full-time and part-time employees, retired persons, and housewives read for enjoyment and for news. Unemployed persons read primarily for enjoyment and for business reasons. An examination of three of the employment status subgroups--full-time employees, retired persons, and housewives--showed that only two of the differences between subgroups were significant at the .05 confidence level. The first significant difference was in the percentage of full-time employees versus the percentage of retired persons who read for business and professional reasons (22 per cent more in the full-time employees subgroup). The second significant difference was in the percentage of full-time employees versus retired persons who read for religious reasons (14 per cent more in the retired persons subgroup). The numerical count in two of the

TABLE XXXIII
 REASONS FOR READING AND EMPLOYMENT STATUS

REASONS FOR READING	EMPLOYMENT STATUS				Keeps House
	Full-time	Part-time	Unemployed	Retired	
Enjoyment and relaxation	59%	77%	100%	51%	60%
News and information	53	55	20	53	57
Business and professional	40	36	60	18	25
Religious or spiritual	8	18	20	22	20
N=	(143)	(22)	(10)	(202)	(59)
No response	(1)				

subgroups--part-time employees and unemployed or disabled persons--was too small to yield a valid difference; none of the other differences was significant at the .05 confidence level. Employment status appears, therefore, to be only moderately related to the reasons adults read.

Age, Occupation, and Reasons for Reading

Occupation or former occupation has been identified as a factor in reading by investigators since Parson's study in 1923 (4, p. 65). In the current study, occupations were grouped by categories--administrative and professional persons, skilled or trained labor, and unskilled labor. The relationships that age and occupation might have with reasons for reading were then examined. Table XXXIV presents the differences between reasons for reading and age when occupation is held constant.

These data indicate wide variations exist in the differences between reasons for reading and age when occupation is held constant. Younger adults in administrative and professional positions surpassed all other subgroups in reading for enjoyment and for business reasons whereas older adults who had worked as unskilled laborers surpassed all other subgroups in reading for religious reasons. Age appeared to be related significantly to each category of reasons for reading among adults whose occupations were or had been administrative and professional. Within the skilled labor subgroup,

TABLE XXXIV

REASONS FOR READING AND AGE WITH
OCCUPATION HELD CONSTANT

REASONS FOR READING BY OCCUPATION	AGE		
	25 to 64 years	65 years and over	Difference
<u>Administrative/ professional</u>			
Enjoyment and relaxation	77%	53%	+ 24%*
News and information	41	65	- 24 *
Business and professional	71	17	+ 54 *
Religious or spiritual	3	16	- 13 *
N=	(66)	(86)	
<u>Skilled labor</u>			
Enjoyment and relaxation	55%	50%	+ 5%
News and information	65	51	+ 14
Business and professional	41	18	+ 23 *
Religious or spiritual	10	15	- 5
N=	(87)	(111)	
<u>Unskilled labor</u>			
Enjoyment and relaxation	68%	56%	+ 12%
News and information	35	49	- 14
Business and professional	35	20	+ 15 *
Religious or spiritual	3	33	- 30 *
N=	(31)	(55)	
No response		(1)	

*Significant at the .05 confidence level.

age appeared to have a significant relation only to reading for business and professional reasons; 23 per cent more younger adults read for business and professional reasons than did the older adults, most of whom were retired. Within the unskilled labor subgroup, age also appeared to be significantly related to two of the reasons for reading-- business and professional reasons and religious reasons.

The relationship between reasons for reading and type of occupation with age held constant was considered next. Table XXXV presents these data.

Among adults sixty-five years of age and older, type of occupation showed differences significant at the .05 confidence level only in the category of reading for religious reasons. Among older adults who read for religious reasons, there were 17 percentage points difference between unskilled laborers and administrative/professional persons and 18 percentage points difference between unskilled laborers and skilled laborers. Among younger adults, there was no significant difference in reading for religious reasons, but there were significant differences in all other reasons when they were compared by occupation. Younger adults in administrative and professional positions read significantly more for enjoyment than did those who worked as skilled laborers (22 percentage points difference), and the administrative/professional younger adults also read significantly more for business reasons than either the skilled laborers (30 per cent

TABLE XXXV

REASONS FOR READING AND OCCUPATION
WITH AGE HELD CONSTANT

REASONS FOR READING BY AGE	TYPE OF OCCUPATION		
	Administrative/ professional	Skilled labor	Unskilled labor
<u>25 to 64 years</u>			
Enjoyment and relaxation	77%	55%	68%
News and information	41	65	35
Business and professional	71	41	35
Religious or spiritual	3	10	3
N=	(66)	(87)	(31)
<u>65 years and over</u>			
Enjoyment and relaxation	53%	50%	56%
News and information	65	51	49
Business and professional	17	18	20
Religious or spiritual	16	15	33
N=	(86)	(111)	(55)
No response	(1)		

difference) or unskilled laborers (36 per cent difference). However, skilled laborers among younger adults read more for news and information than either administrative/professional persons (24 per cent difference) or unskilled laborers (30 per cent difference). Thus it appears that type of occupation and reasons for reading are significantly related among younger adults, but only slightly related among older adults.

Ethnicity and Reasons for Reading

The variable reasons for reading was also examined in relation to the ethnicity of white and black adults. These data are presented in Table XXXVI.

TABLE XXXVI

REASONS FOR READING AND ETHNICITY OF WHITE AND BLACK ADULTS

REASONS FOR READING	ETHNICITY		
	White	Black	Difference
Enjoyment and relaxation	61%	36%	+ 25%*
News and information	57	64	- 7
Business and professional	13	23	- 10
Religious or spiritual	15	21	- 6
N=	(388)	(42)	

*Significant at the .05 confidence level.

These percentages indicate that 25 per cent more white adults than black adults read for enjoyment and relaxation.

This difference is significant at the .05 confidence level, but none of the other differences are significant. No other analyses of reasons for reading and ethnicity were made because of the small size of the samples for races other than the white race.

Age, Sex, and Reasons for Not Reading

The reasons for not reading as given in the current study by sixty-seven adults who spent less than one hour per week in reading were also considered. The subgroups were too small for a statistically reliable analysis, but the percentage distributions are possibly suggestive of certain reasons for not reading. Table XXXVII compares the reasons for not reading and age when the variable sex is held constant.

It is noted in Table XXXVII that only older adults gave failing vision or poor health as reasons for not reading, but they were the reasons most frequently given. The reasons for not reading most frequently cited by younger adults of both sexes were that they had no time for reading or that they were engaged in other activities and interests. It may also be noted that more younger women indicated that they had too little education to be able to read.

TABLE XXXVII
 REASONS FOR NOT READING AND AGE WITH SEX HELD CONSTANT

REASONS FOR NOT READING	SEX					
	Male*			Female*		
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference
Poor eyesight or poor health	..	48%	- 48%	..	80%	- 80%
No desire to read	..	23	- 23	14%	..	+ 14
No time/other interests	78%	29	+ 43	85	30	+ 55
Not working	11	..	+ 11	..	..	..
No education/cannot read	22	23	- 1	29	10	+ 19
N=	(9)	(31)		(7)	(20)	

*Percentages total over 100 per cent because some respondents gave more than one reason for not reading.

The variables reasons for not reading and sex were then examined with age held constant. Table XXXVIII presents these data.

From the data in Table XXXVIII, slight differences appeared in the reasons for not reading given by younger men and by younger women. Among older adults, a larger percentage of women than men (32 per cent difference) indicated poor vision or poor health as a reason for not reading, but older men indicated they did not read because they had no desire to read (23 per cent) or because they had no education and could not read (13 per cent more older men than older women). It thus appears that reasons for not reading have more relationship to the variable sex among older adults than among younger adults.

TABLE XXXVIII

REASONS FOR NOT READING AND SEX WITH AGE HELD CONSTANT

REASONS FOR NOT READING	AGE					
	25 to 64 years*		Difference	65 years and over*		Difference
	Male	Female		Male	Female	
Poor eyesight or poor health	..	..	..	48%	80%	- 32%
No desire to read	..	14%	- 14%	23	..	+ 23
No time/have other interests	78%	85	- 7	29	30	- 1
Not working	11	..	+ 11	..	..	..
No education/cannot read	22	29	- 7	23	10	+ 13
N=	(9)	(7)		(31)	(20)	

*These percentages total over 100 per cent because subjects often gave more than one response.

Education and Reasons for Not Reading

Although the subgroup frequencies were small, education and reasons for not reading were examined for an indication of a relationship between them. The distribution of the data is presented in Table XXXIX.

TABLE XXXIX
REASONS FOR NOT READING AND EDUCATION

REASONS FOR NOT READING	EDUCATION		
	8th grade or less	High school	College
Poor eyesight of poor health	47%	55%	22%
No desire to read	11	10	22
No time/have other interests	39	50	67
Not working	11	5	11
No education/cannot read	26	5	22
N=	(38)	(20)	(9)

The most frequent reason for not reading given by adults who had attended or graduated from college was they had no time or they had other interests and activities. The most frequently mentioned reason for not reading given by adults with a high school or elementary education was poor vision with other interests and activities the next most frequent response. A fourth of the adults with less than an eighth grade education said they had no education and did not know

how to read; one adult who had graduated from high school and two adults who had graduated from college also said they did not know how to read.

Age, Education, and Reasons for Not Reading

With further subgrouping, the numerical base of the educational groups became too small for valid percentage interpretations, but the data are presented in Table XL to suggest possible relationships between age and reasons for not reading when education is held constant.

TABLE XL

REASONS FOR NOT READING AND AGE AND EDUCATION

REASONS FOR NOT READING	AGE		
	25 to 64 years	65 years and over	Difference
<u>8th grade or lower</u>			
Poor eyesight or poor health	..	50%	- 50%*
No desire to read	..	16	- 16
No time/have other interests	67%	50	+ 17
Not working	..	..	..
No education/cannot read	50	22	- 28
N=	(6)	(32)	

*Significant at the .05 confidence level.

TABLE XL--Continued

REASONS FOR NOT READING	AGE		
	25 to 64 years	65 years and over	Difference
<u>High School</u>			
Poor eyesight or poor health	..	73%	- 73%
No desire to read	..	13	- 13
No time/have other interests	100%	13	+ 87 *
Not working	20	..	+ 20
No education/ cannot read	..	13	- 13
N=	(5)	(15)	
<u>College</u>			
Poor eyesight or poor health	..	50%	- 50%
No desire to read	20%	25	- 5
No time/have other interests	80	50	+ 30
Not working	..	..	..
No education/ cannot read	20	25	- 5
N=	(5)	(4)	

The principal reasons for not reading reported by older adults were poor vision and poor health, regardless of educational level. Younger adults cited no time for reading and other interests as their principal reasons for not reading,

regardless of educational level. These differences suggest that age does have a relationship with reasons for not reading.

Summary

The data for this chapter indicate that older adults differ from younger adults in their reasons for reading principally as follows:

(1) older adults in general read for news, enjoyment, and religious reasons whereas younger adults in general read for enjoyment, news, and business reasons;

(2) older women read significantly more than younger women for religious reasons, but younger women read significantly more for business reasons and for enjoyment than older women.

(3) older men read significantly less than younger men for business reasons, but other differences were not significant.

(4) older adults with a high school or lower educational level read significantly more for religious reasons and significantly less for business reasons than younger adults with the same educational level;

(5) older adults with a college and above educational level read significantly less for business and professional reasons than younger adults, but other differences in reasons for reading were not significant;

(6) retired adults (97 per cent of whom were older adults) read significantly less than adults who were employed full-time (87 per cent of whom were younger adults) for business and professional reasons and retired adults read significantly more for religious reasons than full-time employees, but other differences were not significant;

(7) older adults who worked or had worked in administrative and professional positions read significantly more for news and for religious reasons than younger adults who were working in administrative and professional positions, but younger adults read significantly more for business reasons and for enjoyment;

(8) older adults who worked or had worked as skilled laborers read significantly less for business and professional reasons than younger adults who were working as skilled laborers, but other differences were not significant; and,

(9) older adults who worked or had worked as unskilled laborers also read significantly more for religious reasons and significantly less for business and professional reasons than younger adults who were working as unskilled laborers.

Older adults also differed from younger adults in their reasons for not reading primarily as follows:

(1) the largest percentage of older adults gave failing vision or health as their reasons for not reading; and,

(2) the largest percentage of younger adults gave no time or other interests as reasons for not reading.

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CHAPTER V

TYPES OF MATERIALS READ

Types of materials read by adults have been identified as a variable in reading interests and activity by various investigators, including Gray and Munroe (1, pp. 29-38) and Sharon (4, pp. 158-159). Sharon reported that 79 per cent of the adults in his study read newspapers daily, 39 per cent read magazines, and 33 per cent read books. Furthermore, in a 1973 survey of 5,000 non-institutionalized adults, Romani found that the age group of those sixty years old and older read more books and magazines than the age group from forty to sixty years of age (3, p. 393).

In the current study, it was noted that people who read did not necessarily read the same types of materials daily. Data were collected on the following four types of materials read: newspapers, magazines, books, and the Bible. The Bible was listed separately because people who said they did not read books would state that they read the Bible and that they usually read it for purposes different from those in reading other types of materials.

Age and Types of Materials Read

Table XLI presents the cross-tabulation of types of materials read and the frequency of reading them by the total per cent of readers and by age.

An examination of the percentage distributions among the total group of readers in Table XLI shows the daily reading of newspapers surpasses the daily reading of all other types of materials. When the percentage distribution is subgrouped by age, it is noted that significantly more older adults than younger adults read the newspaper daily, but if the reading of the newspaper is grouped with daily and weekly reading as one group, there is little difference in the reading of newspapers by younger and older adults.

Magazines are read monthly, weekly, or daily by 82 per cent of the older adults and by 90 per cent of the younger adults. Persons interviewed during the survey showed a tendency to state the frequency of their reading of magazines according to the frequency of publication. The percentage differences between the two age groups in their reading suggest a trend among younger adults to read more magazines than older adults read, but the difference is not significant at the .05 confidence level.

Books were read sometime during a year by 81 per cent of the adults interviewed. If the sample of book readers is subdivided by age, the percentage distributions show that only 74 per cent of the older adults read books sometime during a

TABLE XLI

TYPES OF MATERIALS READ AND FREQUENCY OF READING
BY ALL READERS AND BY AGE

TYPES OF MATERIALS READ AND FREQUENCY OF READING	ALL READERS	AGE		Difference
		25 to 64 years	65 years and over	
Newspapers				
Daily	81%	74%	85%	- 11%*
Weekly	15	21	12	+ 9 *
Monthly	2	1	3	- 2
Never	2	4	..	+ 4
TOTAL	100%	100%	100%	
100%=	(437)	(184)	(253)	
Magazines				
Daily	21%	19%	22%	- 3%
Weekly	36	44	30	+ 14 *
Monthly	29	27	30	- 3
Quarterly	3	3	4	- 1
Annually	1	..	2	- 2
Never	10	7	12	- 5
TOTAL	100%	100%	100%	
100%=	(437)	(184)	(253)	

*Significant at the .05 level.

TABLE XLI--Continued

TYPES OF MATERIALS READ AND FREQUENCY OF READING	ALL READERS	AGE		Difference
		25 to 64 years	65 years and over	
Books				
Daily	23%	20%	25%	- 5%
Weekly	20	20	19	+ 1
Monthly	19	26	15	+ 11
Quarterly	13	15	11	+ 4
Annually	6	8	4	+ 4
Never	19	11	26	- 15 *
TOTAL	100%	100%	100%	
100%=	(437)	(184)	(253)	
Bible				
Daily	34%	19%	44%	- 25%*
Weekly	29	31	28	+ 3
Monthly	9	9	9	..
Quarterly	9	12	7	+ 5
Annually	3	7	1	+ 6
Never	16	22	11	+ 11 *
TOTAL	100%	100%	100%	
100%=	(437)	(184)	(253)	

year whereas 89 per cent of younger adults read a book one or more times during a year. The 15 per cent difference is significant, and it may be stated with confidence that more younger adults than older adults read books.

The Bible was read more often by adults than any other type of book. When the percentage distribution was examined by age, however, it was found that 44 per cent of the older adults read the Bible daily as compared to only 19 per cent of the younger adults. This difference (25 per cent) in the reading choices of the two subgroups of adults was significant at the .05 confidence level.

In general, there was a tendency in the reading of different types of materials for a greater percentage of older adults than younger adults to read newspapers and the Bible and for a greater percentage of younger adults to read magazines and books.

Age, Sex, and Types of Materials Read

The variable sex was introduced as a fourth variable in order that differences in types of materials read and frequency of reading them by both men and women might be examined. Table XLII presents these data with age held constant.

The most significant differences in these data were noted as follows: in the daily reading of newspapers by older women as compared with the daily reading of newspapers by younger women (84 per cent versus 69 per cent); in the daily reading of the Bible by older women as compared with all

TABLE XLIII
 TYPES OF MATERIALS READ AND FREQUENCY OF READING
 BY AGE AND SEX

TYPES OF MATERIALS READ AND FREQUENCY OF READING	AGE					
	25 to 64 years			65 years and over		
	Male	Female	Difference	Male	Female	Difference
Newspapers						
Daily	79%	69%	+ 10%	89%	84%	+ 5%
Weekly	18	24	- 6	8	12	- 4
Monthly	1	1	..	1	4	- 3
Quarterly	..	1	- 1	..	..	..
Never	2	5	- 3	2	..	+ 2
TOTAL	100%	100%	..	100%	100%	..
100%=	(89)	(95)		(90)	(163)	
Magazines						
Daily	18%	20%	- 2%	25%	21%	- 4%
Weekly	34	54	- 20 *	40	27	+ 13 *
Monthly	34	21	+ 13 *	22	35	- 13 *
Quarterly	4	2	+ 2	2	4	- 2
Never	10	3	+ 7	11	13	- 2
TOTAL	100%	100%	..	100%	100%	..
100%=	(89)	(95)		(90)	(163)	

*Significant at the .05 level.

TABLE XLII--Continued

TYPES OF MATERIALS READ AND FREQUENCY OF READING	AGE					
	25 to 64 years			65 years and over		
	Male	Female	Difference	Male	Female	Difference
Books						
Daily	19%	21%	- 2%	24%	25%	- 1%
Weekly	16	25	- 9	18	20	- 2
Monthly	20	31	- 11 *	13	15	- 2
Quarterly	20	11	+ 9	9	13	- 4
Annually	10	5	+ 5	7	3	+ 4
Never	15	7	+ 8	29	24	+ 5
TOTAL	100%	100%	..	100%	100%	..
100%=	(89)	(95)		(90)	(163)	
Bible						
Daily	16%	23%	- 7%	31%	50%	- 19%*
Weekly	29	33	- 4	30	26	+ 4
Monthly	10	7	+ 3	15	7	+ 8
Quarterly	14	11	+ 3	9	5	+ 4
Annually	9	4	+ 5	1	1	..
Never	22	22	..	14	11	+ 3
TOTAL	100%	100%	..	100%	100%	..
100%=	(89)	(95)		(90)	(163)	

other subgroups (differences of 19 to 34 per cent); in the difference between older women and younger women who never read books (24 per cent versus 7 per cent); and in the difference between older men and younger men who never read books (29 per cent versus 15 per cent). In examining the data in Table XLII, it is noted that the variable sex appears to be less strongly related to the reading interests and activity of adults than does the variable age.

Employment Status and Types of Materials Read

Types of materials read were examined next in relation to the employment status of the readers. To present the data, the percentages were distributed among full-time employees, retired persons, and unemployed persons who read for one hour or more per week. Those readers who indicated that they were employed part-time or that they kept house in their own homes were not included in this analysis. Table XLIII presents the relationship between types of materials read and employment status.

TABLE XLIII
TYPES OF MATERIALS READ AND EMPLOYMENT STATUS

TYPES OF MATERIALS READ	EMPLOYMENT STATUS		
	Full-time	Retired	Unemployed
Newspapers	95%	99%	90%
Magazines	94	85	80
Books	87	74	70
Bible	78	91	70
N=	(143)	(202)	(10)
No response	(1)		

The percentage distributions in Table XLIII indicate that retired persons surpassed both full-time employees and unemployed persons in reading newspapers and the Bible. Full-time employees surpassed the other two groups in reading magazines and books. These findings are consistent with the findings of the types of materials read and age; therefore, further analyses of types of materials read and employment status were not made in the current study.

Types of Materials Read, Frequency
of Reading, and Occupation

Gray and Munroe cited studies by Farnsworth and by Parsons to compare the types of materials read by different occupational groups (1, pp. 33-34). Parsons found that "...a large level of each group reads newspapers," and Farnsworth found that teachers, the only professional group represented

in his study, "...surpassed all other groups in the number of books and magazines read."

The occupational groupings in this study were not identical to those in either the Parson study or the Farnsworth study as they were presented in Gray and Munroe. In the current study, the occupations of the respondents were divided into three broad categories (administrative/professional, skilled labor, and unskilled labor) in order to facilitate the examination of relationships which might be observed with types of materials read, frequency of reading, types of occupation, and age as the variables.

Types of Materials Read, Frequency of Reading,
and Age with Occupation Held Constant

Table XLIV presents the relationship of types of materials read and frequency of reading to age when occupation is held constant.

The percentages in Table XLIV show that, as Parson found, a larger percentage of adults read newspapers than any other type of material, regardless of occupation. It is also noted that, regardless of occupation, there was little difference in the frequency of reading newspapers by older and younger adults. In each occupational subgroup, a significantly larger percentage of older adults than younger adults reported that they never read magazines or books. In the reading of the Bible, however, a significantly larger percentage of older adults than younger adults whose occupations had been either

TABLE XLIV

AGE, TYPES OF MATERIALS READ, AND FREQUENCY OF READING
WITH TYPE OF OCCUPATION HELD CONSTANT

TYPES OF MATERIALS READ AND FREQUENCY OF READING	TYPE OF OCCUPATION					
	Administrative/ Professional		Skilled labor		Unskilled labor	
	25 to 64 years	65 years and over	25 to 64 years	65 years and over	25 to 64 years	65 years and over
<u>Newspaper</u>						
Daily	79%	85%	65%	73%	55%	52%
Weekly	15	6	24	7	18	14
Monthly	..	..	1	1	3	7
Quarterly	..	..	..	..	3	..
Never	6	9	10	19	21	27
TOTAL	100%	100%	100%	100%	100%	100%
N=	(66)	(94)	(99)	(131)	(34)	(78)
<u>Magazines</u>						
Daily	26%	27%	15%	15%	9%	12%
Weekly	41	25	40	29	33	16
Monthly	26	28	27	25	26	19
Quarterly	3	1	2	2	6	5
Annually	..	..	..	2	..	1
Never	4	19	16	27	26	47
TOTAL	100%	100%	100%	100%	100%	100%
N=	(66)	(94)	(99)	(131)	(34)	(78)

TABLE XLIV--Continued

TYPES OF MATERIALS READ AND FREQUENCY OF READING	TYPE OF OCCUPATION					
	Administrative/ Professional		Skilled labor		Unskilled labor	
	25 to 64 years	65 years and over	25 to 64 years	65 years and over	25 to 64 years	65 years and over
<u>Books</u>						
Daily	20%	32%	23%	12%	12%	20%
Weekly	23	17	16	15	15	16
Monthly	27	12	19	15	29	9
Quarterly	12	7	18	12	12	10
Annually	9	4	5	5	6	1
Never	9	28	19	41	26	44
TOTAL	100%	100%	100%	100%	100%	100%
N=	(66)	(94)	(99)	(131)	(34)	(78)
<u>Bible</u>						
Daily	11%	37%	23%	32%	18%	42%
Weekly	29	32	28	22	29	19
Monthly	6	10	10	9	6	4
Quarterly	15	6	7	8	12	2
Annually	11	1	4	1	6	1
Never	28	14	28	28	29	32
TOTAL	100%	100%	100%	100%	100%	100%
N=	(66)	(94)	(99)	(131)	(34)	(78)

NOTE: No response was recorded from two of the subjects on type of occupation.

administrative/professional or unskilled labor reported that they read the Bible daily. There were no significant differences in the reading of the Bible by younger and older adults who had worked as skilled labor.

The percentages for types of materials read, frequency of reading, and type of occupation was also examined with age held constant. Table XLV presents these data.

The percentages in Table XLV indicate that among younger adults, a significantly larger portion of those who worked as unskilled labor did not read newspapers, magazines, nor books when they were compared with younger adults who worked in administrative or professional positions. There were only slight differences in the frequency of reading the Bible among younger adults in the various occupational subgroups. Among older adults, a significantly larger percentage of those who worked or had worked as unskilled labor--compared with those who had worked as administrators or professionals--reported that they did not read newspapers, magazines, books, or the Bible. Among older adults who had worked as skilled labor, differences were also noted when the percentages of this subgroup was compared with the subgroup of administrators and professionals: fewer older adults in the skilled labor subgroup read the newspaper daily and more of them reported that they never read magazines, books, or the Bible. Compared with older adults who had worked as unskilled labor, a larger percentage of the older adults who had been skilled

TABLE XLV

TYPES OF MATERIALS READ, FREQUENCY OF READING, AND OCCUPATION WITH AGE HELD CONSTANT

TYPES OF MATERIALS READ AND FREQUENCY OF READING	AGE					
	25 to 64 years			65 years and over		
	Administrative/Professional	Skilled labor	Unskilled labor	Administrative/Professional	Skilled labor	Unskilled labor
<u>Newspaper</u>						
Daily	79%	65%	55%	85%	73%	52%
Weekly	15	24	18	6	7	14
Monthly	..	1	3	..	1	7
Quarterly	..	..	3	..	..	..
Never	6	10	21	9	19	27
TOTAL	100%	100%	100%	100%	100%	100%
N=	(66)	(99)	(34)	(94)	(131)	(78)
<u>Magazines</u>						
Daily	26%	15%	9%	27%	15%	12%
Weekly	41	40	33	25	29	16
Monthly	26	27	26	28	25	19
Quarterly	3	2	6	1	2	5
Annually	..	..	..	..	2	1
Never	4	16	26	19	27	47
TOTAL	100%	100%	100%	100%	100%	100%
N=	(66)	(99)	(34)	(94)	(131)	(78)

NOTE: No response was recorded from two of the subjects on type of occupation.

TABLE XLV--Continued

TYPES OF MATERIALS READ AND FREQUENCY OF READING	AGE					
	25 to 64 years			65 years and over		
	Administrative/ Professional	Skilled labor	Unskilled labor	Administrative/ Professional	Skilled labor	Unskilled labor
<u>Books</u>						
Daily	20%	23%	12%	32%	12%	20%
Weekly	23	16	15	17	15	16
Monthly	27	19	29	12	15	9
Quarterly	12	18	12	7	12	10
Annually	9	5	6	4	5	1
Never	9	19	26	28	41	44
TOTAL	100%	100%	100%	100%	100%	100%
N=	(66)	(99)	(34)	(94)	(131)	(78)
<u>Bible</u>						
Daily	11%	23%	18%	37%	32%	42%
Weekly	29	28	29	32	22	19
Monthly	6	10	6	10	9	4
Quarterly	15	7	12	6	8	2
Annually	11	4	6	1	1	1
Never	28	28	29	14	28	32
TOTAL	100%	100%	100%	100%	100%	100%
N=	(66)	(99)	(34)	(94)	(131)	(78)

NOTE: No response was recorded from two of the subjects on type of occupation.

labor read the newspaper daily and read magazines at various times, but other differences between the skilled and unskilled labor subgroups were not significant. The data thus reflect that types of materials and frequency of reading were somewhat related to occupation.

Ethnicity and Types of Materials Read

The relationship between the variables ethnicity and types of materials read were also examined. This relationship is presented in Table XLVI.

TABLE XLVI
TYPES OF MATERIALS READ AND ETHNICITY

TYPES OF MATERIALS READ	ETHNICITY *		
	White	Black	Hispanic
Newspapers	98%	95%	83%
Magazines	57	48	50
Books	80	79	83
Bible	83	95	100
N=	(388)	(42)	(6)

*The one Asian respondent was not included in this data.

A comparison of the percentage distributions among the three races does not indicate any significant differences in ethnicity and types of materials read. Because of the small size of the samples for races other than the white race,

further analyses of ethnicity and types of materials read were not made.

Subject Variety in Reading

In order to describe subject variety in adult reading, McElroy reported that the investigators in the 1965 survey by the National Opinion Research Center questioned the respondents on which types of books they preferred reading (2, p. 154). Gray and Munroe reported on types and parts of newspapers and types and parts of magazines as well as types of books to describe the reading interests of adults (1, pp. 145-154).

Subject variety in adult reading was determined in the present survey by asking the subjects three questions: "Which parts of the newspaper do you usually read?" "What magazines do you read?" and, "What types of books do you usually read?"

Age and Parts of Newspaper Read

Among the readers, 427 indicated that they read newspapers, but five of them failed to respond to the question regarding parts of the newspaper read. The responses to parts of the newspaper read were grouped into four broad categories: news and information, sports and entertainment, business and financial, and special interest topics. The special interest topics included such items as horoscopes, advice columns, gardening, church news, recipes, and crossword puzzles. The

data on parts of the newspaper read subdivided by age are presented in Table XLVII.

TABLE XLVII
PARTS OF NEWSPAPER READ BY ALL
READERS AND BY AGE

PARTS OF NEWSPAPER READ	ALL READERS*	AGE*		
		25 to 64 years	65 years and over	Difference
News and informa- tion	94%	94%	94%	..
Sports and enter- tainment	39	45	36	+ 9%
Business and financial	23	23	24	- 1
Special interest topics	17	22	14	+ 8
N=	(423)	(178)	(245)	..
No response	(5)			

*Columns total more than 100 per cent because respondents often named more than one part of the newspaper which they usually read.

The data in Table XLVII indicate that more adults read news and information items in the newspaper than any of the other categories, and there was no difference in the percentage of older adults (94 per cent) and younger adults (94 per cent) who read for news and information. Although none of the differences were significant, slight differences did exist in the other categories of reading preferences between older and younger adults. A larger percentage of younger

adults preferred reading sports and entertainment articles (by 9 per cent) and articles of special interest (by 8 per cent).

Age, Sex, and Parts of Newspaper Read

Sex was added as a third variable in the relationship between age and parts of the newspaper read to examine the differences in the types of newspaper articles read by men and by women. Table XLVIII presents the percentages for age and parts of the newspaper read when sex is held constant.

The percentage distributions in Table XLVIII indicate that among the men, little difference was noted between the reading interests of younger and older men. More younger men read about sports and entertainment, but the difference between younger and older men (12 per cent) was not significant at the .05 confidence level. It was also observed that there were no significant differences in the portions of younger and older women who read news, sports, and business articles in the newspaper, but significantly more younger women (by 19 per cent) read articles of special interest.

TABLE XLVIII
PARTS OF NEWSPAPER READ AND AGE WITH SEX HELD CONSTANT

PARTS OF NEWSPAPER READ	SEX					
	Male			Female		
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference
News and information	90%	94%	- 4%	98%	94%	+ 4%
Sports and entertainment	55	43	+ 12	36	32	+ 4
Business and financial	28	29	- 1	19	21	- 2
Special interest topics	7	8	- 1	36	17	+ 19 *
N=	(86)	(87)		(92)	(158)	
No response			(5)			

*Significant at the .05 level.

The percentage distribution was then rearranged to reflect the differences between men and women in the parts of the newspaper read when age was held constant. Table XLIX presents these data.

None of the differences in parts of the newspaper read was significant among older adults, although more older men read sports and business articles and more older women read slightly more articles of special interests. Among the younger adults, significantly more younger men than younger women (by 19 per cent) read sports and entertainment articles whereas significantly more younger women than younger men (by 29 per cent) read articles of special interest. Thus it appeared from the percentage distributions that both of the variables age and sex had some relationship to parts of the newspaper read.

TABLE XLIX
PARTS OF NEWSPAPER READ AND SEX WITH AGE HELD CONSTANT

PARTS OF NEWSPAPER READ	AGE					
	25 to 64 years			65 years and over		
	Male	Female	Difference	Male	Female	Difference
News and information	90%	98%	- 8%	94%	94%	..
Sports and entertainment	55	36	+ 19 *	43	32	+ 11
Business and financial	28	19	+ 9	29	21	+ 8
Special interest topics	7	36	- 29 *	8	17	- 9
N=	(86)	(92)		(87)	(158)	
No response			(5)			

*Significant at the .05 level.

Types of Magazines Read

Magazines read by the respondents in the present survey were grouped by type in order that the subject variety in the reading of magazines by adults might be examined. Magazines were grouped by the following categories:

General interest--Reader's Digest, Life, Saturday Evening Post, Harpers, and other magazines of general interest.

Business and professional--All business, professional, and trade magazines, such as Forbes, Changing Times, and Today's Education.

Crafts and hobbies--Magazines related to readers' avocations, such as Workbasket, Organic Gardening, Popular Mechanics, and Camping Guide.

Health and family care--Examples of this group of magazines include Parents' Magazine, Prevention, Today's Health, and Psychology Today.

Ethnic--Magazines published primarily for Black Americans, such as Ebony and Jet.

Fine arts--Magazines related to a specific art, such as Music Journal, Art News, and Down Beat.

Popular women's magazines--Magazines that appeal primarily to the interests of women, such as McCall's, Good Housekeeping, Better Homes and Gardens, Cosmopolitan, and True Story.

Popular men's magazines--Playboy, Esquire, True West, and other magazines published primarily for men.

News magazines--Magazines published primarily to cover current events, such as Time, Newsweek, and National Review.

Regional magazines--Magazines that appeal to persons residing in a particular area, such as Texas Monthly and Yankee.

Sports magazines--Sports Illustrated, Field and Stream, The Dallas Cowboys, and all other magazines related to sports.

Science magazines--Popular Science, Omni, Texas Parks and Wildlife, and all other magazines related to science and nature.

History and geography--The National Geographic, The Smithsonian Journal of History, and all other magazines related to history and geography.

Religious magazines--All religious magazines, such as Catholic World and Christianity Today.

Retirement--All magazines published primarily for the older person, such as the AARP News Bulletin and Retirement.

Age and Types of Magazines Read

The relationship between age and types of magazines read was then examined. The percentage distribution for this relationship is presented in Table L.

TABLE L
TYPES OF MAGAZINES READ AND AGE

TYPES OF MAGAZINES READ	**AGE		
	25 to 64 years	65 years and over	Difference
General interest	27%	42%	- 15%*
Business and professional	15	13	+ 2
Crafts and hobbies	9	7	+ 2
Health and family care	10	9	+ 1
Ethnic	5	3	+ 2
Fine arts	2	2	..
Popular women's magazines	48	41	+ 7
Popular men's magazines	14	8	+ 6
News	32	23	+ 9
Regional	20	22	- 2
Sports	15	7	+ 8
Science	10	9	+ 1
History and geography	14	25	- 11 *
Religion	8	14	- 6
Retirement or aging	1	13	- 12 *
***N=	(168)	(204)	..

*Significant at the .05 level.

**Columns total more than 100 per cent because the respondents often named more than one magazine which they read.

***Although 394 respondents indicated on a previous question that they read magazines at least one time during a year, only 372 respondents named a magazine when they were asked, "What magazines do you read?"

The differences between younger and older adults showed that significantly more older adults preferred general interest magazines (by 15 per cent), magazines on retirement or aging (13 per cent versus 1 per cent), and history or geography magazines (by 11 per cent). More younger adults preferred news magazines (by 9 per cent), sports magazines

(by 8 per cent), and popular women's magazines (by 7 per cent), but none of these differences were significant at the .05 confidence level.

Age, Sex, and Types of Magazines Read

The variable sex was next added as a third factor in the relationship between types of magazines read and age. Table LI presents the differences between age and types of magazines read when sex is held constant.

The percentages in Table LI show that among male respondents, significantly more older men than younger men read general interest magazines (by 27 per cent), history and geography magazines (by 24 per cent), and retirement or aging magazines (by 13 per cent) whereas significantly more younger men read popular men's magazines (by 14 per cent) and sports magazines (by 13 per cent). None of the other differences between types of magazines read by younger and older men was significant at the .05 confidence level.

There were significant differences in only four types of magazines read by women respondents in the two subgroups. More older women than younger women read religious magazines (by 11 per cent) and retirement or aging magazines (by 11 per cent), but more younger women read popular women's magazines (by 16 per cent) and news magazines (by 15 per cent).

TABLE LI
 TYPES OF MAGAZINES READ AND AGE WITH SEX HELD CONSTANT

TYPES OF MAGAZINES READ	SEX						Difference
	Male			Female			
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference	
General interest	19%	46%	- 27%*	33%	40%	- 7%	
Business and professional	22	21	+ 1	10	9	+ 1	
Crafts and hobbies	12	9	+ 3	7	6	+ 1	
Health and family care	5	11	- 6	14	7	+ 7	
Ethnic	5	7	- 2	4	1	+ 3	
Fine Arts	1	3	- 2	2	2	..	
Popular women's magazines	16	6	+ 10	76	60	+ 16 *	
Popular men's magazines	21	7	+ 14 *	9	8	+ 1	
News	34	39	- 5	30	15	+ 15 *	
Regional	19	19	..	20	24	- 4	
Sports	27	14	+ 13 *	5	3	+ 2	
Science	18	19	- 1	1	4	- 3	
History and geography	12	36	- 24 *	15	19	- 4	
Religion	8	4	+ 4	8	19	- 11 *	
Retirement or aging	1	14	- 13 *	1	12	- 11 *	
N=	(77)	(70)		(91)	(134)		

*Significant at the .05 level.

The relationship between types of magazines read and sex with age held constant was then examined. Table LII presents these data.

Among younger adults, a larger percentage of women than men read general interest magazines (by 14 per cent) and popular women's magazines (by 60 per cent), but more younger men than younger women read sports magazines (by 22 per cent) and science magazines (by 17 per cent). These differences were significant at the .05 confidence level, but none of the other differences was significant.

A significantly larger percentage of older women than older men read popular women's magazines (by 54 per cent) and religious magazines (by 15 per cent) whereas a significantly larger percentage of older men read news magazines (by 24 per cent), science magazines (by 15 per cent), and historical or geographical magazines (by 17 per cent). Other differences among older adults in types of magazines read were not significant at the .05 confidence level. Thus it appears that types of magazines read are related to both age and sex.

TABLE LIII
 TYPES OF MAGAZINES READ AND SEX WITH AGE HELD CONSTANT

TYPES OF MAGAZINES READ	AGE					
	25 to 64 years			65 years and over		
	Male	Female	Difference	Male	Female	Difference
General interest	19%	33%	- 14%*	46%	40%	+ 6%
Business and professional	22	10	+ 12	21	9	+ 12
Crafts and hobbies	12	7	+ 5	9	6	+ 3
Health and family care	5	14	- 9	11	7	+ 4
Ethnic	5	4	+ 1	7	1	+ 6
Fine arts	1	2	- 1	3	2	+ 1
Popular women's magazines	16	76	- 60 *	6	60	- 54 *
Popular men's magazines	21	9	+ 12	7	8	- 1
News	34	30	+ 4	39	15	+ 24 *
Regional	19	20	- 1	19	24	- 5
Sports	27	5	+ 22 *	14	3	+ 11 *
Science	18	1	+ 17 *	19	4	+ 15 *
History and geography	12	15	- 3	36	19	+ 17 *
Religion	8	8	..	4	19	- 15 *
Retirement or aging	1	1	..	14	12	+ 2
N=	(77)	(91)		(70)	(134)	

*Significant at the .05 level.

Education and Types of Magazines Read

The relationship between types of magazines read and education was also of interest in this study. Table LIII presents the differences between types of magazines read and two educational levels.

TABLE LIII
TYPES OF MAGAZINES READ AND EDUCATION

TYPES OF MAGAZINES READ	EDUCATION		
	High school or less	College and above	Difference
General interest	32%	38%	- 6%
Business and professional	5	21	- 16 *
Crafts and hobbies	8	8	..
Health and family care	8	11	- 3
Ethnic	4	3	+ 1
Fine arts	1	3	- 2
Popular women's magazines	93	40	+ 53 *
Popular men's magazines	6	8	- 2
News	19	32	- 13 *
Regional	14	28	- 14 *
Sports	13	8	+ 5
Science	2	15	- 13 *
History and geography	12	26	- 14 *
Religion	10	13	- 3
Retirement or aging	4	11	- 7
N=	(165)	(204)	
No response	(3)		

*Significant at the .05 level.

The percentage distributions show that adults with a college or higher educational level read significantly more magazines that had been identified as business and professional, news, history, science, and regional than adults with

a lower educational level read. Adults with a high school or lower educational level read significantly more magazines in only one category: magazines that had been identified as popular women's magazines. The educational level of adults thus appears to be related to the types of magazines they choose to read.

Age was then added as a third variable in the relationship between types of magazines read and education. Table LIV presents the percentage distribution for types of magazines read and age with education held constant.

When education was held constant, no significant differences were noted in the types of magazines read by younger and older adults with a high school or lower level of education. Among adults with a college or higher level of education, a significantly larger percentage of older adults read general interest magazines, news magazines, historical and geographical magazines, and retirement or aging magazines.

TABLE LIV
 TYPES OF MAGAZINES READ AND AGE WITH EDUCATION HELD CONSTANT

TYPES OF MAGAZINES READ	EDUCATION						Difference
	High school or less		College and above		Difference		
	25 to 64 years	65 years and over	25 to 64 years	65 years and over			
General interest	24%	36%	- 12%	29%	48%	- 19%*	
Business and professional	6	5	+ 1	21	21	..	
Crafts and hobbies	10	7	+ 3	9	7	+ 2	
Health and family care	5	10	- 5	14	8	+ 6	
Ethnic	5	4	+ 1	4	3	+ 1	
Fine arts	..	2	..	3	4	- 1	
Popular women's magazines	57	42	+ 15	43	37	+ 6	
Popular men's magazines	11	3	+ 8	12	5	+ 7	
News	25	16	+ 9	35	30	+ 5	
Regional	16	13	+ 3	22	34	- 12 *	
Sports	17	10	+ 7	13	4	+ 9	
Science	3	2	+ 1	12	18	- 6	
History and geography	8	15	- 7	17	36	- 19 *	
Religion	3	14	- 11	10	15	- 5	
Retirement or aging	2	5	- 3	1	21	- 20 *	
N=	(63)	(102)	(3)	(105)	(99)		
No response							

*Significant at the .05 level.

The relationship between types of magazines read and education was then examined with age held constant. Table LV presents these data.

Among younger adults, there were no significant differences in the types of magazines read, except in the reading of business and professional magazines. A significantly larger percentage of younger adults with a college or higher educational level than younger adults with a lower educational level read business and professional magazines. However, among older adults, there were significant differences in six categories of magazines read. A significantly larger percentage of older adults with a college or higher educational level read business and professional magazines (by 16 per cent), news magazines (by 14 per cent), regional magazines (by 21 per cent), science magazines (by 16 per cent), historical and geographical magazines (by 21 per cent), and retirement or aging magazines (by 21 per cent). Thus it appears that education has only a slight relationship to types of magazines read by younger adults, but it is more related to types of magazines read by older adults.

TABLE LV

TYPES OF MAGAZINES READ AND EDUCATION WITH AGE HELD CONSTANT

TYPES OF MAGAZINES READ	AGE						Difference
	25 to 64 years		65 years and over		College and above	College and above	
	High school or less	College and above	High school or less	College and above			
General interest	24%	29%	-	5%	36%	48%	- 12%
Business and professional	6	21	-	15 *	5	21	- 16 *
Crafts and hobbies	10	9	+	1	7	7	..
Health and family care	5	14	-	9	10	8	+ 2
Ethnic	5	4	+	1	4	3	+ 1
Fine arts	..	3	-	3	2	4	- 2
Popular women's magazines	57	43	+	14	42	37	+ 5
Popular men's magazines	11	12	-	1	3	5	- 2
News	25	35	-	10	16	30	- 14 *
Regional	16	22	-	6	13	34	- 21 *
Sports	17	13	+	4	10	4	+ 6
Science	3	12	-	9	2	18	- 16 *
History and geography	8	17	-	9	15	36	- 21 *
Religion	3	10	-	7	14	15	- 1
Retirement or aging	2	1	+	1	5	21	- 21 *
N=	(63)	(105)			(102)	(99)	
No response				(3)			

*Significant at the .05 level.

Types of Books Read

In order to ascertain the subject preferences of adults in their reading of books, the adult readers were questioned about the books they read. The lead-in question on book preferences was, "What was the last book you read?" Three hundred fifty-seven of the respondents said they had read a book, but forty-nine of them could not remember the name of the book. Several respondents were reading more than one book at the time of the interview, but the first book named was the response used in this survey. Table LVI presents the percentage distribution of the types of books last read by the age of the readers.

TABLE LVI
TYPE OF BOOK LAST READ AND AGE

TYPES OF BOOKS LAST READ	AGE		
	25 to 64 years	65 years and over	Difference
Biography	12%	15%	- 3%
History and sociology	14	11	+ 3
Science or technology	6	5	+ 1
Fiction	36	32	+ 4
Religion or philosophy	13	19	- 6
Fine arts	..	1	- 1
General interest	4	5	- 1
Did not recall	15	13	+ 2
TOTAL	100%	100%	
100%=	(163)	(194)	

The data reveal that a majority of the books last read by older adults included fiction, religion, and biography and that a majority of the books last read by younger adults included fiction, history, and religion. There were no significant differences in the types of books last read by younger and older adults.

The readers then were asked, "When did you read it?" At this point in the interview, four of the older adults responded they did not read books, and those four were not questioned further on the reading of books. Table LVII presents the percentage distribution of time when the last book was read and age.

TABLE LVII
MOST RECENT READING OF A BOOK AND AGE

MOST RECENT READING OF A BOOK	AGE		
	25 to 64 years	65 years and over	Difference
Currently	38%	50%	- 12%*
Within past 3 weeks	12	11	+ 1
Last month	19	11	+ 8
2 to 6 months ago	17	14	+ 3
7 to 12 months ago	2	2	..
Last year	4	4	..
2 to 5 years ago	1	3	- 2
Over 5 years ago	1	1	..
Did not recall	6	4	+ 2
TOTAL	100%	100%	..
N=	(163)	(190)	

TABLE LVII--Continued

MOST RECENT READING OF A BOOK	AGE		
	25 to 64 years	65 years and over	Difference
Within the past year	88%	88%	..
More than a year ago	12	12	..
TOTAL	100%	100%	..
N=	(163)	(190)	

*Significant at the .05 level.

The percentages show that a significantly larger portion of older adults than younger adults (50 per cent versus 38 per cent) were reading one or more books at the time of the interview. Other differences in the most recent reading of a book and age were not significant, and when the reading of a book was examined on two time levels (within the past year and more than a year) in relation to age, there was no difference in the portions of younger and older adults who had read a book within the past year.

Age and Types of Books Read

The responses of adult book readers to the question, "What types of books do you usually read?" were recorded as given, but after the interviewing, the responses were grouped into seven categories for an examination of subject variety in books read by adults. Table LVIII presents the percentage distribution in subject variety of books read by adults and age of respondents.

TABLE LVIII
 TYPES OF BOOKS READ AND AGE

TYPES OF BOOKS READ	AGE		
	25 to 64 years	65 years and over	Difference
Biography	28%	42%	- 14%*
History or sociology	39	38	+ 1
Science or technology	28	25	+ 3
Fiction	66	58	+ 8
Religion or philosophy	37	60	- 23 *
Fine arts	12	23	- 11 *
General interest	31	30	+ 1
N=	(163)	(190)	

*Significant at the .05 level.

The data reflect that significantly more older adults than younger adults read religious books (by 23 per cent), biography (by 14 per cent), and fine arts books (by 11 per cent). It is also noted that these differences were not reflected previously (Table LVI) in type of book last read and age.

Age, Sex, and Types of Books Read

Sex was introduced next as a third variable in the relationship of types of books read and age. The data for this trivariate relation is presented in Table LIX.

When relationship between age and types of books was examined with the variable sex held constant, no significant differences were noted except in the category of religious

TABLE LIX
 TYPES OF BOOKS READ AND AGE WITH SEX HELD CONSTANT

TYPES OF BOOKS READ	SEX					
	Male			Female		
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference
Biography	21%	33%	- 12%	33%	45%	- 12%
History or geography	47	55	- 8	31	30	+ 1
Science or technology	34	37	- 3	22	19	+ 3
Fiction	49	50	- 1	72	62	+ 10
Religion or philosophy	30	55	- 25 *	44	64	- 20 *
Fine arts	9	22	- 13	17	23	- 6
General interest	26	38	- 12	36	25	+ 11
N=	(76)	(60)		(87)	(130)	

*Significant at the .05 level.

or philosophical books. A larger percentage of older men than younger men (by 25 per cent) read books of religion, and a larger percentage of older women than younger women (by 20 per cent) read books of religion or philosophy.

The data were then rearranged, and the relationship between sex and types of books read was examined with age held constant. Table LX presents these data.

The percentage distributions for the relationship between the variables types of books read and sex when age is held constant indicate a significant difference in only one category (fiction) between the types of books read by younger men and those read by younger women. Among older adults, there were significant differences in five of the categories of books. A significantly larger percentage of older women than older men preferred reading biography (by 12 per cent), fiction (by 12 per cent), and books of general interest (by 13 per cent). A significantly larger percentage of older men than older women preferred reading history (by 25 per cent) and science books (by 18 per cent). It appears from these differences that the variable sex is more closely associated than age with types of books read.

TABLE LX
 TYPES OF BOOKS READ AND SEX WITH AGE HELD CONSTANT

TYPES OF BOOKS READ	AGE					
	25 to 64 years			65 years and over		
	Male	Female	Difference	Male	Female	Difference
Biography	21%	33%	- 11%	33%	45%	- 12%*
History or sociology	47	31	+ 16	55	30	+ 25 *
Science or technology	34	22	+ 12	37	19	+ 18 *
Fiction	49	72	+ 23 *	50	62	- 12 *
Religion or philosophy	30	44	- 14	55	64	- 9
Fine arts	9	17	- 8	22	23	- 1
General interest	26	36	- 10	38	25	- 13 *
N=	(76)	(87)		(60)	(130)	

*Significant at the .05 level.

Education and Types of Books Read

The relationship between education and the ability of adults to read has been previously identified as a factor in adult reading interests. Types of books and education were examined in order to observe the relationship between education and the types of books read by adults in the Dallas-Fort Worth SMSA. Table LXI presents this relationship.

TABLE LXI

TYPES OF BOOKS READ AND EDUCATION

TYPES OF BOOKS READ	EDUCATION			
	8th grade or less	High school	College	Post graduate
Biography	21%	30%	39%	46%
History and sociology	21	30	43	47
Science and technology	15	23	30	30
Fiction	33	61	68	68
Religion and philosophy	73	51	45	32
Fine arts	12	16	17	30
General interests	18	28	33	38
N=	(33)	(114)	(166)	(37)
No response	(3)			

The data show that the higher the educational level attained by adults, the greater the percentage of adults with reading interests in all categories except religion.

Educational levels were then grouped into two levels so that differences in types of books read by adults with a college or higher educational level and by those with a high school or lower educational level could be observed. Table

LXII presents the relationship between types of books read and two levels of education.

TABLE LXII
TYPES OF BOOKS READ AND TWO
LEVELS OF EDUCATION

TYPES OF BOOKS READ	EDUCATION		
	High school or less	College and above	Difference
Biography	28%	40%	- 12%*
History or sociology	28	43	- 15
Science of technology	21	30	- 9
Fiction	55	70	- 15 *
Religion or philosophy	56	43	+ 13 *
Fine arts	15	19	- 4
General interest	26	34	- 8
N=	(146)	(203)	
No response	(3)		

*Significant at the .05 level

The data show that a larger percentage of adults with a college or higher educational level read fiction (by 15 per cent), history (by 15 per cent), and biography (by 12 per cent). Conversely, a larger percentage of adults with a high school or lower educational level read religious books (by 13 per cent).

The data were then reexamined for the relationship between types of books read and age with education held constant. Table LXIII presents these data.

TABLE LXIII
 TYPES OF BOOKS READ AND AGE WITH EDUCATION HELD CONSTANT

TYPES OF BOOKS READ	EDUCATION					
	High school or less			College and above		
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference
Biography	21%	29%	- 8%	28%	46%	- 18%
History or sociology	31	27	+ 4	47	49	- 2
Science or technology	16	21	- 5	32	28	+ 4
Fiction	57	43	+ 14	63	65	- 2
Religion or philosophy	36	73	- 37 *	39	51	- 12
Fine arts	8	15	- 7	15	27	- 12 *
General interest	28	30	- 2	34	37	- 3
N=	(61)	(86)		(102)	(101)	
No response			(3)			

*Significant at the .05 level.

Among adults with a high school or lower educational level, there was a significant difference between younger and older adults in only one category of books--a larger percentage of older adults read religious books (by 37 per cent). Among adults with a college or higher educational level, there were significant differences in two categories of books--a larger percentage of older adults read biography (by 18 per cent) and fine arts books (by 12 per cent).

The relationship between types of books read and education was also examined with age held constant. Table LXIV presents the percentage distribution for this relationship.

The data in Table LXIV indicate that older adults with a college or higher educational level read significantly more books than older adults with a lower educational level in four categories: biography (17 per cent difference), history (27 per cent difference), fiction (22 per cent difference), and fine arts (12 per cent difference). Older adults with a high school or lower educational level read significantly more books on religion than older adults with a higher educational level (22 per cent difference). Among younger adults, those with a college or higher educational level read more in every category of books than those with a high school or lower educational level. The difference was significant, however, in only two categories: history and science books (16 per cent difference in each). Thus it would seem that education is more related than age to the types of books read by older adults.

TABLE LXIV
 TYPES OF BOOKS READ AND EDUCATION WITH AGE HELD CONSTANT

TYPES OF BOOKS READ	AGE						Difference
	25 to 64 years			65 years and over			
	High school or less	College and above	Difference	High school or less	College and above	Difference	
Biography	21%	28%	- 7%	29%	46%	- 17%*	
History or sociology	31	47	- 16 *	27	49	- 22 *	
Science or technology	16	32	- 16 *	21	28	- 7	
Fiction	57	63	- 6	43	65	- 22 *	
Religion or philosophy	36	39	- 3	73	51	+ 22 *	
Fine arts	8	15	- 7	15	27	- 12 *	
General interest	28	34	- 6	30	37	- 7	
N=	(61)	(102)		(86)	(101)		
No response			(3)				

*Significant at the .05 level.

Ethnicity and Types of Books Read

Ethnicity was also examined in relation to types of books read in order to observe the relationship between the types of books read by white adults and by black adults. It was noted before the percentage distribution was compared that 73 per cent of the white respondents read books whereas almost half of the black respondents did not read books. Table LXV presents the relationship between types of books read and ethnicity.

TABLE LXV
TYPES OF BOOKS READ AND ETHNICITY
OF WHITE AND BLACK ADULTS

TYPES OF BOOKS READ	ETHNICITY		
	White	Black	Difference
Biography	37%	16%	+ 21%*
History or sociology	40	23	+ 17 *
Science or technology	26	19	+ 7
Fiction	64	45	+ 19 *
Religion or philosophy	48	65	- 17 *
Fine arts	18	16	+ 2
General interest	36	19	+ 17 *
N=	(315)	(31)	

*Significant at the .05 level.

The percentage distribution shows that ethnicity was related to type of books read. White adults read significantly more biography (by 21 per cent), fiction (by 19 per cent), history (by 17 per cent), and general interest books (by 17

per cent). Black adults, however, read more religious books than white adults (17 per cent difference).

Age, Ethnicity, and Types of Books Read

Age was next introduced as a third variable in the relationship between the ethnicity of white and black adults and types of books read. Table LXVI presents the relationship between types of books read and age when ethnicity is held constant.

Among white adults, the data in Table LXVI reflect that a significantly larger percentage of older adults than younger adults read religious books (20 per cent difference), biography (17 per cent difference), and fine arts books (11 per cent difference). Although the sample is small, it is also noted that significantly more older than younger black adults read religious books (52 per cent difference). A larger percentage of younger black adults read books of history and fiction than older black adults, but the differences were not significant in this sample.

TABLE LXVI

TYPES OF BOOKS READ AND AGE WITH ETHNICITY OF WHITE AND BLACK
ADULTS HELD CONSTANT

TYPES OF BOOKS READ	ETHNICITY					
	White			Black		
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference
Biography	27%	44%	- 17%*	21%	12%	+ 9%
History or geography	40	42	- 2	36	12	+ 24
Science or technology	28	25	+ 3	21	18	+ 3
Fiction	62	61	+ 1	57	35	+ 22
Religion	34	54	- 20 *	36	88	- 52 *
Fine arts	12	23	- 11 *	14	18	- 5
General interest	35	37	- 2	21	18	+ 3
N=	(144)	(171)		(14)	(17)	

*Significant at the .05 level.

Types of books read and the ethnicity of white and black adults were also examined with age held constant. Table XLVII presents these data.

The percentage distributions in Table LXVII show that among younger adults there were no significant differences in the types of books read by white and black adults. Among older adults, however, significantly more black adults read religious books whereas significantly more white adults read books of history and fiction. It thus appears that among older adults, types of books read is related to ethnicity, but among younger adults the relationship is not significant.

TABLE LXVII
 TYPES OF BOOKS READ AND ETHNICITY OF WHITE AND BLACK
 ADULTS WITH AGE HELD CONSTANT

TYPES OF BOOKS READ	AGE					
	25 to 64 years			65 years and over		
	White	Black	Difference	White	Black	Difference
Biography	27%	21%	+ 6%	44%	21%	+ 23%
History or geography	40	36	+ 4	42	12	+ 30 *
Science or technology	28	21	+ 7	25	18	+ 7
Fiction	62	57	+ 5	61	35	+ 26 *
Religion	34	36	- 2	54	88	- 34 *
Fine arts	12	14	- 2	23	18	+ 5
General interest	35	21	+ 14	37	18	+ 19
N=	(144)	(14)		(171)	(17)	

*Significant at the .05 confidence level.

Age and Type of Fiction Read

In the present survey, 62 per cent of the adults who read books reported reading fiction. Because of the variety in types of fiction, it was subgrouped into types of fiction to show adult preferences within the fiction category. The relationship between types of fiction read and age is presented in Table LXVIII.

TABLE LXVIII
TYPES OF FICTION READ AND AGE

TYPES OF FICTION READ	AGE**		
	25 to 64 years	65 years and over	Difference
Adventure	29%	23%	+ 6%
Fantasy	7	4	+ 3
Historical fiction	24	35	- 11 *
Humorous stories	9	7	+ 2
Love stories	17	21	- 4
Mysteries	22	23	- 1
Realistic, modern	11	4	+ 7
Science fiction	15	8	+ 7
Westerns	13	14	- 1
N=	(163)	(190)	

*Significant at the .05 level.

**Percentages are based on the total number of book readers rather than on the number of fiction readers as a separate group.

A significant difference in the types of fiction read by younger and older adults was noted only in the subgroup historical fiction. Eleven per cent more older adults than younger adults read historical fiction.

Age, Sex, and Types of Fiction Read

Sex was again introduced as a third variable so that the relationship between types of fiction read and age might be reexamined with the variable sex held constant. Table LXIX shows this relationship.

None of the differences in types of fiction read by younger and older men or by younger and older women were significant at the .05 confidence level. The percentage distributions were rearranged to show the relationship between the variables types of fiction read and sex when age is held constant. Table LXX presents these data.

The percentages in Table LXX reflect significant differences in the types of fiction read by younger men and younger women in two categories. A larger percentage of younger women read love stories (by 25 per cent) whereas a larger percentage of younger men read western stories (by 13 per cent). Among the older adults, significant differences were also noted in two categories. More older women than older men read love stories (by 23 per cent) and historical fiction (by 14 per cent). The variable sex thus appears to be more closely related than age to the types of fiction read by adults.

TABLE LXIX

TYPES OF FICTION READ AND AGE WITH SEX HELD CONSTANT

TYPE OF FICTION READ	SEX					
	Male			Female		
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference
Adventure	29%	17%	+ 12%	30%	25%	+ 5%
Fantasy	3	..	..	10	5	+ 5
Historical fiction	20	25	- 5	28	39	- 11
Humorous stories	4	5	- 1	13	8	+ 5
Love stories	4	5	- 1	29	28	+ 1
Mysteries	20	28	- 8	24	21	+ 3
Realistic, modern	8	2	+ 6	14	5	+ 9
Science fiction	15	10	+ 5	15	7	+ 8
Westerns	20	20	0	7	12	- 5
N=	(76)	(60)		(87)	(130)	

TABLE LXX

TYPES OF FICTION READ AND SEX WITH AGE HELD CONSTANT

TYPES OF FICTION READ	AGE**					
	25 to 64 years			65 years and over		
	Male	Female	Difference	Male	Female	Difference
Adventure	29%	30%	- 1%	17%	25%	- 8%
Fantasy	3	10	- 7	..	5	- 5
Historical fiction	20	28	- 8	25	39	- 14 *
Humorous stories	4	13	- 9	5	8	- 3
Love stories	4	29	- 25 *	5	28	- 23 *
Mysteries	20	24	- 4	28	21	+ 7
Realistic, modern	8	14	- 6	2	5	- 3
Science fiction	15	15	..	10	7	+ 3
Westerns	20	7	+ 13 *	20	12	+ 8
N=	(76)	(87)		(60)	(130)	

*Significant at the .05 level.

**Percentages are based on the total number of book readers rather than on the number of fiction readers as a separate group.

Age and General Interest Books Read

The general interest category was a miscellaneous grouping of types of books. Thirty per cent of the adult readers said that they read books subgrouped in this category. Because of its diversity, the percentage of readers is presented in more specific subgroups within the general interest category. Table LXXI shows the relationship between age and types of general interest books read.

TABLE LXXI
TYPES OF GENERAL INTEREST BOOKS
READ AND AGE

TYPES OF GENERAL INTEREST BOOKS READ	AGE**		
	25 to 64 years	65 years and over	Difference*
Family and child care	8%	1%	+ 7%
Food and nutrition	11	11	..
Hobbies and crafts	14	10	+ 4
Home decoration/repair	9	11	- 2
Retirement information	3	8	- 5
Self-improvement	12	7	+ 5
Sex	8	2	+ 6
Sports	12	8	+ 4
Travel	6	14	- 8
N=	(163)	(190)	

*None of the differences was significant at the .05 level.

**Percentages are based on the total number of book readers rather than on the number of general interest readers as a separate group.

The percentage distributions indicate that none of the differences between the two age groups was significant at

the .05 confidence level. No further examination was thus made of the relationship between age and types of general interest books read.

Summary

The types of materials read by adults and their frequency of reading them have been examined in this chapter. The findings indicate that types of materials read and the frequency of reading them were related to the following:

(1) the age of the adult--more older adults than younger adults read newspapers and the Bible, but more younger adults than older adults read magazines and books;

(2) the sex of the adult--more older women than older men read the Bible daily, and both older and younger women read magazines more often than men;

(3) employment status--more retired adults read newspapers and the Bible, but more full-time employees read magazines and books; and,

(4) type of occupation--more adults who worked or had worked as administrators or professionals reported reading all types of materials more often than adults in other types of occupation whereas more adults who worked or had worked as unskilled labor reported never reading newspapers, magazines, books, or the Bible.

In order to examine subject variety in reading, the parts of the newspaper read, the types of magazines read, and

the types of books read by adults were also examined. In this examination, parts of the newspaper read were found to be more related to sex than to age in that more men reported reading sports articles and more women reported reading articles of special interest, regardless of age.

Types of magazines read were examined in relation to age, sex, and education. A relationship between these variables was noted in the following categories:

(1) more older adults than younger adults read general interest magazines, retirement magazines, and historical or geographical magazines;

(2) among younger adults, more men read sports and science magazines, and more women read popular women's magazines and general interest magazines;

(3) among older adults, more men read news magazines, historical or geographical magazines, and science magazines whereas more women read popular women's magazines and religious magazines; and,

(4) more adults with a college or above educational level read business and professional magazines, historical or geographical magazines, regional magazines, news magazines, and science magazines whereas more adults with a high school or lower education level read popular women's magazines.

Types of books read by adults were also found to have some relation to age, sex, education, and ethnicity. Types

of books read by adults and age were related only in the percentage of older adults who read religious books. Among older adults, however, more older women than older men read general interest books, fiction, and biography whereas more older men than older women read history and science books. The only noticeable difference in the types of books read by younger adults was that more younger women than younger men read fiction. The relation between types of books read and education was found to be that more adults with a college and above educational level read books of history, fiction, and biography whereas more adults with a high school or under educational level read books of religion. The relationship between types of books read and ethnicity showed that more white adults read biography, fiction, history, and general interest books, but that more black adults read religious books. Types of fiction read and types of general interest books read were found to be only slightly related to either age or sex.

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CHAPTER VI

THE RELATIONSHIP BETWEEN LIFE SATISFACTION AND READING INTERESTS AND ACTIVITY

The second general hypothesis of this study states that life satisfaction or a feeling of well-being of older adults is related to the amount of time spent in reading and to variety in reading interests. Data bearing on this hypothesis were collected by administering the Life Satisfaction Index Z to a random sample of adults twenty-five years of age and older in the Dallas-Fort Worth SMSA. This index, which was developed by Bernice L. Neugarten and Robert J. Havighurst, consists of eighteen statements to which all respondents were asked if they agreed, disagreed, or were undecided. A copy of the Life Satisfaction Index Z as it was administered during the telephone interviews can be found in Appendix A, Part C.

The scoring procedure for the Life Satisfaction Index Z (LSIZ) in the present study was identical to the scoring used by Louis Harris and Associates in their 1975 national survey conducted for the National Council on the Aging (2, p. 159): two points were given for each agreement with a positive statement or for each disagreement with a negative statement; one point was given for each response indicating

the subject was undecided, and zero point was given for each disagreement with a positive statement or for each agreement with a negative statement. The possible minimum and maximum score ranged from zero to thirty-six, but the actual scoring of the respondents from the Dallas-Fort SMSA ranged from five to thirty-six. Table LXXII compares the measures of central tendency in the current survey with those presented in the national survey by Harris.

TABLE LXXII
COMPARISON OF MEASURES OF CENTRAL TENDENCY
FOR LIFE SATISFACTION INDEX Z

LSIZ SCORE	NATIONAL SURVEY (HARRIS)*			DALLAS-FORT WORTH SMSA		
	Total Public	Public		Total Public	Public	
		25 to 64 years	65 years and over		25 to 64 years	65 years and over
0-18	14%	12%	24%	13%	9%	15%
19-24	19	19	21	24	24	25
25-30	32	33	34	35	35	34
31-36	35	36	21	28	32	26
TOTAL	100%	100%	100%	100%	100%	100%
100%=	(4,254)	(1,457)	(2,797)	(504)	(200)	(304)
Mean	26.4	26.7	24.4	26.2	26.9	25.7
Median	28.0	28.3	26.0	27.2	28.6	26.8
Mode	..	..	..	32.0	32.0	30.0

*Data were rearranged from the Harris presentation (2, p. 159).

In the LSIZ as designed originally by Neugarten and Havighurst, a score of eighteen or less was considered negative and a score of nineteen or above was considered positive. However, the average score in the Dallas-Forth Worth SMSA survey was 26.2 and the mode was thirty; in the national survey conducted by Louis Harris and Associates the average score was 26.4. For the purposes of the present study, therefore, a score of zero to eighteen was considered a negative score, a score of nineteen to twenty-four was considered a marginal score, and a score of twenty-five or higher was considered a positive score.

The variance in central tendencies of the two surveys are similar, differing only .2 point between the means and .8 point in the median scores; no modal response was given in the national survey. In both surveys, persons sixty-five years of age and older were slightly less positive than younger adults, but all central tendencies suggested a general positive attitude toward life. In the Harris survey, 12 per cent more older adults (when compared with younger adults) scored negatively with eighteen or less points, but in the current survey only 6 per cent more older adults than younger adults scored eighteen points or less.

Table LXXIII presents the percentage distributions by age for the responses to the eighteen statements of the Life Satisfaction Index Z.

TABLE LXXIII

LIFE SATISFACTION INDEX Z AND RESPONSES BY AGE

LIFE SATISFACTION INDEX Z	A. RESPONSES TO POSITIVE STATEMENTS					
	Agreed			Undecided		
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference
I. <u>Positive statements:</u>						
1. As I grow older things seem better than I thought they would be.	65%	56%	+ 9%	13%	22%	- 9%
2. I have gotten more of the breaks in life than most of the people I know.	63	66	- 3	15	11	+ 5
4. I am just as happy as when I was younger	71	65	+ 6	8	9	- 1
6. These are the best years of my life.	63	41	+ 22*	14	14	..

*Significant at the .05 confidence level.

NOTE: Percentages are not given for negative responses. Negative responses may be obtained by adding the agreed or disagreed response and the undecided response for each statement and subtracting the sum from 100 per cent.

TABLE LXXIII--Continued

LIFE SATISFACTION INDEX Z	A. RESPONSES TO POSITIVE STATEMENTS					
	Agreed			Undecided		
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference
8. I expect some interesting and pleasant things to happen to me in the future.	89%	68%	+ 21%*	8%	20%	- 12%*
9. The things I do are as interesting to me as they ever were.	85	81	+ 4	6	7	- 1
11. As I look back on my life, I am fairly well satisfied.	83	84	- 1	4	5	- 1
12. I would not change my past life even if I could.	50	60	- 10 *	10	12	- 2
13. Compared to other people my age, I make a good appearance.	91	91	..	7	8	- 1
14. I have made plans for things I'll be doing a month or a year from now.	73	63	+ 10 *	2	5	- 3
17. I've gotten pretty much what I expected out of life.	74	83	- 9	8	7	+ 1

TABLE LXXIII--Continued

LIFE SATISFACTION INDEX Z	B. RESPONSES TO NEGATIVE RESPONSES					
	Disagreed			Undecided		
	25 to 64 years	65 years and over	Difference	25 to 64 years	65 years and over	Difference
II. <u>Negative statements:</u>						
3. This is the dreariest time of my life	84%	74%	+ 10%*	4%	4%	..
5. My life could be happier than it is now.	29	45	- 16 *	7	12	- 5%
7. Most of the things I do are boring or monotonous.	89	81	+ 8	3	7	- 4
10. I feel old and somewhat tired.	78	60	+ 18 *	3	8	- 5
15. When I think back over my life, I didn't get most of the important things I wanted.	67	55	+ 12 *	7	7	..
16. Compared to other people, I get down in the dumps too often.	85	82	+ 3	4	6	- 2
18. In spite of what people say, the lot of the average man is getting worse, not better.	48	38	+ 10 *	17	20	- 3
N=	(200)	(304)				

Older adults and younger adults gave similar responses on half of the LSIZ statements. A difference of less than 10 percentage points was noted between the responses of the two age groups who agreed to the following positive statements:

(1) "As I grow older things seem better than I thought they would be" (9 per cent more younger adults agreed);

(2) "I have gotten more of the breaks in life than most of the people I know" (3 per cent more older adults agreed);

(4) "I am just as happy as when I was younger" (6 per cent more younger adults agreed);

(9) "The things I do are as interesting to me as they ever were" (4 per cent more younger adults agreed);

(11) "As I look back on my life, I am fairly well satisfied" (1 per cent more older adults agreed);

(13) "Compared to other people my age, I make a good appearance" (91 per cent of both age groups agreed); and,

(17) "I've gotten pretty much what I expected out of life" (9 per cent more older adults agreed).

There were also less than 10 percentage points difference between the responses of older adults and younger adults who disagreed with two of the negative statements:

(7) "Most of the things I do are boring or monotonous" (8 per cent more younger adults disagreed); and,

(16) "Compared to other people, I get down in the dumps too often" (3 per cent more younger adults disagreed).

There were differences of 10 percentage points or more between the responses of the two subgroups on the remaining nine statements. The four positive statements which showed a significant difference in the responses were:

(6) "These are the best years of my life" (22 per cent more younger adults agreed, and the percentage of older adults who did agree were less than a majority);

(8) "I expect some interesting and pleasant things to happen to me in the future" (21 per cent more younger adults agreed);

(12) "I would not change my past life even if I could" (10 per cent more older adults agreed); and,

(14) "I have made plans for things I'll be doing a month or a year from now" (10 per cent more younger adults agreed).

The last five statements on which there were 10 per cent or more differences were negative statements. These included:

(3) "This is the dreariest time of my life" (10 per cent more younger adults disagreed, which was a positive response);

(5) "My life could be happier than it is now" (16 per cent more older adults disagreed, but those who disagreed in both age groups were less than a majority);

(10) "I feel old and somewhat tired" (18 per cent more younger adults disagreed);

(15) "When I think back over my life, I didn't get most of the important things I wanted" (12 per cent more younger adults disagreed); and,

(18) "In spite of what people say, the lot of the average man is getting worse, not better" (10 per cent more younger adults disagreed, but the percentage of disagreements by both age groups was less than a majority).

Among the undecided responses, there was a significant difference between the two age groups to only one statement. Twenty per cent of the older adults versus 8 per cent of the younger adults said they were not sure when responding to the statement, "I expect some interesting and pleasant things to happen to me in the future."

The overall pattern of responses of the present survey and of the national survey by Louis Harris and Associates are in broad agreement as indicated by measures of central tendencies. An analysis of the response patterns to individual statements in the LSIZ showed differences of 10 percentage points or more to two of the eighteen LSIZ statements by younger adults in the national survey and in the present survey and to three of the LSIZ statements by older adults in these two surveys.

In the national survey, 51 per cent of the younger adults disagreed (a positive response) with the statement "My life could be happier than it is now" versus 29 per cent in the present survey (a difference of 22 per cent); and on the statement "In spite of what people say, the lot of the average man is getting worse, not better" 63 per cent of the younger adults in the national survey disagreed versus 48 per cent in the present survey (15 per cent difference).

Among older adults in the national survey, 68 per cent disagreed (a positive response) with the statement, "When I think back over my life, I didn't get most of the important things I wanted," but only 55 per cent of the older adults in the present survey disagreed (13 per cent difference). In response to the positive statement, "I expect some interesting and pleasant things to happen to me in the future," 57 per cent of the older adults in the national survey agreed (a positive response), but 68 per cent in the present survey agreed (11 per cent difference). Only 53 per cent of the older adults in the national survey agreed with the positive statement "I have made plans for things I'll be doing a month or a year from now" whereas 63 per cent of the older adults in the present survey agreed (10 per cent difference).

Despite these differences in individual response patterns, the measures of central tendencies in the national survey and in the present survey differed by only .2 to 1.3 points for the LSIZ scores. It was also noted that differences in the mean scores between younger adults and older adults were only 2.3 points in the national survey and 1.2 points in the present survey. Age would thus appear not to have a significant relationship to life satisfaction.

The relationship between life satisfaction and age in the present survey was also examined by the percentage distribution, as shown in Table LXXIV.

TABLE LXXIV
THE RELATIONSHIP BETWEEN LIFE
SATISFACTION AND AGE

LSIZ SCORES	AGE		
	25 to 64 years	65 years and over	Difference
Negative (5 - 18)	9%	15%	- 6%
Marginal (19 - 24)	24	25	- 1
Positive (25 - 36)	67	60	+ 7
TOTAL N=	100% (200)	100% (304)	

None of the differences between the LSIZ scores of younger adults and older adults was significant at the .05 confidence level; therefore, subsequent analyses of the relationship of life satisfaction to other variables is limited in this chapter to older adults (i.e., age is not used hereafter as a variable, but only to define the group analyzed).

Life Satisfaction and Reading Variables

Bivariate relationships between LSIZ scores and reading variables were examined in order to assess the possible relation between reading and life satisfaction of older adults in the present survey. Two reading variables--time spent in reading and variety in reading interests--were found to be

significantly related to life satisfaction. The reading variables which were found not to have a significant relation to life satisfaction were reasons for reading, types of materials read, parts of the newspaper read, types of magazines read, and types of books read. These latter findings are reviewed first in the following tables.

Table LXXV summarizes the relationship between LSIZ scores and the reasons 304 older adults gave for reading.

TABLE LXXV
LIFE SATISFACTION AND REASONS FOR READING

LSIZ SCORES	REASONS FOR READING			
	Enjoy- ment	News or infor- mation	Business and Pro- fessional	Religious or spir- itual
Negative (5 - 18)	13%	15%	2%	15%
Marginal (19 - 24)	22	19	24	23
Positive (25 - 36)	65	66	74	62
TOTAL	100%	100%	100%	100%
*N=	(132)	(135)	(46)	(47)
No response		(1)		

*The total number of responses exceeds the sample of 304 because the respondents were permitted to give more than one response.

The data in Table LXXV indicate that a larger portion of adults who read for business and professional reasons made a positive score than any other subgroup, but none of the percentage differences between the subgroups was significant at the .05 confidence level.

The relationship between life satisfaction and types of materials read by older adults is presented in Table LXXVI.

TABLE LXXVI
LIFE SATISFACTION AND TYPES
OF MATERIALS READ

LSIZ SCORES	TYPES OF MATERIAL READ			
	Newspapers	Magazines	Books	Bible
Negative (5 - 18)	11%	9%	10%	11%
Marginal (19 - 24)	24	22	24	24
Positive (25 - 36)	65	69	66	65
TOTAL	100%	100%	100%	100%
*N=	(249)	(206)	(171)	(224)

*Number of responses totals more than the sample size of 304 because respondents were permitted to give more than one response.

An examination of the percentage distribution shows no appreciable differences in the sense of life satisfaction among older adults by types of materials read. The percentage of newspaper readers making a positive score was equal

to those who read the Bible, and only slightly less than the percentage of those who read magazines and books.

Although the types of materials read appeared to have little or no effect on the overall sense of satisfaction expressed by older adults, life satisfaction was next examined in relation to topics of interest in reading as evidenced in the parts of the newspaper read, types of magazines read, and types of books read. Table LXXVII presents the differences between LSIZ scores and parts of the newspaper read.

TABLE LXXVII
LIFE SATISFACTION AND PARTS
OF NEWSPAPER READ

LSIZ SCORES	PARTS OF NEWSPAPER READ			
	News	Sports/ entertain- ment	Business/ financial	Special interest
Negative (5 - 18)	10%	10%	11%	9%
Marginal (19 - 24)	25	24	24	24
Positive (25 - 36)	65	66	65	67
TOTAL	100%	100%	100%	100%
*N=	(232)	(83)	(63)	(119)

*Total number of responses exceeds the sample size of 304 because respondents were permitted to give more than one response.

More older adults read the news sections of the newspaper than any other section. There were, however, no more than 2 percentage points difference in the portion of readers making a positive score in each subgroup, and this difference was not significant at the .05 confidence level.

The types of magazines read by older adults were considered to be an indicator of their reading preferences. Table LXXVIII presents the relationship between the LSIZ scores of older adults and the types of magazines they preferred reading.

The percentages in Table LXXVIII indicate that the smallest portion of readers making a negative score was among those who read religious or philosophical magazines; however, the difference between readers with negative scores in the subgroups varied by no more than 8 percentage points, and this difference was not significant at the .05 confidence level.

TABLE LXXVIII
LIFE SATISFACTION AND TYPES OF MAGAZINES READ

LSIZ SCORES	TYPES OF MAGAZINES READ					
	General interest	Business/ professional	Popular	Popular non-story	Religious	Literary
Negative (5 - 18)	11%	8%	11%	7%	3%	7%
Marginal (19 - 24)	18	19	22	22	31	26
Positive (25 - 36)	71	73	67	71	66	67
TOTAL	100%	100%	100%	100%	100%	100%
*N=	(82)	(51)	(83)	(133)	(32)	(15)

*The total number of responses exceeds the sample size of 304 because some respondents named more than one type of magazine read.

Life satisfaction was next examined in relation to types of reading as evidenced in the types of books read by the respondents. Table LXXIX presents the relationship between life satisfaction and types of books read by older adults.

According to the data in Table LXXIX, the lowest percentage of readers with negative scores was in the subgroups of readers of general interest books. The highest percentage of readers with positive scores was in the subgroup of readers of science and technology books, followed by readers of general interest books (3 percentage points difference). None of the differences between any two categories was significant at the .05 confidence level, but the low percentage of negative scores and the relative high percentage of positive scores made by readers of general interest books suggest that life satisfaction might be related to variety in reading interests.

TABLE LXXIX
LIFE SATISFACTION AND TYPES OF BOOKS READ

LSIZ SCORE	TYPES OF BOOKS READ						
	Biography	History	Science/ technology	Fiction	Religion/ philosophy	Fine arts	General interest
Negative (5 - 18)	12%	5%	4%	11%	11%	4%	3%
Marginal (19 - 24)	19	24	15	22	24	26	19
Positive (25 - 36)	69	71	81	67	65	70	77
TOTAL	100%	100%	100%	100%	100%	100%	100%
*N=	(77)	(75)	(47)	(110)	(226)	(43)	(62)

*The total number of responses exceeds the sample size of 304 because some respondents named more than one type of magazines read.

Life Satisfaction and Reading Variables
That Were Significantly Related

As previously noted, two reading variables--time spent in reading and variety in reading interests--were found to be related to life satisfaction. Table LXXX presents the percentage distribution for LSIZ scores and the amount of time spent in reading by older adults.

TABLE LXXX

LIFE SATISFACTION AND TIME SPENT
IN READING (HOURS PER WEEK)

LSIZ SCORE	TIME SPENT IN READING				
	Less than 1 hour	1 to 3 hours	4 to 7 hours	8 to 14 hours	15 hours and over
Negative (5 - 18)	30%	20%	9%	14%	8%
Marginal (19 - 24)	31	26	28	23	21
Positive (25 - 36)	39	54	63	63	71
TOTAL	100%	100%	100%	100%	100%
N=	(51)	(39)	(57)	(64)	(93)

The percentages in Table LXXX indicate that a larger percentage of negative scores was made by persons who spent less than one hour per week in reading than by any other subgroup. The difference between the percentage of negative scores among older adults who spent less than one hour per

week in reading and among those who spent one to three hours per week in reading was not significant at the .05 confidence level. A significant difference was noted, however, between the negative scores of persons who spent less than one hour per week in reading and of those in the other three subgroups who spent four or more hours per week in reading. The relationship between life satisfaction and reading time was examined further on two levels, grouping the LSIZ scores by negative/marginal scores and by positive scores and grouping reading time by three hours or less per week and by four hours or more per week. Table LXXXI presents the relationship between life satisfaction and reading time on two levels.

TABLE LXXXI

LIFE SATISFACTION AND READING
TIME (ON TWO LEVELS)

LSIZ SCORE	TIME SPENT IN READING (HOURS PER WEEK)		
	3 hours or less	4 hours or more	Difference
Negative/ marginal (5 - 24)	54%	34%	+ 20%*
Positive (25 - 36)	46	66	- 20 *
TOTAL	100%	100%	
N=	(90)	(214)	

*Significant at the .05 confidence level.

The 20 per cent difference between older adults who spend four or more hours per week in reading and those who spend less than three hours per week in reading indicates that reading time does have a significant effect on life satisfaction.

Variety in reading interests also showed a significant relationship to life satisfaction. Reading variety was measured by the number of different subjects a respondent indicated an interest in reading when he or she named the parts of the newspaper read, the types of magazines read, and the types of books read. The Bible was included in this tabulation as a religious subject. Table LXXXII presents the percentage distribution for the LSIZ scores and the number of subjects or topics the respondents indicated an interest in reading.

TABLE LXXXII
LIFE SATISFACTION AND VARIETY
IN READING INTERESTS

LSIZ SCORE	VARIETY IN READING INTERESTS			
	Not a reader	1 to 3 subjects	4 to 7 subjects	8 or more subjects
Negative (5 - 18)	30%	20%	13%	1%
Marginal (19 - 24)	31	29	29	10
Positive (25 - 36)	39	51	58	89
TOTAL N=	100% (51)	100% (41)	100% (149)	100% (63)

The data show that a significantly larger percentage of persons who had a reading interest in eight or more subjects made high positive scores than any other subgroup (31 to 50 per cent differences), and a significantly smaller percentage of these readers made a negative score (only 1 per cent). The differences between the scores of persons who expressed no interest in reading and those who expressed an interest in reading one to three subjects were not significant, but the differences between the scores of nonreaders and of those who expressed a reading interest in four or more subjects were significant at the .05 confidence level.

The effects of the variety in reading by older adults on their sense of satisfaction with life were also examined on two levels. In the two-level table, negative and marginal LSIZ scores were grouped on one level and positive scores were grouped on the second level. The two levels of variety in reading interests grouped the responses of persons who indicated a reading interest in three subjects or less on one level and the responses of persons who indicated a reading interest in four subjects or more on the second level. These data are presented in Table LXXXIII.

TABLE LXXXIII
LIFE SATISFACTION AND VARIETY IN READING
INTERESTS (TWO LEVELS)

LSIZ SCORE	VARIETY IN READING INTERESTS		
	3 subjects or less	4 subjects or more	Difference
Negative/ marginal (5 - 24)	55%	33%	+ 22%*
Positive (25 - 36)	45	67	- 22 *
TOTAL	100%	100%	
N=	(92)	(212)	

*Significant at the .05 confidence level.

A significantly higher portion of older adults who expressed reading interests in four or more subjects made positive LSIZ scores than the older adults who expressed reading interests in three subjects or less (67 per cent versus 45 per cent). These differences would appear to suggest that a variety of reading interests aids in one's feelings of well-being or sense of satisfaction in later life.

Life Satisfaction and Demographic Variables

In addition to age, other demographic characteristics were examined to identify their possible effects on life satisfaction. Table LXXXIV presents the relationship between life satisfaction and the variable sex.

TABLE LXXXIV
LIFE SATISFACTION AND SEX

LSIZ SCORE	SEX		
	Male	Female	Difference*
Negative (5 - 18)	15%	14%	- 1%
Marginal (19 - 24)	28	23	+ 5
Positive (25 - 36)	57	63	- 6
TOTAL	100%	100%	..
N=	(121)	(183)	

*None of the differences was significant at the .05 confidence level.

A slightly higher percentage of women than men made positive LSIZ scores (6 per cent difference), but the difference was not significant. In general, it would appear that the variable sex has little relation to life satisfaction.

The possible relationship of marital status to life satisfaction was examined. The percentage distributions of the responses in the present survey are presented in Table LXXXV.

TABLE LXXXV
LIFE SATISFACTION AND MARITAL STATUS

LSIZ SCORE	MARITAL STATUS		
	Married	Not married/ separated	Difference
Negative (5 - 18)	12%	17%	- 5%
Marginal (19 - 24)	28	23	+ 5
Positive (25 - 36)	60	60	
TOTAL	100%	100%	..
N=	(150)	(154)	

The percentage of positive scores was identical for both married adults and for single adults (60 per cent). A slightly larger percentage of adults who were not married or separated made a negative score (5 per cent), but this difference was not significant at the .05 confidence level. Marital status would thus not appear to be related to the feelings of well-being or life satisfaction of older adults.

In their 1975 national survey, Louis Harris and Associates reported that employment status appeared to be related to the overall life satisfaction of adults (2, pp. 155-156). The relationship between life satisfaction and employment status of older adults was also examined in the present study. In the Dallas-Fort Worth SMSA, only 7 per cent of the 304

older adults reported that they were employed on a full-time basis and 93 per cent indicated that they were retired or otherwise not fully employed. The relationship between employment status and life satisfaction as found in the current survey is presented in Table LXXXVI.

TABLE LXXXVI
LIFE SATISFACTION AND EMPLOYMENT STATUS

LSIZ SCORE	EMPLOYMENT STATUS		
	Employed (full-time)	Retired	Difference
Negative (5 - 18)	10%	15%	- 5%
Marginal (19 - 24)	14	26	- 12
Positive (25 - 36)	76	59	+ 17
TOTAL	100%	100%	..
N=	(21)	(283)	

Although older adults who were working full-time tended to be more satisfied with life (by 17 percentage points) than the older adults who were retired, the difference was not significant at the .05 confidence level, and in the current study employment status is not considered as having a significant relation to the sense of satisfaction with life among older adults.

The relationship between life satisfaction and ethnicity was also examined. These data are presented in Table LXXXVII.

TABLE LXXXVII
LIFE SATISFACTION AND ETHNICITY

LSIZ SCORE	ETHNICITY		
	White race	Non-white races	Difference
Negative (5 - 18)	14%	19%	- 5%
Marginal (19 - 24)	24	32	- 8
Positive (25 - 36)	62	49	+ 13
TOTAL	100%	100%	..
N=	(263)	(41)	

Sixty-two per cent of the Anglo-American or white race scored twenty-five points or higher (a positive score) on the Life Satisfaction Index as compared to 49 per cent of the non-white races. The difference (13 percentage points) was not significant at the .05 confidence level, and ethnicity thus did not appear to be related to life satisfaction among older adults in the present study.

Life Satisfaction and Demographic Variables
That Showed a Significant Relationship

Three demographic variables in the present survey appeared to be related to older adults' feelings of well-being: education, type of occupation, and annual family income. Table LXXXVIII shows the relationship between life satisfaction and education.

TABLE LXXXVIII
LIFE SATISFACTION AND EDUCATION

LSIZ SCORE	EDUCATION		
	Secondary or under	College and above	Difference
Negative (5 - 18)	19%	8%	+ 11%*
Marginal (19 - 24)	31	17	+ 14 *
Positive (25 - 36)	50	75	- 25 *
TOTAL	100%	100%	..
N=	(183)	(117)	
No response	(4)		

*Significant at the .05 confidence level.

The LSIZ scores of persons who had studied on the college level and above were significantly higher (more positive) than the scores of persons with a high school education or under (25 percentage points difference).

In the present study, the question concerning occupation was asked to determine the type of work the respondent was doing at the time of the interview or had done if the person was not working. Table LXXXIX presents the percentage distribution between life satisfaction and type of work or occupation.

TABLE LXXXIX
LIFE SATISFACTION AND TYPE OF OCCUPATION

LSIZ SCORE	TYPE OF OCCUPATION		
	Administrative/ professional	Skilled labor	Unskilled labor
Negative (5 - 18)	13%	8%	26%
Marginal (19 - 24)	21	25	32
Positive (25 - 36)	66	67	42
TOTAL	100%	100%	100%
N=	(94)	(131)	(78)
No response	(1)		

The data show that differences between administrative/professional occupations and skilled labor were not significant at the .05 confidence level, but differences between unskilled labor and both administrative/professional and skilled labor were significant at the .05 level. There was

a difference of 24 percentage points between the positive scores of the unskilled labor subgroup and the administrative/professional subgroup, and a difference of 25 percentage points was evidenced between the unskilled labor and the skilled labor subgroups.

The relationship between life satisfaction and annual family income was examined next. Table XC gives the percentage distributions of the LSIZ scores and annual family income.

TABLE XC
LIFE SATISFACTION AND ANNUAL FAMILY INCOME

LSIZ SCORE	ANNUAL FAMILY INCOME (1979)		
	Below \$14,000	Above \$14,000	Difference
Negative (5 - 18)	18%	9%	- 9%*
Marginal (19 - 24)	29	18	+ 11 *
Positive (25 - 36)	53	73	- 20 *
TOTAL	100%	100%	..
N=	(199)	(93)	
No response	(12)		

*Significant at the .05 confidence level.

The data indicate that income is related to life satisfaction among older adults. A significantly higher percentage

of positive LSIZ scores (twenty-five points or higher) was made by the subgroup whose annual family income was above \$14,000. The higher percentage of negative and marginal scores made by persons with annual family incomes under \$14,000 was also significant at the .05 confidence level.

Life Satisfaction, Reading Time, and Significant Demographic Characteristics

As previously noted, the amount of time spent in reading (hours per week) was found to be significantly related to life satisfaction of older adults. Accordingly, trivariate analyses were next made of the relationship between life satisfaction and reading time with each of the significant demographic characteristics (education, type of work, and income) held constant. These analyses were made to determine if the relation between reading time and life satisfaction would still be evidenced when each of the demographic variables was introduced as a control. Table XCI presents the relationship between life satisfaction and reading time when education is held constant.

According to the percentages in Table XCI, older adults who spent four hours and more per week in reading did have a slightly higher percentage of positive scores in both reading subgroups, but in each subgroup the differences was not significant at the .05 confidence level.

TABLE XCI
 LIFE SATISFACTION AND READING TIME (HOURS PER WEEK)
 WITH EDUCATION HELD CONSTANT

LSIZ SCORE	EDUCATION					
	High school and under			College and above		
	Read 3 hours or less	Read 4 hour or more	Difference	Read 3 hours or less	Read 4 hours or more	Difference
Negative (5 - 18)	26%	13%	+ 13%	15%	7%	+ 8%
Marginal (19 - 24)	32	31	+ 1	15	17	- 2
Positive (25 - 36)	42	56	- 14	70	76	- 6
TOTAL	100%	100%	..	100%	100%	..
N=	(76)	(107)	(4)	(13)	(104)	
No response						

The relationship between life satisfaction and amount of time spent in reading was next examined with type of work held constant. As was noted in Table LXXXIX, there were slight differences in the percentage of negative, marginal, and positive LSIZ scores of the administrative/professional subgroup and of the skilled labor subgroup. Type of work was thus subgrouped for the following comparisons by administrative/professional and skilled labor in one subgroup and by unskilled labor in the second subgroup. Table XCII presents the percentage distribution for life satisfaction and reading time with type of work held constant.

When type of occupation was held constant, the amount of time spent in reading was again found to have little relation to life satisfaction. The difference in the percentage of positive scores between those who spent four hours or more per week in reading and those who spent three hours or less per week in reading among the unskilled labor subgroup was greater than the difference shown among the skilled subgroup (19 per cent versus 12 per cent), but none of the differences was significant at the .05 confidence level.

TABLE XCII
 LIFE SATISFACTION AND READING TIME (HOURS PER WEEK)
 WITH TYPE OF OCCUPATION HELD CONSTANT

LSIZ SCORE	TYPE OF OCCUPATION					
	Professional/skilled labor			Unskilled labor		
	Read 3 hours or less	Read 4 hours or more	Difference	Read 3 hours or less	Read 4 hours or more	Difference
Negative (5 - 18)	21%	8%	+ 13%	32%	20%	+ 12%
Marginal (19 - 24)	22	23	- 1	36	29	+ 7
Positive (25 - 36)	57	69	- 12	32	51	- 19
TOTAL	100%	100%	..	100%	100%	..
N=	(49)	(176)		(37)	(41)	
No response			(1)			

Life satisfaction and reading time were next examined with annual family income held constant. Table XCIII shows the percentage distribution for this trivariate relationship.

Among older adults with annual incomes above \$14,000, only 13 per cent of the total subgroup spent three hours or less per week in reading. When the LSIZ scores of those spending three hours or less per week were compared with those spending four hours or more per week in reading, amount of time spent in reading appeared to have little relation to the life satisfaction of older adults with higher incomes. Among adults with annual family incomes below \$14,000, there were significant differences in their LSIZ scores. Twenty-three per cent more adults who spent four hours or more per week in reading made positive scores than did the adults who spent three hours or less per week in reading. The reverse was true among respondents who made negative LSIZ scores; a larger portion of the respondents (by 19 per cent) who spent three or less hours per week in reading made negative scores. Both of these differences among the lower income adults were significant at the .05 confidence level. It would appear, accordingly, that among adults with lower incomes the amount of time spent in reading is significantly related to their sense of satisfaction in later life.

TABLE XCIII
 LIFE SATISFACTION AND READING TIME (HOURS PER WEEK)
 WITH ANNUAL FAMILY INCOME HELD CONSTANT

LSIZ SCORE	ANNUAL FAMILY INCOME (1979)						Difference
	Below \$14,000			Above \$14,000			
	Read 3 hours or less	Read 4 hours or more	Difference	Read 3 hours or less	Read 4 hours or more	Difference	
Negative (5 - 18)	30%	11%	+ 19%*	8%	8%	..	
Marginal (19 - 24)	31	27	+ 4	8	20	- 12%	
Positive (25 - 36)	39	62	- 23 *	84	72	+ 12	
TOTAL	100%	100%	..	100%	100%	..	
N=	(74)	(125)	(12)	(12)	(81)		
No response			(12)				

Variety in reading interests was the second variable associated with reading activity that appeared to have a significant relation to one's feelings of well-being in the bivariate analyses. Life satisfaction and variety in reading interests were also examined in a trivariate relationship with the significant demographic characteristics held constant. Table XCIV presents the percentage distribution of life satisfaction and variety of reading interests when education is held constant.

None of the differences in the percentages presented in Table XCIV were significant at the .05 confidence level, but it was noted that a larger percentage of adults made positive scores (regardless of their educational level) if their reading interests included four or more subjects. It was also found that adults in both educational subgroups made more negative scores if their reading interests were limited to three subjects or less.

TABLE XCIV
LIFE SATISFACTION AND VARIETY IN READING INTERESTS (NUMBER OF DIFFERENT SUBJECTS) WITH EDUCATION HELD CONSTANT

LSIZ SCORE	EDUCATION						Difference
	High school and under		College and above		Difference	Difference	
	3 subjects or less	4 subjects or more	3 subjects or less	4 subjects or more			
Negative (5 - 18)	25%	14%	17%	6%	+ 11%	+ 11%	
Marginal (19 - 24)	33	30	17	17	+ 3	..	
Positive (25 - 36)	42	56	66	77	- 14	- 11	
TOTAL	100%	100%	100%	100%	..	..
N=	(79)	(104)	(12)	(105)	(4)		
No response							

Life satisfaction and variety in reading interests were examined next with the variable type of occupation held constant. This trivariate relationship is presented in Table XCV.

The percentages in Table XCV indicate that among unskilled workers variety in reading interests had little effect on life satisfaction. Among the professional and skilled labor subgroups, however, variety in reading interests did have a significant relation to life satisfaction. Professionals and skilled workers who had a reading interest in four or more subjects scored higher on the Life Satisfaction Index Z (by 21 per cent) than did the professionals and skilled workers who had a reading interest in three subjects or less. Unskilled workers with a reading interest in four or more subjects were slightly more positive than unskilled workers with a reading interest in three or less subjects, but the 11 per cent difference was not significant at the .05 confidence level.

TABLE XCV
 LIFE SATISFACTION AND VARIETY IN READING INTERESTS (NUMBER OF DIFFERENT SUBJECTS) WITH TYPE OF OCCUPATION HELD CONSTANT

LSIZ SCORE	TYPE OF OCCUPATION						Difference
	Professional/skilled labor			Unskilled labor			
	3 subjects or less	4 subjects or more	Difference	3 subjects or less	4 subjects or more	Difference	
Negative (5 - 18)	20%	7%	+ 13%*	32%	22%	+ 10%	
Marginal (19 - 24)	29	21	+ 8	33	32	+ 1	
Positive (25 - 36)	51	72	- 21 *	35	46	- 11	
TOTAL	100%	100%	..	100%	100%	..	
N=	(55)	(170)		(37)	(41)		
No response			(1)				

*Significant at the .05 confidence level.

The relationship between life satisfaction and variety in reading interests was also examined with annual family income held constant. Table XCVI presents the data for this relationship.

The data in Table XCVI indicate that variety in reading interests had a significant relation to life satisfaction among adults with annual incomes below \$14,000. Older adults in the lower income subgroup who had reading interests in four or more subjects had a larger percentage of positive scores (by 21 per cent) than those in the same income subgroup who had reading interests in only three subjects or less. Among older adults with annual family incomes above \$14,000, variety in reading interests did not make a significant difference in the percentage of positive LSIZ scores made by those who had a reading interest in four or more subjects and those who had a reading interest in three or less subjects. However, it may be noted that less than 9 per cent of the total higher income subgroup had reading interests limited to three subjects or less.

TABLE XCVI

LIFE SATISFACTION AND VARIETY IN READING INTERESTS (NUMBER OF DIFFERENT SUBJECTS) WITH ANNUAL FAMILY INCOME HELD CONSTANT

LSIZ SCORE	ANNUAL FAMILY INCOME (1979)						Difference
	Below \$14,000			Above \$14,000			
	3 subjects or less	4 subjects or more	Difference	3 subjects or less	4 subjects or more	Difference	
Negative (5 - 18)	31%	11%	+ 20%*	13%	8%	+ 5%	
Marginal (19 - 24)	29	28	+ 1	25	18	+ 7	
Positive (25 - 36)	40	61	- 21 *	62	74	- 12	
TOTAL	100%	100%	..	100%	100%	..	
N=	(78)	(121)		(8)	(85)		
No response			(12)				

*Significant at the .05 confidence level.

Summary

An examination of the relationship between life satisfaction scores and selected reading variables, as reflected by the data presented in Tables LXXV through LXXIX, found little or no relation between the life satisfaction of older adults and reasons for reading, types of materials read, parts of the newspaper read, types of magazines read, or types of books read. However, the amount of time spent in reading and the variety in reading interests were found to be significantly related to life satisfaction, as reflected in the data presented in Tables LXXX through LXXXIII.

The examination of the relationship between life satisfaction and selected demographic characteristics, as reflected in the data presented in Table LXXIV and in Tables LXXXIV through LXXXVII, found little or no relation between life satisfaction and age, sex, marital status, employment status, or ethnicity. However, life satisfaction was found to be related significantly to education, type of occupation, and annual family income, as reflected in the data presented in Tables LXXXVIII through XC.

The relationship between life satisfaction and amount of time spent in reading was then examined in trivariate analyses with the significant demographic characteristics held constant. When education was introduced as a control variable (Table XCI), it was found that amount of time spent in reading had little or no relation to life satisfaction,

and the differences in reading times were not significant at the .05 confidence level. When type of occupation was held constant (Table XCII), it was also found that reading time had little or no relation to life satisfaction. However, a significant relationship between amount of time spent in reading and life satisfaction was noted when annual family income was held constant, but only among persons with annual incomes below \$14,000. No significant difference was found between reading time and LSIZ scores among persons with annual incomes above \$14,000, although it was noted that less than 13 per cent of the total respondents in this subgroup limited their reading time to three hours per week or less.

When the relationship between life satisfaction and variety in reading interests was examined with the significant demographic variables held constant, the data reflected a somewhat altered relation between variety in reading interests and life satisfaction. When education was held constant, variety in reading interest no longer appeared to be related to life satisfaction. A significant relationship between life satisfaction and variety in reading interests was noted among professionals and skilled labor when type of occupation was held constant, but there were no significant relations between variety in reading interests among unskilled workers. When annual income was held constant, variety in reading interests again appeared to have a significant relation to life satisfaction, but only among adults with incomes

below \$14,000. There were no significant differences in the variety in reading interests among adults with annual incomes above \$14,000, but it was also noted that less than 9 per cent of the adults with higher incomes limited their reading interests to three or less subjects.

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CHAPTER VII

AVAILABILITY OF LIBRARY RESOURCES AND READING ACTIVITY OF OLDER ADULTS

The third general hypothesis of this study states that the reading interests and activity of older adults are related to the availability of library materials and services.

Library materials and services for older adults have become an increasing concern of public librarians since the 1940s when the Cleveland Public Library first established the Live Long and Like It Club for their library patrons who were senior citizens (5). In 1975, the Reference and Adult Services Division of the American Library Association published its "Guidelines for Library Services to an Aging Population" (4). These guidelines recommended library involvement in three areas: collecting information within the library for both elderly persons and for agencies serving the elderly; serving as an information dissemination center for activities and services available to the elderly; and initiating new services, such as locating and serving the elderly who are homebound and recruiting older citizens to assist in planning and implementing new library services and programs for the elderly.

Libraries in the Dallas-Fort Worth SMSA have not been remiss in developing services for older adults. In the early 1970s, Dallas Public Library developed an extensive "Directory of Services for Senior Citizens" (3, p. 383). The Fort Worth Public Library was included in the 1976 listing of Library Programs Worth Knowing About (2, pp. 60-61), and the Grand Prairie Public Library was included in the 1977 listing of Library Programs Worth Knowing About (1, pp. 63-64) for programs initiated by the libraries for older adults. Arlington Public Library has a full-time staff member assigned to work with their patrons who are senior citizens, and volunteers who are 65 years of age and older also work in the Arlington Public Library.

No previous survey had been conducted in the Dallas-Fort Worth SMSA to determine the extent of library resources and services available specifically for older adults. Such a survey was undertaken for the present study, and a questionnaire was developed and mailed to all public libraries (thirty-seven) in Dallas County, Denton County, and Tarrant County (Appendix H). Seventy-three per cent of the public libraries responded to the questionnaire, and this was considered a sufficient response to give a reliable profile of library materials and services available for older adults in this area.

The questionnaire used in the survey was based in large part on the previously cited "Guidelines for Library Services

to an Aging Population" (4) and on the analytic categories reflected in the National Survey of Library Services to the Aging, which was conducted in 1971 under the sponsorship of the Cleveland Public Library (6). The latter national survey examined library resources and services for older adults across the country with respect to the following categories or considerations:

- (1) priority of services to older adults in relation to services for other patrons;
- (2) staff assigned to work specifically with older adults;
- (3) library funds allotted for services and materials of specific interest to older adults;
- (4) library cooperation with other agencies in programs serving older adults;
- (5) extension services for improved access to library services and materials for older adults, i.e., bookmobiles, books-by-mail, personal delivery to the homebound;
- (6) group programs for older adults sponsored both in the library and outside the library;
- (7) dissemination of information on library services for older adults;
- (8) the availability of special materials needed by older adults in the use of library materials, such as magnifying lens, talking books, or books in braille; and,
- (9) provision for instruction by the library in the use of special materials.

Questions regarding each of these services were included on the questionnaire mailed to the public libraries in the Dallas-Fort Worth SMSA. Responses to the questions were tabulated as indicators of the level of availability of library resources specifically for older adults in this area. Table XCVII summarizes these responses.

TABLE XCVII

LIBRARY RESPONSES TO QUESTIONNAIRE ITEMS ON
SERVICES AND MATERIALS FOR OLDER ADULTS

QUESTIONNAIRE ITEM ON LIBRARY SERVICES AND MATERIALS FOR OLDER ADULTS	NUMBER OF LIBRARIES PROVIDING THE MATERIALS/SERVICES
(1) The population of library service areas ranged from 6,000 to 900,000	27
(2) The percentage of persons aged 65 or older residing in the library service areas ranged from 1.7 to 41.7 per cent.	27
(3) Priority given by library for services to older adults in relation to services for other patrons:	
1st priority	1
2nd priority	4
3rd priority	9
4th priority	2
Last priority	8
Equal priority to all groups	3
(4) Libraries budgeting specifically for materials and services for older adults	8
(4b) Library funds budgeted for materials and services for older adults ranged from 1 to 11 per cent.	8

TABLE XCVII--Continued

QUESTIONNAIRE ITEM ON LIBRARY SERVICES AND MATERIALS FOR OLDER ADULTS	NUMBER OF LIBRARIES PROVIDING THE MATERIALS/SERVICES
(5) Library staff assigned to work specifically with older adults:	
full-time	3
part-time	8

(6a) Libraries with persons aged 65 or older working in library programs.	9

(6b) Libraries employing persons aged 65 or older.	2
Libraries with volunteers aged 65 or older.*	7

(7) Libraries conducting surveys to assess needs and reading interests of older adults:	
continuous assessment	1
past surveys	8
current survey	1
none**	17

(8) Method of information dissemination on library services and materials available for older adults:	
newspaper	22
television	2
radio	5
U.S. mail	9
staff speaks to groups	18
displays and handouts	8
city newsletter	4
visits to nursing homes and Senior Citizen Centers	5
Texas State Library mass publicity	2

*Dallas Public Library reported that 300 of their volunteers were 65 years of age or older.

**One library reported that they relied on national surveys to determine needs and interests of older adults in their service area.

TABLE XCVII--Continued

QUESTIONNAIRE ITEM ON LIBRARY SERVICES AND MATERIALS FOR OLDER ADULTS	NUMBER OF LIBRARIES PROVIDING THE MATERIALS/SERVICES
(9-10) Libraries purchasing books primarily for the interests and needs of older adults.	25

(11a) Libraries providing special materials for reading that might be needed primarily by older adults:	
talking books	6
large print books	26
books in braille	8
magnifying lens	5
cassettes/records	6
paperback books	2
ethnic materials and books in Spanish	2

(12) Extension services for older adults provided by libraries:	
bookmobile	5
books-by-mail	18
delivery to nursing homes and senior citizen centers	15
delivery to homebound adults	1
programs and films furnished to nursing homes and Senior Citizen Centers	7

(13) Services and materials for older adults as individual participants:	
loan of av software	17
loan of art objects	13
adult education classes	15
remedial reading classes	6
copying facilities	21
meeting rooms	14
movies, lectures	17
book talks	13
literary clubs/discussion groups	11
telephone reference service	18
genealogy reference file	18

TABLE XCVII--Continued

QUESTIONNAIRE ITEM ON LIBRARY SERVICES AND MATERIALS FOR OLDER ADULTS	NUMBER OF LIBRARIES PROVIDING THE MATERIALS/SERVICES
(14a) Libraries cooperating with other community agencies that offer services for older adults.	19
Agencies indicated by libraries:	
AARP/NRTA	6
RSVP	2
SPAN	1
Nursing homes/ nutrition centers	9
Senior Citizen Centers	9
Civic organizations	4
County-city offices for aging	2
Colleges and museums	2
Texas State Library and NETLS	14
IRS-VITA	4
Defensive driving	1

(14b) Type of relationship indicated between libraries and agencies:	
information/reference service	4
programming, book talks, shows	9
provided meeting rooms	4
conducted media workshops	1
conducted library tours	1
assisted with program publicity	3
provided transportation	1
provided names of homebound and of blind and physically handicapped	6
Agency gave aid to library	1

The materials and services offered specifically for older adults as listed in Table XCVII ranged from one service (providing large print books) to eleven different types of materials and services per library. Five libraries offered four or less types of materials and services, and eleven libraries offered nine or more types of materials and services.

An inspection of the data summarized in Table XCV reveals that all types of library materials and services were available through one or more libraries in the three counties representing the Dallas-Fort Worth SMSA. Although eight libraries assigned last priority to materials and services for older adults, eight other libraries assigned first, second, or equal priority to materials and services for persons aged sixty-five or older. Eight libraries budgeted specifically for materials and services for older adults, and eleven libraries assigned staff members to work with older adults. In addition, twenty-five libraries indicated that books were purchased specifically for the reading interests and needs of older adults, and twenty-six libraries purchased some type of special materials and reading aids for older adults with physical handicaps. Eleven libraries provided individual instruction in the use of special materials and reading aids.

Extension services for older adults were offered by twenty-five of the public libraries. Delivery of materials to nursing homes and to homebound adults, provision of

programs and films to community centers with programs for older adults, and books-by-mail were the services offered most frequently by libraries. Eighteen public libraries sponsored special programs for older adults, such as adult education, lectures, discussion groups, and literary clubs; and nineteen public libraries offered programs in cooperation with other agencies that serve the aging.

From the questionnaire responses of the libraries, it would thus appear that, in general, a wide variety of materials and services were provided for older adults throughout the area. From the interview responses of older adults who were surveyed, it was also found to what extent older adults tended to make use of libraries and to depend on libraries as a source of reading materials.

All adults who identified themselves as readers during the telephone interviews were asked about the sources of the magazines and books that they read. The principal interest of the present study was to assess the number of younger and older adults who used libraries as their chief source of reading materials. The response from the interviewees, however, indicated that a variety of sources were used by both younger and older adults to obtain reading materials, as summarized in Table XCVIII.

TABLE XCVIII

SOURCES OF MAGAZINES AND BOOKS IN RELATION TO AGE

*SOURCES OF MATERIALS READ	AGE OF RESPONDENTS	
	25 to 64 years	65 years and over
<u>Sources of magazines***</u>		
Subscription	70%	83%
Buy at newsstand/store	41	18
Gifts or borrowed	12	17
Read at library	3	2
**Other	6	11
N=	(152)	(200)
<hr style="border-top: 1px dashed black;"/>		
<u>Sources of books***</u>		
Purchase in stores	66%	49%
Library	32	39
Borrow from family/friends	21	24
Book clubs	11	14
Receive as gifts	4	21
N=	(161)	(180)

*Sources were not indicated by all respondents.

**This category included responses such as, "I read them in the beauty parlor," or "I read them when I go to the doctor's office."

***Columns add to more than 100 per cent because respondents often indicated more than one source.

The percentages indicate that both younger and older adults purchased a large portion of the magazines and books that they read. At the same time, however, 34 per cent of the respondents borrowed books from the library, with slightly more older adults (39 per cent) than younger adults (32 per cent) indicating that they relied on the library for

books to read. Forty per cent of the readers responded "Yes" when they were asked, "In the past year, did you use a library or its services?" Table XCIX presents the frequency of library use during the past year by these younger and older adult users.

TABLE XCIX
FREQUENCY OF LIBRARY USE AND AGE
AMONG ADULT USERS

FREQUENCY OF LIBRARY USE DURING PAST YEAR	AGE	
	25 to 64 years	65 years and over
8 times or more	72%	65%
4 to 7 times	19	18
1 to 3 times	9	17
TOTAL	100%	100%
N=	(89)	(84)

The largest percentage of adults who used library resources were thus identified as frequent users. More younger adults than older adults also indicated that they had used library materials and services for some purpose during the past year, but more older adults than younger adults reported that they had borrowed books from the library.

Table C presents the types of libraries used during the past year as reported by younger and older adults.

TABLE C
 TYPES OF LIBRARIES USED AND AGE OF USERS

TYPES OF LIBRARIES USED	AGE	
	25 to 64 years	65 years and over
Public library	88%	85%
Academic library	20	8
Business library	9	8
Other special libraries	9	8
Retirement center libraries	..	8
*N=	(89)	(84)

*Columns total more than 100% because respondents would name more than one type of library they had visited.

As expected, public libraries were named by a larger percentage of both younger adults (88 per cent) and older adults (85 per cent). Academic libraries were reported as the second most frequently used library by younger adults (20 per cent). Little or no difference was reported with regard to the use of other types of libraries (except for retirement center libraries which were used only by older adults).

Respondents who were identified as readers and who had not been to a library during the past year were asked their reasons for not using one. Table CI presents the reasons for not using libraries in relation to the age of the respondents.

TABLE CI
REASONS FOR NOT VISITING LIBRARY AND AGE

REASONS FOR NOT VISITING LIBRARY	AGE	
	25 to 64 years	65 years and over
No interest	35%	30%
No time, too busy	34	15
Poor vision or too sick	1	16
Read own books	23	16
No transportation	2	17
Not convenient to go	14	12
Do not know where library is	2	4
N=	(95)	(169)

The largest percentage of readers in both age groups indicated that they had no interest in going to the library. Younger adults also indicated that they were too busy to go or that they preferred reading their own books. Older adults indicated that in addition to lack of interest they had no transportation, they had poor vision or poor health, or they preferred reading their own books.

Adults reporting that they spent less than one hour per week in reading were asked if they had ever used library services or materials for any reasons. Sixteen of the sixty-seven respondents indicated that they had used a library at least once. The six younger adults in this group responded that they had been to a library to do school assignments, to

borrow books, to find information, to use genealogy records, or to attend a meeting at the library.

As previously noted, all the public libraries responding to the survey indicated that special materials and/or services in addition to book loans were made available for the public's use. During the telephone interviews, adults who reported that they had been to a library one or more times during the previous year were asked specifically about their awareness of the special materials and services. Those who were aware of such materials and services were asked if they had used them. Table CII presents the percentage distribution of library materials and services (other than books) and the library patron's awareness and use of the resources, subgrouped by the age of the patrons.

TABLE CII

PERCENTAGE DISTRIBUTION OF LIBRARY MATERIALS AND SERVICES (OTHER THAN BOOKS) AND READER AWARENESS AND USE OF THEM BY AGE

LIBRARY RESOURCES AND SERVICES	AGE			
	25 to 64 years		65 years and over	
	Aware of Resource/Service	Used Resource/Service	Aware of Resource/Service	Used Resource/Service
<u>Loan of:</u>				
Films, records, and tapes	97%	48%	92%	17%
Large print books	80	5	87	12
Framed pictures, art objects	65	14	70	9
Talking books	67	7	68	2
Books/magazines in braille	80	1	86	..
<u>Provided by libraries:</u>				
Adult education classes	71	16	64	6
Remedial reading classes	51	..	45	..
Bookmobile	92	11	78	5
Books-by-mail	38	21	43	6
Copying facilities	93	49	84	38
Rooms for meetings	78	17	68	23
Movies, lectures, recitals	78	25	62	13
Telephone reference service	47	38	62	40
Genealogy reference file	56	14	66	34
N=	(89)		(84)	

Among both the younger and older adults, significant differences are to be noted between the percentage of those who were aware of the various library services available to them and the percentage of those who had used the services. A somewhat greater difference between awareness and use of services is also evidenced by older adults, except for telephone reference service, genealogy reference, and use of meeting rooms.

During the interviews, respondents were asked about their possible interest in each special resource or service of the library of which they had not previously been aware or which they had not used. Table CIII presents the percentages among older and younger adults of such interest in the various special resources and services. Perhaps surprisingly, more younger adults than older adults in this group expressed an interest in using special services and resources available through libraries, even in the areas of talking books and books-by-mail which were originated primarily as a service for older adults.

Availability of Library Resources in the Three-County Area

A simple point score ranking of the availability of library resources and services in Dallas County, Denton County, and Tarrant County was assigned based on the number of different libraries offering each kind of resource or service, as follows:

TABLE CIII

LIBRARY MATERIALS AND SERVICES BY INTEREST
OF USERS WITH AGE HELD CONSTANT

LIBRARY RESOURCES AND SERVICES	AGE		
	25 to 64 years		65 years and over
	High interest	Some interest	High interest
<u>Loan of:</u>			
Films, records, and tapes	16%	44%	5%
Large print books	7	14	6
Framed pictures, art objects	6	24	4
Talking books	6	19	7
Books/magazines in braille	2	3	3
			28%
			13
			17
			4
			3
<u>Provided by libraries:</u>			
Adult education classes	15	26	3
Remedial reading classes	8	11	1
Bookmobile service	8	23	6
Books-by-mail	19	26	8
Copying facilities	19	26	6
Rooms for meetings	12	21	2
Movies, lectures, recitals	18	36	6
Telephone reference service	22	26	5
Genealogy reference file	15	29	7
	(89)		(84)
N=			

(1) low availability: a service offered by one to nine area libraries;

(2) medium availability: a service offered by ten to eighteen area libraries; and,

(3) high availability: a service offered by nineteen to twenty-seven area libraries.

The assessment of the different levels of availability in this manner is similar to the approach utilized in the 1971 National Survey of Library Services to the Aging, which relied on the simple reporting of the relative frequencies with which different kinds of resources and services were provided by the libraries surveyed (6). Table CIV shows the different levels of availability of the kinds of resources and services and the relative extent of their use by younger and older adults as determined in the present study.

TABLE CIV

AVAILABILITY OF LIBRARY MATERIALS AND SERVICES
AND PERCENTAGE OF LIBRARY USE BY YOUNGER
AND OLDER ADULTS

LIBRARY SERVICES AND MATERIALS	PERCENTAGE OF LIBRARY USE*	
	Older adults	Younger adults
<u>High availability**</u>		
Loan of books	24%	36%
Copying facilities	8	21
Loan of AV software (films, tapes, etc.)	6	21
Information services	4	18
Loan of large print books	3	2

TABLE CIV--Continued

LIBRARY SERVICES AND MATERIALS	PERCENTAGE OF LIBRARY USE*	
	Older adults	Younger adults
<u>Medium availability***</u>		
Telephone reference	6%	8%
Genealogy file	5	3
Rooms for meetings	4	6
Loan of art objects and framed pictures	3	4
Group programs (movies, book talks, recitals, lectures)	1	9
Adult education classes	1	5
Books-by-mail	1	5
<u>Low availability****</u>		
Bookmobile services	1	5
Talking books	1	3
Remedial reading classes	..	..
Books and magazines in braille	..	..
N=	(304)	(200)

*Percentages do not add to 100 per cent; respondents were able to report use of more than one kind of material or service.

**Offered by 19 to 27 libraries.

***Offered by 10 to 18 libraries.

****Offered by 1 to 9 libraries.

Inspection of Table CIV indicates that a positive relation tends to exist between the levels of availability of different materials and services and the relative extent of their use. This relation would seem to hold among both younger and older adults (with younger adults tending to make somewhat more frequent use of most kinds of materials or services within each level of availability). Exceptions to

the general pattern (i.e., of usage tending to vary positively with the availability of the materials and services) are to be noted as follows:

(1) all libraries reported having a collection of large print books available for lending, but only a small percentage of adults (3 per cent older adults and 2 per cent younger adults) reported borrowing large print books; and,

(2) adult education classes, books-by-mail, and group programs such as movies, lectures, recitals, or book talks were reported as being available by most of the public libraries, but only 1 per cent of the older adults reported that they had used these services.

Reading Time and Availability of Library Resources

The availability of library materials and services was examined also in relation to the amount of time spent in reading. Table CV presents the percentages for the use of library resources among younger and older adults and the amount of time spent in reading by both age groups.

The percentages in Table CV indicate that a larger portion of older adults (by 29 per cent) who used the library and who had a variety of reading materials available spent at least fifteen hours per week in reading. Younger adults who used library materials and services also spent more time in reading than those who did not use library resources, but

TABLE CV

RELATIONSHIP BETWEEN TIME SPENT IN READING AND
LIBRARY USAGE WITH AGE HELD CONSTANT

TIME SPENT IN READING (hours per week)	AGE					
	25 to 64 years			65 years and over		
	Uses library	Does not use library	Difference	Uses library	Does not use library	Difference
15 or more	34%	21%	+ 13%	57%	28%	+ 29%*
8 to 14	22	21	+ 1	27	24	+ 3
4 to 7	28	30	- 2	12	28	- 16 *
1 to 3	16	28	- 12	4	20	- 16 *
TOTAL	100%	100%	..	100%	100%	..
N=	(89)	(95)		(84)	(169)	

*Significant at the .05 confidence level.

differences in reading between younger adults who did and who did not use library resources were not so noticeable as the differences between older adults.

Types of Materials Read and Use of Library Resources

It was also considered that library usage could be related to the types of materials read by adults. Table CIV analyzes the relationship between types of materials read and library usage with age held constant.

The data in Table CVI indicate that the reading of books was related to use of library resources, but the reading of other types of materials did not show a relation to use of library materials and services. Although a majority of both younger and older adults read books, 28 per cent more older adults and 15 per cent more younger adults who read books also used library materials and services. Adults who did not use library resources tended to limit their reading to materials such as newspapers, magazines, and the Bible.

TABLE CVI
 RELATIONSHIP BETWEEN TYPES OF MATERIALS READ AND
 LIBRARY USAGE WITH AGE HELD CONSTANT

TYPES OF MATERIALS READ	AGE					
	25 to 64 years		65 years and over		Difference	Difference
	Uses library	Does not use library	Uses library	Does not use library		
Newspaper	99%	95%	97%	97%	+ 4%	..
Magazines	97	91	88	83	+ 6	+ 5%
Books	98	83	91	63	+ 15 *	+ 28 *
Bible	65	84	88	89	- 19 *	- 1
N=	(89)	(95)	(84)	(169)		

*Significant at the .05 confidence level.

Summary

In general, the data appear to support the hypothesis that reading interests and activity of older adults are related to the availability of library materials and services. A comparison of the data in Table CII, Table CIII, and Table CIV shows that larger percentages of library users were aware of library materials and services than used them, that a larger percentage of library users were more interested in using library resources than acted upon their interests, and for both younger and older adults library use tended to have a positive relation to the availability of library materials and services.

Library materials and services that were rated low by the availability index (Table CIV) were used by only 5 per cent or less of the respondents. The highest percentages of library usage by both younger and older adults were for books. The use of copying facilities, of audio-visual software, and of information services also showed a positive relation to availability among younger adults.

Other findings in this chapter were as follows:

(1) among adults who read books, 39 per cent of the older adults and 32 per cent of the younger adults borrowed books from the library;

(2) at least two-thirds of the adults who used libraries were frequent users;

(3) among adults who were library users, 85 per cent of the older adults and 88 per cent of the younger adults used public libraries;

(4) the reasons most frequently given by older adults for not using a library were "no interest" and "no transportation";

(5) the reasons most frequently given by younger adults for not using a library were "no interest," "no time," and "read own books";

(6) adults who use the library tend to spend more time in reading than those who do not use library materials and services; and,

(7) the reading of books showed a positive relation to the use of library resources by both younger and older adults, but the reading of other types of materials did not show a relation to library usage.

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CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

This study has undertaken an examination of the reading interests and activity of adults sixty-five years of age and older in order to test three hypotheses:

(1) that the reading interests and activity of older adults tend to differ significantly from those of younger adults;

(2) that the reading interests and activity of older adults are related to their sense of satisfaction in later life; and,

(3) that the reading interests and activity of older adults are related to the availability of library materials and services.

Data concerning these hypotheses were gathered in two surveys conducted in the Dallas-Fort Worth Standard Metropolitan Statistical Area. In order to determine the reading interests and activity of older adults, the first survey was conducted by telephone interviews with 304 adults sixty-five years of age and older and, for purposes of comparison, with 200 adults twenty-five to sixty-four years of age. The respondents for these interviews were selected by a systematic sampling method from the telephone books of Dallas

County, Denton County, and Tarrant County. The second survey was conducted by mailing a questionnaire to all public libraries in the same three counties in order to collect information on library materials and services provided for older adults.

The principal analytic variables considered in this study included age, sex, education, employment status, occupation, annual family income, and ethnicity. The principal dependent variables included amount of time spent in reading, reasons for reading or reasons for not reading, types of materials read, frequency of reading, subject variety in reading, awareness of library materials and services, use of library materials and services, interest in using library materials and services not used previously, reasons for not using library materials and services, and the respondents' Life Satisfaction Index scores.

Findings of the Study

Demographic characteristics.--This study found among adults sixty-five years of age and older that there were 20 per cent more women than men; that 52 per cent of the older adults were either separated or not married; that 61 per cent of the older adults had no more than a high school education; that 93 per cent of the older adults were retired from the labor force although 14 per cent indicated they were still engaged in some type of part-time work; that 75 per cent

of the older adults had worked as administrators, professionals, or skilled laborers; that 68 per cent of the older adults had an annual family income below \$14,000; and that 83 per cent of the older adults were identified as readers, i.e., as those who spent one hour or more per week in reading. These findings agree in general with those of the 1970 census report on the population of the United States (2) and with those of the Louis Harris survey for the National Council on the Aging (1, pp. vi-vii).

Time spent in reading.--The amount of time spent in reading (hours per week) was found to be related to the following variables:

(1) age--nine per cent more younger adults than older adults spent one or more hours per week in reading;

(2) sex--fifteen per cent more older women than older men spent one or more hours per week in reading, but only 2 per cent more younger women than younger men spent one or more hours per week in reading;

(3) education--twenty-one per cent more of the older adults with a college or higher educational level than the older adults with a high school or less educational level spent one or more hours per week in reading whereas among younger adults, there was only an 8 per cent difference in the portion of adults with higher and lower educational levels who spent one or more hours per week in reading;

(4) annual family income--sixteen per cent more older adults with incomes above \$14,000 than older adults with incomes below \$14,000 spent some time in reading each week (one hour or more) whereas there was only 1 per cent difference in the percentage of younger adults on the two different income levels who spent one or more hours per week in reading; and,

(5) ethnicity--eighty-nine per cent of the white adults spent one or more hours each week in reading whereas only 69 per cent of the black adults and 67 per cent of the Hispanic adults spent one hour or more each week in reading.

Reasons for reading.--The reasons for reading given by the adults who spent one or more hours each week in reading were grouped into four categories: enjoyment and relaxation, news and information, business and professional, and religious or spiritual reasons. These reasons were found to be related to the following demographic variables:

(1) age--fourteen per cent more older adults than younger adults read for religious or spiritual reasons whereas more younger adults than older adults read for business and professional reasons (by 27 per cent) and for enjoyment and relaxation (by 12 per cent);

(2) sex--more older women than older men read for enjoyment (18 per cent difference) and for religious reasons (13 per cent difference), but more older men read for business reasons (12 per cent difference) and for news (12 per

cent difference); among younger adults 20 per cent more women than men read for enjoyment whereas 14 per cent more men than women read for business reasons;

(3) education--among adults with a college or higher educational level, 23 per cent more younger adults than older adults read for business and professional reasons, and among adults with a high school or less educational level, 21 per cent more younger adults read for business reasons, but 20 per cent more older adults with the lower educational level read for religious reasons;

(4) employment status--twenty-two per cent more adults who were employed full-time than adults who were retired read for business reasons whereas 14 per cent more adults who were retired read for religious reasons; and,

(5) type of occupation--among adults who worked or had worked as administrators or professionals, more older adults than younger adults read for news (by 24 per cent) and for religious reasons (by 13 per cent), but more younger adults than older adults read for business reasons (by 54 per cent) and for enjoyment (by 24 per cent); among adults who had worked as skilled laborers, 23 per cent more younger adults than older adults read for business and professional reasons; and among adults who worked or had worked as unskilled laborers, 15 per cent more younger adults than older adults read for business reasons, but 30 per cent more older adults than younger adults read for religious reasons.

Reasons for not reading.--Adults who spent less than one hour each week in reading were identified as nonreaders. Older adults who were nonreaders gave "poor eyesight" or "too sick" as their principal reasons for not reading by 80 per cent of the women and 48 per cent of the men, but younger adults who were nonreaders gave "no time" and "other interests" as their reasons for not reading by 85 per cent of the women and 78 per cent of the men. The educational level of nonreaders was also related to reasons for not reading: 67 per cent of the nonreaders who had a college educational level gave "no time" and "other interests" as their reasons for not reading, but only 39 per cent of the nonreaders with an eighth grade or less educational level gave the same reasons for not reading.

Types of materials read.--The types of materials read (newspapers, magazines, books, and the Bible) and the frequency of reading them were found to be related to the following variables:

(1) age--more older adults than younger adults read newspapers and the Bible, but more younger adults than older adults read magazines and books;

(2) sex--more older women than older men read the Bible daily, and both older and younger women read magazines more often than men;

(3) employment status--more retired adults read newspapers and the Bible whereas more full-time employees read books and magazines; and,

(4) occupation--more adults who worked or had worked as administrators or professionals read all types of materials more often than adults in other types of occupations.

Parts of the newspaper read, types of magazines read, and types of books read were also examined in relation to the demographic variables. It was found that more men read sports articles and more women read articles of special interest in the newspaper, regardless of age. Types of magazines read were found to be related to age, sex, and education in that more older adults than younger adults read general interest magazines, retirement magazines, and historical or geographical magazines; more men read sports and science magazines and more women read popular women's magazines and general interest magazines; and more adults with a college or above educational level read business and professional magazines, historical or geographical magazines, regional magazines, news magazines, and science magazines, whereas more adults with a high school or lower educational level read popular women's magazines.

Types of books read by adults were found to be related to age, sex, education, and ethnicity. More older adults than younger adults read religious books, and more older women than older men read general interest books, fiction, and biography whereas more older men than older women read history and science books. More adults with a college and above educational level read books of history, fiction, and

biography whereas more adults with a high school or under educational level read books of religion. More white adults read biography, fiction, history and general interest books, but more black adults read religious books.

Life Satisfaction Index Z scores.--Results of the Life Satisfaction Index Z scores indicated that the average adult in the Dallas-Fort Worth SMSA was more likely to have a positive attitude toward life than a negative attitude, regardless of age. An examination of the life satisfaction scores in relation to selected reading variables indicated that life satisfaction was related to the amount of time spent in reading and the variety in reading interests. An examination of the relationship between LSIZ scores and selected demographic characteristics indicated that life satisfaction was related to education, type of occupation, and annual family income. The relationship between life satisfaction and amount of time spent in reading was examined with relevant demographic variables held constant. It was found that life satisfaction had little or no relation to amount of time spent in reading when education and type of occupation were each held constant. A positive relation was found between life satisfaction and amount of time spent in reading when annual family income was held constant, but only among adults with annual incomes below \$14,000. Life satisfaction and variety in reading interests were also examined with relevant demographic variables held constant, and it

was found that life satisfaction no longer showed a relation to variety in reading interests when education was held constant, but a positive relation between life satisfaction and variety in reading interests was found among professionals and skilled laborers when type of occupation was held constant, and a positive relation between life satisfaction and income was noted among adults with incomes below \$14,000 when annual family income was held constant.

Availability of library materials and services.--Data were collected on the availability of library materials and services offered specifically for older adults by public libraries in Dallas County, Denton County, and Tarrant County. The reading interests and activity of older adults were then examined in relation to the availability of library materials and services. These data indicated that 39 per cent of the older adults borrowed books from a library, that 40 per cent of the older adults used a library during the preceding year, that 20 per cent of the older adults who were classified as nonreaders had been to a library sometime in the past, that both older and younger adults had some awareness of library services which might be available to them in addition to the lending of books, that most of the special library services were used by a larger portion of younger adults than older adults, and that older adults who had not used a special service of the library were most interested in the telephone reference services and the lending of films, records, and tapes.

According to an availability index assigned for library materials and services, it was found that the materials and services with a low availability rating had been used by no more than 1 per cent of the older adults or 5 per cent of the younger adults. Library materials and services with a medium availability had been used by 1 to 6 per cent of the older adults and by 3 to 9 per cent of the younger adults, and the services and materials with a high availability rating had been used by 3 to 24 per cent of the older adults and by 2 to 36 per cent of the younger adults.

Conclusions from the Findings

On the basis of the preceding findings, it was judged that the three hypotheses of this study may be assessed as follows in summary terms:

(1) the reading interests and activity of older adults were found to differ significantly from younger adults; however, the differences tended to be negligible when both younger and older adults had high educational and high income levels;

(2) the reading interests and activity of older adults were found to be related to their sense of life satisfaction; however, the strength of this relation tended to vary according to type of occupation and to income level; and,

(3) the reading interests and activity of older adults were found to be related to the availability of library

materials and services; however, this relation tended to be strongest among older adults who read books, and the relation seemed to be negligible among older adults who read chiefly newspapers and the Bible.

Implications of the Study

A primary implication of the present study is that the reading interests and activity of older adults are distinct enough to call for special attention by public librarians with regard to staffing, to budgeting, and to programming in order to meet the needs of older adults. The reading interests of older adults necessarily reflect characteristics of earlier life periods in which they were formed, and these characteristics tend to persist in later life.

A second implication of this study is that librarians need to find ways to introduce older adults to the use of audiovisual software and hardware. This need is noted particularly in view of the finding that 33 per cent of the older adults who had not used audiovisual materials expressed an interest in wanting to use them.

A third implication for librarians is that because of the rising educational levels and the changing socio-economic backgrounds of younger adults who are becoming older adults, assessments of the reading interests and activity of older adults should be made continuously. As the younger adults of today become older adults, it is expected that the educational

level of older adults will be generally higher and thus more time will be spent in reading and a wider variety of reading interests will need to be met.

A fourth implication for librarians is that there is a need to try alternative methods of providing materials and services to non-institutionalized older adults who are home-bound or lack transportation. Older adults tend to become less mobile and thereby less secure about venturing from their homes.

A fifth implication for librarians is the need to encourage older adults who are not library users at the present time to become knowledgeable of library materials and services. Older adults need to be more aware of what library materials and services are available for their use and how they may utilize these materials and services to meet their recreational and informational needs.

The preceding implications may be regarded essentially as specific implications which derive from the larger overall indication of the present study, namely, that the reading interests and activity of older adults tend to differ from those of younger adults, that these reading interests and activity tend to be related to the life satisfaction of older adults, and that the availability of library materials and services tend to be related to the reading interests and activity of older adults.

Recommendations for Further Research

The present study has necessarily been limited both in its scope and in the kind and number of analyses made with the data collected. Further research is needed in a number of important areas, as identified in the course of the present study and as noted by other investigators in the field whose findings were discussed in Chapter I. Attention is invited here to several of these more important research needs.

In view of the fact that some 95 per cent of the older adults are non-institutionalized and that the proportion of older adults in the total population tends to increase, particular attention should be given to research designed to identify and develop more effective means of increasing the awareness and appreciation among older adults of the benefits which they might obtain through the use of books and audio-visual materials.

A second principal need would appear to be for research to determine the kinds of book formats and audiovisual materials most useful and attractive to older adults.

A third research need is the investigation of alternative delivery systems of library materials to homes or neighborhoods of non-institutionalized older adults who are limited in their mobility.

A fourth research need is for a study of the feasibility of a visiting librarian, working individually or in association

with the visiting nurses organizations, to deliver library materials and information services to the homes of older adults.

A fifth need is for research on the development of information and referral systems designed specifically to meet the needs of older adults.

A sixth research need is a study to determine effective outreach methods by which librarians could interest non-readers and nonusers of library materials and services in developing skills in later life for obtaining information and services which could enhance their lives as they become older.

Finally, it is hoped that the present study will raise additional questions and stimulate further research concerning the reading interests and activity of older adults and their use of library materials and services. An aging society in the United States deserves more research directed toward its needs.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TELEPHONE INTERVIEWS

The OpinionMeter Corporation ADULT READING SURVEY 4/79 Job # 8042

TELEPHONE NUMBER: _____ INTERVIEWING NUMBER: _____

INTRODUCTION: Hello, I'm _____ with the OpinionMeter Corporation. We are making a survey sponsored by North Texas State University about the reading activities of people in this area. Is there a _____ of age _____ living in your household? (ASK FOR EACH NON-FILLED QUOTA GROUP -- AGE AND SEX -- UNTIL SOMEONE FITS THAT QUOTA. ASK TO SPEAK TO THAT PERSON AND CONTINUE WITH THE INTERVIEW.)

QUOTA GROUP: MALE (AGE 65 AND OVER) 1 FEMALE (AGE 65 AND OVER) 1
 MALE (AGE 25 TO 64) 2 FEMALE (AGE 25 TO 64) 2
 (IF NO ONE FITS THE QUOTA GROUP, TERMINATE THE INTERVIEW.)

PART A

1. About how much time do you spend reading each week? 15 OR MORE HOURS 1
 8 TO 14 HOURS 2
 4 TO 7 HOURS 3
 1 TO 3 HOURS 4
 LESS THAN 1 HOUR/NEVER (GO TO PART B) 5
2. Would you say that you read more, less, or about the same as you did 10 years ago? MORE 1
 LESS 2
 SAME 3
3. Different people have different reasons for reading. What would you say is the most important reason that you read? (PROBE:) Any other reasons?

- 4a. Do you happen to recall what you read yesterday? (PROBE:) Anything else?
 b. What else do you sometimes read? (PROBE:) Anything else?
- 4c. (ASK ABOUT EACH ITEM LISTED): How often do you usually read _____? (PROBE:) Daily, weekly, monthly, or _____?

ITEMS READ:	FREQUENCY (4c)		FREQUENCY (4c)					
	(4a)	(4b)	DAILY	WEEKLY	MONTHLY	QUARTERLY	ANNUALLY	NEVER
NEWSPAPERS	1	1	1	2	3	4	5	6
MAGAZINES	2	2	1	2	3	4	5	6
JOURNALS	3	3	1	2	3	4	5	6
BOOKS	4	4	1	2	3	4	5	6
BIBLE	5	5	1	2	3	4	5	6
OTHER (LIST:)								
_____	6	6	1	2	3	4	5	6
_____	7	7	1	2	3	4	5	6
_____	8	8	1	2	3	4	5	6

5. What newspapers do you read? (PROBE:) Any others?
 DALLAS MORNING NEWS 1
 DALLAS TIMES HERALD 2
 FORT WORTH STAR-TELEGRAM 3
 DENTON RECORD CHRONICLE 4
 OTHER (LIST:) _____
 NEVER READ NEWSPAPER (GO TO Q.7) . . . X

6. Which parts of the newspaper do you usually read? (PROBE:) Which sections or columns? Anything else?

7. What magazines do you read? (PROBE:) Any others? MAGAZINES: _____
 NEVER READ MAGAZINES (GO TO Q. 9a) . . . X

8. Where do you get the magazines you read? BORROW FROM FRIENDS 4
 GIFTS 5
 OTHER (LIST:) _____
 SUBSCRIPTION 1
 BUY AT NEWSSTAND 2
 LIBRARY 3

9a. What was the last book you read? _____
 b. When did you read it? _____ NEVER READ BOOKS (GO TO Q.12) . . . X

10. What types of books do you usually read? (PROBE:) Any others? Any other type?
 (PROBE:) UNTIL CAN'T MENTION ANY OTHERS.
- | | | |
|-----------------------------------|--------------------------------|------------------------------------|
| a. HISTORY & SOCIAL SCIENCE | c. FICTION | e. FINE ARTS |
| BIOGRAPHY 1 | ADVENTURE 1 | ART 1 |
| BUSINESS, ECONOMICS 2 | FANTASY 2 | MUSIC 2 |
| GENEOLOGY 3 | HISTORICAL FICTION 3 | PLAYS 3 |
| HISTORY 4 | HUMOR 4 | POETRY 4 |
| POLITICS/GOVERNMENT 5 | LOVE STORIES 5 | |
| OTHER SOCIAL SCIENCES 6 | MYSTERY, DETECTIVE 6 | f. GENERAL INTEREST |
| | REALISTIC/MODERN 7 | FAMILY & CHILD CARE 1 |
| b. SCIENCE & TECHNOLOGY | SCIENCE FICTION 8 | FOOD, NUTRITION 2 |
| ARCHEOLOGY 1 | WESTERNS 9 | HOBBIES, CRAFTS 3 |
| ASTRONOMY AND SPACE | | HOME DECORATION/REPAIR 4 |
| EXPLORATION 2 | d. RELIGION & PHILOSOPHY | RETIREMENT INFORMATION 5 |
| ENERGY 3 | BIBLE 1 | SELF-IMPROVEMENT 6 |
| ENGINEERING/MECHANICAL | MYTHOLOGY 2 | SEX 7 |
| TECHNOLOGY 4 | THE OCCULT (ESP, ASTRO- | SPORTS 8 |
| MEDICAL OR HEALTH | LOGY, ETC.) 3 | TRAVEL 9 |
| INFORMATION 5 | PHILOSOPHY 4 | OTHER (LIST:) _____ |
| NATURE, WILDLIFE 6 | PSYCHOLOGY 5 | |
| SCIENTIFIC DISCOVERIES | RELIGION (OTHER THAN | |
| OR INVENTIONS 7 | THE BIBLE) 6 | |

11. Where do you get most of the books you read?

LIBRARY 1	GIFTS 5
BOOK CLUBS 2	OTHER SOURCES (LIST:) _____
BORROW FROM FRIENDS 3	
BUY IN STORES 4	

12. In the past year, did you use a library or its services for any reason?
 YES 1
 NO (GO TO Q. 17) 2

13. As you know, libraries offer many services in addition to lending books. . . .
 Were you aware that some libraries will lend:

	(13)		(14)		(15)		
	YES	NO	YES	NO	VERY INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
a. FILMS, RECORDS, AND TAPES	1	N	1	N	1	2	3
b. LARGE PRINT BOOKS	2	N	2	N	1	2	3
c. FRAMED PICTURES AND ART OBJECTS	3	N	3	N	1	2	3
d. TALKING BOOKS	4	N	4	N	1	2	3
e. BOOKS AND MAGAZINES IN BRAILLE	5	N	5	N	1	2	3
Were you aware some libraries also provide:							
f. ADULT EDUCATION CLASSES	6	N	6	N	1	2	3
g. REMEDIAL READING CLASSES	7	N	7	N	1	2	3
h. BOOKMOBILE SERVICES	8	N	8	N	1	2	3
i. BOOKS-BY-MAIL	9	N	9	N	1	2	3
j. COPYING FACILITIES	0	N	0	N	1	2	3
k. MEETING ROOMS	1	N	1	N	1	2	3
l. MOVIES, LECTURES, OR RECITALS	2	N	2	N	1	2	3
m. TELEPHONE REFERENCE SERVICE	3	N	3	N	1	2	3
n. GENEOLOGY REFERENCE FILE	4	N	4	N	1	2	3

14. (ASK ABOUT EACH SERVICE RESPONDENT IS AWARE OF:) In the past year, have you used this library service?

15. (ASK ABOUT EACH LIBRARY SERVICE RESPONDENT HAS NOT USED:) If made available to you, would you be interested in using them (it)? (IF YES:) Very interested or somewhat interested?

16a. How many times would you say you used a library last year?

8 OR MORE TIMES 1	1 TO 3 TIMES 3
4 TO 7 TIMES 2	NONE (ASK Q. 17) 4

b. Which library (libraries) did you use? (RECORD ANSWER AND PROCEED TO PART C)

17. Why didn't you use a library last year? (RECORD ANSWER AND PROCEED TO PART C).

PART B

1. Was there a time in your life when you read more than you do now? (PROBE:) When?

2. Why do you read less now? (PROBE:) Anything else? Any other reason?

3a. Have you ever used a library or its services for any reason? YES 1
 NO (GO TO Q. 4) 2

b. (IF YES:) For what reason? (PROBE:) Any other reason?

4. Where is the nearest library located?

PART C

I have a few statements about life in general that people feel differently about. After each statement is read to you, would you please say whether you "agree", "disagree", or "don't know" if you are not sure one way or the other.

1. As I grow older, things seem better than I thought they would be.	AGREE 1 DISAGREE 2	DON'T KNOW 3
2. I have gotten more of the breaks in life than most of the people I know.	AGREE 1 DISAGREE 2	DON'T KNOW 3
3. This is the dreariest time of my life.	AGREE 1 DISAGREE 2	DON'T KNOW 3
4. I am just as happy as when I was younger.	AGREE 1 DISAGREE 2	DON'T KNOW 3
5. My life could be happier than it is now.	AGREE 1 DISAGREE 2	DON'T KNOW 3
6. These are the best years of my life.	AGREE 1 DISAGREE 2	DON'T KNOW 3
7. Most of the things I do are boring or monotonous.	AGREE 1 DISAGREE 2	DON'T KNOW 3
8. I expect some interesting and pleasant things to happen to me in the future.	AGREE 1 DISAGREE 2	DON'T KNOW 3
9. The things I do are as interesting to me as they ever were.	AGREE 1 DISAGREE 2	DON'T KNOW 3
10. I feel old and somewhat tired.	AGREE 1 DISAGREE 2	DON'T KNOW 3
11. As I look back on my life, I am fairly well satisfied.	AGREE 1 DISAGREE 2	DON'T KNOW 3
12. I would not change my past life even if I could.	AGREE 1 DISAGREE 2	DON'T KNOW 3
13. Compared to other people my age, I make a good appearance.	AGREE 1 DISAGREE 2	DON'T KNOW 3
14. I have made plans for things I'll be doing a month or a year from now.	AGREE 1 DISAGREE 2	DON'T KNOW 3
15. When I think back over my life, I didn't get most of the important things I wanted.	AGREE 1 DISAGREE 2	DON'T KNOW 3
16. Compared to other people, I get down in the dumps too often.	AGREE 1 DISAGREE 2	DON'T KNOW 3
17. I've gotten pretty much what I expected out of life.	AGREE 1 DISAGREE 2	DON'T KNOW 3
18. In spite of what people say, the lot of the average man is getting worse, not better.	AGREE 1 DISAGREE 2	DON'T KNOW 3

PART D

1. The next few questions are to help us classify your interview. . . what is your age please? AGE: _____ X
REFUSED X
2. What is your marital status? . . . That is, are you married, widowed, separated, divorced, or have you never married? MARRIED 1 DIVORCED 4
WIDOWED 2 NEVER MARRIED 5
SEPARATED 3 REFUSED X
3. What is the highest grade of school that you have completed? BTH GRADE OR LESS 1 COLLEGE GRAD. 5
PART HIGH SCHOOL. 2 POST GRAD STUDY 6
HIGH SCHOOL GRAD. 3 REFUSED/NO ANSWER X
PART COLLEGE. 4
4. Are you currently employed at a full-time or part-time job? (IF PART-TIME, ASK:) Do you presently work more or less than 20 hours a week? FULL-TIME EMPLOYED. 1 RETIRED 5
PART-TIME OVER 20 HRS. WK 2 DISABLED. 6
PART-TIME LESS THAN 20 HRS WK 3 STUDENT 7
UNEMPLOYED, LOOKING FOR WORK. 4 HOUSEWIFE 8
5. What kind of work do (did) you do? CLERICAL. 1 SALES 6
FARMER. 2 SERVICE WORKER (POLICE, FIREMEN, ETC) 7
MANAGER, OWNER, OR OFFICIAL 3 SKILLED CRAFTSMAN 8
OPERATIVE AND APPRENTICE. 4 UNSKILLFD LABORER 9
PROFESSIONAL (DOCTOR, LAWYER, TEACHER, ETC.) 5 NEVER WORKED. X
OTHER (LIST:)
- 6a. Would you say the total yearly income of your family is above or below \$14,000? ABOVE \$14,000 (GO TO Q. 6c) 1
BELOW \$14,000 (GO TO Q. 6b) 2
- b. Would that be above or below \$7,000? UNDER \$7,000. 1
\$7,000 TO \$13,999 2
- c. Would that be above or below \$20,000? \$14,000 TO \$20,000. 3
OVER \$20,000. 4
7. I'm supposed to interview people of all races. Are you Anglo-American, Afro-American, or Mexican-American? ANGLO-AMERICAN. 1
AFRO-AMERICAN 2
MEXICAN-AMERICAN. 3
OTHER (LIST:)
8. And may I please have your name (just in case my supervisor wants to verify my work)? NAME: _____

THANK YOU VERY MUCH FOR THIS INTERVIEW!

DATE OF INTERVIEW: _____, 1979		TIME INTERVIEW STARTED: _____
VERIFIED BY:	RESULTS:	QUALITY RATING:

APPENDIX B

INTERVIEWING SPECIFICATIONS

This is a telephone survey to be conducted with persons 25-years-old and older to determine reading habits of person in this area.

Answers to questions are used by us as independent researchers for statistical purposes only--to obtain an accurate reflection of public opinion. Please feel free to refer all inquiries concerning this survey to our firm, The OpinionMeter Corporation, 1111 Mockingbird, Suite 711, Dallas, Texas...AC 214/634-8653.

I INTERVIEWER'S SUPPLIES CHECK LIST: Please check the enclosed materials to be sure we have furnished you with the following:

1. JOB ACCEPTANCE FORM--Complete this form and deliver it to be completed and telling you how to select your respondents.
2. ASSIGNMENT FORM setting out the numbers of interviews to be completed and giving you the calling procedure.
3. TELEPHONE DIALING RECORDS--on which are listed the telephone households and on which you are to list responses to the dialings.
4. QUESTIONNAIRES--one for each interview in your assignment.
5. INTERIM TIME REPORT FORM.
6. INVOICE FOR CONTRACT INTERVIEWING.
7. POSTAGE PREPAID ENVELOPES (4).
8. PRACTICE QUESTIONNAIRE--to be completed by the interviewer before starting to interview.

II. YOUR COORDINATOR: DALLAS
 OFFICE BECKI CLARY
 1111 W. MOCKINGBIRD, SUITE 711
 HONEYWELL CENTER
 DALLAS, TEXAS 75247
 AC 214/634-8653*

*Please contact Ms. Clary when you need clarification of interviewing procedures, etc. Call her immediately if for any reason you are unable to work you assignment each day.

III. INTERVIEWER PREPARATION:

1. Check your supplies.

APPENDIX B--Continued

2. Read these specifications and carefully study other forms --Telephone Dialing Record, Interim Time Report, Invoice for Contract Interviewing, the questionnaire and Assignment Form.
3. Complete the PRACTICE QUESTIONNAIRE just as if you were the person being interviewed.
4. Call your Coordinator to acknowledge receipt of materials --Interviewers should ask for clarification of interviewing procedures, record keeping, etc., at this time.
5. RETURN your Job Acceptance and Practice Questionnaire in one of the small envelopes provided.

IV. MAILING INSTRUCTIONS:

1. MAIL PRACTICE QUESTIONNAIRE AND JOB ACCEPTANCE FORM BY RETURN MAIL using the small white business-reply envelope.
2. MAILING COMPLETED WORK: Use the enclosed Postage Prepaid envelopes. Make your first mailing by Saturday Morning, June 2, 1979. Include all completed interviews and your Interim Report. Let us know of any problems you have encountered.
3. Thereafter MAIL completed interviews EACH DAY of the week. DO NOT HOLD completed interviews. BE SURE TO MAIL EACH EVENING'S WORK ON THE FOLLOWING MORNING. WE SHOULD RECEIVE COMPLETED INTERVIEWS FROM YOU EVERY DAY UNTIL YOUR ASSIGNMENT IS COMPLETED.

V. YOUR ASSIGNMENT--(See Assignment Form)

- A. Quota Chart
- B. Restrictions
- C. When to Interview

VI. INTERVIEWING PROCEDURE

A. EXPLAINING THE SURVEY

You will find that most respondents will accept a brief explanation of the survey in your introduction. However, there will be a few respondents who will want more information and you should be prepared to answer their questions. The following are typical questions:

1. Why this household? Explain that households included in the survey are selected at random from

APPENDIX B--Continued

many households in the same area. Who lives at the address had nothing to do with the selection. Taken as a group, these sample households will represent the total population of the area in the statistics produced.

2. Why do you need to know that? Some people will hesitate to give such information as age, income, education, etc. Explain that such information is used to classify the interviews for purposes of analysis--to determine which group of people he will represent in the sample. No other use is made of the information.
3. Time required for interview: If the respondent asks how much time will be required for the interview, tell him that this varies with individuals, but that it will take approximately 10 to 15 minutes. (Always assume, without asking, that the respondent has the time for an interview right now unless he tells you otherwise.)
4. Is this interview confidential? No one outside our organization will ever know that he participated in the survey--unless he tells someone. Tell him that his answers are needed and will be counted not because he is John Doe but because he is speaking for many other persons much like himself--people who live and think the way he does.
5. Will I be contacted later by someone trying to sell something? Absolutely not. We ask for names and addresses only for the purpose of verifying interviewer's work. However, he might be re-contacted by your supervisor simply to verify that he has been interviewed. (At least 10% of the people you interview will be re-contacted.)

B. YOUR APPROACH:

1. FRIENDLY attitude. Your greatest asset in conducting an interview efficiently is to combine a friendly attitude with a business-like manner. If a respondent's conversation wanders away from the interview, try to cut it off tactfully--preferably by asking the next question on the questionnaire.
2. OBJECTIVE attitude. It is especially important in this survey that you maintain an objective attitude.

APPENDIX B--Continued

LISTEN CAREFULLY and REPORT FULLY whatever the respondent's opinion might be. Be careful not to suggest any answers to any questions. Be neutral. Be objective. Never express your own opinion about anything on the questionnaire. If a respondent asks for your opinion, simply tell him, "It's your opinion we are interested in."

C. THE INTERVIEW

The Introduction

1. Introduce yourself. The first step in the interview is to introduce yourself, say that you are from The OpinionMeter Corporation and briefly state the nature of the survey.
 - a. In your introduction, ask if there is someone in the household who would qualify for one of your unfilled quota groups.
 - b. Read through the quota group list asking first for the quota group most difficult to fill, and omitting all quota groups you have already filled.
 - c. You have a choice of four respondent types to interview. Males, particularly over 64 years old, will be the most difficult group to fill, so they should be your first choice of respondents.
 - d. If there is no one in the household who fits into one of the unfilled quota groups, thank the person who answered, and terminate the call.
 - e. If, however, you are told there is someone in that household who fits into an unfilled quota, ask to speak to that person.
 - f. When you begin the interview, circle the appropriate precode on the questionnaire to indicate the Quota Group (sex and age) your respondent fits.
 - g. If the person you want to interview is not available when you first call determine the best time to make a call-back and jot it down on the Telephone Call Record. Then if you haven't filled your quota by "Callback Time" make another call to that household for an interview.

We cannot predict in what order your quotas will be filled,

APPENDIX B--Continued

but it is likely that toward the end of the survey you will have to concentrate on one or two of the groups. Keep your quota chart in front of you to be sure the respondent does fit into an unfilled quota group before beginning the interview.

Asking the Questions

2. Once you establish contact with an eligible respondent ask the first question as soon as possible. The sooner you get a respondent to participate in the interview, the better. To start off with the interview is better than to describe the types of questions you are planning to ask.
3. Follow the order on the questionnaire. Ask the questions in the order specified in these instructions. If you change the order, it is likely that both you and the respondent will become confused.

Occasionally, a respondent gives answers which can be applied to later questions. Do not skip questions which apparently have already been answered. Such a question may be prefaced by "We have already touched on this, but let me ask you . . ." or, "We're asking people on this survey about each one of these, and I'd just like to make sure how you feel about each one separately . . ."
4. Ask each question exactly as worded. The wording and order of each question have been carefully designed to give the desired information. Therefore, the uniformity and value of the final results depend on all interviewers asking the questions in the same order and with the same wording.
5. Avoid influencing the respondent. Experience in other studies has shown that often respondents tend to agree with what they think you expect them to say even though the facts in the case may be different. Therefore, you must avoid "leading" the respondent by adding words to the questions or making slight changes in them that might indicate an answer you expect to hear.

Some questions ask the respondent to express his opinion--discuss a subject--at length. Our purpose is to determine the respondent's opinions (attitudes)--his personal feelings. These questions require the interviewer to record exactly what the respondent says and PROBE for specific

APPENDIX B--Continued

explanatory detail. The interviewer should NEVER BE SATISFIED WITH VAGUE OR PARTIAL ANSWERS.

The respondent should be encouraged to answer these questions when necessary by a statement such as this: "We just want to know your opinion or how you feel about this. Your guess is better than no answer at all."

6. Listen to the respondent. Listen to the respondent until he finishes his statement. Failure to do so can result in your putting down incorrect or incomplete entries. A respondent often hesitates when trying to recollect some fact, and you should allow sufficient time for this to be done. Also, people will sometimes answer "I don't know" at first, when actually they are merely considering a question.
7. Repeat the question when necessary. The respondent may not always understand the question when it is first asked. In this case, repeat the question using the same phrasing as you used originally. Frequently the respondent is capable of understanding the question but has missed a word or two. If you think it is helpful, you can preface the repetition of the question by a phrase such as "I see," "Oh, yes," and the like, and then repeat the actual question. A conversational tone will go far in making the question sound new, even though you are using exactly the same words.
8. Repeating the answer. In probing, it is helpful to repeat the respondent's answer and then pause expectantly. Often this will bring out additional information on the subject. It is also useful as a check on your understanding of what has been said.
9. When to ask additional questions. Sometimes a person will give you an answer which does not furnish the kind of information you need or one which is not complete. You should always ask additional questions in such cases, being careful to encourage the respondent to do the explaining without your suggesting what the response might be.
10. Record answers of "don't know." As mentioned earlier, every effort should be made to encourage the respondent to give specific and complete

APPENDIX B--Continued

answers to the questions. However, it may happen sometimes that the respondent doesn't have the information needed to answer a question. In such cases, you should enter "DK" for "don't know" in the space for the answer.

The use of "DK" is only to indicate that the respondent does not know the answer to a particular question. It is not to be used to fill answers for questions that you may have overlooked at the time of interview. If, after an interview, you discover blanks on the questionnaire for questions which should have been asked, leave the items blank.

11. Refused Information. An occasional respondent may decline to give his (her) age, educational background or income level; don't worry about it. However, if you have a high incidence of refusal on these questions, you need to re-evaluate your method of interviewing to determine what you are doing that causes your respondents to refuse.
12. Reporting the Answers. Recording the information exactly is just as important a part of the interview as asking the questions correctly. This involves writing clearly and plainly. Use a #2 (soft black) pencil. Do not use ink. Circle the precoded answers you get from the respondent; don't check (✓) answers. Here is an example of how the circling should be done.

YES	1	
NO	②	This indicates that the person's answer was "NO."
DON'T KNOW.	3	

Many questions have been pre-coded and only require circling the appropriate number code to indicate the respondent's answer. If the respondent gives you an answer not provided for in the pre-codes or if he makes comments explaining his answers always write down what he tells you.

VII. THE QUESTIONNAIRE

Most of the questions are self-explanatory, but you need to get used to them in order to do a good job of interviewing.

APPENDIX B--Continued

You need to learn the mechanics of handling the questionnaire--what to do when a person answers in a certain way, when to "skip" a question, how to record answers, when to probe for more detailed responses, etc., before you start interviewing.

The questions you are to ask are printed in capital and lower case letters . . . Like This Statement. Pre-codes and special instructions to the interviewers are printed in all capital letters. . . and enclosed in parentheses (LIKE THIS STATEMENT). . . and are NOT to be read to the respondent.

Be sure that you read the questions exactly as they appear on the questionnaire. Do not reword questions, leave out any part of the questions, or change the order of the questions. If necessary, repeat the question to make sure the respondent understands.

SUGGESTED INTRODUCTION

"Hello, I'm _____ representing The OpinionMeter Corporation and we're taking a survey of select groups of Dallas area residents. Is there a person 65 years old or older there that I could speak with?"

When you've determined that the person with whom you're speaking belongs to one of your as yet unfilled quota groups, and is therefore a qualified respondent, you are ready to begin the interview. What follows is a question-by-question discussion of the questionnaire and how to handle it. Before attempting any interviews, study the questionnaire carefully along with the following discussion.

PART A

QUESTION 1: Ask all respondents. If the respondent answers "Less than one hour/never," circle the pre-code "5" and skip to PART B (page 3).

Respondents who indicate they read more than one hour per week will be asked Question 2 and the questions that follow in PART A.

NOTE: As will be pointed out later, the only persons who will be asked the questions in PART B are those who read less than one hour per week.

APPENDIX B--Continued

QUESTION 2: A straightforward question. Ask the question, circle the precode next to the respondent's answer and move on to question 3.

QUESTION 3: An open-ended question. We're trying to determine the reasons people read. Pay careful attention to the response to this question and record the respondent's answer in his or her own words. Give respondents as much time as they need to consider and answer all open-ended questions. Record complete answers, and, if a person gives a vague, general response, PROBE TO OBTAIN a complete, specific response.

QUESTION 4: Three parts to this question (a, b, c). Questions 4a and 4b concern unaided recall of what persons have read. Question 4c has to do with the frequency with which they read.

4a: Ask the question, record the response(s). NOTE: There may be multiple responses to this one. A person may say, "the newspaper and a magazine." If so, circle those precodes and probe by asking, "Anything else?" Give your respondents time to consider the question and remember what they've read. (This question concerns only what they read "yesterday"). And, if they read something that isn't listed on the questionnaire, or you're not sure to which category an item belongs, write it in the space marked "Other" and circle the appropriate precode.

4b: Concerns what persons sometimes read, but didn't read yesterday. Ask the question exactly as it is worded on the questionnaire, but circle only the precodes to answers not mentioned at 4a. In other words, if a person says "Newspapers" at 4a and 4b, circle the "newspapers" precode at 4a only. And, for 4a and 4b, remember that you won't suggest answers.

4c: Frequency of reading. For each item listed, regardless of whether mentioned by the respondent at either 4a or 4b, ask 4c: "How often do you usually read ____?" If you're not sure what the respondent means by his or her answer, PROBE for a specific response by inquiring, "Daily, weekly, monthly, or ...?" NOTE: Ask this question about each item including those not mentioned at 4a or 4b.

QUESTION 5: Ask which newspapers the respondent reads. Again, if one is mentioned that isn't already precoded on the questionnaire, write the name of that newspaper in the space marked "Other". If a person doesn't read any

APPENDIX B--Continued

newspapers, circle the appropriate precode and skip to Question 7.

QUESTION 6: Ask this question of all persons who read newspapers. Another open-end. Again, record answers in respondents' own words. Probe for a complete response.

QUESTION 7: Ask of all respondents responding to PART A. Write in the names of each magazine read (there may be several, we use the entire open space under the question, if need be. Just be sure you record each magazine the respondent reads). If the respondent never reads magazines, circle the appropriate precode and skip to Question 9a.

QUESTION 8: Ask of all respondents who read at least one magazine. If an answer is given other than those precoded, write in the response in the space provided.

QUESTIONS 9a-b: Concern last book read by respondent and approximately when it was read (yesterday, last week, last year, etc.). If the respondent never reads books, skip to Question 12.

QUESTION 10: Type of books read. Within general categories (a-f) are listed specific types of books. Become familiar with this list before beginning to interview, as it is rather long and the question will be handled clumsily by interviewers who are unprepared. Notice the space for "other". If you get a response you're unsure of, write it in here. Of course, there may be many responses to this question. Probe until the respondent can't mention any other types of books he or she reads.

QUESTION 11: Straightforward question. Notice space for "other".

QUESTION 12: Ask all persons responding to PART A. If a respondent replies, "No", skip to Question 17. If the respondent has used a library or its services within the past year for any reason, continue with Questions 13-16.

QUESTIONS 13-15: A series of related questions; treat as such.

QUESTION 13: Ask about each service listed on the questionnaire. Record the respondent's "Yes" or "No" response in the appropriate column under 13. (Be sure to ask about all services, a-n.)

APPENDIX B--Continued

QUESTION 14: Ask about each service of which a respondent is aware. Don't ask Question 14 about the services a respondent claims to be unaware of.

QUESTION 15: Ask about each service not used within past year, regardless of whether respondent is aware or unaware of its existence. If the respondent has used a service within the past year, don't ask about that service at Question 15. But, be sure to ask about all the respondent hasn't used. In other words, ask about each service which did not elicit a "Yes" response at Question 14.

QUESTIONS 16a-b:

16a: Concerns frequency of usage of libraries. Circle the appropriate precode and proceed. If a respondent did not use a library within the past year, skip 16b and ask Question 17. If a person used a library at least once within the past year, ask 16b.

16b: Ask of all who used a library last year. There may be multiple responses, and, if so, record each. If the respondent doesn't know the name of the library, record the location of the library (street, intersection, etc.). After asking 16b and recording the answer, proceed to PART C (page 3).

QUESTION 17: Ask of all persons who haven't used a library within the past year. An open end question, requiring a complete, specific response. Probe to insure you receive one. Record response in respondent's exact words. Proceed to PART C (page 3).

PART B

NOTE: PART B will be asked of only those persons who say they read less than one hour per week when asked Question 1, PART A.

QUESTION 1: An open-end question. The response should be recorded in the respondent's exact words.

QUESTION 2: Another open-end. Probe to insure the respondent has answered the question completely.

QUESTION 3a-b: If a person responds "Yes" to 3a, ask 3b. A "No" response at 3a requires you to skip 3b and proceed

APPENDIX B--Continued

to Question 4. If a person responds "Yes" at 3a, be sure to record a complete response, in the respondent's own words, at Question 3b.

QUESTION 4: Location of nearest library. Record response in space provided.

PART C

All respondents will be asked each question in PART C. Ask each exactly as it is worded on the questionnaire and ask in the order in which they appear. Remember, as an interviewer, do not attempt to interpret any of the questions to the respondent. If a person doesn't understand a question, repeat the question. Each respondent should respond to each question on the basis of what the question means to the respondent.

PART D (CLASSIFICATION DATA)

Questions 1-8 are classification questions and are vitally important to this survey. If age (Q.1) is refused, PROBE by asking for an approximate figure (25-34, 35-44, 45-54, 55-64, 65-74, over 75).

An occasional respondent may refuse to give his or her age, or income level (Question 6a-c); don't worry about it. However, if you have a high incidence of refusal, you need to re-evaluate your method of asking these questions to determine what is happening that causes your respondents to refuse.

HANDLING QUESTIONS 6a-c (INCOME LEVEL): Ask Question 6a of every respondent. The response you receive will determine which question (6b or 6c) will be the follow-up. If a person says the total family income is above \$14,000., you'll circle the precode "1" and skip to Question 6c. If the total family income is below \$14,000., Circle "2" and ask Question 6b. No respondent will be asked both 6b and 6c. It's one or the other. (Follow instructions to the interviewer on the questionnaire.)

AFTER COMPLETING THE INTERVIEW

At the end of each interview quickly check over the questionnaire to assure yourself that you have asked and recorded a response to every applicable question. Be sure you've recorded all classification data. No editing should be necessary.

APPENDIX B--Continued

Be sure you've recorded the telephone number called (at top of page 1) and the date and time of the interview (bottom of page 4). Also, record your interviewer number at top of page 1 so you'll receive credit for your work.

At least 10 per cent of all persons interviewed will be re-contacted in order to validate interviewers' work. Therefore, take care to record names and telephone numbers accurately. We must be able to contact the person named on the questionnaire at the telephone number listed in order to verify the interview. And we can't pay for work which can't be verified.

APPENDIX D

ASSIGNMENT AND REPORT FORM

NAME: _____ INTERVIEWER _____
NUMBER: _____

I. YOUR ASSIGNMENT: COMPLETE A TOTAL OF _____ INTERVIEWS. DISTRIBUTE YOUR INTERVIEWS BY RESPONDENT GROUP AS SHOWN IN THE QUOTA CHART BELOW:

_____ QUOTA _____ KEEP TALLY

MALES (AGE 25-64)

MALES (AGE 65 AND UP)

FEMALES (AGE 25-64)

FEMALES (AGE 65 AND UP)

TOTAL

Keep a careful record of the interviews you complete by tallying in the space provided above. A discontinued interview cannot be counted.

II. CALLING PROCEDURE:

1. Starting with the first listing on the first page of your Dialing Record Sheets call each telephone number provided.
2. Report the result of each dialing. Enter the date and time in the appropriate column--"FIRST", "SECOND", "THIRD" as you dial.

NOTE:!!! MAINTAINING AN ACCURATE DIALING RECORD IS AN IMPORTANT PART OF YOUR ASSIGNMENT.

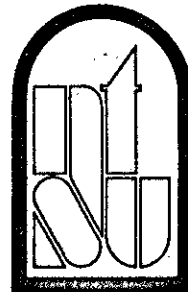
- a. For each completed interview, record the age and sex of the respondent by placing a check (✓) in the space provided.

APPENDIX D--Continued

- b. If no interview is conducted, indicate the reason on the Dialing Record using the following codes: NA (no answer); B (Busy); CB (call back); NIS (number not in service); QF (quota group filled); R (refused).
- c. DISCONTINUED interviews must also be recorded in the proper column on the Dialing Record.
3. Should you go all the way through your assigned telephone listings without completing your quota of interviews, make a second attempt (and a third if necessary) at those households where you received a Busy Signal or No Answer, or were asked to Call Back on your first dialing.
4. Make second and third attempts at different times on different days, being sure you do not waste effort. Make all calls between 9:00 a.m. and 8:30 p.m. on any day, Monday through Sunday.
5. If, after making three attempts to reach a qualified respondent at the assigned listings, you have been unable to fill your quota of completed interviews, call your coordinator for instructions.

III. RESTRICTIONS:

- A. Do not make toll calls.
- B. Call residential listings only. If you should happen to contact a business or other non-residential place, do not attempt an interview.
- C. Make only one interview per household.



North Texas
State
University

Denton, Texas
76203

School of
Library and
Information
Sciences

APPENDIX E

COVER LETTER FOR QUESTIONNAIRE
MAILED ON MAY 5, 1979

I am conducting a study of the reading interests and activities of older adults in the Metroplex area with the assistance of a grant through the Center for Studies in Aging and under the sponsorship of the School of Library and Information Sciences at North Texas State University.

Your help is needed in completing the enclosed questionnaire concerning library services and materials which are available for older adults in your service area. Information that you can supply regarding the services and programs of your library will be vital to the study.

If you have any question about completing the questionnaire, please call me at 214-942-9920. I shall be happy to talk with you about the survey and to answer any questions that you may have.

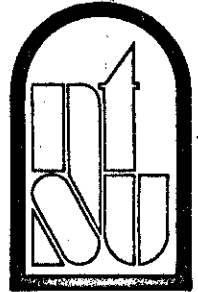
A reply envelope is enclosed for your convenience in returning the questionnaire.

Thank you for your valuable assistance in this study.

Sincerely yours,

A handwritten signature in cursive script that reads "Elizabeth Grubb".

Elizabeth Grubb
Doctoral Candidate



North Texas
State
University

Denton, Texas
76203

School of
Library and
Information
Sciences

APPENDIX F

COVER LETTER FOR FOLLOW-UP MAILING
OF QUESTIONNAIRE ON JULY 16, 1979

Enclosed is a copy of a questionnaire which was first distributed in May to collect data concerning library services and materials which are available for older adults in your service area. Your response has not yet been received; however, we hope that you will be able to fill out and return this questionnaire in the enclosed envelope by August 20, 1979.

Your cooperation in filling out and returning the questionnaire is needed to enable us to develop a better picture of the availability of library services and programs for older adults in the Metroplex area.

All responses will be treated objectively and impersonally, and answers are to be used for statistical purposes only. No one else will have access to the questionnaire, and answers written in pencil are welcomed--no need to take the time to find a pen. Rough estimates are acceptable answers to questions asking "How much ..." or "How many ..."

Your answers are important to this study, and the time and help that you contribute to the collection of information will be appreciated very much. The study has been undertaken with the assistance of a grant through the Center for Studies in Aging and under the sponsorship of the School of Library and Information Sciences at North Texas State University.

Sincerely yours,

A handwritten signature in cursive script that reads "Elizabeth Grubb".

Elizabeth Grubb

APPENDIX G

RETURN ENVELOPE FOR QUESTIONNAIRE

FIRST CLASS
PERMIT NO. 210
DENTON, TEXAS

BUSINESS REPLY MAIL
No Postage Stamp Necessary if Mailed in the United States

Postage will be paid by

School of Library and Information Sciences
North Texas State University
Box 13796 NT Station
Denton, Texas 76203

E. Grubb

APPENDIX H

QUESTIONNAIRE TO PUBLIC LIBRARIES

NTSU/SLIS QUESTIONNAIRE TO LIBRARIES 5/79 page 1
 NAME OF LIBRARY: _____ DATE: _____
 CITY: _____ COUNTY: _____
 PERSON REPORTING: _____ TITLE: _____

INTRODUCTION: For purposes of this study, "materials or services to older adults" will include those which are (1) offered primarily for adults who are age 65 or older and (2) services in which 50% or more of the participants are age 65 or older.

1. What is the approximate population (number of persons) residing in the service area of your library?
2. Approximately how many of the persons residing in your service area are age 65 or older? (PLEASE ESTIMATE, IF ONLY ROUGHLY)
3. In your library, what priority is assigned _____
 to services for older adults in relation PRE-SCHOOL CHILDREN
 to your services for other patrons? CHILDREN, AGE 6-14
 (PLEASE RANK 1 TO 5) YOUNG ADULTS, 15-24
 ADULTS, 25 to 64
 OLDER ADULTS, 65 +
4. a) Do you budget specifically for services and materials for older adults? (CIRCLE RESPONSE) YES 1 NO 2

 b) If YES, approximately what per cent of your total library budget is assigned for these services and materials?

 5. Are any of your staff members assigned to work YES---FULL TIME 1
 specifically with older adults? PLEASE CIRCLE YES---PART TIME 2
 RESPONSE(S) NO 3
 6. a) Are any persons age 65 or older working in YES 1
 your library program? (CIRCLE RESPONSE) NO 2

 b) If YES, are they: EMPLOYEES 1 (HOW MANY?) _____
 VOLUNTEERS 2 (HOW MANY?) _____

APPENDIX H--Continued

7. Has your library conducted any type of survey to assess the library needs and reading interests of older adults?	YES--CONTINUOUS ASSESSMENT	1
	YES--IN THE PAST	2
	YES--CURRENTLY	3
	NO	4
8. How does your library disseminate information on library services and materials for older adults?	NEWSPAPER	1
	TELEVISION	2
	RADIO	3
	U.S. MAIL	4
	DIRECTOR/STAFF SPEAKS TO GROUPS	5
	OTHER	6
	(PLEASE LIST: _____)	

NTSU/SLIS QUESTIONNAIRE TO LIBRARIES 5/79 page 2

9. (NOTE: THE FOLLOWING LIST OF TYPES OR TOPICS OF READING MATERIALS IS BEING PRESENTED TO OLDER ADULTS IN YOUR SERVICE AREA FOR THEM TO INDICATE THEIR READING PREFERENCES. THIS QUESTION IS FOR A COMPARISON BETWEEN WHAT OLDER ADULTS PREFER AND WHAT IS AVAILABLE FOR THEM TO READ.)

Please circle below the principal types or topics of reading materials that are available in your library for older adults to read.

- | | |
|-------------------------------|-------------------------------------|
| a) HISTORY AND SOCIAL SCIENCE | d) RELIGION AND PHILOSOPHY |
| BIOGRAPHY 1 | BIBLE 1 |
| BUSINESS, ECONOMICS 2 | MYTHOLOGY 2 |
| GENEOLOGY 3 | THE OCCULT (ESP, ASTROLOGY, ETC.) 3 |
| HISTORY 4 | PHILOSOPHY 4 |
| POLITICS, GOVERNMENT 5 | PSYCHOLOGY 5 |
| OTHER SOCIAL SCIENCES 6 | RELIGION (OTHER THAN THE BIBLE) 6 |

APPENDIX H--Continued

9. (cont.)

- | | | |
|----------------------------------|---|----------------------------|
| b) <u>SCIENCE AND TECHNOLOGY</u> | | |
| 1 ARCHEOLOGY | 1 | <u>FINE ARTS</u> |
| 2 ASTRONOMY AND SPACE | 2 | ART |
| 3 EXPLORATION | 3 | MUSIC |
| 4 ENERGY | 4 | PLAYS |
| 5 ENGINEERING OR ME- | | POETRY |
| 6 CHANICAL TECHNOLOGY | | |
| 7 MEDICAL OR HEALTH | | f) <u>GENERAL INTEREST</u> |
| 8 INFORMATION | | 1 FAMILY AND CHILD CARE |
| 9 NATURE, WILDLIFE | | 2 FOOD, NUTRITION |
| 10 SCIENTIFIC DISCOVERY | | 3 HOBBIES, CRAFTS |
| 11 OR INVENTION | | 4 HOME DECORATION OR |
| | | 5 REPAIR |
| | | 6 RETIREMENT |
| | | 7 INFORMATION |
| c) <u>FICTION</u> | | 8 SELF-IMPROVEMENT |
| 1 ADVENTURE | 1 | 9 SEX |
| 2 FANTASY | 2 | 0 SPORTS |
| 3 HISTORICAL FICTION | 3 | TRAVEL |
| 4 HUMOR | 4 | OTHER |
| 5 LOVE STORIES | 5 | (PLEASE LIST: |
| 6 MYSTERY, DETECTIVE | 6 | _____ |
| 7 REALISTIC, MODERN | 7 | _____ |
| 8 SCIENCE FICTION | 8 | |
| 9 WESTERNS | 9 | |

10. Are any books purchased by your library primarily for the interests and needs of older adults? (PLEASE CIRCLE RESPONSE)
- | | |
|-----|---|
| YES | 1 |
| NO | 2 |
11. a) Does your library provide special materials for reading that may be needed primarily by older adults?
 [PLEASE CIRCLE RESPONSE(S)]
- | | |
|------------------------------|---|
| TALKING BOOKS | 1 |
| LARGE PRINT BOOKS | 2 |
| READING MATERIALS IN BRAILLE | 3 |
| OTHER | 4 |
- (LIST: _____)

APPENDIX H--Continued

11. (cont.)

- b) Does your library provide for instruction in the use of such special materials? (PLEASE CIRCLE RESPONSE)
- | | |
|-----|---|
| YES | 1 |
| NO | 2 |

NTSU/SLIS QUESTIONNAIRE TO LIBRARIES 5/70 page 3

12. Does your library provide extension services for older adults? [PLEASE CIRCLE RESPONSE(S)]

BOOKMOBILE	1
BOOKS-BY-MAIL	2
DELIVERY TO NURSING HOMES	3
OTHER	4
(LIST: _____)	
NO	5

13. Does your library provide any other services or programs in which older adults participate, such as:

a) LENDING AV SOFTWARE (FILMS, SLIDES, RECORDS, TAPES)	YES	NO	INSIDE LIBRARY	OUTSIDE LIBRARY
	1	N	1	2
b) LENDING FRAMED PICTURES AND ART OBJECTS	2	N	1	2
c) ADULT EDUCATION CLASSES	3	N	1	2
d) REMEDIAL READING CLASSES	4	N	1	2
e) COPYING FACILITIES	5	N	1	2
f) MEETING ROOMS	6	N	1	2
g) MOVIES, LECTURES, OR RECITALS	7	N	1	2
h) BOOK TALKS	8	N	1	2
i) DISCUSSION GROUPS	9	N	1	2
j) LITERARY CLUBS	0	N	1	2
k) TELEPHONE REFERENCE SERVICE	1	N	1	2
l) GENEALOGY REFERENCE FILE	2	N	1	2
o) OTHER	3	N	1	2

(PLEASE LIST: _____)

APPENDIX H--Continued

	YES	NO	1	2
14. a) Does your library cooperate with other agencies in services for older adults? (CIRCLE RESPONSE)				

b) If YES, please identify:				

NAME OF COMMUNITY AGENCY/ORGANIZATION DESCRIPTION OF RELATIONSHIP

THANK YOU FOR YOUR COOPERATION. COMMENTS ARE WELCOMED ON THIS PAGE OR THE REVERSE SIDE.

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