

NEBRASKA LIBRARY-COMMUNITY PROJECT

A STUDY OF FACTORS AFFECTING THE USE OF LIBRARY SERVICES IN
HASTINGS, NEBRASKA

by

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FOREWORD

The Library Community Project grant to Nebraska which was made by the American Library Association in September, 1957, provided for activities on two levels: State-wide workshops and institutes and the Pilot Library-Community Study.

The grant was made to the Nebraska Public Library Commission and the Hastings Public Library was selected as the Pilot Library. Early in the Project a Community Study Committee was selected to assist the Pilot Library and decided on a self-study of Hastings.

This Study of Factors Affecting Use of Library Services in Hastings is part of that self-study. It is the first intensive study of this kind to be made under a Library-Community Project grant. The Nebraska Public Library Commission believes that it has implications for many public libraries and communities in Nebraska.

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HASTINGS, NEBRASKA

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Part I

INTRODUCTION

In Hastings, Nebraska, a midwestern city of 25,000, less than fifty percent of the population say they use the library with some frequency. This represents a matter of considerable concern for a community institution that is committed to serving all the people and is supported by tax funds. Who uses the library? Who doesn't use it? In what way do users and non-users differ from one another? The survey reported in this paper is an attempt to answer these questions. We shall pay particular attention to those types of differences which the library board and the librarian can meaningfully take into account in planning a library program.

One hundred and sixty-six persons were interviewed during the first two weeks of March, 1959. The interviewing was done by a number of volunteers from the community. The persons who were interviewed were randomly selected from the 1958 Polk City Directory. There is some evidence that a disproportionate number of older persons were contacted. Aside from this, the proportion of persons in other types of classification, such as sex and education, do not deviate markedly from the proportions of the population for 1950 as reported by the Bureau of Census nor by a more recent analysis of population based on the Hastings School census. However, in the absence of direct and positive evidence of the randomness of our sample, one should be cautious in interpreting the findings presented for the sample as a whole. This is often the case in surveys of this type. Survey analysts find it more meaningful to deal with their findings in terms of population groupings, e.g., comparing men with women, young with old. In general, this is the principal type of analysis used in this report.

The 25,000 people of Hastings are not passive towards their community. They love it, they like it, or perhaps they even resent it. They may be ambitious for it or they may be cynical about its future. They will have ideas about how it should change or reasons why it should remain unchanged. Several of the introductory questions asked of the 166 respondents were designed to reveal their general attitude toward Hastings. These questions and the responses to them are as follows:

Q 1. About how long have you lived in Hastings:

less than 1 yr	1.2 %
1 - 5 years	13.8 %
6 - 10 years	13.8 %
over 10 yrs	71.2 %

Q 2. Would you like to see Hastings grow and have more people in it, or is it big enough as it is?

grow	18.6 %
big enough	81.4 %

Q 3. Would you like to see more industries locate in Hastings, or do you think there are enough already?

more.....	98.2 %
enough	1.8 %
too many	0.0 %

Q 4. Do you think an ambitious young man can find opportunities for jobs with a future right here in Hastings, or do you think he would find a better chance for advancement elsewhere?

in Hastings	31.3 %
elsewhere	60.8 %
don't know	7.9 %

It would seem reasonable to conclude that most people in Hastings are positively attracted to their community, but that increasing the number of industries in Hastings would make it more attractive, especially to persons just beginning their occupational career.

Every community has its strengths and weaknesses. Hastings has facilities and programs for which it can be justly proud, but it also has areas in which it can develop. Whether or not you are satisfied with your community depends upon what you feel you need and what you want - it depends upon your values. While it is possible to speak of values on a general level, for example, economic values, values of family life, religious values, etc., we actually do not think in such broad terms in every-day affairs. Rather, we seek to satisfy more or less specific desires. A list of thirty areas of community life was presented to our sample along with the following question:

Q 5. Every community has both its strengths and its weaknesses. How would you rate Hastings on the following items? Which are Hastings' strong points, which are just adequately taken care of now, and which are items which Hastings decidedly needs to improve?

The thirty items are grouped into ten categories in Figure 1 and Table 1. The percentages refer to the proportion of responses which indicated that these were ways in which Hastings decidedly needed to improve. Hastings' strong points, as indicated by the responses of our sample, are those which show a low percentage.

How shall we interpret these findings? If one of the items, for example, "cooperation with the rural area", shows a low percentage, it means that few respondents were of the opinion that this is one of Hastings strong points. If an item has a rather large percentage figure associated with it, for example, "hospital facilities," it can be interpreted that a large portion of our sample think this area of community life needs serious attention.

The ten groupings of items, A through J, and excepting H, represent sets of items which have some common underlying quality. For example, grouping F deals with churches and religious aspects of the community, and grouping I deals with economic considerations. If all of the items in a category show a high or relatively high percentage, it can be interpreted to mean that not only are the

specific items mentioned of concern to the respondents, but that related items probably would be of concern also. As an illustration consider category I which is relatively high as a whole. It would be reasonable to expect that other economic matters, such as wages, prices, and availability of desired goods, would be rated similarly. In affect, the respondents might be seen as giving evidence of concern for economic matters.

The readers of this report should be cautioned not to over-generalize. First, less than half of the respondents indicate that Hastings needed to improve in most areas of community life listed. Second, it would probably be better to think of the findings as reflecting needs and values which are of more and of less concern.

FIGURE I. SELECTED AREAS OF COMMUNITY LIFE : PERCENT OF RESPONDENTS WHO FEEL HASTINGS NEEDS TO IMPROVE IN EACH AREA.

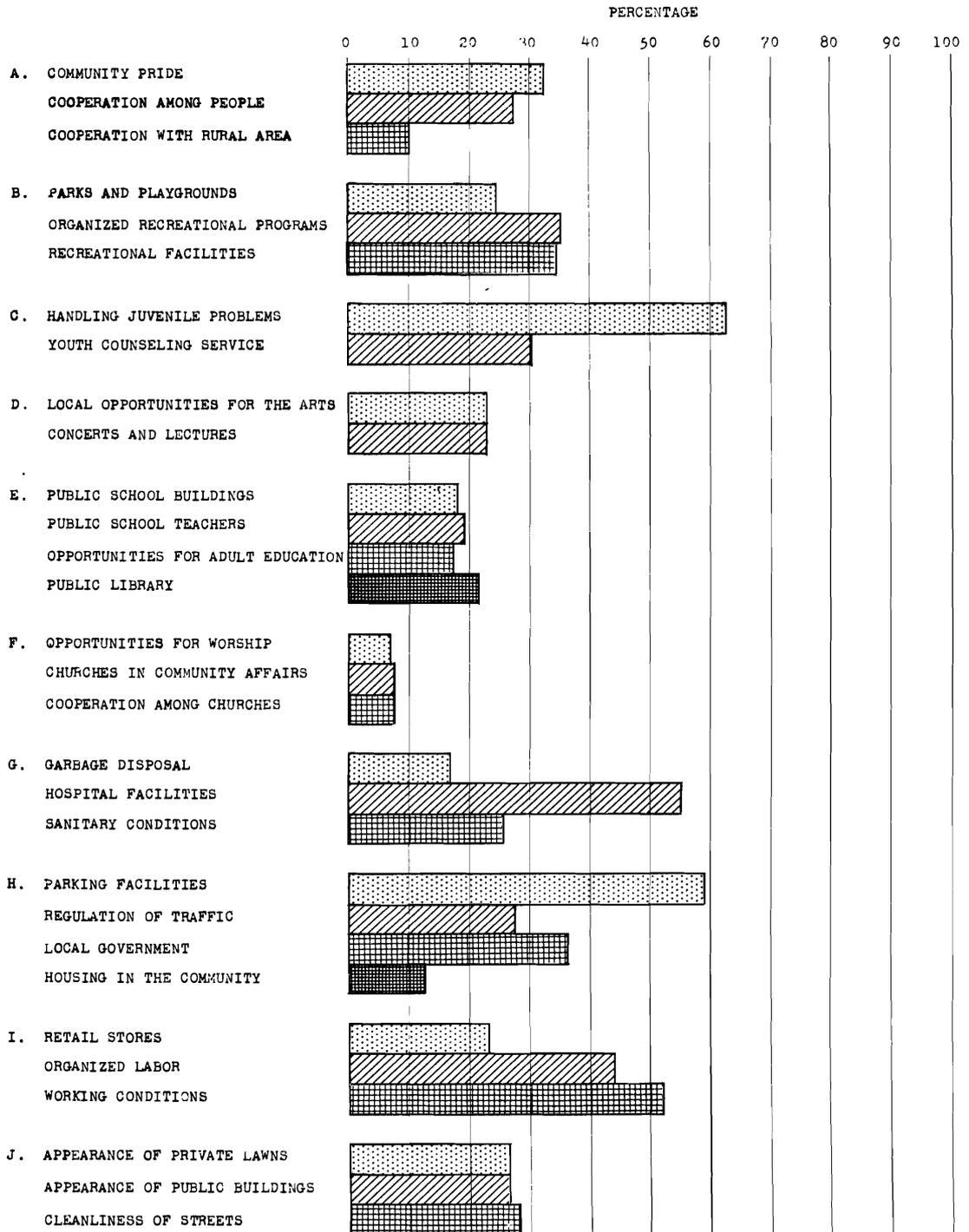


Table 1. Selected Areas of Community Life: Percent of Respondents Who Feel Hastings Needs to Improve in Each Area

A	Community pride	32.5
	Cooperation among people	27.7
	Cooperation with rural area	10.2
B	Parks and playgrounds	24.7
	Organized recreational programs	35.5
	Recreational facilities	34.4
C	Handling juvenile problems	62.5
	Young counseling service	30.2
D	Local opportunities for the arts	22.9
	Concerts and lectures	22.9
E	Public school buildings	18.1
	Public school teachers	19.3
	Opportunities for adult education	17.5
	Public library	21.7
F	Opportunities for worship	7.2
	Churches in community affairs	7.8
	Cooperation among churches	7.8
G	Garbage disposal	16.9
	Hospital facilities	55.5
	Sanitary conditions	25.8
H	Parking facilities	59.0
	Regulation of traffic	27.7
	Local government	36.2
	Housing in the community	12.6
I	Retail stores	22.9
	Organized labor	44.0
	Working conditions	51.7
J	Appearance of private lawns	26.0
	Appearance of public buildings	26.5
	Cleanliness of streets	28.3

A. Differences in Activities and Organizational Membership

In some respects there is very little difference between library users and non-users, and in other respects there are great differences. Responses to seven questions are presented in Figure 2 and Table 2.

The library user does not differ significantly from the non-user in amount of reading, in the number of organizational affiliations, nor in the likelihood of voting. However, there seem to be two major differences between the user and the non-user. First, the person who uses the library is more active in organizations, and second, he has more access to a variety of sources of information and intellectual stimulation.

Since the library user tends to be quite active in organizations, he is also likely to be an "opinion leader", that is, one who plays a dominant role in helping others to shape their opinions. Opinion leaders do not "create" opinions, but rather through media such as books, magazines, radio and television, they gather and select ideas which they then transmit to their fellows. They are important links in any communication system. Without going into detail, this interpretation has been well documented by social researchers.

Gathering and selecting ideas and information requires both the knowledge of where they can be gotten and the skill in ferreting them out. Library users evidently are people who have these requisites. Participating in educational programs, developing personal libraries, and knowing other resources for getting information testify to this.

In summary, library users indicate by their level of activity that they are sensitive to personal and social needs, whatever these may be, and they are willing to expend time and energy to do something about it. They also give evidence that they are adept in mustering the intellectual resources of the community in their efforts to meet their felt needs.

FIGURE 2. LIBRARY USE COMPARED WITH SELECTED ACTIVITY AND ORGANIZATIONAL CHARACTERISTICS.

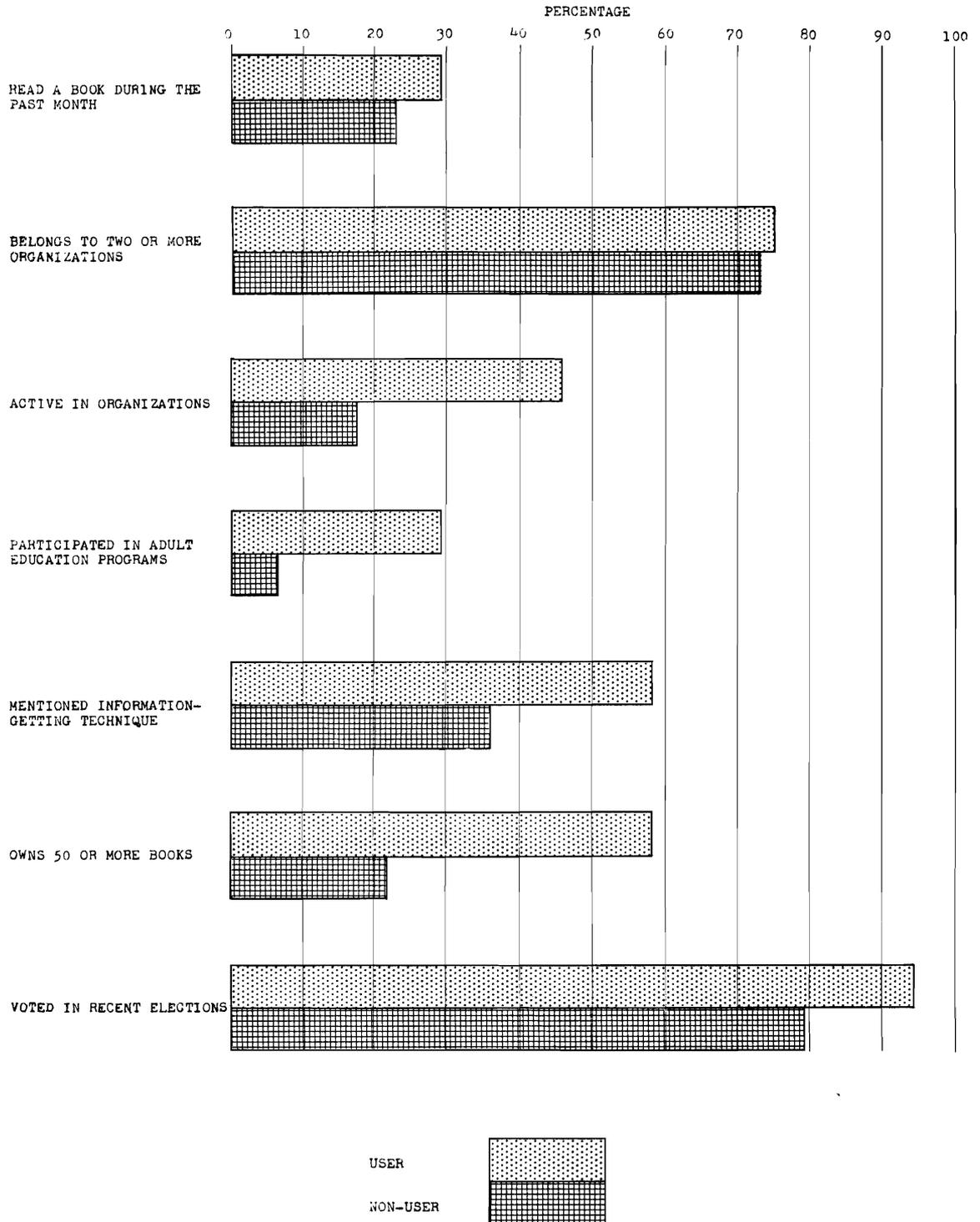


Table 2. Library Use Compared With Selected Activity and Organizational Characteristics

	USER	NON-USER
READ A BOOK DURING PAST MONTH	29.2 %	22.8 %
BELONG TO TWO OR MORE ORGANIZATIONS	75.0 %	72.8 %
ACTIVE IN ORGANIZATIONS	45.8 %	17.4 %
PARTICIPATED IN ADULT EDUCATION PROGRAMS	29.2 %	6.5 %
MENTIONED AN INFORMATION GETTING TECHNIQUE	58.3 %	35.9 %
OWNS 50 OR MORE BOOKS	58.3 %	21.7 %
VOTED IN A RECENT ELECTION	94.4 %	79.4 %

B. Differences in Personal Characteristics

In the preceding section, some behavioral differences between users and non-users were pointed out. Now we shall point out how use of the library is related to six personal characteristics, namely, sex, age, family composition, childhood residence, years of schooling, and occupational status.

Before we present the findings it must be understood that use and non-use of the library is not related to these factors themselves, but rather these six factors are symptomatic of certain conditions of life. Differences in age may reflect differences in maturity, energy, and ability to get about. As for family composition, children both limit the participation of parents and are objects of serious concern for the parents. Where a person was brought up is related to the number and kinds of opportunities he had in his formative years. Number of years of schooling is generally indicative of not only the type and amount of information a person possesses, but also his skills in abstract and integrative thought. Occupational status defines a person's resources of time and money.

The findings, as given in Figure 3 and Table 3, are not surprising. Other studies have found similar patterns. Library use decreases with age and with maturity of the family, but increases with years of schooling and occupational status. Women tend to use the library somewhat more than men, and persons reared in towns and cities are more likely to be library users than are farm-reared individuals.

FIGURE 3. PERCENTAGE OF RESPONDENTS WHO USE THE LIBRARY FREQUENTLY, BY SELECTED CHARACTERISTICS.

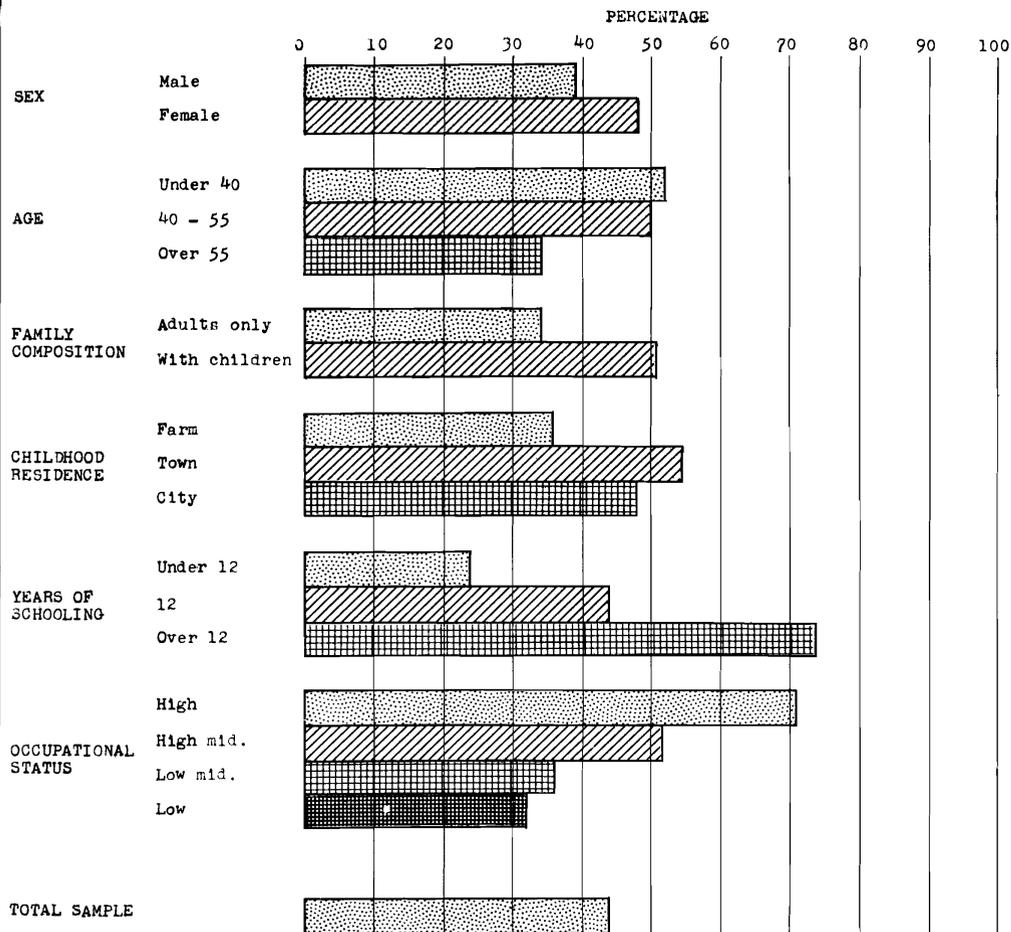


FIGURE 4. PERCENTAGE OF RESPONDENTS WHO HAVE READ A BOOK DURING THE PAST MONTH.

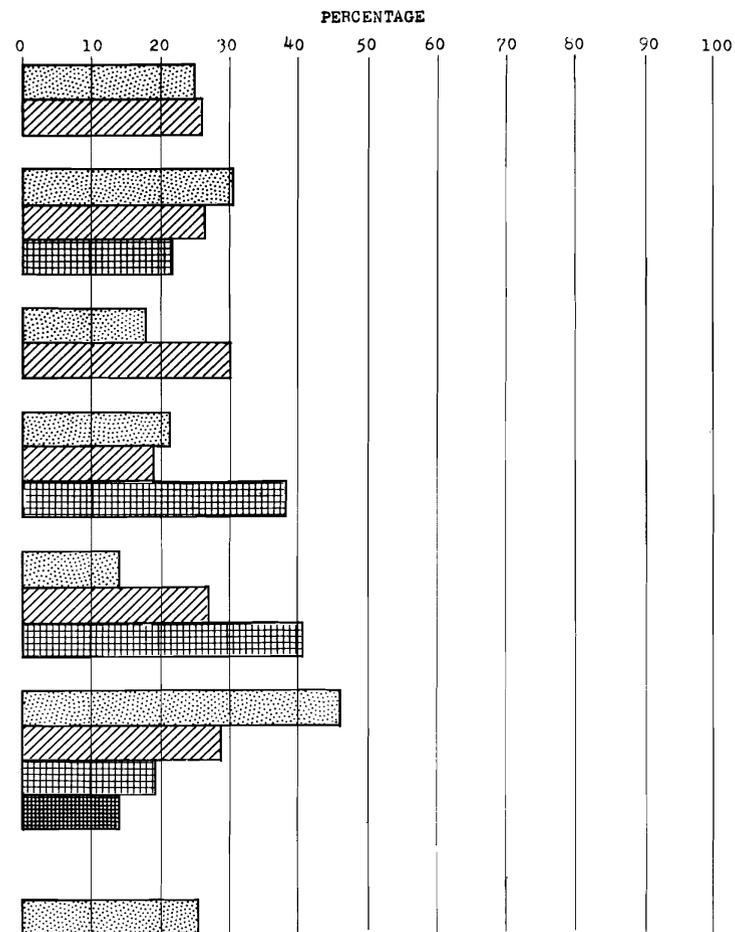


Table 3. Percentage of Respondents Who Use the Library Frequently, by Selected Characteristics

		%
SEX	MALE	39.0
	FEMALE	48.3
AGE	UNDER 40	52.2
	40 - 55	50.0
	OVER 55	34.2
FAMILY COMPOSITION	ADULTS	34.2
	WITH CHILDREN	50.7
CHILDHOOD RESIDENCE	FARM	36.0
	SMALL TOWN	54.7
	CITY	47.6
YEARS OF SCHOOLING	UNDER 12	23.8
	12	44.3
	OVER 12	73.8
OCCUPATIONAL STATUS	HIGH	70.8
	HIGH MIDDLE	51.4
	LOW MIDDLE	36.1
	LOW	32.1
TOTAL SAMPLE		43.9

The library should promote the continuing educational and intellectual welfare of the community it serves. If it is successful, many of the activities which the library promotes might be performed outside the formal framework of the library. For example, it has already been pointed out that there is relatively little difference between users and non-users in the amount of reading they do. The question to which this section is addressed: What are the characteristics of those who engage in the kinds of activities which the library seeks to promote? The principal findings are as follows:

1. Amount of reading decreases with age, increases with education and occupational status, and is higher for parents of school-age children than for other adults. (See Figure 4 and Table 4)
2. The likelihood of knowing about various techniques for getting information increases with occupational status and is greater for those persons with more than 12 years of education than for those with 12 or less. (See Figure 5 and Table 5)
3. The proportion of persons who own 50 or more books increases both with education and occupational status. (See Figure 6 and Table 6)
4. Women are more likely to get the books they read from the library than men, and parents of small children are more likely to borrow from the library than other adults. The higher the educational level and the higher the occupational status, the more frequently the library is used as the source of books. Borrowing books from friends decreases with occupational status. There is no pattern of personal characteristics associated with "buying books" as the source of books read. (See Figure 7 and Table 7)
5. The proportion of persons who took a formal educational course or participated in a study group during the past year increases with education and occupational status. Women are more likely to participate in study groups than are men. (See Figures 8 and 9, and Table 8 and 9).

Table 4. Percentage of Respondents Who Have Read a Book During the Past Month

		%
SEX	MALE	24.7
	FEMALE	25.8
AGE	UNDER 40	30.4
	40 - 55	26.0
	OVER 55	21.4
FAMILY COMPOSITION	ADULTS	17.8
	WITH CHILDREN	30.1
CHILDHOOD RESIDENCE	FARM	21.3
	SMALL TOWN	19.0
	CITY	38.1
YEARS OF SCHOOLING	UNDER 12	14.3
	12	26.9
	OVER 12	40.5
OCCUPATIONAL STATUS	HIGH	45.8
	HIGH MIDDLE	28.6
	LOW MIDDLE	19.4
	LOW	13.6
TOTAL SAMPLE		25.3

FIGURE 5. PERCENTAGE OF RESPONDENTS WHO MENTIONED A TECHNIQUE FOR GETTING INFORMATION.

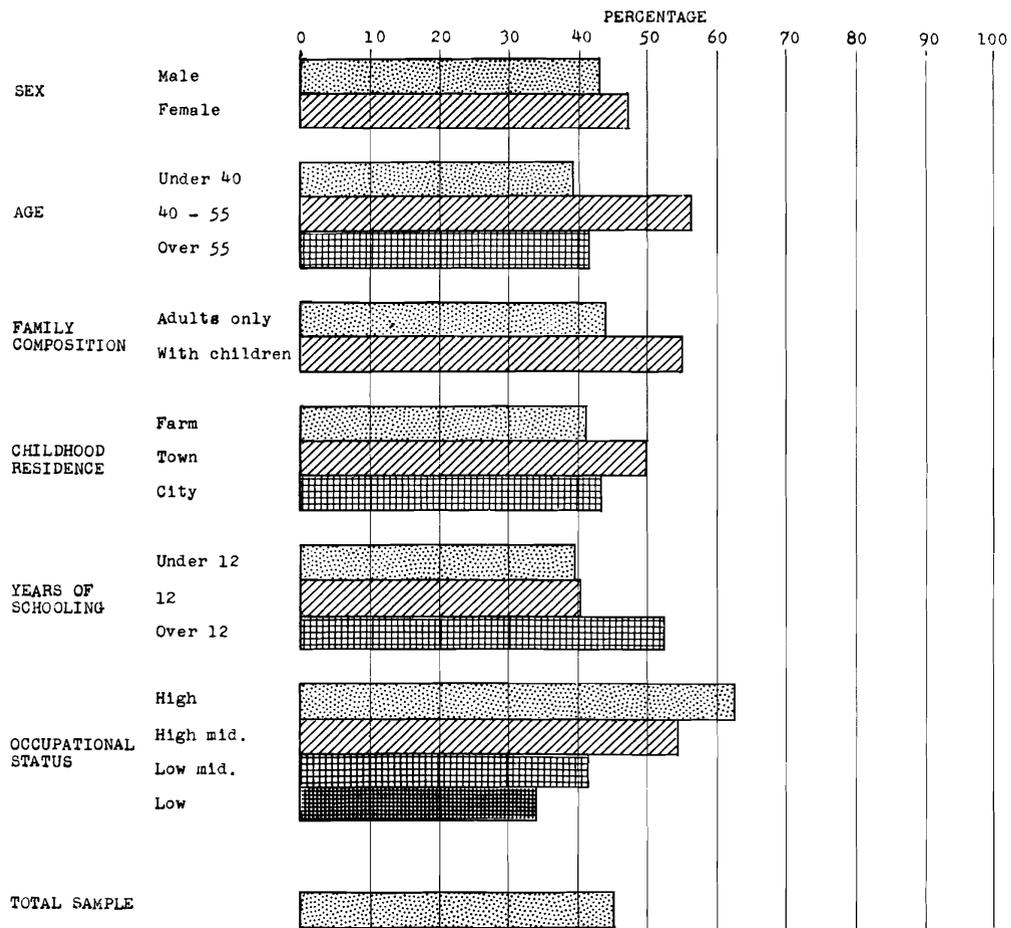


FIGURE 6. PERCENTAGE OF RESPONDENTS WHO OWN FIFTY OR MORE BOOKS.

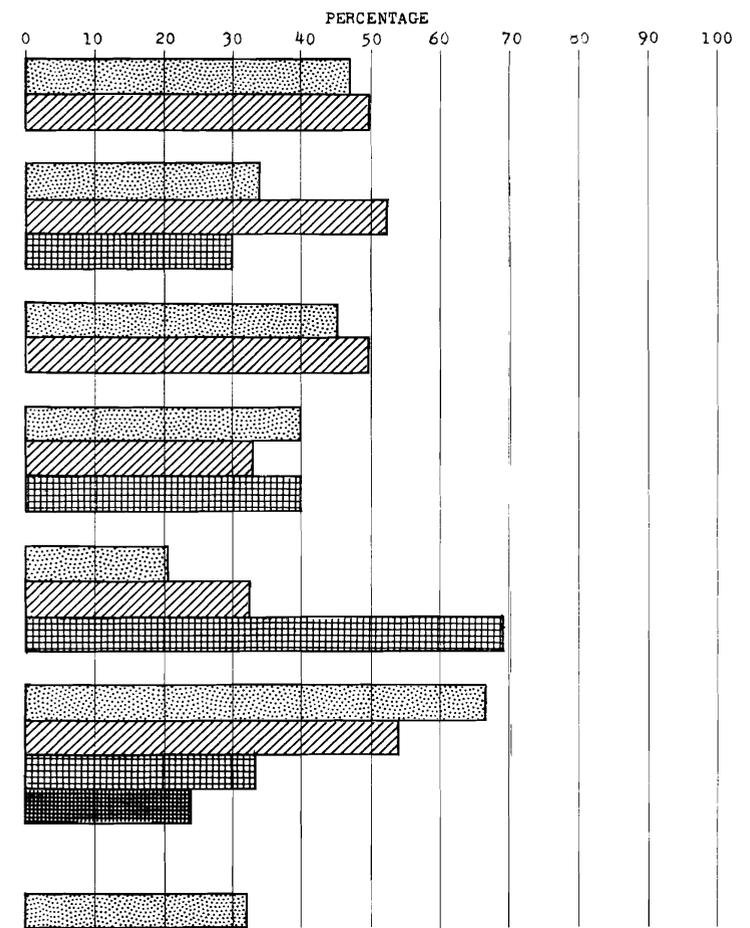


Table 5. Percentage of Respondents Who Mentioned a Technique for Getting Information

		%
SEX	MALE	42.9
	FEMALE	47.2
AGE	UNDER 40	39.2
	40 - 55	56.0
	OVER 55	41.5
FAMILY COMPOSITION	ADULTS	43.9
	WITH CHILDREN	55.2
CHILDHOOD RESIDENCE	FARM	41.3
	SMALL TOWN	50.0
	CITY	42.9
YEARS OF SCHOOLING	UNDER 12	39.7
	12	40.4
	OVER 12	52.4
OCCUPATIONAL STATUS	HIGH	62.5
	HIGH MIDDLE	54.3
	LOW MIDDLE	41.7
	LOW	33.9
TOTAL SAMPLE		45.3

Table 6. Percentage of Respondents Who Own 50 or More Books

		%
SEX	MALE	46.8
	FEMALE	49.4
AGE	UNDER 40	33.9
	40 - 55	52.0
	OVER 55	30.0
FAMILY COMPOSITION	ADULTS	45.2
	WITH CHILDREN	49.5
CHILDHOOD RESIDENCE	FARM	40.0
	SMALL TOWN	33.3
	CITY	40.0
YEARS OF SCHOOLING	UNDER 12	20.6
	12	32.7
	OVER 12	69.1
OCCUPATIONAL STATUS	HIGH	66.6
	HIGH MIDDLE	54.3
	LOW MIDDLE	33.3
	LOW	23.7
TOTAL SAMPLE		32.0

FIGURE 7. SOURCE OF BOOKS.

(A) BUYING.

(B) LIBRARY.

(C) FRIENDS.

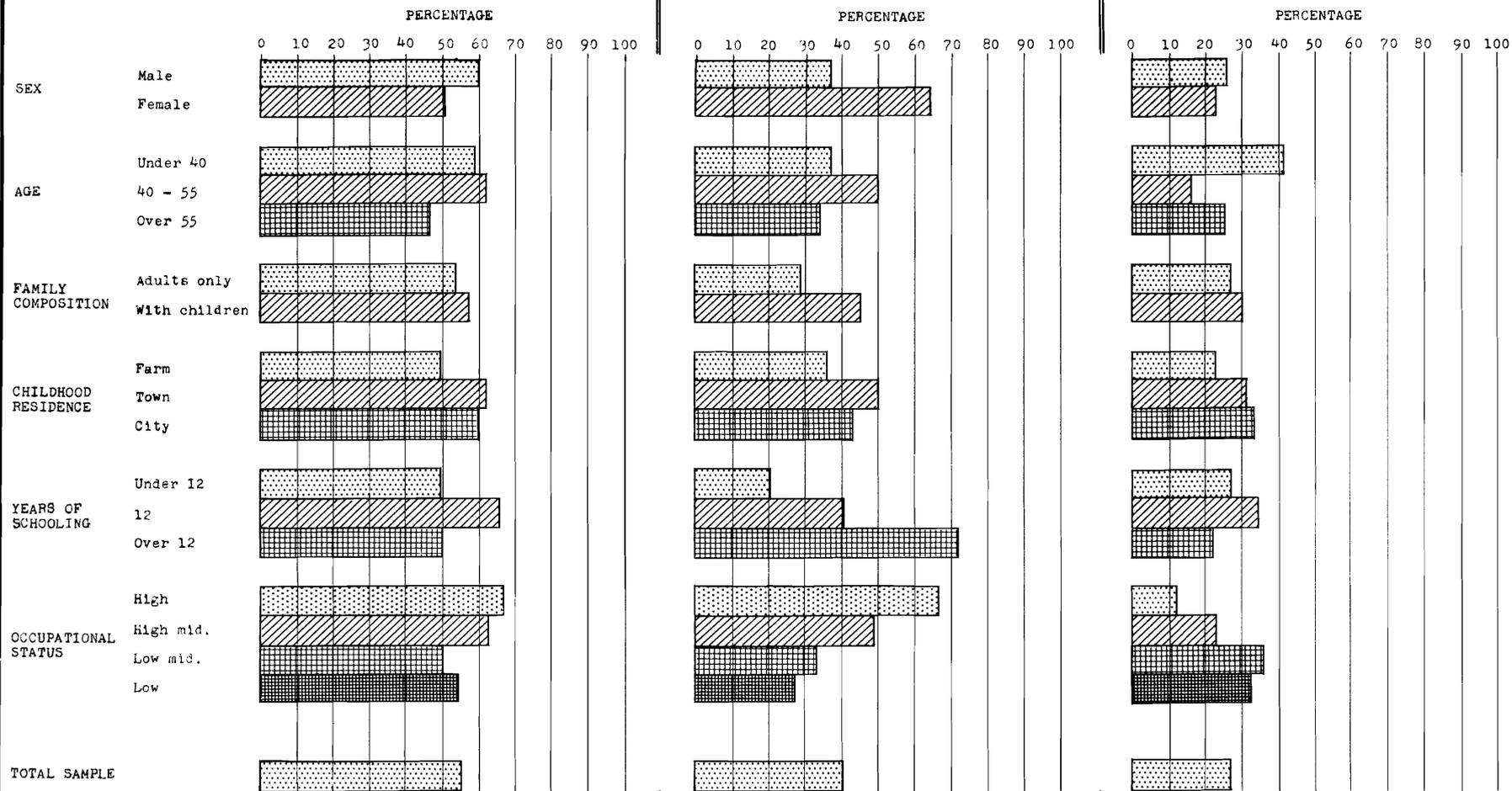


Table 7. Source of Books

		BUY %	LIBRARY %	FRIENDS %
SEX	MALE	60.0	27.3	26.0
	FEMALE	50.5	64.0	22.5
AGE	UNDER 40	58.7	36.9	41.3
	40 - 55	62.0	50.0	16.0
	OVER 55	47.1	34.3	25.7
FAMILY COMPOSITION	ADULTS	53.4	28.7	27.4
	WITH CHILDREN	57.5	45.2	30.1
CHILDHOOD RESIDENCE	FARM	49.3	36.0	22.6
	SMALL TOWN	61.9	50.0	31.0
	CITY	59.5	42.9	33.3
YEARS OF SCHOOLING	UNDER 12	49.2	20.6	27.0
	12	65.4	40.4	34.6
	OVER 12	50.0	71.4	21.4
OCCUPATIONAL STATUS	HIGH	66.7	66.7	12.5
	HIGH MIDDLE	62.9	48.6	22.9
	LOW MIDDLE	50.0	33.3	36.1
	LOW	54.2	27.1	32.2
TOTAL SAMPLE		54.8	39.7	27.1

FIGURE 8. PERCENTAGE OF RESPONDENTS WHO PARTICIPATED IN A FORMAL COURSE DURING THE PAST YEAR.

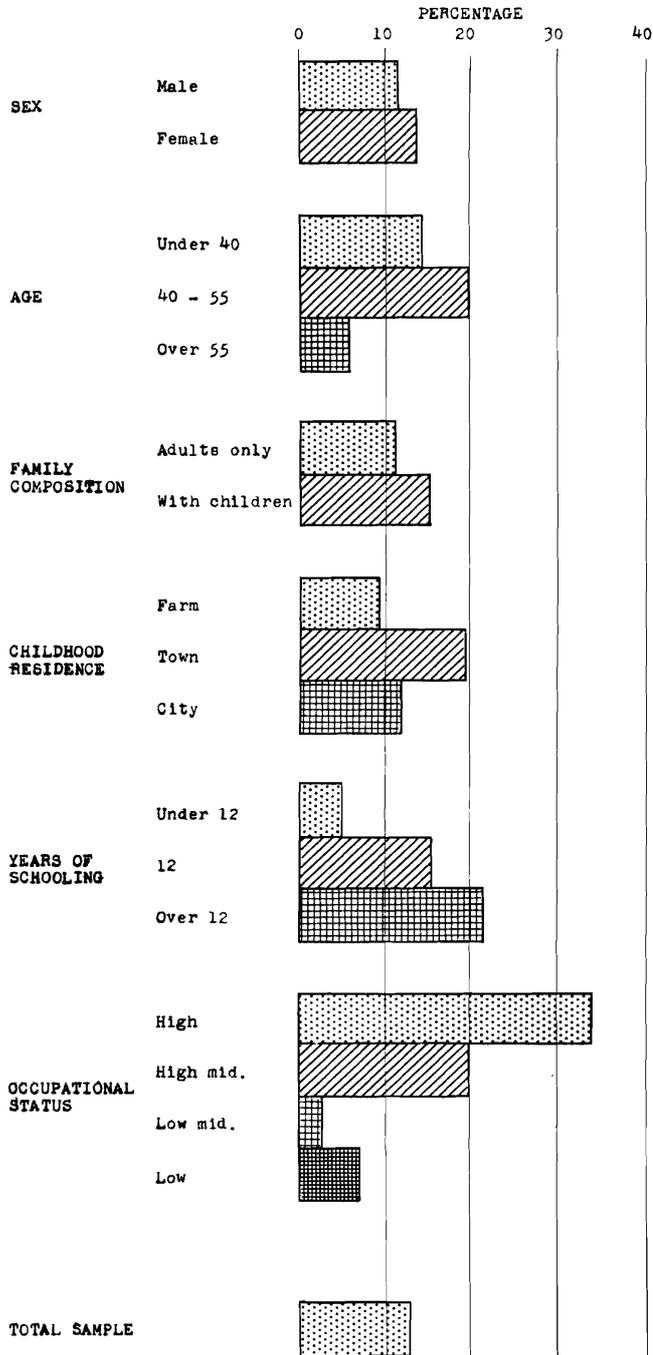


FIGURE 9. PERCENTAGE OF RESPONDENTS WHO PARTICIPATED IN A STUDY GROUP DURING THE PAST YEAR.

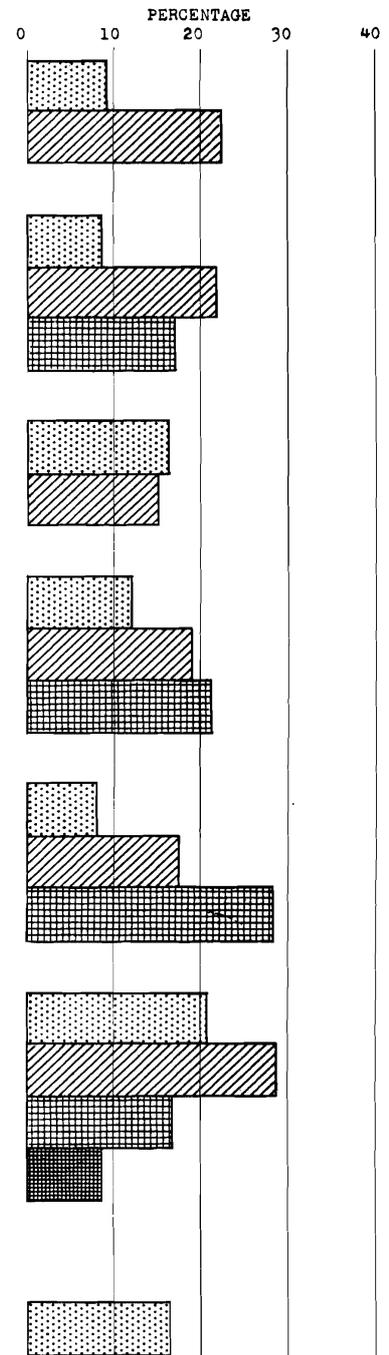


Table 8. Percentage of Respondents Who Participated in a Formal Course During the Past Year

		%
SEX	MALE	11.7
	FEMALE	13.5
AGE	UNDER 40	15.2
	40 - 55	20.0
	OVER 55	5.7
FAMILY COMPOSITION	ADULTS ONLY	11.0
	WITH CHILDREN	15.0
CHILDHOOD RESIDENCE	FARM	9.3
	SMALL TOWN	19.0
	CITY	11.9
YEARS OF SCHOOLING	UNDER 12	4.8
	12	15.4
	OVER 12	21.4
OCCUPATIONAL STATUS	HIGH	33.8
	HIGH MIDDLE	20.0
	LOW MIDDLE	2.8
	LOW	6.8
TOTAL SAMPLE		12.7

Table 9. Percentage of Respondents Who Participated in a Study Group During the Past Year

		%
SEX	MALE	9.1
	FEMALE	22.5
AGE	UNDER 40	8.7
	40 - 55	22.0
	OVER 55	17.1
FAMILY COMPOSITION	ADULTS ONLY	16.4
	WITH CHILDREN	15.0
CHILDHOOD RESIDENCE	FARM	12.0
	SMALL TOWN	19.0
	CITY	21.4
YEARS OF SCHOOLING	UNDER 12	8.0
	12	17.4
	OVER 12	28.6
OCCUPATIONAL STATUS	HIGH	20.8
	HIGH MIDDLE	28.6
	LOW MIDDLE	16.7
	LOW	8.5
TOTAL SAMPLE		16.4

The proportion of persons who belong to two or more organizations is directly related to educational level and occupational status. A similar relation holds true between being active in organizations and the educational and occupational factors. Persons between 40 and 55 years of age are more likely to belong to more organizations but not more active than persons in other age groupings. The opposite is true of persons who were reared in small towns. They belong to few organizations but are evidently very active in them. (Figures 10 and 11, and Tables 10 and 11).

FIGURE 10. PERCENTAGE OF RESPONDENTS WHO BELONG TO TWO OR MORE ORGANIZATIONS.

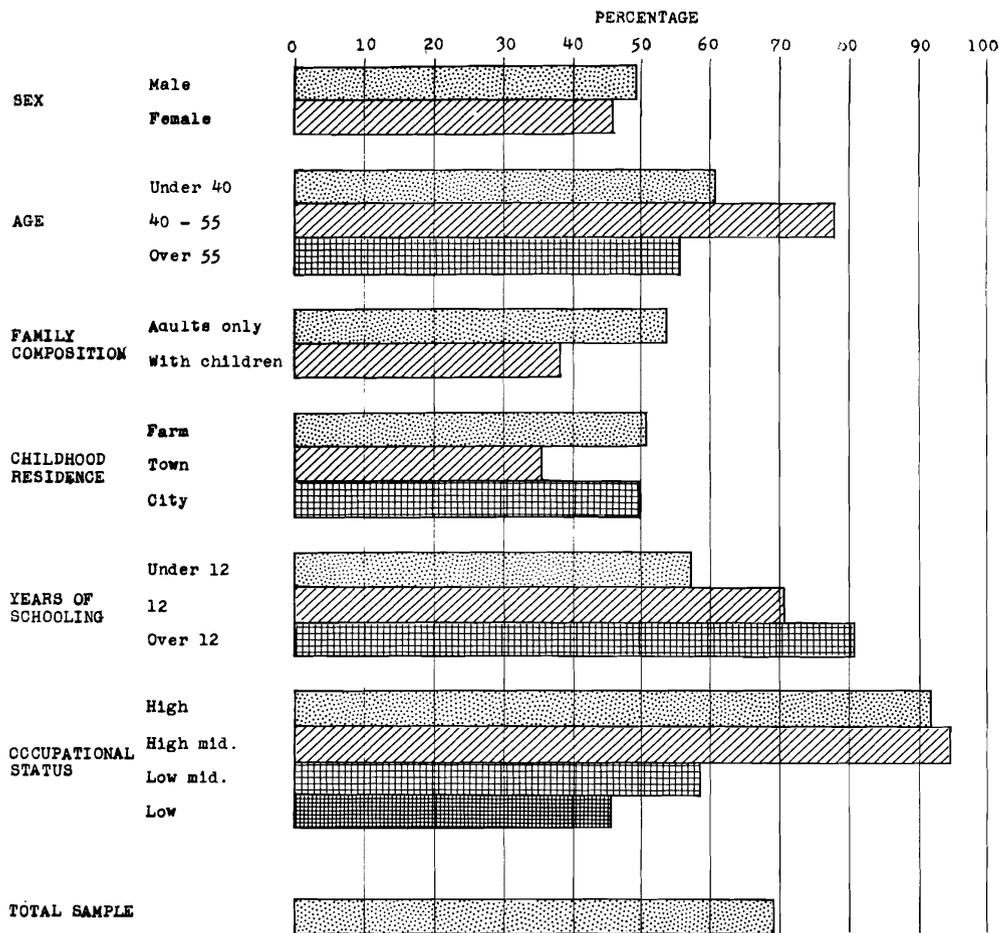


FIGURE 11. PERCENTAGE OF RESPONDENTS WHO ARE ORGANIZATIONALLY ACTIVE (ATTEND FOUR OR MORE MEETINGS PER MONTH).

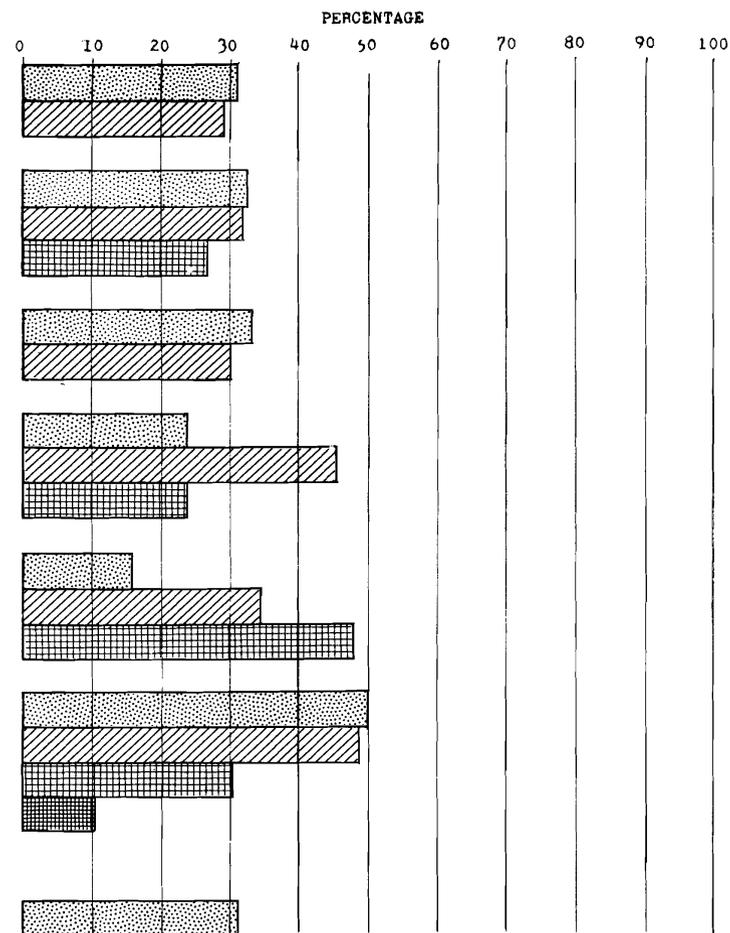


Table 10. Percentage of Respondents Who Belong to Two or More Organizations

		%
SEX	MALE	49.5
	FEMALE	46.1
AGE	UNDER 40	60.9
	40 - 55	78.0
	OVER 55	55.7
FAMILY COMPOSITION	ADULTS ONLY	53.4
	WITH CHILDREN	38.4
CHILDHOOD RESIDENCE	FARM	50.5
	SMALL TOWN	35.7
	CITY	50.0
YEARS OF SCHOOLING	UNDER 12	57.2
	12	71.2
	OVER 12	80.9
OCCUPATIONAL STATUS	HIGH	91.7
	HIGH MIDDLE	94.3
	LOW MIDDLE	58.3
	LOW	45.8
TOTAL SAMPLE		68.7

Table 11. Percentage of Respondents Who are Active in Organizations
(i.e., attend 4 or more meetings per month).

		%
SEX	MALE	31.2
	FEMALE	29.2
AGE	UNDER 40	32.6
	40 - 55	32.0
	OVER 55	27.1
FAMILY COMPOSITION	ADULTS ONLY	32.9
	WITH CHILDREN	30.1
CHILDHOOD RESIDENCE	FARM	24.0
	SMALL TOWN	45.2
	CITY	23.8
YEARS OF SCHOOLING	UNDER 12	15.9
	12	34.6
	OVER 12	47.6
OCCUPATIONAL STATUS	HIGH	50.0
	HIGH MIDDLE	48.6
	LOW MIDDLE	30.5
	LOW	10.2
TOTAL SAMPLE		31.3

A. Differences in Newspaper Reading by Personal Characteristics

Every person who was interviewed said they read the Hastings Tribune, and a great many of them said they also read either a Lincoln or Omaha paper. Figures 12 and 13 and Tables 12 and 13 show how persons differed in what they enjoyed about the papers and which sections they thought were most important. Briefly, these differences are as follows:

1. Enjoyment of local and state news was reported by female respondents, persons under 40 and over 55, and it tended to decrease as level of education and occupational status increased.
2. Enjoyment of editorials decreased with age, but increased as level of education and occupation increased.
3. Sports news was enjoyed by a greater proportion of men, younger respondents, persons brought up on a farm or in a small town, and individuals in the middle occupational levels.
4. In general, differences in what parts of the paper were considered most important are not as marked as for enjoyment. A greater proportion of the respondents taken as a whole said they thought national news was more important than those who said they enjoyed reading national news. More persons enjoyed sports news than thought it was important.

FIGURE 12. THE SECTIONS OF NEWSPAPERS WHICH RESPONDENTS SAY THEY ENJOYED THE MOST.

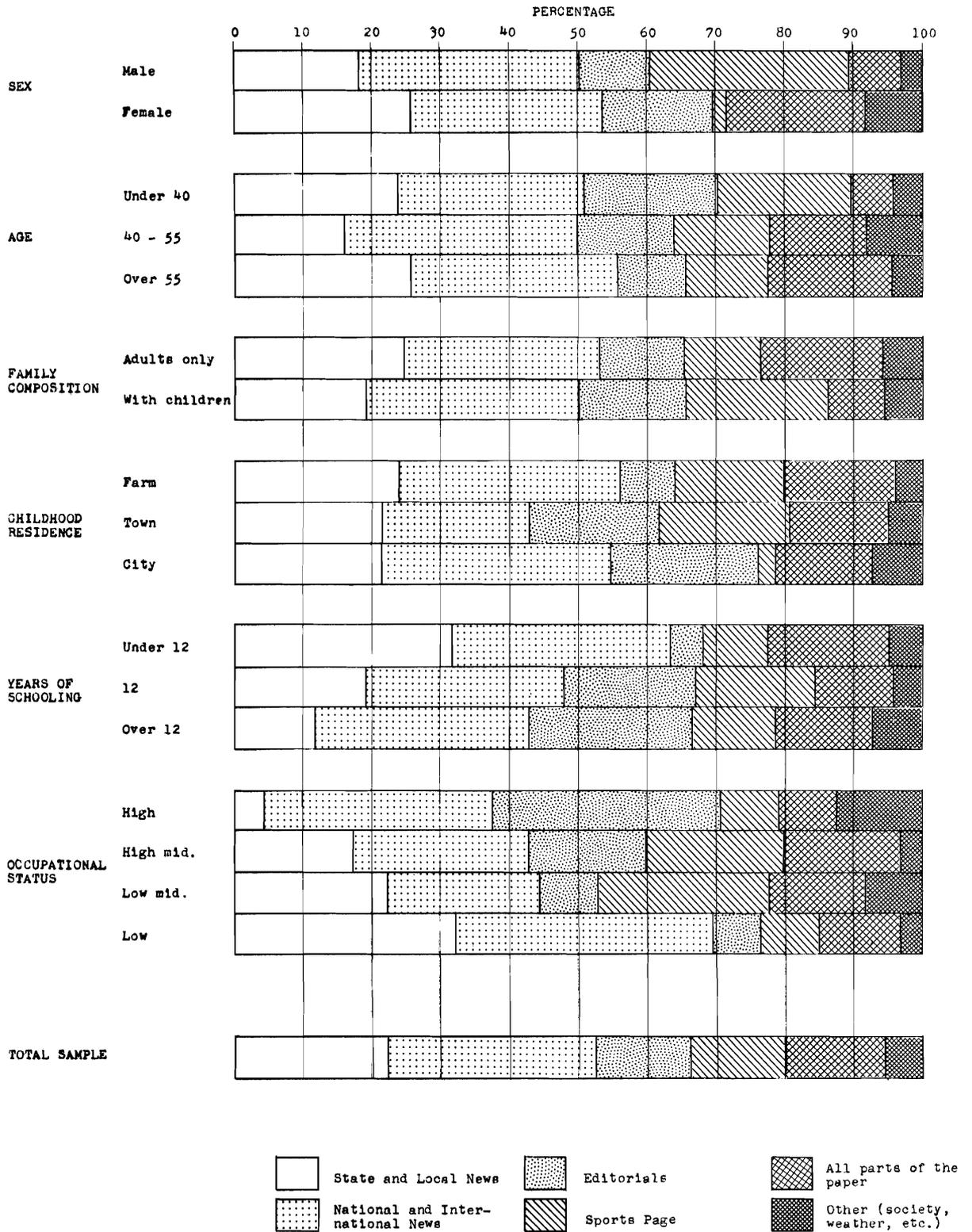


Table 12. The Sections of Newspapers Which Respondents Said They Enjoyed The Most

	*	A	B	C	D	E	F
SEX	MALE	18.2	32.5	11.7	27.3	7.8	2.6
	FEMALE	25.8	28.1	15.7	2.2	20.2	7.8
AGE	UNDER 40	23.9	26.1	19.6	19.6	6.5	4.4
	40 - 55	16.0	34.0	14.0	14.0	14.0	8.0
	OVER 55	25.7	30.0	10.0	10.0	20.0	4.3
FAMILY COMPOSITION	ADULTS	24.6	28.7	12.3	11.0	17.8	5.4
	WITH CHILDREN	19.2	31.5	15.1	20.5	8.2	5.5
CHILDHOOD RESIDENCE	FARM	24.0	32.0	8.0	16.0	16.0	4.0
	SMALL TOWN	21.4	21.4	19.0	19.0	14.3	4.8
	CITY	21.4	33.3	21.4	2.4	14.3	7.1
YEARS OF SCHOOLING	UNDER 12	31.7	31.7	4.8	9.5	17.5	4.8
	12	19.2	28.8	19.2	17.3	11.5	3.8
	OVER 12	11.9	31.0	23.8	11.9	14.3	7.2
OCCUPATIONAL STATUS	HIGH	4.2	33.3	33.3	8.3	8.3	12.5
	HIGH MIDDLE	17.1	25.7	17.1	20.0	17.1	2.9
	LOW MIDDLE	22.2	22.2	8.3	25.0	13.9	8.4
	LOW	32.2	37.3	6.8	8.5	11.9	3.4
TOTAL SAMPLE		22.3	30.1	13.8	13.8	14.4	5.6

KEY *
 A - State and Local News
 B - National and International News
 C - Editorials

D - Sports Page
 E - All parts of the paper
 F - Other (Society, Weather, etc.)

FIGURE 13. THE SECTIONS OF NEWSPAPERS WHICH RESPONDENTS THOUGHT WERE MOST IMPORTANT.

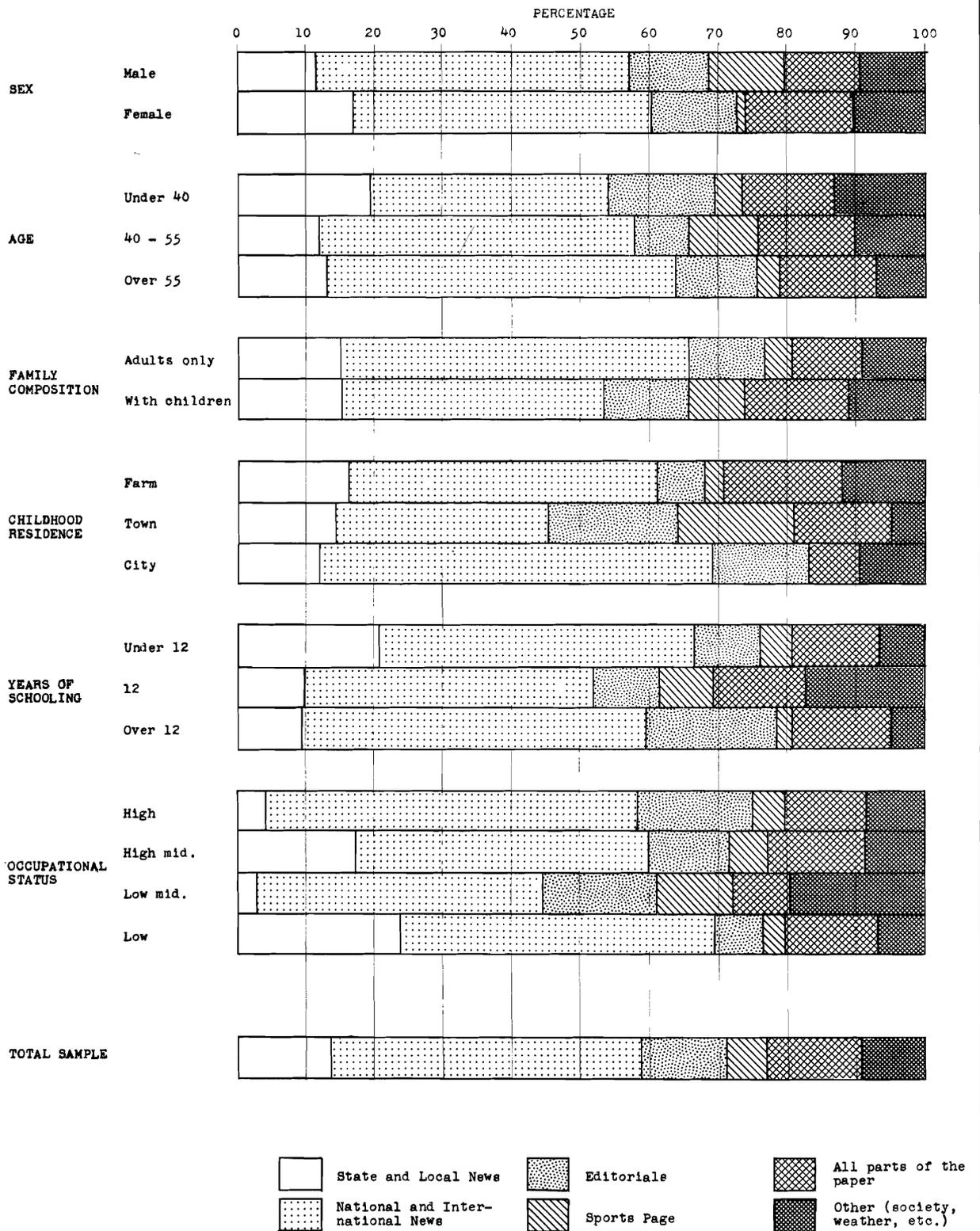


Table 13. The Sections of Newspapers Which Respondents Thought Were Most Important

		A	B	C	D	E	F
SEX	MALE	11.7	45.4	11.7	10.4	11.7	9.1
	FEMALE	16.8	43.8	12.4	1.1	15.7	10.0
AGE	UNDER 40	19.6	34.8	15.2	4.3	13.0	13.1
	40 - 55	12.0	46.0	8.0	10.0	14.0	10.0
	OVER 55	12.9	50.0	12.9	2.9	14.3	7.1
FAMILY COMPOSITION	ADULTS	15.1	50.7	11.0	4.1	9.6	8.1
	WITH CHILDREN	15.1	38.3	12.3	8.2	15.1	10.9
CHILDHOOD RESIDENCE	FARM	16.0	45.3	6.7	2.7	17.3	11.9
	SMALL TOWN	14.3	31.0	19.0	16.7	14.3	4.8
	CITY	11.9	57.1	14.3	0.0	7.1	9.6
YEARS OF SCHOOLING	UNDER 12	20.6	46.0	9.5	4.8	12.7	6.4
	12	9.6	42.3	9.6	7.7	13.5	17.2
	OVER 12	9.5	50.0	19.0	2.4	14.3	4.8
OCCUPATIONAL STATUS	HIGH	4.2	54.2	16.7	4.2	12.5	8.4
	HIGH MIDDLE	17.1	42.9	11.4	5.7	14.3	8.6
	LOW MIDDLE	2.8	44.4	13.9	11.1	8.3	16.8
	LOW	23.7	45.7	6.8	3.4	13.6	6.8
TOTAL SAMPLE		13.6	45.2	12.4	5.9	13.0	9.6

KEY *
 A - State and Local News
 B - National and International News
 C - Editorials

D - Sports Page
 E - All parts of the paper
 F - Other (Society, Weather, etc.)

B. Types of Reading Interests by Personal Characteristics as indicated by the data given in Table 14, these conclusions can be made:

1. Interest in world affairs is fairly uniform when one considers the personal characteristics. There is some evidence that men read more about world affairs than women, and that persons reared on farms and in small towns show interest in world affairs.
2. Reading to improve one's income or to gain more knowledge for one's occupation shows little sex differentiation. Younger persons read more of this type of material and those who lived on a farm are somewhat more prone to read for job improvement. Those with higher occupational status also show interest in this type of reading.
3. More females read religious material. Interest in this type of reading tends to increase with age. Families with children, persons who were raised in a city and those with more education show higher proportions of readers in this category. Those persons in the highest occupational category show a greater interest in religious reading matter than other status categories.
4. More males than females read about health, sports, science and community and family improvement. Younger persons, families with children, those with more education and those in the highest and lowest occupational classes tend to read more in this category.
5. A fairly high proportion of the total sample reads in connection with their hobbies, but there is little differentiation based on the personal characteristics. Those persons with less than 12 years of schooling show the most interest in this type of reading.
6. More females than males read fiction and humor. The younger respondents as well as those with children tend to read this type of material. Those persons with more education and those in the higher occupational levels show more interest in reading fiction and humor.

C. Differences in Spare Time Activity by Personal Characteristics from Table 15, the following trends in "sparetime activities" are evident:

1. There is a striking uniformity among all types of persons regarding listening to radio and watching TV. There is some indication that younger persons, those with less education, and those of lower occupational status tend to spend their spare time in this pursuit.
2. More females than males read in their spare time and persons under 40 and over 55 read more than those between 40 and 55. Reading as a spare time activity is more prevalent among those who spent their childhood in a city and those in the high occupational class.
3. Males tend to spend their spare time engaged in sports as do younger persons, families with children and those of the middle occupational statuses.
4. More females than males spend their spare time visiting and attending organizational meetings. Younger persons and families with children also spend more time in these activities. The proportion of persons in this category increases with education and increases slightly with higher occupational status.
5. Females, older persons, and families composed of only adults spend more of their spare time engaged in arts and crafts. This type of activity is more popular among those who spent their childhood residence on farms and among the middle occupational statuses.
6. More males than females spend their spare time improving their homes but there is little difference when other personal characteristics are considered.

Table 15. Spare Time Activity by Personal Characteristics

	*	A	B	C	D	E	F
SEX	MALE	13.4	10.8	13.0	3.4	3.9	11.2
	FEMALE	15.0	17.6	1.5	10.0	14.9	4.9
AGE	UNDER 40	15.2	15.9	9.4	8.7	7.9	7.2
	40 - 55	14.7	12.0	8.7	8.6	8.0	7.3
	OVER 55	13.3	15.2	3.8	4.7	12.3	8.6
FAMILY COMPOSITION	ADULTS	15.5	12.8	5.9	4.1	10.9	9.1
	WITH CHILDREN	14.1	14.1	9.6	8.7	7.3	7.8
CHILDHOOD RESIDENCE	FARM	14.7	12.4	6.2	8.0	10.2	7.5
	SMALL TOWN	13.5	16.7	4.0	7.2	9.5	7.1
	CITY	14.3	15.9	7.9	6.4	6.4	8.7
YEARS OF SCHOOLING	UNDER 12	15.9	12.7	5.8	4.7	10.6	7.9
	12	14.7	17.3	7.1	7.1	8.4	9.0
	OVER 12	10.3	14.3	5.6	11.9	10.3	7.1
OCCUPATIONAL STATUS	HIGH	12.5	19.4	4.2	9.8	5.6	6.9
	HIGH MIDDLE	12.4	13.3	9.5	8.6	15.2	7.6
	LOW MIDDLE	15.7	13.0	7.4	5.6	9.2	6.5
	LOW	14.7	13.0	7.3	6.2	7.3	9.0
TOTAL SAMPLE		14.2	14.4	6.8	7.0	9.8	7.8

KEY * A - Radio and TV
 B - Reading
 C - Sports

D - Informal, visiting and
 Formal, organizations
 E - Arts and Crafts
 F - Home Improvement

The public library is an educational resource for the community it serves. In a city of Hastings' size, almost everyone knows where the library is and knows that it can be used free of charge. Yet not everyone uses it. There are two requisites to the use of library services. First, the individual must have some need for it. The need which leads him to the library may be a search for relaxation and recreation through an interesting book, or it may be a serious search for information. In addition to the need itself, the individual must also see the library as a useful means of satisfying his need. The findings of this survey do not give direct evidence that this is the case, but there is some indirect evidence. Unmet needs lead to activity, and the most active persons in the sample tended to use the library more than less active persons.

The second prerequisite to the use of the library is skill. To effectively use the library one must be at least somewhat articulate. Going to a librarian for informational assistance is not as easy as going to a doctor for medical assistance. The doctor can diagnose a person's medical requirements without much verbal aid from the patient. But a librarian's client has to explain his needs with sufficient clarity so as to allow the librarian to help him. The findings clearly reveal this. The higher a person's educational level and occupational status, the more likely he is to use the library. These are the same persons who are most likely to engage in so-called library-related activities, including adult education programs. It would seem that those who have the need for the services of the library and related educational agencies are the same ones who have the skill in using it.

It is not implied that other people do not have needs which can be satisfied in some measure by library services. However, the library must take the initiative in helping them to see the appropriateness of the library's services for them.

Any adult education program which the local library attempts should include as one of its objectives "helping the participants to clearly state the problems and needs that confront them," whether these are personal and private needs or needs facing a social group. These persons who are already skilled in using the library as a means to satisfying their own needs, could well serve the adult education goals of the library. As opinion leaders they are influential and represent a link between the library and those persons who would potentially find the library useful but do not now use it.