

SOME PROBLEMS OF BIAS
IN
MAILED QUESTIONNAIRES

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140

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INTRODUCTION

The purpose of this investigation is to analyse some of the objective differences between individuals who reply to self-administered mail questionnaires and those who do not. Since studies have shown that the rate of returns to mailed questionnaires varies between twenty percent to seventy percent¹, the question of who replies to a mail questionnaire requires further attention. Early research assumed that it was simply a matter of chance whether one individual or another answered mailed questionnaires, however, various investigators² soon began to doubt the validity of this assumption. Current research makes it quite clear that mail questionnaires are only reaching certain types of respondents. Thus Franzen and Lazarsfeld write: "Mail questionnaires are answered more often by people who, due to their educational and occupational background more easily express themselves in writing than by people who are more interested in the topic under discussion".³

The present study continues this type of investigation and attempts an examination of four related problems. We would like to know:

¹W. J. Goode, and Paul K. Hatt, Methods in Social Research, Toronto: McGraw-Hill Book Company, 1952, p. 173.

²For a discussion of these researchs see: Frank Stanton, "Notes on the Validity of Mail Questionnaire Returns. Journal of Applied Psychology, Vol. XXIII, No. 1, February 1939.

³P. Lazarsfeld and R. Franzen, "Mail Questionnaires as a Research Problem", Journal of Psychology, (1945)

- (a) The social and demographic factors which allegedly distinguish repliers from non-repliers to self-administered mail questionnaires.
- (b) Whether an individual's educational level is a primary variable which differentiates between respondents and non-respondents.
- (c) Whether the content of the questionnaire influences the rate of returns.
- (d) Whether the rate of questionnaire returns is effected by one specific variable of this study - "college intentions of the student".

Related Literature

One investigator,⁴ reporting on research conducted by the Market Research Department of Time magazine, states that there were no significant differences between repliers and non-repliers, to mail questionnaires or interviews, on a 76 item schedule sent to a sample of subscribers. Later, this same writer⁵ suggests that the Time subscriber universe was not really representative of the general population but, that it was highly homogeneous with regard to education and income. Hence he concludes, "the mail response will overstate the frequency of behaviour characteristics of higher level persons".⁶

Carl F. Reuss, in a follow-up study⁷ of a freshman university class, compared repliers and non-repliers on the following selected set of indices: intelligence, background characteristics, length of stay in school and, sociability. This study showed that superior students (judged from class records), as well as students that remained in college three years or more, were more likely to return their questionnaire than others. Students from rural backgrounds also tended to respond more frequently, a finding, biased no doubt, by the large rural sample which was used.

A survey of veterans, conducted by the Veteran's Administration

⁴David Wallace, "Mail Questionnaires Can Produce Good Samples of Homogeneous Groups", Journal of Marketing, July, 1947, p. 33.

⁵David Wallace, "The Case For And Against Mail Questionnaires", Public Opinion Quarterly, Vol. 18, 1954-55, p. 41.

⁶Ibid., p. 42.

⁷Carl F. Reuss, "Differences Between People Responding and Not Responding to a Mailed Questionnaire", American Sociological Review, Vol. 8, 1943, p. 433.

(1946),⁸ sought to analyse the source of bias among non-respondents based on a few characteristics (from outside sources) of this group. A 92 percent return was reported from a sample drawn from the files of a 200,000 universe of veterans who had previously applied for certification of eligibility for training under the Serviceman's Readjustment Act. High education level and personal interest in the questionnaire, were characteristics found to be associated with early returners; neither parenthood nor age was significant variable. The fact that the universe comprised those who, by their application for training, reflected an interest in their future education leads one to question the impressive return rate, but the findings on educational level and on the respondent's interest in questionnaire content were consistent with other works. However, Manfield⁹ has cautioned against interpreting data from surveys conducted among veterans by a federal agency which administers benefits to veterans.

Another study¹⁰ was conducted in conjunction with a National Science Talent Search. Certain objective characteristics of the subjects were known before they became candidates of a mailed questionnaire follow-up study. In order to ensure a high level of competition among contestants, applicants were screened by a battery of intelligence and aptitude tests. After the competition was over the "winners", "honorable

⁸E. J. Bauer, "Response Bias in Mail Surveys", P. O. Q., Vol. 12, 1948-49, p. 492.

⁹M. N. Manfield, "A Pattern of Response Mail Surveys", P. O. Q., Vol. 12, 1948, p. 495.

¹⁰H. Edgerton, S. H. Britt, and R. D. Norman, "Objective Differences Among Various Types of Respondents to a Mailed Questionnaire", Am. Soc. Rev., Vol. 12, 1947.

mentions" and "also rans" were sent a questionnaire (relating to the National Science Talent Competition) for three consecutive years. Results of the study were consistent with the findings from other studies. The more intelligent, "superior" students returned the highest number of questionnaires; the "honorable mentions" returned fewer and the "also rans" returned the least number over the three year period.

A recent study, cited above,¹¹ attempted to discover some of the limitations of surveys using mailed questionnaires. Using two cross-section panels - one drawn from a universe of Time subscribers the other, a random sample from the city directory - a comparison was made between the responses from the general population and the responses from the Time subscribers whose characteristics were generally known. The panel was sent four waves of questionnaires. Each differed in content and presumed sender at different time periods. By constructing a table of expected and actual response rates and comparing multiple-repliers with less-frequent repliers on a number of items, Wallace found that certain variables especially education, were correlated with the frequency of replying. Moreover, the more an individual was interested in the questionnaire content the more readily an opinion was advanced.

Contemporary research, whether studying respondent returns from single questionnaires or from repeated questionnaire "waves", had highlighted the level of education as a significant social characteristic that influences the rate at which respondents reply. In short, the better educated the higher the returns. Hatt and Goode have suggested that the

¹¹David Wallace, op. cit., 1954.

degree of literacy is an additional source of bias. They write:

A minimum necessity is the ability to read and write. Further, the amount of reading attention and writing skill required for most questionnaires is much greater than is usually implied by a minimum definition of "literate". For many who are able to read and write, neither burden is assumed willingly or easily."¹²

Whatever the reasons, the educational level remains an important distinguishing characteristic between repliers and non-repliers to mailed self-administered questionnaires. Research has also demonstrated that occupation and income level are important variables distinguishing respondents from non-respondents. Another important finding is that respondents who are more interested in the subject matter of the enquiry tend to respond earlier and more of them tend to do so. Long overdue is a thorough study of the social and demographic characteristics of repliers and non-repliers to mail questionnaires.

An impressive study by M. Donald¹³ reports an attempt to study the motivational differences between repliers and non-repliers by using special questionnaire items which were deliberately inserted into the questionnaire itself. A sample of 2768 members of the League of Women were sent a questionnaire relating to the organization of the League. Three follow-up methods to elicit returns were made: (a) by letter, (b) letter and questionnaire, and, (c) personal telephone call. Because there was a time element involved, the investigator was interested in

¹²W. J. Goode and Paul K. Hatt, Methods In Social Research, McGraw-Hill Toronto, 1952, p. 173.

¹³M. N. Donald, "Implications of Non-Response for the Interpretation of Mailed Questionnaire Data", P. O. Q., Vol. 24, 1960.

nothing differences among repliers throughout the various waves of responses. Donald reported no clear and decisive demographic trends over the three time periods.¹⁴

However, this study showed clearly that a member's commitment was directly related to her motivation to complete and return the mail questionnaire. Three indices of involvement in the organization were used: (a) degree of participation in organizational affairs; (b) understanding of and information about organizational policies and functions and, (c) loyalty to the organization. Significant differences among those holding office, working on committees, and so forth were noted; e.g. the more active members tended to respond more often and earlier.¹⁵ Moreover, despite the fact that more stimuli were required to elicit repliers, poorer returns were received from the less-involved members. Of the 629 who failed to return the questionnaire, most were found to be marginal organizational members. This paper made some excellent statements about previously unexplored variables that might well differentiate repliers and non-repliers. A study which would investigate objective social characteristics, as well as the subtle motivational factors distinguishing repliers from non-repliers, seems the most promising line of approach for future research.

¹⁴Ibid., p. 103.

¹⁵Ibid., p. 105.

Research Design

The data for this report were gathered in connection with a larger research project of the socialization experiences of adolescents sponsored by The National Institute of Mental Health*. The general research design was a longitudinal study including a time series and panel analysis.

In the spring of 1961, research assistants administered questionnaires to approximately 5,200 high school seniors in over 60 high schools in the Piedmont and Tidewater regions of North Carolina. Students who reported, at that time, that they would be attending college in the fall of that year were given an additional questionnaire. Later, in the spring of 1961, self-administered questionnaires were mailed to approximately 3,500 parents of the students who had completed the earlier questionnaire.

In this paper our attention is focused exclusively on that large proportion of parents to whom self-administered questionnaires were sent in the spring of 1961. Specifically, we want to know something about those parents who failed to reply to this questionnaire. Hence our data on parental attitudes, expectations and values, and the social background characteristics of parents stem from selected items used on the questionnaire administered to students. It is assumed that since adolescents often have intimate knowledge of the characteristics, attitudes, and values of their parents, they can serve as reliable reporters of such information.

* Specifically, the study was entitled: "Socialization Experiences of Late Adolescence: The Relation of the use of Alcohol by College Students to Parental Expectations and Controls". The principal investigator of this research project was Dr. Ernest Q. Campbell, Assistant Professor of Sociology and Research Associate at the Institute for Research in Social Science, University of North Carolina.

The studies previously reviewed suggest some doubt about the sources of information of those respondents who did not reply to mailed self-administered questionnaires. Therefore, we can ask of these studies: "How do you know that non-respondents have the characteristics that you claim they have?" "From where did you get your information if they (non-repliers) did not return their questionnaires?". Of the six studies already reviewed, three (Wallace 1947, Wallace 1954, M. Donald 1960) offer little information about the non-repliers since their designs do not lend themselves to analysis in these terms. Little more than background characteristics obtained from a directory or telephone call was used. Reuss' study¹⁶ used data that was at least five years old obtained from high school records and the registrar's office. Such information told us nothing of the students once they had left college. Manfield¹⁷ has warned of the biased nature of records kept by federal agencies and their unreliability as a source of data. Even the impressive study conducted in connection with the National Science Talent Search used a sample necessarily biased in favour of the "superior" student. The significant fact of the present study is that we can say almost as much about the parents who did not reply as we can of those who did. The present study gathered data on the social characteristics of the family as a unit, as well as specific information on parental and student values and attitudes regarding the use of alcohol, required for the larger research project. All this information was obtained from the initial questionnaire administered to the students. Parents were sent

¹⁶Carl F. Reuss, op. cit., p. 433.

¹⁷M. N. Manfield, op. cit., p. 492.

their questionnaires a month afterwards. Whether or not they returned the questionnaire we still know who they were and something about them.

Specifically, the questionnaire covered a wide range of items;* e.g. sex, religion, number and age of siblings, father's occupation, educational level of parents, students' perception of family social standing, students' perception of family income. Other items were designed to elicit data regarding the student's college aspirations, parental attitudes towards the use of alcohol, and parental sanctions for violations of rules governing alcohol use besides items on the pre-college drinking habits of students.

Information gathered from the senior schedule was coded and punched on IBM cards. A record was kept of these parents sent the 1961 parent questionnaire. Record was also kept of whether or not the questionnaire was returned, and if so, by whom.

TABLE I

Breakdown of Parental Questionnaire Returns and Non>Returns

Sent to <u>both</u> parents and returned by both parents	1702
Sent to <u>both</u> parents and returned by neither parent	1365
Sent to <u>one</u> parent and returned by same	243
Sent to <u>one</u> parent and <u>not</u> returned	<u>180</u>
Total	3390

The above table shows that the largest number of questionnaires was sent to both parents. A much smaller number was sent to a single

* See Appendix for questionnaire.

parent. Our analysis will focus exclusively on the larger (3067) a sub-sample of questionnaires sent to both parents.

Analysis of Data and Findings

In this section we attempt to examine a few selected social and demographic characteristics which help distinguish repliers from non-repliers. Table II, shows the initial breakdown of our sample into parents who returned the questionnaire and those who failed to return the questionnaire. This general breakdown into return and non-return categories shall be used throughout the analysis.

TABLE II

Percentage of Parental Returns and Non>Returns
from 1961 Questionnaire

	<u>Percent</u>	<u>Total</u>
Returns	55.5	1702
Non-returns	<u>44.5</u>	<u>1365</u>
Total	100.0	3067

Fifty-five percent of the 3067 parents completed their questionnaires and returned them to the investigators. Forty-five percent failed to return their questionnaires.

Table III shows the breakdown of repliers and non-repliers according to, (a) social characteristics, and (b) demographic characteristics. Selected social characteristics are: parents level of education, father's occupation, the student's judgement of the family's status in the community and religious affiliation. The demographic characteristics include: the sex of the student, his/her position in the family vis-a-vis the other siblings, and the size of the community in which the family lives.

TABLE III

Percentage Returning Questionnaires by Selected Social
and Demographic Characteristics

<u>Characteristic</u>	<u>Percent Returns</u>	<u>R</u>	<u>R̄</u>	<u>Total</u>
<u>Parents' Educational Level:</u>				
Neither graduated from high school	41.2	381	544	925
At least one graduated from high school	57.1	584	437	1021
At least one had some college	68.7	705	320	1025
<u>Father's Occupation:</u>				
Upper white collar	63.4	737	425	1162
Lower white collar	60.6	251	163	414
Skilled blue collar	48.4	367	391	758
Semi-skilled or unskilled	53.7	73	63	136
Agricultural	45.7	223	265	488
<u>Student's Judgement of Family's Status in Community:</u>				
Above average	60.3	1031	680	1711
About average	49.2	627	647	1274
Below average	52.4	33	30	63

cont'd . .

<u>Characteristic</u>	<u>Percent Returns</u>	<u>R</u>	<u>\bar{R}</u>	<u>Total</u>
<u>Selected Religious Affiliation:</u>				
Baptists (Southern and Others)	49.6	673	683	1356
Methodists	60.9	397	255	652
Presbyterian	60.1	233	155	388
Episcopal	67.7	44	21	65
Moravians	69.7	69	30	99
Others-Jewish, Catholic, Lutherans, etc.	57.5	243	180	423
<u>Sex of Student:</u>				
Male	56.4	862	840	1702
Female	54.6	666	699	1365
<u>Student's Position in the Family:</u>				
Only child	61.4	197	124	321
Younger Siblings-same sex	60.5	592	386	978
Older Siblings-same sex	48.4	476	507	983
All Siblings of opposite sex	56.1	429	336	765
<u>Size of Community: (population size)</u>				
City: 50,000 or over	59.8	522	351	873
City: 5,000 to 50,000	63.6	365	208	573
Towns up to 5,000	54.3	255	215	470
Rural area; farms	48.6	557	587	1144

Seven educational categories, ranging from elementary school to post-graduate college training were used. However, maternal and paternal educational level were collapsed into the following three categories, thought to be presentative of the general population:

(a) neither parent graduated from high school; (b) at least one parent graduated from high school; (c) at least one parent had some college training.

It is immediately clear from the data that families in which neither parent graduated from high school, replied less frequently to the mail questionnaire than parents from high educational levels. Thus 41.2 percent of parents neither of whom had graduated from high school returned the questionnaire, while 68.7 percent of parents with some college education, responded. These findings are consistent with previous studies, some of which have been cited above.

Upper white collar families (e.g., professional, executive, managerial) replied more frequently than any other occupational group. Sixty-three percent of the upper white collar group in contrast to 60.6 percent of the lower white collar group (including clerical, sales, etc.) returned their questionnaires. Forty-eight percent of the skilled, blue collar group returned the questionnaire. The rate of returns from semi-skilled parents was slightly higher, 53.7 percent. Agricultural occupations were considerably lower, returning 45.7 percent of the schedules. In general we found that higher ranking occupations are significantly related to educational level and both are related to questionnaire returns. These findings coincide with previous research.

Students were asked to judge the relative status of their family in the community. Specifically they were asked, "In general what kind

of standing do you think your family has in the community? Our data showed that parents, whose children judged their status to be "above average" returned their questionnaires more often than others. Of those families categorized "about average" 49.2 percent returned the questionnaire, while those families judged "below average" returned 52.4 percent of the schedules.

The item which considers the distribution of repliers and non-repliers by community size is also shown in Table III. Reuss' study suggested that rural persons tended to respond more frequently to mail questionnaires than non-rural persons. Our data contradicts Reuss' findings. We can only offer some suggestions why this should be so. In larger cities there seems to be a great number of more highly educated people. Similarly higher ranking jobs tend to be found in cities, while our low returns from agricultural occupations fit neatly with the low rate of returns from rural areas. Moreover, city people are more likely to be familiar with university sponsored social research and thus would probably be more likely to reply to questionnaires. Again, urban areas tend to be characterized by a high degree of literacy and this we have noted, tends to bias the returning rate.

Table III also includes the percentage of returns by selected religious affiliation. Our analysis includes only those religious groups which had over 50 followers. Smaller religious groups were categorized, "others".

The data show that the dominant, Baptist, religious body in North Carolina, replied much less frequently (49.6 percent) than all other religious groups, while Episcopal and Moravian groups ranked highest in questionnaire returns. Methodists returned 60.9 percent of the schedules

while Presbyterians returned 60.1 percent of their questionnaires. Research¹⁸ has shown that religious affiliation is highly correlated with socio-economic standing, which helps explain the high returning rate of the high ranking Episcopalian group. The question of the high Moravian questionnaire returns will be considered in a later section when educational level is used as control.

Our data also show that parental returns were not greatly influenced by the sex of the student. Parents with male students returned 56.4 percent of the questionnaires, those with female students returned 54.6 percent of their schedules. Parents with one child replied 61.4 percent of the time. If the student was the oldest of his sex the returning rate was an impressive 60.5 percent whereas if the student had older siblings of the same sex, only 48.6 percent of those parents returned the questionnaire.

In brief, our findings tend to confirm the results of previous research with respect to selected characteristics which distinguish repliers from non-repliers to mail questionnaires. The evidence suggests a relationship between educational level and the likelihood of returns to mail questionnaires. Moreover, the more prestigious the father's job and the higher the family's status in the community the greater the tendency to return their schedules. Our data also suggests that: urban people tend to reply more frequently to questionnaire than those in rural areas; higher returns are made by parents with only one child; the sex of the student fails to distinguish parental repliers from non-repliers

¹⁸ See: Liston, Pope, "Religion and the Class Structure", The American Academy of Political and Social Science, 256:1948, p. 84-91; Thomas Hault, "The Sociology of Religion" New York: Dryden Press, 1958, p. 302.

and, religious affiliation varies in the response rate to mail questionnaires.

Analysis of Data According to Educational Level of Respondent

Parents' Educational Level and Father's Occupation

The data suggest that the educational level of the parent is an important variable influencing the response rate to mail questionnaires. In order to establish that educational level is a primary characteristic influencing the returning rate, in this section we pursue the analysis further by examining selected variables when the level of education is held constant. First we look at the relationship between educational level and father's occupation.

TABLE IV

Percentage of Parental Returns by Father's Occupation and

Parents' Educational Level

Father's Occupation	<u>Neither</u> Parent Graduated from High School	At least <u>one</u> Parent Graduated from High School	At least <u>one</u> Parent had some College training
Upper White Collar	44.4 (178)	60.4 (333)	71.3 (634)
Lower White Collar	46.7 (60)	62.0 (163)	65.1 (186)
Skilled Blue Collar	40.5 (338)	54.2 (299)	63.9 (97)
Unskilled Blue Collar	42.9 (56)	61.2 (49)	70.0 (20)
Agricultural	38.2 (251)	54.0 (150)	61.9 (63)

Upper white collar families show a distinct influence according to the number of questionnaires returned. When at least one parent has some college training the rate of returns is 71.3 percent. This is one of the significant findings in the report. It means that of 634 upper, white collar, highly educated parents who were sent questionnaires, 71.3 returned them. Only 28.7 percent of this category failed to return their schedules. The influence of education is highlighted when we look at the upper white collar, low educational level. Of the 178 parents of this group to whom questionnaires were sent, only 44.4 percent replied. The lower white collar group shows a similar response pattern--the higher the education, the higher the return rate--which seems to be consistent for every occupational category. When educational level is controlled there is some variation in the return rate according to occupation. For example, among the higher educated people, more upper white collar workers (71.3 percent) tend to reply than parents who worked in agriculture (61.9 percent). With a few exceptions, this pattern seems to hold--the more prestigious the job, the greater the returns.

Educational Level of Parent and Student's Perception of Family's Financial Status

The students were asked to estimate their family's financial status relative to their friends' families. Three response categories, "above average", "average", and "below average", were used to sort the data.

TABLE V

Percentage of Parental Returns by Student's Perception
of the Family Financial Status in the Community and the
Educational Level of the Parents

Student's Perception of Family Financial Status	<u>Neither</u> Parent Graduated from High School	At least <u>one</u> Parent Graduated from High School	At least <u>one</u> Parent had some College training
Above average	39.9 (210)	58.6 (295)	73.0 (482)
About average	41.0 (610)	62.5 (586)	67.1 (482)
Below average	45.1 (82)	58.4 (77)	64.9 (57)

Again we note that with each increase in education level there is an increase in the parental return rate of questionnaires. Of the 482 highly educated parents whose offspring perceived their family's financial status being "better off" 73 percent returned the questionnaire. In contrast, only 39.9 percent of the questionnaires were received from "above average", less-educated parents. Even in the "below average" category; where the sample sizes were notably smaller, the educational level of parents differentiates the rate of returns. Among higher educated families 64.9 percent returned questionnaires while only 45.1 percent of the lower educated group did so. As Table V illustrates, the returning rate shows little variation by student's perception of family financial status, except in the high education group where the rate of returns were 73 percent from the "above average" category and 64.9 percent from the "below average". Education has been shown to bear some relation to income

level, although not a one to one relationship. Thus, we can account for the high returning rate from the less-affluent but highly educated parents.

Educational Level of Parents and Religious Affiliation

The following table attempts to show the relationship between educational level and religious affiliations in terms of the returning rate of mail questionnaires.

TABLE VI

Percentage of Returns by Selected Religious Affiliations and
Educational Level of Parents

Religious Affiliation	<u>Neither</u> Parent Graduated from High School	At least <u>one</u> Parent Graduated from High School	At least <u>one</u> Parent had some College training
Baptists (Southern and others)	39.9 (523)	60.1 (401)	63.3 (338)
Methodists	46.5 (129)	58.5 (241)	71.5 (270)
Presbyterian	38.0 (79)	61.5 (117)	68.4 (190)
Moravian	43.8 (16)	76.3 (42)	76.9 (39)
Episcopal	66.7 (3)	71.4 (14)	68.1 (47)
Others*	30.6 (186)	63.0 (127)	74.1 (135)

Table III showed that the Baptist group, the major religious body of North Carolina, replied less frequently to mail questionnaires than other religious groups. However, the level of education seems to be an influential variable governing the response rate of the Baptists.

Among college educated Baptists, 63.3 percent returned questionnaires; while of the Baptists with less than high school education only 39.9 percent responded. However, the Baptist rate at the highest educational level is the lowest of all the other religious denominations.

Our data also indicates similar uniform response patterns for Methodists, Presbyterians and Episcopalian groups. Of these Protestant denominations, the Methodists show the highest response rate at the highest educational level with 71.5 percent responding. Presbyterians responded with a frequency of 68.4 percent, while of the highest educated Episcopalians, 68.1 percent returned their schedules.

The Moravian denomination shows a similarly high response rate on all educational levels. While the differences in response rate between the two highest educational levels is minimal, the difference in rate of response between the lowest educational level and the next highest is the largest of all religious groups. This means that while poorly educated Moravians respond frequently, once they have received high school training, this experience seems to have a relatively greater influence on determining whether they will participate in research using mail questionnaires. However, it should be noted that the sample size of this group is small, and interpretation requires caution.

Of the "others" category which includes a number of smaller sects and denominations interpretations must be strictly speculative. Briefly, because Jewish, Lutheran and Congregational denominations tend to be of higher social status and therefore likely to include better educated members, this would help account for the highest response rate among the higher educational levels.

Returns by Content Area of Questionnaire

The data below will attempt to relate repliers and non-repliers to two aspects of the content of the questionnaire. We attempt to examine the question whether the study itself significantly differentiates repliers from non-repliers that is, whether the parents' position with regard to the student's use of alcohol distinguishes between those who return and those who fail to return questionnaires. We shall also examine whether the drinking behaviour of the student effects the parental response rate.

Parents' Educational Level and Their Position on Child's Use of Alcohol

The student's perception of their parent's preference regarding the use of alcohol is reported in Table VII the question was asked: "So far as your mother (and father) is concerned, does she prefer that you learn to drink, that you not drink, or doesn't she care one way or the other?" The "don't care" category was taken as a measure of parental indifference and was in the "learn to drink" category. Again we compared the rate of returns by parents' educational level.

TABLE VII

Percentage of Returns by Parents' Educational Level and Their Position on Child's Use of Alcohol

Parents' Position on Child's Use of Alcohol	<u>Neither Graduated</u> from High School	At least <u>one</u> Graduated from High School	At least <u>one</u> had some College training
<hr/>			
<u>Mother:</u>			
Learn to drink;			
Don't care	45.5 (11)	60.0 (15)	79.8 (84)
Not drink	40.9 (903)	57.2 (1004)	67.5 (931)

Father:

Learn to drink;			
Don't care	34.8 (32)	50.0 (44)	79.1 (129)
Not drink	41.3 (882)	57.5 (975)	74.8 (1154)

The results show a familiar pattern. When we control for the educational level of parents, we again see the influence of education upon the parental rated returns. Whether we examine the category "learn to drink" or "not drink" education seems to account for the variation in the rated returns. In each case the higher the education level the higher the rate of parental returns. Table VII suggests that mothers who hold a more permissive attitude toward their child's use of alcohol tend to reply slightly more than fathers holding similar views. Because differences are not great and the sample sizes are small, meaningful interpretation is difficult. With the exception of the higher educational levels, no striking differences in response rate were found between mothers or fathers with respect to their position on their offspring's use of alcohol. Here there is a slight difference in the returning rate among highly educated parents who encourage abstinence--74.8 percent of the fathers tend to reply while 67.5 percent of the mothers returned the questionnaire.

Parents Educational Level and Actual Drinking Experience of the Student

Does the drinking behaviour of the student perhaps, determine whether a parent will reply to a questionnaire on alcohol? The response rate of parents was examined according to pre-college drinking behaviour of the adolescent. We were interested in analysing the response rate in terms of parents knowledge of their childrens' drinking behaviour; also, according to whether students drank with their parents.

TABLE VIII

Percentage of Parental Returns by Educational Level and
Actual Drinking Experience of the Student

Drinking Behaviour of Student	<u>Neither</u> Parent Graduated from High School	At least <u>one</u> Graduated from High School	At least <u>one</u> had some College training
Do you now drink?			
Yes	40.4 (161)	55.5 (200)	71.4 (252)
No	40.9 (754)	57.8 (815)	67.9 (770)
Do your parents know you drink			
Yes	38.5 (39)	56.9 (65)	78.6 (112)
No	40.5 (121)	55.6 (132)	64.4 (135)
Do you drink with your parents?			
Yes	52.9 (19)	56.3 (32)	85.3 (68)
No	39.2 (143)	55.4 (168)	65.9 (182)

With educational level of parents controlled, Table VIII highlights the importance of educational level in distinguishing between repliers and non-repliers. Among drinking students, 71.4 percent of those whose parents had the highest education returned the questionnaire. Of those with parents graduated from high school, 55.5 percent returned their questionnaire. Parents with the least education returned the smallest percentage of schedules. Even the rate of returns for non-drinking students varied with educational level that is, the returns came from the more highly educated parents. However, differences are very small between repliers and non-repliers according to the actual drinking behaviour of the student.

Among students who drink with their parents' knowledge, educational level of parents remains the most distinguishing variable influencing the return rate of questionnaires. The higher the educational level, the higher the percentage of questionnaire returns. A similar pattern holds among students who drink without parental knowledge. Again, the higher the educational level the greater the returns. At the highest educational level, one striking difference occurs in response to the question, "Do your parents know you drink?" Those parents who know that their children drink tend to respond more frequently than those who are unaware of their offspring's drinking. We suggest that high status parents, unaware of their child's drinking habits, are less likely to see the relevance of a study designed to gather information about parental attitudes and expectations regarding their own student's drinking behaviour. However, parents who have offsprings that drink have something of a stake in the topic of the inquiry: such parents might be more likely to reply since their children's behaviour poses a potential 'problem' for them. Furthermore, such parents are likely to be uncertain about adolescent drinking norms and therefore will be genuinely interested in finding out what they are.

There are two interesting results in answer to the question, "Do you drink with your parents?" Parents from the highest and lowest educational levels tend to reply more frequently if the student who drinks does so with his parents. Of the 68 students who drink with their parents, 85.3 percent of these parents returned their schedules, while only 65.9 percent of parents whose children did not drink with them returned the questionnaire. It seems likely that drinking among

adolescents in either lower or upper classes, is unlikely to be approved by parents. However, those parents who, for whatever reason, do permit their children to drink with them, might conceivably experience anxiety over their permissiveness. This high return rate of questionnaires concerned with adolescent drinking habits might well be a reflection of their anxiety about their own children.

With the lowest educational category the rate of parental returns was highest in those families where student and parent drank together. The returning rate of 52.9 percent is significantly greater than the returning rate of 39.2 percent from parents whose offspring did not drink with them. However, the small sample of only 19 students who actually do drink with their parents makes interpretation considerably less reliable.

Returns by College Intentions of Student

College Intentions of Student

We noted earlier that Donald¹⁹ was able to make some substantive conclusions about the replier's involvement or interest in the content area of the questionnaire which served to differentiate returners from non-returners.

While no "indicators of questionnaire involvement" were deliberately introduced into the larger study, we will attempt, nevertheless, to relate repliers and non-repliers of mail questionnaires to one part of the larger research. We recall that the initial contact was made with 5,200 high school students; subsequently, a sample of 3,400 parents was sent questionnaires by mail. At the time of the first contact with the students (spring 1961) many were senior students who anticipated entering college in the fall of that year. A cover letter was sent to the parents explaining that the research was to be continued among those students planning to enter college. It was felt that the educational plans of the student would somehow influence a parents decision to cooperate and participate in university sponsored research. Thus we attempted to analyse the rate of parental returns according to the college intentions of the student. Let us look at the data and see if this is so.

TABLE VIII

Percentage of Parental Returns by College Intentions of Student

¹⁹Donald, Marjorie N., op. cit., (1960).

College Intentions of Student	<u>Percent</u>	<u>R</u>	<u>R̄</u>	<u>Total</u>
Yes, definitely	71.6	1068	423	1491
Uncertain	43.3	439	559	998
No, definitely not	33.5	193	383	576

This sparse data demonstrates that whether or not a senior student intends to enter college has a bearing on the response rate of the parents. The 71.6 percent of questionnaire returns from parents of college-bound students suggests this is an important variable differentiating repliers from non-repliers in this study. Only 35.5 percent of the parents whose offsprings were "definitely" not going to college returned the questionnaire. Even were there exists uncertainty about a students college intentions the response rate is well below the general 55.5 percent return rate. Of this group only 43.3 percent return their schedules. Where the student is certain he will not enter college the rate of return were 33.5 percent. The response rate clearly parallels the likelihood of college attendance by the student.

Research²⁰ has made it clear that parents do have a very significant influence upon the college intentions of students, and that they are very much involved in the plans, events and decisions surrounding

²⁰For some recent researches see: Bordua, David J. "Educational Aspirations and Parental Stress on College" Social Forces, 38 (March 1960); Simpson, Richard L. "Parental Influence and Social Mobility" Am. Soc. Rev., Vol. 27, August 1962; Kahl, Joseph A. "Educational and Occupational Aspirations of 'Common-Man' Boys", Harvard Educational Review, Vol. 23, Summer 1953.

their children's future education. While this study has no independent measure of parental "involvement" in the project the above results may well be interpreted in these terms. In short, we suggest that the variation in response rate is partially due to the parents interest in the study. If our interpretation is correct, then our finding are in accord with the results of Donald's study cited above.

Parent's Education and College Intentions of Student

When we control for educational level of the parents, a number of interesting results become evident. Table IX below illustrates the data.

TABLE IX

Percentage of Parental Returns by College Intentions of Student
(Fall '61) and Parent's Education

College Intentions of Student	<u>Neither</u> Parent Graduated from High School	At least <u>one</u> Parent Graduated from High School	At least <u>one</u> Parent had some College training
Yes, Definitely	65.1 (192)	70.3 (495)	74.5 (792)
Uncertain	38.6 (427)	47.1 (346)	52.9 (180)
No, I will not go	29.5 (305)	40.6 (180)	36.5 (52)

Among college bound students the highest educational category returned 74.5 percent of the questionnaires. The next highest category returned 70.3 percent while the lowest educational category returned

68.1 percent. The same trend occurred among parents of students "uncertain" about their college intentions. Here the highest educational group returned 52.9 percent of the questionnaires. Forty-seven percent of the middle educational group returned the questionnaire while the lowest educational group returned 38.6 percent of the schedules. Of those students not college bound the highest return rate was found in the middle educational category. This is the only inconsistent result throughout the table. Here 40.6 percent returned the questionnaires while the highest educational category returned 36.5 percent. However sample size was small which might account for the discrepancy. The least educated group returned the least number (29.5 percent) of questionnaires.

More impressive, however, is the distribution of returns with regards college intentions of students. Here the response rate of questionnaires increases with the likelihood of the student attending college. Holding education constant, among the least educated group the return rate increases from 29.5 percent for those not college bound to 39.6 percent for the "uncertain" category, to 65.1 percent for boys definitely planning to enter college. Similarly for the middle educational level held constant, the smallest percent of returns (40.6 percent) came from parents whose children were not college bound. Forty-seven percent of parents replied whose children were "uncertain" about college intentions while 70.3 percent of parents whose children were college bound returned the questionnaire. Within the highest educational category, parents of those not planning to go to college reply least frequently, only 36.5 percent. Parents whose children are "uncertain" returned 52.9 percent of schedules, while parents of students definitely planning to enter college

returned 74.5 percent of the schedules.

As Table IX indicates the most discriminating differences exist with respect to the college intentions of the student. Wide differences in questionnaire rates of returns of parents occurred within each educational level. However it is also evident that both variables -educational level and college intentions of student- influence the parental return rate of questionnaires.

We have argued earlier that the parents' interest in this research project roughly parallels the college intentions of the students. We may now suggest a link between educational level of parents and their motivation to return mailed questionnaires. The more highly educated groups probably have the greater number of college bound children. Moreover, parents with children entering college will likely be interested in future education of their children. Hence such parents will more likely concern themselves in college activities and therefore take a greater interest in college oriented research.

SUMMARY

The aim of this report has been to examine the problem of response bias when mail questionnaires are used in social survey research. Previous research has shown that certain objective characteristics differentiate repliers from non-repliers in surveys employing this technique. Mailed questionnaires are only reaching certain types of individuals e.g., the more highly educated, the higher statused and, the more interested, to mention the main groups. Such studies have usually been limited because of information loss from respondents who have failed to return the schedules. However, unlike previous studies, our study is able to make as many statements about the characteristics of non-respondents as respondents. To a large extent, we were able to minimize information loss even though a large proportion of the original sample did not return their questionnaires.

Specifically, we were concerned with four problems: first, we were interested in a general description of the repliers and non-repliers according to certain objective characteristics. Confirming earlier investigations our data showed that individuals who returned mailed questionnaires are characterized by higher educational level, higher socio-economic status, urban residence and membership in high status churches. Furthermore, parents with one child, or parents of students without older siblings tended to reply more frequently. The sex of the adolescent did not influence parental response.

We then examined selected variables known to be related to education. In an effort to establish the primacy of education as an influencing variable. By controlling for education we examined

(a) father's occupation (b) the student's perception of the family's financial status in the community and, (c) religious affiliation. The data left little doubt that the educational level of the parent was a major factor influencing the returning rate of self-administered mailed questionnaires.

Third, we asked if the content of the questionnaire which, in this case had to do with parental attitudes and expectations with respect to their offsprings use of alcohol, would significantly influence the rate of returns. No striking differences appeared either by the parents' position on alcohol use by children or the actual drinking behaviour of the student. Higher status parents, whose children drank with the family, tended to reply more often than parents who were unaware of their childrens' practices or, parents whose students did not drink with the family.

Finally, we sought to compare parental response rates by introducing one variable -"college intentions of student"- specifically related to this study. Our findings indicate that the rate of questionnaire returns is markedly influenced by the college intentions of the student, that is, the greater the likelihood of college attendance on the part of the student, the higher the percentage of questionnaire returns from the parents. When we controlled for educational level, the data indicated that the more highly educated parent with a college-bound student was most likely to return the mailed questionnaire.

While our data tends to support the findings of previous studies, the present research is not without its own limitations. For example, our basic source of data was senior high school students in the

state of North Carolina. Since the formal educational experience of the student is known to be correlated with the socio-economic position of the family this suggests that our sample is somewhat biased in the direction of higher status families. A more random sample would have been preferable, although more difficult to obtain.

Item selection is often a problem in survey research. Items for this report were selected from a larger project whose research objectives were altogether different from our own. However, while we selected items designed to elicit "objective" background information, we also had to use items which involved the respondent's judgement or perception of particular issues. The use of such items, in this type of research, is always open to considerable doubt as to their validity and reliability.

The question of who returns mail questionnaires in social research is an important issue in interpreting research results. For example, we might ask what are the theoretical and practical implications for the interpretation of social data with only a 55 percent response rate of questionnaire returns? Such considerations do make a difference in analysis. If those who returned mail questionnaires were a representative sample of the original sample no serious problems would arise. But such is not the case. The less complete the returning rate, the more likely it is that the returners are higher educated, higher statused and, probably more actively involved in the subject matter of the questionnaire. In the light of our results and, those of other studies which demonstrate sources of bias in the returning rate, we may have to seriously reconsider the analysis and interpretation of objective, behavioural and attitudinal data from studies employing the technique of mailed questionnaires.

At the practical level, the use of stratified sampling techniques ought to be considered in order to offset some of the problems of bias in return rates which emerge with the use of random techniques. Furthermore, the question of employing costly follow-up procedures should be re-examined in the light of what has been learned about non-respondents. Depending upon the nature of the study, it may be more economical, in time and money to establish "cut-off" points in order to eliminate that segment of the population whose basic social characteristics would be known.

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Case N^o 5200

STUDY OF YOUNG PEOPLE

You are being asked to give us your help in a scientific study being done in the Institute for Research in Social Science at the University of North Carolina in Chapel Hill. About 5000 high school seniors in many different schools are helping us by completing this questionnaire. Many of the questions deal with your family relationships and with your attitudes toward alcohol. We think you will find them important and interesting.

We think you have a right to know what we are doing and why we need your help. We are interested in people your age. It is an important time of life. The things you believe, do, and want need to be known and understood. The questionnaires are a step in this direction. Today, as soon as you finish, we will seal them in an envelope, carry them back to the University, and begin preparing them for analysis in electronic machines. Eventually the results will be tabulated by the Univac 1105 Computer that you've probably heard about.

No one except research people working on this study will ever see your answers or know what you say. We will respect and protect your confidence completely. Your paper will be sealed as soon as you finish it and hold up your hand.

1. Please answer **every** question, after reading it carefully. Check the answer that comes closest if you do not find the exact answer you want.
2. Please use a check-mark (✓) to show your answer. Be sure that it is placed neatly by the answer, so that we will not make any mistake in deciding what you meant.
3. This is not a test, so there are not any "right" or "wrong" answers. Any answer is the right answer if it is the **true** answer **for you**.



8. If you had a chance to go on to college next year, would you **like** to go? ("College" does **not** include trade schools or business and secretarial schools.)

.....1. No
.....2. I'm not sure
.....3. I might want to go
.....4. Yes, definitely

13. Which is true of you?

.....1. Married
.....2. Engaged
.....3. Going steady
.....4. Dating casually
.....5. Not dating

- ✓ 9. Realistically, do you expect to go to college this coming fall?

.....1. Yes, definitely
.....2. Yes, probably
.....3. No, probably not
.....4. No, I will not go

14. Have you attended any other high school besides this one?

.....1. No
.....2. Yes, I attended another public high school
.....3. Yes, I lived at home and attended a private high school for awhile
.....4. Yes, I lived away from home and attended a private high school for awhile

110. Age at last birthday?years old.

When were you born? (month) (year)

111. Your sex?

.....1. Male
.....2. Female

- ✓ 15. Are you living with:

.....1. Both real parents
.....2. Mother and stepfather
.....3. Mother only
.....4. Father and stepmother
.....5. Father only
.....6. Other

112. What grade are you in?

.....1. 12th, finishing this spring
.....2. 12th, finishing next January

IF YOU ARE LIVING WITH BOTH REAL PARENTS, SKIP TO QUESTION 19

Col 18

16. Was your home broken by: ✓

-1. Death of one parent
-2. Death of both parents
-3. Divorce
-4. Separation of parents
-5. You left home

Col 22

17. If your home was broken by death of a parent, divorce, or separation, how long ago did this happen?

.....years ago

18. If you are now living with a stepparent, how long ago did your parent remarry?

.....years ago

NOTE: IF YOU ARE LIVING WITH A STEPPARENT, ANSWER ALL REMAINING QUESTIONS AS IF HE OR SHE WERE YOUR REAL PARENT. ALSO ANSWER FOR STEPBROTHERS AND STEPSISTERS AS IF THEY WERE REAL BROTHERS OR SISTERS

✓ 19-20. How many do you have of each of the following?

(Write number on each line)

Col 19

-1. Older brothers
-2. Older sisters
-3. Younger brothers
-4. Younger sisters
-5. Twin brother
-6. Twin sister

Col 20

What is the age of the oldest male child in your family?years old.

What is the age of the oldest female child in your family?years old.

Col 8

✓ 21. At the present time, do you live in?

- ☐1. City of 50,000 to 250,000 population
- ☐2. City of 5,000 to 50,000 population
- ☐3. Town of 1,000 to 5,000
- ☐4. Town under 1,000
- ☐5. Outside of town, but not on a farm
- ☐6. On a farm

22. What is your religion? ✓

Col 12

-0. None
- ☐1. Southern Baptist
-2. Other Baptist
-3. Methodist
-4. Presbyterian
-5. Episcopal
-6. Lutheran
-7. Moravian
-8. Jewish
-9. Catholic
-x. Other. What?.....

Note: Any religious group with less than 2 members were put in "other" category

23. About how often do you attend worship services?

-1. More than twice a week
-2. About twice a week
-3. About once a week
-4. About twice a month
-5. About once a month
-6. Several times a year
-7. About once a year
-8. Less than once a year

24. About how many hours per week would you say you spend in church-related activities?hours per week.

25. Do you have a job, or do part-time work away from home?

-1. No
-2. Yes, under 5 hours a week average
-3. 5 to 9 hours a week
-4. 10 to 14 hours a week
-5. 15 to 19 hours a week
-6. Yes, 20 or more hours a week

26. How many years of schooling does your mother have? ✓

Col 13

- ☐1. 0-6 years
- ☐2. 7-9 years
- ☐3. 10-12 years, did not graduate from high school
- ☐4. Graduated from high school
- ☐5. Some college
- ☐6. Graduated from college
- ☐7. Post-graduate college work
- ☐8. I do not know

27. How many years of schooling does your father have? ✓

Col 14

-1. 0-6 years
-2. 7-9 years
-3. 10-12 years, did not graduate from high school
-4. Graduated from high school
-5. Some college
-6. Graduated from college
-7. Post-graduate college work
-8. I do not know

2 Mother and Father's Educational Level were collapsed into these categories:
 (1) neither parent had graduated from High School
 (2) at least one parent graduated from High School
 (3) at least one parent had attended college

cool, 9.

W 28. Which of the following phrases most nearly describes the kind of work your father does? (The examples are just to help you decide)

- PIPER
 the collar
 near white
 collar
 Skilled
 e. collar
 skilled; semi-
 skilled, blue-collar
 agriculture
1. Is a professional worker, such as a lawyer, scientist, engineer, architect, doctor, teacher, etc.
 2. Is a manager, official, or executive in a business, government agency, or other organization.
 3. Runs a business of his own, like store owner, contractor, factory owner.
 4. Is a clerical or office worker in a business, government agency or other organization; for example, book-keeper, accountant, postal clerk.
 5. Is a sales worker, such as manufacturer's representative, salesman, or clerk in store.
 6. Works at a skilled trade or craft, such as carpenter, electrician, printer.
 7. Runs his own farm, which he owns.
 8. Operates a machine or does mechanical work, such as garage mechanic, or machine operator in shop or factory.
 9. Is a service worker who performs services such as barber, waiter, letter carrier, or household servant.
 10. Does laboring work, such as plumbers helper, hod carrier, restaurant helper, or other unskilled work.
 - x. Is tenant farmer, farm laborer, or farm renter.
 - y. Is retired or unemployed.

W 29. For how many of the past six years has your mother been employed outside the home?

- 0
 1.0
0. None
 1. Less than one year
 2. One to two years
 3. Two to three years
 4. Three to four years
 5. More than four years

30. Is she employed now?

1. No
2. Yes

W 31. In general, what kind of a standing do you think your family has in your community?

- 15
 Average
 Average
 Average
1. Very good; a top family
 2. Above average; looked up to
 3. About average; pretty good
 4. Just so-so
 5. A rather low social standing

32. How well off financially is your family compared with families of other young people you know?

- Average
 Average
 Average
1. Much better off
 2. Some better off
 3. About average
 4. A little below average
 5. A good deal below average

33. What rank do you have in your class so far as your grades are concerned?

1. One of the top students
2. My grades are better than average but not at the top
3. My grades are about average
4. My grades are below the average of my class

34. During the summers, have you ever had a regular job for which you received pay?

1. Yes, one summer
2. Yes, two or more summers
3. No

35. Do you have a driver's license?

1. Yes
2. No

36. Have you ever owned your own car?

1. Yes, I do now
2. Yes, but not now
3. No

37. Can you use your parents' car?

1. Yes, when I want it
2. Yes, but only for special occasions
3. Parents don't have a car right now
4. No

38. Graduating from high school and going on to college or work carries a lot more freedom and responsibility than you have ever had before. Do you feel that you are fully ready for this?

1. Yes, I have no doubts
2. Generally I believe that I am
3. I have some doubts about it
4. I have many doubts about it
5. I'm sure I'm not ready yet

39. What is the longest period of time you have ever spent away from both your parents at a single time?

1. Never spent a night away
2. Overnight
3. One week
4. Two or three weeks
5. A month
6. More than one month

40. You sometimes hear it said of a young person that because of his standards and the way he looks at life he should enter some kind of religious work. Are you the kind of person this would be said of?

.....1. Definitely
2. Probably
3. Possibly
4. Definitely not

41. What would your parents do to keep you from drinking alcoholic beverages if you seemed inclined to do so? (Check the most extreme thing they would do)

.....1. Nothing
2. Talk it over with me
3. Ask me not to
4. Order me not to
5. Punish me to any necessary extent

42. Some parents expect their children to obey immediately when they tell them to do something. Others don't think it is terribly important for a child to obey right away. In years past, have your parents insisted on strict obedience from you?

.....1. Yes, all the time I was growing up.
2. Yes, when I was small
3. No, not really

43. Do they *now* insist on strict obedience from you?

.....1. Yes, definitely
2. Yes, as much as they can
3. No, not really

- 44-45. Here is a set of circles. Suppose that being right in the center (circle No. 1) means being guided and watched very carefully by your parents, and being on the edge (circle No. 5) means being free to do anything you want to and your parents won't object.

Which circle are you in?.....

Which circle would you like to be in?.....



46. Suppose a student had to choose between, on the one hand, being an excellent student but not taking part very much in club and social activities, and on the other hand, being only an average student but very active in clubs and other social activities. Which do you think is more desirable in the case of a person your age?

.....1. The active, popular type
2. The serious student type
3. Some of both, but more the active, popular type
4. Some of both, but more the serious student type

47. Which of the following statements comes the closest to describing you?

.....1. A person who ignores other people for the most part and goes on about my own business.
2. A person who enjoys other people when I'm with them but prefers to spend much of my time doing things alone of my own choosing
3. A person who spends most of his time doing things with other people and enjoys it; being with others is very important to me.

48. What is the single most important reason why you do the things your parents would approve of?

.....1. I want to please them
2. I want things they will give me when I please them
3. I just have the same basic values they have
4. I'm afraid of what they'll do if I don't
5. Children are supposed to obey their parents

49. At what stage in a person's life are questions about what's right and what's wrong the hardest to figure out?

.....1. When you're younger than I am now
2. When you're about the age I am now
3. When you're older than I am now

50. As your best guess, how many of the senior boys here in your high school use alcohol (beer or whiskey) to some extent?

.....1. Almost all of them
2. Over half of them
3. About half of them
4. Less than half of them
5. Just a few of them
6. None of them

51. As your best guess, how many of the senior girls here in your high school use alcohol (beer or whiskey) to some extent?

.....1. Almost all of them
2. Over half of them
3. About half of them
4. Less than half of them
5. Just a few of them
6. None of them

52-58. Do you agree or disagree that:

(1) Agree	(2) Disagree	(3) Not Sure	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If a fellow wants to be part of the leading crowd around here he sometimes has to go against his principles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If a girl wants to be part of the leading crowd around here she sometimes has to go against her principles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Drinking is wrong as a matter of principle; people ought not to drink
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A boy who doesn't disobey his parents occasionally is a sissy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If a person decides to do something that he knows his parents don't want him to do, he owes it to his parents to tell them what he has done
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A young person with the right kind of upbringing won't be hurt by associating with "bad eggs" sometimes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A person my age should always do what his parents want him to do, even though sometimes he may not agree that this is the best thing

59. When your mother talks proudly of her own high school days, what is she most likely to talk about? (Check one)

-1. How she was a good student
-2. The number of clubs and such she belonged to
-3. What a good time she had on dates and parties
-4. How she was a leader in many activities
-6. She never talks much about her high school days
-7. She didn't go to high school

60. When your father talks proudly of his own high school days, what is he most likely to talk about? (Check one)

-1. How he was a good student
-2. How he was a good athlete
-3. How he wowed the girls
-4. How he was always into some kind of mischief
-5. The number of school activities he took part in
-6. He never talks much about his high school days
-7. He didn't go to high school

61. Parents sometimes tell their children that when a certain time comes they can then decide things for themselves. On drinking alcohol, which of the following represents the way your parents feel about it?

-1. I can drink if I want to while I am in high school
-2. I can drink if I want to when I graduate from high school
-3. I can drink if I want to when I am 18
-4. I can drink if I want to when I am 21
-5. I can drink if I want to after I set up a home of my own
-0. They'd never give their permission for me to use alcohol

62. Is this a clear, definite position or just the way you think they feel about it?

-1. A clear, definite position
-2. The way I think they feel

THE NEXT FOUR QUESTIONS ARE FOR BOYS ONLY. GIRLS SKIP TO QUESTION 67.

63. In terms of his ability to get along with people, would you be pleased to be like your father when you are an adult?

-1. Yes, I would be
-2. No, not particularly
-3. No, I would not be

64. In terms of the knowledge he has, how well informed he is, would you be pleased to be like your father when you are an adult?

-1. Yes, I would be
-2. No, not particularly
-3. No, I would not be

65. Thinking now of the common sense he has, would you be pleased to be like your father when you are an adult?

-1. Yes, I would be
-2. No, not particularly
-3. No, I would not be

66. In terms of his temper and emotional control, would you be pleased to be like your father when you are an adult?

-1. Yes, I would be
-2. No, not particularly
-3. No, I would not be

THE NEXT FOUR QUESTIONS ARE FOR GIRLS ONLY. BOYS SKIP TO QUESTION 71.

67. In terms of her ability to get along with people, would you be pleased to be like your mother when you are an adult?

-1. Yes, I would be
-2. No, not particularly
-3. No, I would not be

68. In terms of the knowledge she has, how well informed she is, would you be pleased to be like your mother when you are an adult?
-1. Yes, I would be
 -2. No, not particularly
 -3. No, I would not be
69. Thinking now of the common sense she has, would you be pleased to be like your mother when you are an adult?
-1. Yes, I would be
 -2. No, not particularly
 -3. No, I would not be
70. In terms of her temper and emotional control, would you be pleased to be like your mother when you are an adult?
-1. Yes, I would be
 -2. No, not particularly
 -3. No, I would not be
71. By the time a person is in the tenth grade, do you think his parents should enforce definite study hours for him?
-1. No, it's time to let him "sink or swim" on his own in his studies
 -2. Yes, this is a contribution his parents can make to his education
72. By the time a person is a senior in high school, should his parents enforce definite study hours for him?
-1. No, it's time to let him "sink or swim" on his own in his studies
 -2. Yes, this is a contribution his parents can make to his education
73. Do you think a person your age has the right to decide for himself whether he is going to drink alcohol socially or not?
-1. Yes
 -2. I'm not sure
 -3. No
74. The way you see things, by what age in a child's life have his parents taught him just about all they can about his basic standards and how to conduct himself? Write in the age here:.....
- B3. How do you feel about leaving home when you finish school?
-1. I look forward to it eagerly
 -2. I have mixed feelings about it
 -3. I don't want it to happen
- B9. Are you as close to your parents now as when you were several years younger, or have you grown away from them to some extent?
-1. I'm as close to them now as ever
 -2. I've grown away from them some
 -3. I'm closer to them now than ever
- B10. Do your parents' opinions mean as much to you now as they did several years ago, or do you tend to value their opinions less now?
-1. Mean as much to me now as ever
 -2. Tend to value them less now
 -3. Mean more to me now than ever
- B11. How many evenings a week, on the average, do you spend at home without going out? Write the number in here:.....
- B12. Do you ever wish that your parents would let you be more independent?
-1. Yes, many times
 -2. Yes, sometimes
 -3. Yes, once in a while
 -4. No
- B13. If you were going to college, and money were no problem, would you rather go away to college or to a college where you could live at home?
-1. Away to college
 -2. Live at home
- B14. As the person you would be if all your dreams could come true, would you: (check one)
-1. Not drink alcohol at all
 -2. Drink on special occasions, consuming just a little
 -3. Be a social drinker
 -4. Be famous for your ability to drink as much as anybody
- B15. Some parents go out of their way to help their child when he runs into any problem, whereas other parents are more likely to let the child handle the situation himself. What are your parents more likely to do?
-1. Help me out as soon as I run into difficulty
 -2. Wait to see if I can handle the situation myself
- B16. Some young people seem to think their parents are somewhat old fashioned or out of step in their ways of looking at things. Are your parents like this?
-1. Yes, very often
 -2. Yes, quite often
 -3. Yes, once in a while
 -4. No, never
- B17. Is it easier or harder to get along with your parents now than it was two or three years ago?
-1. Much easier
 -2. Somewhat easier
 -3. Somewhat harder
 -4. Much harder
 -5. No change

W B18. If the question of whether or not you should use alcohol came up in your family, how would your parents handle it? (Check one)

- 1127
-1. They would make a decision and tell me what to do
 -2. We would discuss it as a family and decide together
 -3. My father and I would discuss it and decide together
 -4. My mother and I would discuss it and decide together
 -5. My parents would say how they feel but that what I do about drinking is up to me
 -6. My parents would not say how they feel; they would leave it all up to me

B19. If you did something that your parents didn't want you to do, would you feel bad about it afterwards even if they didn't find out about it?

-1. Yes
-2. No
-3. Can't decide

B20. Have your parents ever asked you to promise them not to drink?

- 1128
-1. Yes, within the last year
 -2. Yes, but not within the last year
 -3. No

B21. Have you ever signed a pledge at church not to drink?

-1. Yes, and I really meant it
-2. Yes, but I didn't take it too seriously
-3. No, but I've been asked to
-4. No, I've never been asked to

B22. Have your parents ever told you they were disappointed in you for something you had done that wasn't right?

-1. Yes, many times
-2. Yes, a few times
-3. Yes, once or twice
-4. No

B23. How did you feel?

-1. I felt very bad
-2. I felt a little bad
-3. It really didn't bother me
-4. It hasn't happened

B24. Have your parents ever seemed disappointed in you, without actually saying so?

-1. Yes, many times
-2. Yes, a few times
-3. Yes, once or twice
-4. No

B25. How did you feel?

-1. I felt very bad
-2. I felt a little bad
-3. It really didn't bother me
-4. It hasn't happened

B26. Have your parents ever told you that you had hurt the family's reputation by something you had done that wasn't right?

-1. Yes, many times
-2. Yes, a few times
-3. Yes, once or twice
-4. No

B27. Have your parents ever told you that you had hurt your reputation by something you had done that wasn't right?

-1. Yes, many times
-2. Yes, a few times
-3. Yes, once or twice
-4. No

B28. Below is a list of items on which some parents have rules for their teen-age children, while others don't. Check each item that your parents have definite rules for.

-Time for being in at night on weekends
-Amount of dating
-Against going steady
-Time spent watching TV
-Time spent on homework
-Against going around with certain boys
-Against going around with certain girls
-Eating dinner with the family
-No rules for any of the above items

B29-30. If it became necessary for your parents to punish you now, what is the most effective punishment they could possibly use on you? (Check only one)

-Act hurt, upset, or disappointed
-Take away the keys to the car
-Give me a good talking to
-"Take me out back of the woodshed"
-Cut out my allowance for a time
-Make me stay home when I had planned to go somewhere
-Other. What?

Go back and put an X by each punishment your parents have used on you at one time or another during the last year.

B31. Are there any things you don't do that your parents would really like for you to do? (Check all that apply)

-Yes, I could run around with a different crowd
-Yes, I could be more affectionate with them than I am
-Yes, I could study harder and make better grades in school
-Yes, I could be more faithful to the church than I am
-Yes, I could come in earlier at night than I do
-Yes, I could ask their permission to do things more than I do
-Yes, I could tell them where I'm going and who I'm going with more than I do
-I can't think of anything like that

B32. Do you do a lot of things, just a few things, or no things at all that you know your parents don't want you to do?

-1. A lot of things
-2. Just a few things
-3. No things at all to speak of

B33. How close is your relationship to your father?

-1. Unusually close
-2. Closer than that of most people I know
-3. About as close as most people I know
-4. Probably not as close as in most cases
-5. Definitely not as close as in most cases

B34. Suppose that your parents, without discussing it with you to find out how you feel about it, simply told you that you are not to drink alcohol. How would you feel about this?

-1. I would feel a strong obligation not to drink
-2. I would feel some obligation not to drink, but not much
-3. I would feel no obligation not to drink

✓ Col 29 B35. So far as your father is concerned, does he prefer that you learn to drink, that you not drink, or doesn't he care one way or the other?

-1. Learn to drink
-2. Not drink
-3. Doesn't care

✓ Col 30 B36. So far as your mother is concerned, does she prefer that you learn to drink, that you not drink, or doesn't she care?

-1. Learn to drink
-2. Not drink
-3. Doesn't care

B37. If you seemed to be getting too serious about someone you'd been dating, what would your parents do about it?

-1. Wait it out and see if it wouldn't wear off
-2. Arrange to discuss it with me, but let me keep on if I insisted
-3. Make it pretty clear that I needed to change my ways
-4. Really crack down; forbid me to see this person like I'd been doing

B38. [This question is for boys only] In raising you, who has your mother tended most to hold up to you as a good example? (Check only one)

-1. My father
-2. My older brother
-3. Her father
-4. One of her brothers
-5. A male friend of the family
-6. No one in particular

B39. Thinking now of all the things your parents stand for and want you to believe in, do these things fit in with the kind of life you want to live?

-1. All of them do
-2. Almost all of them do
-3. A large number of them do
-4. Many of them do not
-5. Most of them do not

B40. If you could be remembered here at school for one of the four things below, which one would you want it to be?

-1. Brilliant student
-2. Athletic star
-3. Most popular
-4. Leader in activities

B41. Some people say that the way things are now there are many times when, if young people want to get ahead in life, it is better for them to keep quiet and go along with the crowd rather than stand up for what they know is right. What do you think of this point of view?

-1. I agree with the people who say this
-2. I think there's a good deal of truth in these statements, although they are not altogether true
-3. There is some truth in these statements, but for the most part they are not correct
-4. These statements do not represent the truth; they are wrong

B42. Thinking now of the times when you obey your parents even when you really want to do something else: Why do you obey them in cases like this? (Check one)

-1. I want to please them
-2. I want things they will give me when I please them
-3. I'm afraid of what they'll do if I don't
-4. Children are supposed to obey their parents

B43. Among high school senior boys who drink, how many of them do you guess feel guilty about it?

-1. Just about all of them
-2. Most of them
-3. About half of them
-4. Less than half of them
-5. Only a few of them if any

B44. When you do something that you know your father doesn't want you to do, how do you usually feel about it afterwards?

-1. Feel quite guilty about it
-2. Feel a little guilty about it
-3. Figure this is just part of growing up and deciding things for myself
-4. Never do things he doesn't want me to do

B45 Suppose that your parents would not give you permission to do something that you really wanted. What do you find it best to do in a case like that?

-1. Tell them how I feel about it and we talk it over from all sides and settle it
-2. Pretend I think they're right—though I don't—and just do as they say to avoid trouble
-3. Go ahead and do what I wanted to do if I get the chance and not say anything more to them about it
-4. Decide that they really know what's best for me and forget the whole thing

B46. Does your mother make it a point to stay up until you return home at night?

-1. Yes, always
-2. Yes, usually
-3. No, not usually

B47. When you have been out at night, do you make it a point to let your parents know when you return?

-1. Yes, if they're awake
-2. Yes, even if they are asleep
-3. No, I do not

B48. How many boys in this school, in your opinion, have the idea that being willing to drink is part of being a "good sport" or a "right guy"?

-1. Most of the boys have this idea
-2. Over half
-3. About half
-4. Less than half
-5. Only a few
-6. None of the boys have this idea

B49-58. If you could change things concerning the way your parents treat you, what would you change? (Check each one that applies)

-1. Treat my opinions with more respect
-2. Quit trying to check up on where I go and what I do
-3. Take more interest in my schoolwork than they do
-4. Approve of my friends more than they do
-5. Make my friends feel welcome at my house more than they do
-6. Discuss with me what I should do, rather than just telling me what to do
-7. Quit treating me like a grown-up when I'm really not
-8. Give me more privacy and time to myself
-9. Quit expecting me to be so loving and affectionate all the time
-10. Punish me more than they do when I really need it
-0. I wouldn't change any of these things

B59. Who sets higher standards for you, your mother or your father? ✓

Col 31

-1. My mother, much more
-2. My mother, a little more
-3. No difference
-4. My father, a little more
-5. My father, much more

B60. Would you say you are a part of the leading crowd in this school?

-1. Yes
- No

IF NO: Would you like to be part of the leading crowd?

-2. Yes
-3. No
-4. Don't care

What does it take to get in with the leading crowd in this school?

.....

.....

.....

.....

B61. Thinking realistically, do you think you will live in your home town when you are out of school and have a job?

-1. Definitely yes
-2. Probably yes
-3. Don't know
-4. Probably not
-5. Definitely not

B62-67. Do you agree or disagree that:

(1) Agree	(2) Disagree	(3) Not Sure	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This day and time, a person needs to be willing to drink to get ahead socially
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This day and time, a person needs to be willing to drink to get ahead in business
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knowing how to drink helps a person get the most out of life
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A person my age owes it to his parents to ask their opinion on important matters that come up
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If a person like myself wants to do something that's important to him but his parents are against it, it's all right for him to do it
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	However strong the moral teachings a young person has received, he has to have the right kind of friends in order to keep straight

B68. Suppose that a non-drinker is at a drinking party. Does he feel uncomfortable, in your opinion?

-1. Yes, very much so
-2. Yes, to some extent
-3. No, not likely

B69. Do the people who are drinking feel uncomfortable about having him around?

-1. Yes, very much so
-2. Yes, to some extent
-3. No, not likely

B70. Who feels more uncomfortable—the non-drinker or the drinkers?

-1. The drinkers, definitely
-2. The non-drinker, definitely
-3. The drinkers, probably
-4. The non-drinker, probably

B71. Suppose that a real important party was held for the young people around here, and mixed drinks would be served. What does your mother prefer?

-1. That I not go
-2. That I go, but not drink
-3. That I go and drink if I want to
-4. It really wouldn't matter much with her

B72. What does your father prefer?

-1. That I not go
-2. That I go, but not drink
-3. That I go and drink if I want to
-4. It really wouldn't matter much with him

B73. In your judgment, when is the best time for a person to begin using alcohol socially?

-1. Under parents' supervision while in high school
-2. Shortly after he finishes high school
-3. While he's in college
-4. When he's out on his own, supporting himself
-5. Never

B74. Have you ever believed that God will punish you if you drink alcohol?

-1. Yes
-2. No

B75. Do you now believe that God will punish you if you drink alcohol?

-1. Yes
-2. No

B76. Has anyone important to you ever said that God will punish you if you drink alcohol?

-1. Yes, many have
-2. Yes, several have
-3. No

B77. If his parents ask a person your age not to drink, but he thinks drinking is OK, should he go ahead and drink anyway?

-1. Yes
-2. No

B78. If his parents ask him not to drink, but he goes ahead and drinks anyway, should he tell them what he has done?

-1. Yes
-2. No

B79. Suppose that a person like yourself is very tempted to do something. It really has a lot of appeal to him, but he wonders if it's the right thing to do. He thinks that doing it might be wrong. He thinks it over and finally decides not to do it. Think of an experience you've had like this, when you really wanted to do something but decided not to because it might not be right. What, most of all, makes a person decide that he shouldn't do it? (Check one)

-1. His conscience tells him
-2. He thinks of what would happen if he were caught
-3. He thinks of what people in general, especially his friends, would think
-4. He thinks of what his parents would expect him to do

B80. If a person felt that it was very important to him to drink, because of the crowd he ran with, but it was very important to his parents that he not drink, what do you think he should do?

-1. Stay in his group, drink, and tell his parents
-2. Stay in his group, drink, and not tell his parents
-3. Stay in his group, but refuse to drink
-4. Get out of this group

THE NEXT FEW QUESTIONS REFER TO YOUR
DRINKING BEHAVIOR

W C8. Do you now (since the beginning of this school year) drink alcoholic beverages in any form?

- .31
-1. Yes
 -2. No

IF YOUR ANSWER IS "YES," CONTINUE TO
QUESTION (C9) IMMEDIATELY BELOW

IF YOUR ANSWER IS "NO," SKIP TO QUESTION C24
(TOP OF PAGE 12)

C9. Does this include both beer and whiskey, or just one of them?

-1. Both
-2. Only beer
-3. Only whiskey

C10. How often have you used alcohol during this school year?

-1. Only once
-2. Two or three times
-3. Maybe half a dozen times
-4. Eight to ten times
-5. More than ten times

C11. How often have you used alcohol during the last month?

-1. Not at all
-2. Only once or twice
-3. About once a week
-4. More than once a week

C12. Would you describe yourself as an inexperienced or an experienced drinker?

-1. Inexperienced
-2. Experienced

C13. Do you ever drink with your parents?

Col 33

-1. Yes, with both
-2. Yes, with my father
-3. Yes, with my mother
-4. No

C14. How old were you when you tasted your first drink?

.....

C15. Did you take your first drink at home?

-1. Yes
-2. No

C16. Do you drink on a date?

-1. Yes, as a typical thing
-2. Yes, on special occasions
-3. No

C17. Check the most extreme effect drinking has ever had on you:

-0. No noticeable effect
-1. I felt "high" or "gay"
-2. I became "tight"
-3. I became drunk
-4. I passed out

C18. How many times has this most extreme effect occurred?

-0. No noticeable effect ever
-1. Only once
-2. Two or three times
-3. Four or five times
-4. More than five times

✓ C19. Do your parents know that you drink?

Col 34

-1. Yes
-2. No

C20. Check the ~~one~~ best reason why you drink:

-1. To be with the crowd
-2. I like the taste
-3. When I'm unhappy, bored, or troubled
-4. Because it's served at home
-5. In order not to be shy
-6. It's the thing to do

C21. Do you consider yourself as a person who drinks?

-1. Yes
-2. No

C22. Estimate roughly the total amount of beer you have consumed in your life.

(Number of cans and bottles)

C23. Estimate roughly the total amount of whiskey, gin, etc. you have consumed in your life.

(Number of mixed drinks)

NOW SKIP TO QUESTION C34
(2nd COLUMN, PAGE 12)

IF YOU DO NOT DRINK (YOU SAID "NO" TO QUESTION C8), CONTINUE NOW TO THE FOLLOWING QUESTIONS

EVERYONE ANSWER ALL REMAINING QUESTIONS

C24-27. Here are some reasons people give for not drinking. Rank them in order of their importance to you. Put "1" by the most important reason, "2" by the second, "3" by the third, and "4" by the fourth most important reason.

-1. Drinking is wrong as a matter of principle
-2. I wouldn't want to disappoint my parents
-3. My church is against drinking
-4. I'm not old enough to drink
-5. Decent people don't drink
-6. There are too many dangers: arrest, automobile wrecks, alcoholism, mental illness, etc.
-7. It's a poor health practice
-8. It's a habit that costs a lot of money
-9. My loved ones would be disappointed in me
-10. Drinking is a sign of personal weakness

C28. Have you ever felt a curiosity to know what it's like to drink?

-1. Yes
-2. No

C29. Have you ever been urged or teased by your friends to take a drink?

-1. Yes
-2. No

C30. Have you ever felt out of place because you wouldn't drink?

-1. Yes
-2. No

C31. Have you ever felt that probably you ought to start drinking sometime?

-1. Yes
-2. No

C32. Do you intentionally avoid situations where you might be tempted to drink?

-1. Yes
-2. No

C33. Although you don't drink now, would you guess you will start drinking in the future?

-1. Yes
-2. Maybe
-3. No

C34. Suppose that, on the question of your using alcohol, your parents said that they were not going to say how they feel, but they would leave the decision entirely up to you. How would you feel about this?

-1. I would appreciate this very much because it would show that they trust me
-2. I would feel that a person my age needs his parents' advice on this and that they should give it to me

C35. Some young people depend on their parents a great deal for advice and help in making decisions. Others are relatively independent. How about you?

-1. I like to make my decisions on my own
-2. I like to get advice from my parents in making my decisions

C36. Have you ever deliberately done something you weren't supposed to do as a way of getting even with your parents?

-1. Yes, a lot of times
-2. Yes, a few times
-3. Yes, once or twice
-4. No, I never have

C37. Some parents go out of their way to help their child when he runs into any problem, whereas other parents are more likely to let the child handle the situation himself. Which would you rather your parents do?

-1. Help me out as soon as I run into difficulty
-2. Wait to see if I can handle the situation myself

C38. After you and your mother have had a disagreement, how do you usually feel about it?

-1. I feel ashamed for my part in it, like I was responsible for it
-2. I feel like she could have prevented it if she had tried to understand my position
-3. I'm just glad it's over and done with
-4. We never have a disagreement that amounts to anything

C39. After you and your father have had a disagreement, how do you usually feel about it?

-1. I feel ashamed for my part in it, like I was responsible for it
-2. I feel like he could have prevented it if he had tried to understand my position
-3. I'm just glad it's over and done with
-4. We never have a disagreement that amounts to anything

C40. Have your parents ever asked you not to do something because it would disappoint them?

-1. Yes, many times
-2. Yes, a few times
-3. Yes, once or twice
-4. No

C41. Have your parents ever asked you not to do something because it would hurt the family's reputation?

-1. Yes, many times
-2. Yes, a few times
-3. Yes, once or twice
-4. No

C42. Have your parents ever asked you not to do something because it would hurt your reputation?

-1. Yes, many times
-2. Yes, a few times
-3. Yes, once or twice
-4. No

C43. Do you and your mother show your affection toward each other quite a bit, or are you fairly reserved with each other?

-1. Show affection freely
-2. Fairly reserved

C44. Do you and your father show your affection toward each other quite a bit, or are you fairly reserved with each other?

-1. Show affection freely
-2. Fairly reserved

C45. How close is your relationship to your mother?

-1. Unusually close
-2. Closer than that of most people I know
-3. About as close as most people I know
-4. Probably not as close as in most cases
-5. Definitely not as close as in most cases

C46. Do you feel that you are closer to your mother or your father?

-1. Much closer to my mother
-2. A little closer to my mother
-3. A little closer to my father
-4. Much closer to my father

C47. Some young people feel a strong desire to live up to what their parents want them to be. How important is this to you?

-1. The most important thing in my life
-2. One of the most important things
-3. Important, but other things are more important
-4. Fairly important
-5. Not important at all

C48. From what one person have you learned most of the things that are necessary to living the kind of life you want to live when you grow up?

C49. Comparing drinking in high school and drinking in college:

-1. Both are equally bad
-2. Both are bad, but drinking in high school is worse
-3. Drinking in high school is bad but drinking in college is OK
-4. Neither is bad

C50. How hard is it for you to decide questions of right and wrong these days?

-1. Often it's very hard
-2. Sometimes it's very hard
-3. Once in a while it's hard
-4. Practically no trouble at all

C51. Which more closely represents how you feel about it?

-1. Most people are basically good and want to do the right thing
-2. Most people do the right thing mainly because of rules and social pressure

C52. When you do something that you know your mother doesn't want you to do, how do you usually feel about it afterwards?

-1. Feel quite guilty about it
-2. Feel a little guilty about it
-3. Figure this is just part of growing up and deciding things for myself
-4. Never do things she doesn't want me to do

C53. Thinking back to the last time your friends wanted you to do something you knew your parents disapproved of, what did you do?

-1. I did what my friends wanted and didn't think any more about it
-2. I did what my friends wanted, but I felt bad about it afterwards
-3. I didn't do what my friends wanted but I wished afterwards I had
-4. I didn't do what my friends wanted and I was glad I didn't
-5. I can't remember any time like this

C54. So far as moderate drinking by other people your age is concerned, do you think this is all right if they want to do it?

-1. No, it's not all right
-2. All right for boys but not for girls
-3. Yes, it's all right

C55-60. Do you agree or disagree that:

(1)	(2)	(3)	
Agree	Disagree	Not Sure	

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | This day and time, a person needs to be willing to drink to be popular in college |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Knowing how to drink helps a person get along with other people |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A girl who doesn't disobey her parents occasionally is a chicken |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | It's all right for a person my age to misrepresent the facts to his parents sometimes, in order to get to do what he wants to do |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If a child has been raised right, he will be able to resist the strongest of temptations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | As long as his parents are supporting him, a person is obligated to do whatever his parents want him to do on important matters |

C61. So far as drinking by other people your age is concerned, have you become either more tolerant or less tolerant of this than you used to be?

-1. Less tolerant
-2. More tolerant
-3. Haven't changed

C67. Do you like the taste of liquor?

-1. Yes
-2. Yes, a little
-3. No, not really
-4. Never tasted it

C62. Is the question of moral standards—what's right and what's wrong—usually easy or usually difficult to discuss with your parents?

-1. Usually **easy** to discuss with both parents
-2. Usually **easy** to discuss with my mother
-3. Usually **easy** to discuss with my father
-4. Usually **difficult** to discuss with both parents
-5. The subject somehow never comes up

C68. Suppose a person is invited to have a drink, but he doesn't ordinarily drink. What should he do?

-1. Drink anyway
-2. Politely decline
-3. Accept the drink, but not drink it
-4. State his objections to drinking
-5. Try to persuade the others not to drink

C63. How important is it to you to keep your mother's love and respect?

-1. Nothing is more important
-2. Among the most important things to me
-3. Quite important, but some other things are more important
-4. Fairly important
-5. Doesn't really matter

C69. Some adolescents enjoy having a large number of companions, whereas others would rather cultivate a small circle of friends. Which do you prefer?

-1. I prefer to have a large number of companions
-2. I prefer to have a small number of select friends

C64. When you are a parent yourself, will you try to raise your children the way your parents have raised you?

-1. Yes, in all ways
-2. Yes, in most ways
-3. I'll change a number of things
-4. I'll change a lot of things

C70. How important is it to you to keep your father's love and respect?

-1. Nothing is more important
-2. Among the most important things to me
-3. Quite important, but some other things are more important
-4. Fairly important
-5. Doesn't really matter

C65. Everything considered, where is the best place to raise a family these days, the city or the country?

-1. In the city is much better
-2. In the city is some better
-3. In the country or on a farm is some better
-4. In the country or on a farm is much better

C71. What is the best system for a town or nation to have, in your opinion?

-1. Do not permit sale of alcoholic beverages such as beer or whiskey
-2. Permit sale of beer but not whiskey
-3. Have well-regulated liquor stores run by the state
-4. Have liquor stores like you have drug stores and grocery stores

C66. Do you like the taste of beer?

-1. Yes
-2. Yes, a little
-3. No, not really
-4. Never tasted it

C72. Are your parents treating you more like a grown-up now than they were doing a year or so ago?

-1. Yes, in a lot of ways
-2. Yes, in a few ways
-3. No, I don't notice any difference

C73. What effect does drinking have on a fellow's reputation in this high school?

-1. It hurts his reputation
-2. It helps his reputation
-3. It doesn't make any difference

C74. What effect does drinking have on a girl's reputation in this high school?

-1. It hurts her reputation
-2. It helps her reputation
-3. It doesn't make any difference

C75. If a boy in this high school drinks, what effect does this have on **your** opinion of him?

-1. It hurts his reputation with me
-2. It helps his reputation with me
-3. It doesn't make any difference with me

C76. If a girl in this high school drinks, what effect does this have on **your** opinion of her?

-1. It hurts her reputation with me
-2. It helps her reputation with me
-3. It doesn't make any difference with me

C77. Everything considered, do you think your community would be a better place or a worse place if there were absolutely no beer or whiskey used by or available to the citizens?

-1. A better place
-2. A worse place
-3. Makes no difference

C78. Do you have any health problems that have kept you home, slowed you down, made you less active, anything like this, compared to other persons your age?

-1. Yes. What?
-2. No

C79. What students here in school of **your own sex** do you go around with most often? (Give both first and last names)

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THANK YOU VERY MUCH FOR YOUR KIND HELP AND COOPERATION