

ADOLESCENTS' ATTITUDES TOWARD ALCOHOL

By

SUELLEN SCOTT ALEXANDER

Bachelor of Science

James Madison University

Harrisonburg, Virginia

1965

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
May, 1979

Thesis

1979

A378a

cop. 2



ADOLESCENTS' ATTITUDES TOWARD ALCOHOL

Thesis Approved:

*Althea Wright*

Thesis Adviser

*Gregory R. Anderson*

*Frances Stromberg*

*Norman N. Durham*

Dean of the Graduate College

1029309

## ACKNOWLEDGMENTS

The writer expresses appreciation to her major adviser, Dr. Althea Wright, for her guidance and assistance throughout this study. Appreciation is also expressed to the other committee members, Dr. Frances Stromberg and Mr. Gregory Anderson. Other faculty and staff members of the College of Home Economics who provided expertise and moral support are: Dr. Beulah Hirschlein, Dr. Anna Gorman, and Dr. Marguerite Scruggs.

Acknowledgment is also given to the high school administration, faculty and students who participated in the research, and to Mrs. Molly Reid for preparing the final copy.

## TABLE OF CONTENTS

Chapter	Page
I. THE RESEARCH PROBLEM . . . . .	1
Introduction . . . . .	1
Statement of the Problem . . . . .	2
Purpose and Objectives . . . . .	3
Hypotheses . . . . .	3
Assumptions . . . . .	4
Limitations . . . . .	5
Definitions . . . . .	5
Alcohol and Alcoholic Beverages . . . . .	5
Problem Drinking . . . . .	6
Alcoholic and Alcoholism . . . . .	6
Attitude . . . . .	7
Adolescent . . . . .	7
Rural Farm and Non-Farm . . . . .	7
Summary . . . . .	7
II. REVIEW OF THE LITERATURE . . . . .	9
Introduction . . . . .	9
Attitudes Toward Beverage and Non-beverage Alcohol . . . . .	9
Attitudes Toward Drinking . . . . .	12
Attitudes Toward Legal Restrictions . . . . .	15
Attitudes Toward Alcoholism . . . . .	19
Attitudes Toward Alcohol Education . . . . .	21
Summary . . . . .	24
III. METHOD AND PROCEDURE . . . . .	27
Introduction . . . . .	27
Method of Research . . . . .	27
Population . . . . .	28
Sample . . . . .	29
Instrumentation . . . . .	29
Collection of Data . . . . .	30
Analysis of Data . . . . .	31
Summary . . . . .	33

Chapter	Page
IV. ANALYSIS OF THE DATA . . . . .	34
Introduction . . . . .	34
Description of Subjects . . . . .	34
Examination of Hypotheses . . . . .	36
Summary . . . . .	71
V. SUMMARY AND DISCUSSION . . . . .	73
Introduction . . . . .	73
Major Findings . . . . .	74
Recommendations . . . . .	78
Summary . . . . .	80
REFERENCES . . . . .	81
APPENDIXES . . . . .	85
APPENDIX A - CORRESPONDENCE . . . . .	86
APPENDIX B - INSTRUMENT . . . . .	88

LIST OF TABLES

Table	Page
I. Characteristics of the Subjects . . . . .	35
II. Frequency and Percentage Distribution of Respondents' Attitudes Toward Beverage and Non-beverage Alcohol . . . . .	37
III. Frequency and Percentage Distribution of Respondents' Attitudes Toward Drinking . . . . .	41
IV. Frequency and Percentage Distribution of Respondents' Attitudes Toward Legal Restrictions . . . . .	50
V. Frequency and Percentage Distribution of Respondents' Attitudes Toward Alcoholism . . . . .	60
VI. Frequency and Percentage Distribution of Respondents' Attitudes Toward Alcohol Education . . . . .	66
VII. Comparison of Adolescent Attitudes Toward Alcohol in Three Studies . . . . .	70

## CHAPTER I

### THE RESEARCH PROBLEM

#### Introduction

An increasing number of investigations regarding attitudes toward alcohol had been reported. This appeared to reflect an awareness of the importance of attitudes in developing, implementing and evaluating comprehensive learning experiences. Fox (1973) tabulated 51 general surveys of youth as to attitudes and drinking practices. Many of these studies were concerned with the attitudes of adult professionals involved in education, prevention and treatment efforts related to youth and alcoholism.

Almost all of the other recent studies dealt with attitudes of the general public. The few studies confined solely to attitudes of youth involved those who already had specific problems linked with drinking habits, e.g., male juvenile delinquents (Blacker, Demone, and Freeman, 1965; and MacKay, Phillips, and Bryce, 1967), female juvenile delinquents (Widseth and Mayer, 1971), or a sample representative of multi-geographic areas.

In assessing the attitudes of youth toward alcohol, and the various related concepts, it was possible for the data to become distorted when rural boys and girls were included with urban youth. Young people were responsive to regional values (Mandell, 1976) about alcohol use.



Classic studies differentiated the attitudes of male and female youth (Bacon and Straus, 1953), but recent studies indicated there were no significant differences between the sexes with regard to attitudes toward drinking (Cockerham, 1975; Mandell, 1976; and Globetti, Alsikafi, and Christy, 1977). Educational programs directed toward increasing students' knowledge about alcohol also had the potential of changing their attitudes as well as their alcohol use (Fejer and Smart, 1973). Several studies sought to determine the impact of educational intervention from one source on the youthful respondents (Engs, 1975; Arthur, Sisson, and Nation, 1973; and Arthur, Sisson, and Nix, 1977). However, only a few studies looked at the impact of education from several sources (Haggerty and Zimmering, 1972), and practically none looked at the attitudes of the youth themselves toward alcohol education.

#### Statement of the Problem

What were the attitudes of rural adolescents toward beverage and non-beverage alcohol, drinking, legal restrictions, alcoholism, and alcohol education? Did attitude differences exist between male and female youth? Were there significant differences between the attitudes of rural farm and rural non-farm adolescents? Researchers and educators (Fox, 1973; Chafetz, 1973; and Mandell, 1976) had indicated a need for this information.

A review of the literature revealed no investigations that specifically examined the attitudes of rural male and female youth toward alcohol use and abuse. Thus, insufficient data were available to

persons involved in the formulation and evaluation of alcohol education information in the family, in the schools, in the churches, and in the community.

### Purpose and Objectives

It was the purpose of this study to summarize, through a review of the literature, what was known about the attitudes of youth toward beverage and non-beverage alcohol, drinking practices, legal restrictions, alcoholism, and alcohol education. Another purpose was to assess, by survey, the attitudes of a selected group of rural male and female adolescents toward alcohol use and abuse. The specific objectives were:

1. To determine if attitude differences existed between rural male and female adolescents toward beverage and non-beverage alcohol, drinking, legal restrictions, alcoholism, and alcohol education.
2. To determine if attitude differences toward alcohol use and abuse existed between rural farm and non-farm youth.
3. To examine similarities and differences in the findings from this study and previous alcohol research and to make comparisons when appropriate.

### Hypotheses

The following hypotheses guided the development of the study.

They were:

1. There will be no attitude differences toward beverage and non-beverage alcohol between rural farm and non-farm youth or between sexes.
2. There will be no attitude differences toward drinking between rural farm and non-farm youth or between sexes.
3. There will be no attitude differences toward legal restrictions between rural farm and non-farm youth or between sexes.
4. There will be no attitude differences toward alcoholism between rural farm and non-farm youth or between sexes.
5. There will be no attitude differences toward alcohol education between rural farm and non-farm youth or between sexes.
6. There will be no attitude differences toward alcohol use and abuse between the adolescents in this study and the adolescents previously researched.

#### Assumptions

It was assumed that the attitudes expressed by the respondents were truthful. However, according to Mandell (1976), this may not be assured.

Questionnaires are usually completed under conditions of anonymity intended to increase the willingness of the respondents to provide truthful information. There is no evidence that allows evaluation of the impact of this procedure (p. 170).

The opinions expressed by some youth may not have been truthful due to a desire to appear to conform to legal standards regulating alcohol consumption or to exaggerate independence from these standards.

It was assumed that the respondents had the necessary reading skills to enable them to follow directions and to answer the questions. To aid the students, the vocabulary and structure of the survey was

kept at a low readability level. It was assumed that the students had enough alcohol education or experience to have opinions about the questions.

#### Limitations

The results of this study were limited to the opinions of rural boys and girls in one Oklahoma county. Therefore, they were not representative of all rural youth.

The results of this study were limited by the use of the "in school" survey. Two important groups were not captured by the "in school" sampling procedure: those absent from school on the day of the survey and "dropouts" who had discontinued their education.

#### Definitions

The need to agree on the various alcohol-related terms was well documented. "Imperative to meaningful research and communication is a more accurate classification of alcohol-related problems and acceptable definition of terms" (Fox, 1973, p. 34). Therefore, the following terms were defined for the study.

#### Alcohol and Alcoholic Beverages

The phrase, alcoholic beverage, has been variously interpreted by individuals of differing cultural, class and legal backgrounds. Mandell, Cooper, Silberstein, Novack and Koloski (1962) noted that when teenagers were asked about pattern use of each beverage, many more indicated use than when the general question, "Do you use alcoholic beverages?" was posed. To help clarify attitudes about alcoholic

beverages, this study defined alcoholic beverages as beer, wine, and distilled spirits, and identified the specific beverage when possible. In addition, to clarify legal terminology, this study stated the percentage of alcohol content as necessary. Use of non-beverage alcohol, such as canned heat, was specifically identified.

### Problem Drinking

There has been considerable difficulty in interpreting research on youthful alcohol use and social behavior as there has been no consensus among research workers as to the definition of the concept of problem drinking. Mandell (1976, p. 160) suggested a standard analogous to the ones used for adult behavior. Teenage problem drinking was defined as that which produced: (1) "deleterious health consequences"; (2) "poor school work or work performance"; (3) "poor social relationships"; and (4) "illegal behavior".

### Alcoholic and Alcoholism

There were many definitions of alcoholism, each weighted toward the particular frame of reference of the investigator. Although differing slightly in language, all of the definitions indicated that the drinker (alcoholic) was in constant serious trouble with him/herself and everyone else because of excessive, repetitive, uncontrolled drinking. Whatever the cause, this was alcoholism in action. It was defined by the American Medical Association (1956, p. 82) as "a serious complex disease within the perview of medical practice."

### Attitude

Kilty (1975, p. 327) defined attitude as a "sociopsychological construct" and a "multifaceted phenomenon, often considered multi-dimensional with three independent components: affect (evaluation), cognition (belief), and behavioral intentions." This study considered feeling, thought, perception, view, and opinion synonymous with attitude.

### Adolescent

The term adolescent in this study referred to high school students participating in the survey. Only students from 14 to 19 years of age were included in the sample. In the review of literature, adolescents were identified by age whenever possible.

### Rural Farm and Non-Farm

All of the boys and girls in this study were considered to be rural youth. They were asked to identify their residence as: farm or ranch with 10 acres or more, farm or ranch with less than 10 acres, rural area but not farm or ranch, town of 5,000 or less, or town of more than 5,000 people. The boys and girls who identified a farm or ranch home with 10 acres or more were considered rural farm. All others were considered rural non-farm.

### Summary

The purpose of this study was to summarize, by a review of the literature, what was known about the attitudes of youth toward beverage

and non-beverage alcohol, drinking practices, legal restrictions, alcoholism, and alcohol education. Another purpose was to assess, by survey, the attitudes of a selected group of rural male and female adolescents toward alcohol use and abuse. Researchers and educators indicated a need for this information.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

We have known that attitudes toward alcohol were formed early and that educational information and experience should have begun early.

Chafetz (1973) issued this challenge:

We must look toward parental, school and community guidance to prepare our youngsters for responsible participation in a society where 68 percent of adult persons drink. In other words, we must provide a learning experience that prepares young people for living (p. 40).

For many adults, teachers, parents and law enforcement officials, reality about the use and abuse of alcohol was a personal threat and they tended to impose their values and attitudes upon young people without listening or trying to understand. Researchers appeared more concerned with adolescent drinking practices than with adolescent attitudes. This study examined what young people really thought about beverage and non-beverage alcohol, drinking, legal restrictions, alcoholism, and alcohol education in an effort to help adults and adolescents communicate effectively.

#### Attitudes Toward Beverage and

#### Non-beverage Alcohol

Youth perceived alcohol use as part of being an adult. According to Mandell (1976), they saw it as part of the social patterns of



conviviality and celebration. This was in agreement with an earlier study (Forslund and Gustafson, 1969). They noted that most American youth understood and accepted alcohol to be part of the adult status and life-style. They concluded:

studies of adolescent drinking demonstrate that it is a culturally patterned social act which usually takes place in a group context and is influenced by the individual's reference groups. For many adolescents, it represents 'anticipatory socialization' to adult roles. Realizing that they will soon be expected to take a place in the adult world and that drinking is a widespread aspect of American culture, adolescents try to act like an adult in the area of drinking behavior as well as in many other areas of life (p. 58).

Fox (1973, p. 32) labeled alcohol "the drug of choice" by youth. Light alcoholic beverages, notably beer, seemed to be preferred. Cockerham (1975, p. 325) reported that "55 percent" of a student sample preferred beer. Liquor, defined as distilled spirits such as whiskey or vodka, was preferred by "19 percent" and wine was favored by "six percent." Widseth and Mayer (1971, p. 455) asked 79 girls to recall their first drink. "Fifty-three" first drank beer and/or wine, and "26" first drank distilled spirits. "Twenty-one girls" tried non-beverage alcohol such as canned heat. The girls in this study were considered delinquent, and the use of non-beverage alcohol did not appear to be favored by youth in most other studies. Kane and Patterson (1972, p. 638) noted "six percent of the students had used sterno, paint thinner or hair tonic." There were no studies regarding attitudes and preferences for alcoholic beverages which included milkshakes-with-a-kick introduced in 1975. Articles in the popular press were not limited by the lack of meaningful research. Time magazine ("Sweet spirits," 1977, p. 58) reported the sales of 30-proof ready mixed

drinks made from neutral spirits and a nondairy based milk simulant indicated that the milk-type drinks were a hit "among such relatively 'dry' groups as women, kids, and elderly people."

Advertising tended to extoll the real or supposed qualities of a certain product. Finn (1974, p. 23) asked the question, "Should advertisements for whiskey, wine, and beer be permitted on television?" Other researchers (Stacey and Davies, 1972, and Stacey and Davies, 1973) raised similar questions about advertising and the rising consumption of alcohol. Advertisers maintained that their campaigns were directed only at adults. However, according to Stacey and Davies (1973, p. 3), this was a semantic argument. They said: "Advertisements on television, in cinemas, on public boardings, in newspapers and magazines, inevitably have their impact on the under-18s just as they do on adults."

Alcohol advertising was aimed at motivating people to drink and to drink a particular product. While it was not possible to gauge the influence of alcohol advertising on young people, it was reasonable to assume that they were responsive to the same motivators of "attractiveness," "sociability," and "toughness/maturity" as adults. Stacey and Davies (1972) concluded:

With respect to alcohol advertising, ambivalence may be created for youth by the discrepant information received from advertising and from other information sources which express less favorable attitudes. Commercial advertising of alcohol and health education are thus at odds (p. 9).

There was little evidence in the literature to suggest the attitudes of adolescents toward advertising. The Tulsa World newspaper article, "Alcoholism education urged in grade schools," (1978) offered

one clue. The following was taken from an account of the death of a 13 year old boy.

'Peter's parents called me after his death. They said his friends didn't know, and neither did they, that a large amount of alcohol ingested at one time could be fatal. 'Why doesn't the government put labels on bottles, like they do on cigarette packages, to inform people of this?,' they asked me (p. 9).

If advertising was to exhibit the qualities of a product, it appeared that young people wanted all the facts.

#### Attitudes Toward Drinking

In interviews, youth reported that the adults with whom they interacted used alcohol. Mandell (1976) reported that a majority of high school students believed that most adults drank at least sometimes. He stated:

Youth perceive difference in drinking patterns of adults, being sensitive to sex, ethnic, and rural-urban variations in alcohol use pattern. Their image of what adults do seems to correspond to the self-reports of adults in various surveys. This reflects accurate perception of adult behavior and that youth have accepted adults' image of themselves as alcohol users (p. 169).

Both male and female students felt drinking was "all right" for themselves. In a survey, Widseth and Mayer (1971, p. 445) compared the attitudes of delinquent girls with the views of another sample of 3590 high school girls. They found "67 percent thought it was acceptable for girls to drink." In a study by Cockerham (1975, p. 325), "56 percent of the boys and girls" approved of drinking for young people in general.

Adolescents did not think a person had to drink to be "in" with the crowd. Althoff and Nussel (1971) concluded adolescent drinking due

to social pressure was not perceived to be very crucial by the teens. Somewhat in contrast, Riester and Zucker (1969, p. 311) examined adolescent drinking customs in the context of the informal social structure of the high school. They identified eight informal social status subgroups with contrasting values and attitudes. They found "the degree, the context, and the style in which alcohol was used was related to subcultural mores stemming from the peer group." In a study of adolescent boys, Alexander (1964) and Alexander and Campbell (1967) found cliques tended to reject group members with deviate drinking behavior.

In apparent contrast to their behavior, most adolescents believed that "if a person wants to drink alcohol, he should begin under his parents' supervision" (Widseth and Mayer, 1971, p. 458). Alcohol was available in most American homes. Mandell (1976, p. 174) stated: "It is no surprise that teens received their first alcohol from family members." The majority of teens reported receiving their first drink at home. In studies by Widseth and Mayer (1971), Forslund and Gustafson (1969), and Mandell (1976), the boys and girls listed home as their first preference for a place to drink. The home of a friend was the second most likely place for them to drink. Other places in which teenagers drank were: cars, public places, bars, streets and alleys; but, they did not seem to approve of these places.

Adolescents tended to favor responsible drinking patterns and responsible behavior during use of alcohol. There were numerous studies which indicated the majority of teenagers used alcohol. Mandell (1976, p. 174) looked at 20 years of research which related to youthful drinking patterns: "The percentage of youth who use alcohol is nearing 70, a percentage close to that of the adult population." Chafetz (1973, p.

40), agreed. Fewer girls than boys drank at any age, although this gap seemed to be narrowing. Adolescents did not approve of "drunks". Otherwise there was little evidence as to what adolescents considered to be correct or appropriate drinking. It would have been "risky" to try to determine their attitudes based on their behavior.

Several researchers gave information on the self-reported reasons for drinking among adolescents. Mandell et al. (1962) and Forslund and Gustafson (1969) found that the most frequent reason given by high school students for drinking was to be sociable. Taste of the drink was the second most common reason. Other reasons why teens drank were: to get high, to experiment, because it was available, and to get sex. Forslund and Gustafson (1969) offered the following sample responses from teenagers:

I really enjoy the taste. To put myself in a better mood. I believe a good deal of teenage drinking is done to appear 'stud' or 'cool'. I get depressed--mad at the world. I hate everything around me, people especially--all those high and mighty Puritans. I feel that most teenage drinking occurs because teenagers like to feel mature, and drinking in this country is a sign of maturity (p. 57).

Mandell (1976, p. 198) stated, "There was little evidence of widespread use of drinking as an expression of rebellion or hostility." Blane, Hill and Brown (1966) and Globetti and Windham (1967) examined the relationship between temperance and irresponsible use of alcohol among a group of students. Alexander (1967) examined the hypothesis that drinking in social situations governed by abstinence norms was often an expression of aggression against normative authority. Adolescents, in general, did not perceive their use of alcohol to be an act of rebellion. There seemed to be some evidence from the research that teens who drank in abstinence environments were likely to do so as

a rejection of family or community values. Teenagers who drank in an atmosphere of alcohol acceptance were likely to do so for reasons other than hostility or rebellion.

Research reports indicated teens believed that they did things after drinking that they would not normally do. Forslund and Gustafson (1969) reported that adolescents thought they were more likely to engage in sexual activities after drinking. Boys reported that they believed they were more likely to "fight and engage in vandalism." Also according to Forslund and Gustafson (1969, p. 54), girls thought they were more likely to "act rowdy, foolish, and stupid." It was likely that their opinions resulted from their experienced or observed behavior. Mandell (1976) concluded that there was sufficient data to support the hypothesis that youth who behaved in unacceptable or delinquent ways drank more than other youth. He stated:

But even they do not commit as much delinquent behavior while under the influence of alcohol. This has led to the hypothesis that alcohol among youth may serve as an alternative to other unacceptable behavior (p. 184).

#### Attitudes Toward Legal Restrictions

Under the heading "ineffective sanctions," a study by Stacey and Davies (1973) stated:

The imposition of an age limit for the consumption of alcoholic beverages is based, among other things on the assumptions that persons younger than the limit are not fully able to control drinking and that in some way they are more at risk than persons above the age limit (p. 4).

Cross-nationally, the age limits were quite variable and the actual age limits set were arbitrary, having no physiological or developmental

basis. Zylman (1974) noted that the legal age for drinking in most states was 21. However;

At last count 20 states have lowered the age for legal drinking to 18. Six more have vested all rights of adulthood in those who are 18 except the right to drink; for that they do not become adults until the age of nineteen, and in Delaware the legal drinking age is 20 (p. 48).

Indeed, as Stacey and Davies (1972, p. 4) implied, "studies relating teenage drinking behavior to legal controls were difficult to interpret." Such studies focused on cities or areas with different legal controls and different interpretations of the law. There appeared to be significant evidence from these studies which indicated that conventional legal sanctions were not effective as a means of stopping youthful alcohol use and abuse. In a survey by Kane and Patterson (1972, p. 639), 70 percent of the students participating felt that teenagers were more likely to drink if purchasing alcohol was illegal. Stacey and Davies (1972, 1973, p. 4) stated: "teenagers drink regardless of the law, and that the law typically tends to influence where and how, rather than preventing or controlling consumption."

Finn (1974, p. 23) posed the question, "At what age should youngsters be permitted legally to drink alcohol in bars or purchase alcohol in package stores?" in an attempt to focus on the importance of attitudes in alcohol education. The majority of the students in a survey by Kane and Patterson (1972, p. 638) agreed that drinking should be permitted, at least for adults: "41 percent favored restricting the use of alcohol to adults, 21 percent thought teens should be allowed to drink, and eight percent favored no restrictions." In addition, "30 percent were opposed to anyone drinking."

In Oklahoma, the Alcoholic Beverage Control Board's rules and regulations (1974) which relate to young people were found in Article 27, Oklahoma Constitution. They were:

Section 5. It shall be unlawful for any licensee to sell or furnish any alcoholic beverage to: A person under twenty-one (21) years of age. Sales, gifts or deliveries to persons under twenty-one (21) years of age shall be deemed a felony. Any person under the age of twenty-one who misrepresents his age, for the purpose of obtaining the purchase of any alcoholic beverage, shall be guilty of a misdemeanor (p. 3).

Other laws relating to youth were found in Title 37, O.S. Alcoholic Beverage Control Act (1961). They were:

(a) No person shall: (1) Knowingly sell, deliver, or furnish alcoholic beverages to any person under twenty-one (21) years of age; . . . (3) Open a retail container or consume alcoholic beverages on the premises of a retail package store; . . . (5) Receive, possess, or use any alcoholic beverage in violation of this Act; . . . (8) It shall be unlawful to drink intoxicating liquor in public or to be intoxicated in a public place. (b) No person holding a license or permit under this Act shall: . . . (2) Employ any person under the age of twenty-one (21) in the selling or handling of alcoholic beverages. (c) No person holding a package store license under this act shall: . . . (7) Permit any person under twenty-one (21) years of age to enter into, remain within or loiter about the premises of his licensed premises (p. 32).

The Alcoholic Control Board did not regulate the sale of "light beer" which they defined as a "nonintoxicating beverage" sold in supermarkets, convenience stores and other locations. This malt beverage was controlled under Title 37, Oklahoma Statutes 1951 (Alcoholic Beverage Control Act, 1961, p. 3). The sale and use of "light beer or 3.2 percent alcohol beer" presented problems for retailers, adolescents and law enforcement officials. Title 37, Section 241, failed to define "minor" in terms of age. The sale of 3.2 beer or "light beer" to a minor was illegal according to the Oklahoma Statutes but without a clear interpretation of "minor" many retailers sold to 18 year old



persons. In some localities, retailers and law enforcement officials interpreted the term "minor" as under age 21 for males and under 18 for females. Title 37, Section 241, cites a recent Federal court case which ruled out discrimination according to sex. The interpretation was that whatever law exists must apply equally to both sexes.

According to Zylman (1974) it was too soon to relate changes in alcohol consumption laws to an increase in teenage drunk driving and accidents. He stated:

We should recognize that the majority of youth drink and that the majority of youth drive and that these are two separate activities. Driving after drinking is a third behavior. Participation in either or both of the first two does not necessarily lead to participation in the third. Research has shown that a relatively small minority in this age group will drive after drinking (p. 52).

Under Title 47, Sections 11-902 of the Oklahoma Statutes, there were a number of violations relating to drinking and driving which concerned adolescents. These were summarized as: DUI (driving under the influence) and APC (under the influence, in a still vehicle) which were considered misdemeanors for the first offense and felonies for the second, and both could result in a loss of license, a fine and/or incarceration; DWI (driving while impaired) usually carried a fine. The particular charge was determined by a blood or breath alcohol test. Oklahoma law was one of implied consent. If a person drove in Oklahoma, he implied consent to a blood or breath alcohol test. Both DUI and APC were determined by a blood alcohol content of .1 percent. For DWI, it was .05 percent.

There was little in the literature to reflect the attitudes of adolescents toward legal restrictions. Forslund and Gustafson (1969)

indicated a need for further research into the area. They concluded that teens demanded the availability of alcoholic beverages and that a majority of them wanted the laws revised to permit the legal consumption by all persons 18 years of age. Forslund and Gustafson (1969) further suggested that:

It seems possible to investigate the consequences of these various approaches (legal) to the control and use of alcoholic beverages by late adolescents and to determine whether there are any viable reasons why some, if not all alcoholic beverages should not be made available to youth at age 18. The findings of such a study would provide a rational basis for the assessment of any changes contemplated in current laws controlling the age at which alcoholic beverages may be purchased legally (p. 59).

#### Attitudes Toward Alcoholism

The Tulsa World ("Teen alcoholism termed new problem," 1978, p. 8) illustrated the increase in interest toward juvenile alcoholism, by the popular press. According to Mandell (1976), some researchers doubted the existence of youthful alcoholism due to the time it took to develop a true physical dependency on the drug. However, Mandell (1976, p. 191) stated: "The literature indicates there is indeed youthful alcoholism." Stacey and Davies (1973) noted:

There is now clear evidence that the average age of alcoholics is falling and that an increasing proportion of alcoholics are aged under 30 years. A growing proportion of people in their teens are beginning to drink heavily and then to reach the stage of alcoholism in a shorter period than was hitherto regarded as usual (p. 1).

A few studies dealt with youths' perception of alcoholism and alcoholics (Hart, 1975; Kane and Patterson, 1972; and Mueller and Ferneau, 1971). It seemed apparent that researchers conducting the surveys and the youthful respondents in the surveys had preconceived images of

alcoholics as adults and alcoholism as an adult affliction. References in the questionnaires and opinionnaires were always to adult lifestyles, e.g., marriage, work, driving, and advanced education. There were no data to indicate the attitudes of adolescents toward their peers or themselves as alcoholics or as victims of alcoholism.

In the Kane and Patterson (1972) study, both non-drinking students and heavy drinking students reported feeling sympathy toward an alcoholic. The authors noted:

About a third of both groups felt sympathetic toward an alcoholic but twice as many non-drinkers as drinkers felt disgust. Parenthetically, these proportions were approximately the same regardless of whether or not the students had ever known an alcoholic (p. 640).

Mueller and Ferneau (1971) compared the attitudes of students toward alcoholism with the attitudes of a general public sample from an earlier study. They described:

Our respondent group believes to the same extent as does the norm group that emotional difficulties or psychological problems are an important contributing factor in the development of alcoholism; that a person must be a continual excessive drinker in order to be classified as an alcoholic; that the alcoholic is not a weak-willed person, but that alcoholism is an illness and that the alcoholic need not come from the lower socioeconomic strata of society (P. 446).

Mueller and Ferneau (1971) further concluded that the students were more likely than the general population to believe that most alcoholics could be helped and did recover from alcoholism. The students were less likely than the general population sample to believe that the alcoholic was a harmless heavy drinker whose drinking was motivated only by his fondness for alcohol. Students in this study were less prone to believe that alcohol was a highly addicting substance. In the final analysis of the findings, Mueller and Ferneau (1971) stated:

Our student respondents were as ambivalent and as confined as the general population regarding alcoholism and alcoholics, but that the nature or essence of the conflict is probably different (p. 447).

Hart (1975) used essentially the same questionnaire as Mueller and Ferneau (1971). Hart (1975) found the same ambivalent attitudes regarding the alcoholic and his alcoholism. He explained:

It appears that their ambivalence might be related to their lack of knowledge about the etiological factors of addiction, the physiological effects of abuse and probably their inability to conceptualize these pathologies (p. 357).

Were there predictors of teenage alcoholism? Huebner, Slaughter, Goldman, and Caddy (1976, p. 385) examined the relationship between attitudes toward alcohol use and self-estimated drinking behavior and indicated that attitudes could reliably predict variations in self-reported drinking behavior. The authors noted that "heavier drinkers tend to avoid attitudes that view alcoholism as a serious problem." The "heavy drinking" students in this study tended to agree that alcoholics can be cured only by changing the society in which they live. They also tended to agree with the statement that "the disposition of alcoholism is inherited." Stacey and Davies (1972) summarized their views and those of other researchers:

Normal adolescents drink as an aid to social acceptance, whereas adolescents who are later to become alcoholics use alcohol for the effect it gives, and sometimes take it in solitude (p. 7).

#### Attitudes Toward Alcohol Education

Alcohol education directed toward increasing adolescents' knowledge about alcohol also had the potential to change their attitudes as well as their alcohol use. However, researchers Stacey and Davies

(1973) and Fejer and Smart (1973) noted that there was no guarantee that the changes which occurred would be those desired by the educators. Fejer and Smart (1973, p. 387) suggested "providing factual information of the effects (both beneficial and aversive) of drugs may actually produce more permissive attitudes towards drug use, and more actual drug use among students." Stacey and Davies (1973, p. 5) stated "information gain, or even attitude change, did not have automatic implications for behavior."

The need for alcohol education for the very young was documented by a number of researchers (Chafetz, 1973; Fox, 1973; Finn, 1974; Haggerty and Zimmering, 1972; Fejer and Smart, 1973) and the impact of alcohol education on attitudes could not be ignored. Huebner et al. (1976) stated: "attitudes and behavior have reciprocal functions."

The researchers further noted:

The relationship between attitudes-toward-alcohol and drinking behavior has implications for both treatment and preventive educational measures. By establishing the relative importance of attitudes it becomes important to find the most effective means of attitude change (p. 386).

According to Stacey and Davies (1972):

The empirical findings suggest that alcohol education, aimed at regulating youthful drinking, might profitably be directed at parents, teachers, and other adults concerned with the care and education of children and adolescents, as well as at the children and adolescents themselves (p. 10).

In another study, Stacey and Davies (1973) stated:

It is only by developing social controls drawing upon individual, family, neighborhood, work and community relationships that the preventative value of alcohol education can be increased (p. 7).

While the researchers appeared to disagree as to the effectiveness of various alcohol education approaches, they tended to agree that

alcohol education must be a coordinated effort of family, school, church, law-enforcement, and the community. They also tended to agree as to the importance of the role of peers.

The Oklahoma "Drug Abuse Education Act of 1972," Senate Bill 585, ensured the development of "a comprehensive drug abuse education program for all children and youth in kindergarten and grades 1 through 12 in the public schools of this state." The University of Arkansas Cooperative Extension Service published a 4-H project manual, A teenage concern--responsible decisions concerning the use of alcohol, in an effort to supplement other alcohol learning experiences of Arkansas youth. Arthur, Sisson and Nix (1977) and Huebner et al. (1976) concluded that the most effective means for reaching the young were to be found through formal and informal peer group participation. Arthur et al. (1977) noted:

Research still points to the fact that young people (ages 12-20) do not enlist the resources of teachers and counselors for knowledge, support, guidance, and value clarification but rather turn to their peers. Either we attempt to solicit the help of these young people and involve them in the educational scheme of their lives or we shall profit little from these past experiences (p. 52).

Finn (1974) discussed the importance of student-teacher attitudes in public school alcohol education, and Stacey and Davies (1973) noted that different groups of adolescents required different approaches to alcohol education, but few researchers indicated the real attitudes of adolescents toward alcohol education. Young people wanted the facts. In a study by Kane and Patterson (1972, p. 639), 79 percent of high school students said that persons their age should have an opportunity to learn more about beverage alcohol and alcoholism. Of those who

felt this way, "59 percent prefer to learn about alcohol in school, 32 percent at home and 9 percent at church."

Seventy-eight percent of the students in a study by Haggerty and Zimmering (1972) wanted to take a course in drug education. The students in this study generally agreed that the course should:

1. Be based on discussions (83 percent)
2. Be geared toward research by the students themselves and oral presentations (79 percent)
3. Employ audio-visual aids (98 percent)
4. Present a film depicting the symptoms of withdrawal from addictive drugs (91 percent)
5. Be taught by ex-addicts or people working with a rehabilitation home (85 percent)
6. Be taught to the parents of the children in elementary school (91 percent)
7. Be open to the child's brothers and sisters not attending the school (84 percent)
8. Be open to the community in general (97 percent)
9. Be required for every person presently teaching in the elementary schools (97 percent)
10. Encourage children in elementary schools to inform on others selling drugs (53 percent)
11. Encourage school officials to enforce all drug laws in the elementary schools more carefully (71 percent)
12. Encourage school officials in the elementary schools to inform parents of any suspected drug use by their child (86 percent)
13. Consider age a significant factor in the use of drugs (56 percent) (p. 69).

The students in the study generally agreed that the course should not:

1. Consist mainly of lectures (85 percent)
2. Be taught by the regularly assigned teacher (74 percent)
3. Be taught on the elementary school level with both the parents and children together (53 percent)
4. Encourage children in elementary schools to inform on others using but not selling drugs (71 percent) (p. 69).

#### Summary

A review of the literature on the subject of adolescent attitudes toward alcohol, drinking, legal restrictions, alcoholism, and alcohol

education led to several conclusions: They were:

1. Youth perceived alcohol use as a normal part of growing up. There was no apparent difference between the sexes regarding this attitude. Both boys and girls reported that the adults with whom they interacted used alcohol.
2. Alcohol was the "drug of choice" of both male and female students. Beer and other light beverages were favored and were thought to be more acceptable.
3. Adolescents did not think a person had to drink to be "in" with the crowd. Girls reported more peer influence on their drinking attitudes and practices.
4. Teenagers believed that their behavior was altered by alcohol use but did not view drinking as an act of rebellion or rejection of adult values.
5. Legal restrictions were not effective means of controlling youthful alcohol consumption. It appeared that boys and girls wanted the age limits for purchasing alcohol lowered to 18.
6. Adolescents possibly did not view themselves in relation to serious drinking problems and alcoholism. Both boys and girls appeared to have confused attitudes toward alcoholism and alcoholics.
7. Adolescents wanted the facts about alcohol.

There remained much still to be determined about youthful alcohol attitudes. Attitudes were formed early and educational information and experience should have begun early. Further research into the thoughts and feelings of both male and female adolescents had practical potential



in the development of educational programs for the prevention of alcohol abuse and alcoholism. For the sake of meaningful communication, readers and teachers still needed to clarify the concepts and attitudes of both male and female adolescents toward beverage and non-beverage alcohol, drinking, legal restrictions, alcoholism, and alcohol education.

## CHAPTER III

### METHOD AND PROCEDURE

#### Introduction

One purpose of this study was to assess the attitudes of rural male and female adolescents toward beverage and non-beverage alcohol, drinking practices, legal restrictions, alcoholism, and alcohol education, and to determine if attitude differences existed between the sexes. Another purpose was to determine if attitude differences existed between rural farm and rural non-farm youth. The study also examined attitude differences toward alcohol use and abuse between the adolescents in this study and the adolescents in previous studies. In order to achieve these purposes, these steps were followed: (1) selection of the research method; (2) selection of the population and sample; (3) selection and administration of the research instrument; and (4) analysis of the data.

#### Method of Research

Survey research has probably been the most commonly used method for obtaining the opinions and attitudes of individuals. This type of descriptive research was used for this project because it dealt with the relationship of variables, the testing of hypotheses and the development of generalizations which may have universal validity.

Specifically, the restricted or closed-form questionnaire was used to determine the youths' attitudes toward the variables; beverage and non-beverage alcohol, drinking practices, legal restrictions, alcoholism, and alcohol education. A few open-end questions were used, as necessary, to accurately determine the adolescents' attitudes. The restricted questionnaire seemed particularly appropriate for adolescents. It was easy to read and fill out. It took little time to complete and kept the respondents on the subject. In addition, the closed form instrument was relatively easy to tabulate and analyze.

#### Population

The site of the study was a county in northeast Oklahoma, located in the Tulsa basic trade area. Retail sales concerns provided most of the employment in the county. Locally earned income was boosted by employment of county residents in Tulsa industries. Agriculture, with prairie hay the principal crop, and ranching, with beef cattle, were important economic factors also. Natural gas, petroleum, bituminous coal, and other minerals were produced in various areas of the county.

The median family income (1970) was under \$8,000, according to the Economic Base Report (1973). The county population statistics were under 30,000 for 1970, and the median education level in the county for persons over 25 years of age was over 11.5.

At the beginning of the 1970-1971 school year, records indicated 8,342 enrollment in all levels of primary and secondary education. This number of school children represented 29 percent of the county population (Economic Base Report, 1972, p. 9).

Approximately 2,000 students were enrolled in grades 9 through 12 at the time of the study. The graduation rate of young people entering the high schools in this county was 80 percent. The number of girls enrolled was approximately the same as boys. There were no significant differences in the graduation rate between the sexes (Economic Base Report, 1973, p. 10).

### Sample

The sample selected for this study consisted of 260 students enrolled in grades 9 through 12 in three of the county school systems. In the study, the schools were referred to as A, B, and C. There were 134 girls and 126 boys participating in the survey. This type of cluster sample had often been chosen instead of a random sample for ease in administering the survey. The students of these three schools were generally representative of the student population in the county schools. One school system, A, was located in what was locally termed a mobile or transient community. However, some students who attended the school were brought by bus from distances of nine or more miles. There were 72 rural farm students and 184 rural non-farm students. School systems B and C were small by comparison, but were still representative of both rural farm and rural non-farm populations. One school system, A, was asked to cooperate in the pre-test of the instrument. The data were collected during the fall of 1978.

### Instrumentation

The instrument developed by the researcher for use in this study consisted of 47 questions, most of which were closed-end or restricted.

A few open-end questions were included to more accurately assess the attitudes of rural youth. The questionnaire was divided into six sections. The first section asked for information about the student and the other five sections asked questions about the students' attitudes toward beverage and non-beverage alcohol, drinking practices, legal restrictions, alcoholism, and alcohol education. An introductory letter and complete instructions were included for the student. In addition, the student was provided with a pencil, and if necessary, a return envelope.

Part of the instrument was developed by the investigator. The sections on beverage and non-beverage alcohol, legal restrictions and alcoholism were designed by the researcher using ideas from the review of literature. The section on drinking practices and the overall plan for the instrument was similar to Rachal (1978, pp. 1-21). This study was conducted nationwide and included 13,122 students. The 35-page self-administered questionnaire used was available from Research Triangle Institute. The section on alcohol education was similar to Haggerty and Zimmering (1972, pp. 71-79). This questionnaire was previously used to determine attitudes toward alcohol and drug education. The instrument used in this study has been included in Appendix B.

#### Collection of Data

The superintendent and principal of each school system was contacted by mail, by telephone, and by personal visit, to explain the purpose and significance of the study (see Appendix A). It was decided to pretest the instrument in school system A. The superintendent was asked to arrange for a brief staff conference to allow the research

plan to be explained to the homeroom teachers who were to administer the survey. It was recommended to have the teachers "take" the questionnaire in order to be familiar with the form and procedure. The researcher would also explain the objectives, the method and the time (approximately 20 minutes) required for administering the instrument. However, the principal did not feel this conference was necessary. Following the initial data-collecting session with the students, the instrument was not revised. It appeared unnecessary to include trade names, slang expressions, and "fad" drinks to assist the subjects in clarifying their responses.

The same procedure was followed in administering the instrument in the B and C systems. The classroom teachers instructed the students regarding the significance of the study. The students were informed that they would be given a result summary of the research. The teachers began data-collecting sessions simultaneously in each classroom. The students were instructed to read the directions on the forms and to indicate their age and sex, where appropriate. The survey was then completed by the students. Upon completion the students were instructed to place their papers in the envelope provided. The teachers collected the papers and gave them to the principal for the researcher to pick up. After all the questionnaires were collected from the schools, the data were coded, key punched, and analyzed by the Oklahoma State University Computer Center.

#### Analysis of Data

The 47-question closed-end questionnaire proposed for use in this survey was precoded for analysis by the computer. Tabulations were made

with a locally produced FORTRAN program. Most of the responses were reported on a frequency and percentage distribution basis. The open-end questions, which allowed for unanticipated responses, were not vital to the study, but did add depth to the research. It was necessary to review these responses individually once they had been identified by the computer. An ordinal or "Likert-type" scale applied to the analysis of many of the questions. The questions were so designed as to allow some means of rechecking the original responses, and thus it was possible to further verify the reliability of the responses. As an example, the students were given several opportunities to indicate whether or not they drank.

The procedure the students followed involved marking an "X" on the appropriate blank line for their response. In some cases, they were to fill in a number or write a few words. In some instances, the students were asked to respond to a statement by making an "X" on one of five blank lines. An "X" on line number one indicated complete agreement with the statement, and an "X" on line number 5 indicated complete disagreement. This type of ordinal Likert-like attitude scale had been used by other researchers to provide precise information about youthful opinions.

The primary purpose of this study was to determine the attitudes of rural youth toward alcohol use and abuse. However, the study also made comparisons between the responses of the sexes and the responses of rural and rural non-farm adolescents. The study also examined differences in attitudes between the adolescents in this study and those in previous studies. Examination of the items was used to determine the appropriateness of the instrument with the sample students.

### Summary

A 47-question closed-end or restricted questionnaire was used to determine the attitudes of rural youth toward alcohol use and abuse. The instrument was administered to 260 boys and girls in grades 9 - 12 in three school systems in northeast Oklahoma. The questions were coded and the frequency of responses reported on a simple percentage basis. Comparisons were made between the sexes, between rural farm and rural non-farm youth, and between youth in previous studies.



## CHAPTER IV

### ANALYSIS OF THE DATA

#### Introduction

A closed-end or restricted questionnaire containing 47 questions was administered to students in three county high schools in northeast Oklahoma. The purpose of the survey was to determine the attitudes of rural youth toward beverage and non-beverage alcohol, drinking practices, legal restrictions, alcoholism, and alcohol education.

#### Description of Subjects

Two hundred and sixty high school students in three northeast Oklahoma school systems participated in the alcohol survey in the fall of 1978. A detailed description of these subjects is presented in Table I.

The students were enrolled in grades 9 - 12, and ranged in age from 14 to 19. Thirty-five percent were 16 years of age. Thirty-three percent were in the sophomore class.

Male and female subjects were studied. Forty-nine percent were boys and 51 percent were girls.

All of the subjects in this study were considered rural. Twenty-eight percent reported living on a farm or ranch of more than 10 acres.

TABLE I  
 CHARACTERISTICS OF THE SUBJECTS  
 (N=260)

Variables	Classification	No.	%
Age	14	27	10.4
	15	70	26.9
	16	92	35.4
	17	52	20.0
	18	17	06.5
	19	2	00.8
Sex	Male	126	48.5
	Female	134	51.5
Grade in School	9	45	18.3
	10	82	33.3
	11	74	30.1
	12	45	18.3
Size of Community From Which Respondent Came	Farm or Ranch		
	10 Acres or More	72*	28.1
	Less than 10 Acres	45	17.6
	Rural Non-farm	103	40.2
	Town		
	Less than 5,000	24	09.4
	More than 5,000	12	04.7

\*Four students failed to respond to this question.

For analysis of the data, the remainder of the subjects were considered rural non-farm. Four students failed to define their place of residence.

### Examination of Hypotheses

Hypothesis 1. There are no attitude differences toward beverage and non-beverage alcohol between rural farm and non-farm youth or between sexes.

Table II provides a detailed description of the respondents' attitudes toward beverage and non-beverage alcohol. In response to the first question, 82 percent of the students reported they drank. Eighty-seven percent of the boys reported drinking, compared to 76 percent of the girls. Eighty-two percent of the farm youth reported drinking, compared to 81 percent of the non-farm youth. Forty-two percent of the respondents reported having their first drink before 11 years of age.

Light (3.2) beer, wine and mixed drinks were the preferred beverages of the students in this study. Since the students were given the opportunity to make multiple choices on the items, the percentages were not reported. The percentages could have been misleading. Beer, including light (3.2) percent beer, appeared to be the most frequently chosen beverage.

Sixty-eight percent of the respondents reported they did not use non-beverage alcohol. The investigator felt the questions on non-beverage alcohol were not clear. It seemed unlikely that 32 percent of the students were using non-beverage alcohol, without a physician's prescription, for the purpose of getting high. However, cough medicine

TABLE II

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPONDENTS' ATTITUDES  
TOWARD BEVERAGE AND NON-BEVERAGE ALCOHOL\*

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Have Ever Had a Drink</u>										
Yes	110	87.3	101	75.9	59	81.9	150	81.0	211	81.5
No	15	11.9	32	24.1	13	18.1	34	18.5	47	18.1
<u>Age at First Drink</u>										
11 or Under	53	50.5	31	32.3	24	42.9	59	41.3	84	41.8
12	18	17.1	13	13.5	8	14.3	23	16.1	31	15.4
13	6	05.7	20	20.8	4	07.1	22	15.4	26	12.9
14	8	07.6	12	12.5	7	12.5	13	09.1	20	10.0
15	10	09.5	11	11.5	7	12.5	13	09.1	21	10.4
16	8	07.6	8	08.3	6	10.7	10	07.0	16	08.0
17	1	01.0	1	01.0	0	0	2	01.4	2	01.0
18	0	0	0	0	0	0	0	0	0	0
19	1	01.0	0	0	0	0	1	00.7	1	00.5
<u>Beverage Preference***</u>										
Light (3.2) Beer	57		51		34		71		108	
Beer	53		34		27		59		87	
Wine	50		67		28		86		117	
Whiskey	24		17		12		29		41	
Mixed Drinks	45		82		34		91		127	
Hereford's Cows	4		2		2		4		6	
Brandy or Liqueur	18		17		4		31		35	
Other	11		18		9		20		29	

TABLE II (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Use Non-Beverage Alcohol</u>										
Yes	46	38.3	33	26.2	23	33.3	54	31.0	79	32.1
No	74	61.7	93	73.8	46	66.7	120	69.0	167	67.9
<u>Non-Beverage Alcohol Preference***</u>										
Canned Heat	7		4		4		7		11	
Grain Alcohol	26		19		14		30		45	
Vanilla Extract	25		34		14		45		59	
Hair Tonic	6		4		2		8		10	
Cough Medicine	60		78		36		100		138	
Other	11		14		10		15		25	
<u>Purpose of Advertising</u>										
Increase Sales	54	46.2	45	35.7	30	42.9	67	39.4	99	40.7
Gets Non-Drinkers to Drink	16	13.7	20	15.9	15	21.4	21	12.4	36	14.8
Informs of New or Better Beverage	11	09.4	22	17.5	9	12.9	24	14.1	33	13.6
Gets Youth to Buy Certain Brand	11	09.4	11	08.7	4	05.7	18	10.6	22	09.1
Facts About Alcohol	8	06.8	8	06.3	2	02.9	14	08.2	16	06.6
No Purpose	17	14.5	20	15.9	10	14.3	26	15.3	37	15.2

TABLE II (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Restrictions on Advertising</u>										
No Restrictions	42	35.9	44	33.6	22	31.9	63	36.0	86	34.7
Some Limitations on Liquor	23	14.7	18	13.7	10	14.5	29	16.6	41	16.5
Some Limitations on all Alcohol	29	24.8	27	20.6	18	26.1	38	21.7	56	22.6
No Advertising Allowed	23	19.7	42	32.1	19	27.5	45	25.7	65	26.2

\*Some students failed to respond to each item, thus data were missing.

\*\*Four students failed to respond to this question.

\*\*\*The students were given the opportunity to make multiple choices. The percentages were not reported as they could have been misleading.

vanilla extract, and grain alcohol were reported as being the preferences of the students. Sixty-two percent of the boys reported they did not use non-beverage alcohol compared with 74 percent of the girls. Sixty-eight percent of the farm youth reported non-use, as did 69 percent of the non-farm youth.

Forty-one percent of the respondents felt the purpose of advertising was to increase the sales of a particular brand of beer, wine, or liquor. Fifteen percent thought advertising encouraged non-drinking youth to drink. Nine percent thought youth were influenced to buy a certain brand whether it was a quality or not. Only six percent thought advertising presented any of the facts about alcohol. Forty-six percent of the boys thought advertising increased sales, compared to 36 percent of the girls. More girls, 18 percent; than boys, nine percent, thought advertising informed people of a new or better product.

Thirty-five percent of the students favored no restrictions on the advertising of alcoholic beverages. Thirty-nine percent favored some restrictions. Twenty percent of the boys thought advertising should not be allowed, compared to 32 percent of the girls.

Hypothesis 2. There are no attitude differences toward drinking between rural farm and non-farm youth or between sexes.

Table III provides a detailed description of the respondents' attitudes toward drinking practices. Sixty percent of the respondents reported that all or most of their friends drank. However, only 29 percent reported their friends approved of drinking. More boys, 63 percent; than girls, 56 percent, reported friends who drank. Boys also reported more friends who approved of drinking.

TABLE III  
 FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPONDENTS' ATTITUDES  
 TOWARD DRINKING\*

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Friends Who Drink</u>										
All of Them	29	23.6	29	21.6	15	20.8	42	23.2	58	22.6
Most of Them	49	39.8	46	34.3	29	40.3	64	35.4	95	37.0
Several	25	20.3	21	15.7	10	13.9	35	19.3	46	17.9
1 - 2	18	14.6	22	16.4	15	20.8	25	13.8	40	15.6
None	2	01.6	16	11.9	3	04.2	15	08.3	18	07.0
<u>Frequency of Drinking Beer</u>										
Everyday	4	03.3	1	00.8	0	0	5	02.9	5	02.0
3 - 4 Days a Week	13	10.8	6	04.8	5	07.4	14	08.1	19	07.8
1 - 2 Days a Week	27	22.5	22	17.6	17	25.0	31	17.9	49	20.0
3 - 4 Days a Month	11	09.2	18	14.4	9	13.2	18	10.4	29	11.8
Once a Month	13	10.8	15	12.0	6	08.8	22	12.7	28	11.4
Less Than Once a Month	16	13.3	11	08.8	8	11.8	19	11.0	27	11.0
Less Than Once a Year	14	11.7	12	09.6	8	11.8	18	10.4	26	10.6
Do Not Drink	22	18.3	40	32.0	15	22.1	46	26.6	62	25.3
<u>Frequency of Drinking Wine</u>										
Everyday	0	0	1	00.9	0	0	1	00.7	1	00.5
3 - 4 Days a Week	2	02.0	1	00.9	1	01.6	2	01.4	3	01.4
1 - 2 Days a Week	5	05.0	3	02.7	2	03.3	6	04.1	8	03.8
3 - 4 Days a Month	7	06.9	15	13.4	4	06.6	17	11.5	22	10.3
Once a Month	18	17.8	9	08.0	13	21.3	13	08.8	27	12.7



TABLE III (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Frequency of Drinking Wine</u>										
Less Than Once a Month	17	16.8	18	16.1	8	13.1	27	18.2	35	16.4
Less Than Once a Year	17	16.8	23	20.5	14	23.0	26	17.6	40	18.8
Do Not Drink	35	34.7	42	37.5	19	31.1	56	37.8	77	36.2
<u>Frequency of Drinking Liquor</u>										
Everyday	2	01.9	1	00.9	2	03.2	1	00.6	3	01.4
3 - 4 Days a Week	0	0	4	03.5	1	01.6	3	01.9	4	01.8
1 - 2 Days a Week	10	09.5	7	06.1	1	01.6	16	10.4	17	07.7
3 - 4 Days a Month	11	10.5	10	08.7	3	04.8	17	11.0	21	09.5
Once a Month	11	10.5	13	11.3	9	14.5	14	09.1	24	10.9
Less Than Once a Month	20	19.0	17	14.8	12	19.4	24	15.6	37	16.8
Less Than Once a Year	15	14.3	17	14.8	13	21.0	19	12.3	32	14.5
Do Not Drink	36	34.3	46	40.0	21	33.4	60	39.0	82	37.3
<u>Mother Ever Drinks</u>										
Yes, Regularly	6	05.0	8	06.3	3	04.5	11	06.1	14	05.6
Yes, Sometimes	58	47.9	58	45.3	34	50.7	80	44.7	116	46.6
No	46	38.0	57	44.5	24	35.8	78	43.6	103	41.4
Don't Know	4	03.3	2	01.6	2	03.0	4	02.2	6	02.4
Does Not Apply	7	05.8	3	02.3	4	06.0	6	03.4	10	04.0

TABLE III (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Quantity of Drinking Beer (cans)</u>										
12 or More	20	16.9	4	03.2	7	10.1	17	09.9	24	09.8
About 9	10	08.5	9	07.1	8	11.6	10	05.8	19	07.8
6 - 7	11	09.3	17	13.5	5	07.2	23	13.5	28	11.5
4 - 5	12	10.2	13	10.3	6	08.7	19	11.1	25	10.2
2 - 3	20	16.9	20	15.9	10	14.5	28	16.4	40	16.4
One	19	16.1	22	17.5	17	24.6	24	14.0	41	16.8
Do Not Drink	24	20.3	41	32.5	15	21.7	49	28.7	65	26.6
<u>Quantity of Drinking Wine (glasses)</u>										
12 or More	5	05.1	4	03.4	2	03.3	7	04.7	9	04.2
About 9	0	0	1	00.9	0	0	1	00.7	1	00.5
6 - 7	4	04.1	0	0	1	01.6	3	02.0	4	01.9
4 - 5	6	06.1	8	06.8	4	06.6	10	06.7	14	06.5
2 - 3	19	19.4	28	23.9	12	19.7	33	22.0	47	21.9
One	25	25.5	30	25.6	17	27.9	38	25.3	55	25.6
Do Not Drink	38	38.8	43	36.8	25	41.0	54	36.0	81	37.7
<u>Quantity of Drinking Liquor (drinks)</u>										
12 or More	7	07.1	1	00.9	2	03.3	6	04.1	8	03.8
About 9	1	01.0	2	01.8	1	01.6	2	01.4	3	01.4
6 - 7	3	03.0	5	04.5	2	03.3	6	04.1	8	03.8
4 - 5	8	08.1	11	09.8	2	03.3	17	11.6	19	09.0
2 - 3	13	13.1	18	16.1	6	09.8	23	15.6	31	14.7
One	29	29.3	23	20.5	20	32.8	32	21.8	52	24.6
Do Not Drink	36	36.4	50	44.5	27	44.3	58	39.5	86	40.8

TABLE III (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Father Ever Drinks</u>										
Yes, Regularly	24	19.8	27	20.6	15	21.7	36	20.0	51	20.2
Yes, Sometimes	57	47.1	58	44.3	30	43.5	83	46.1	115	45.6
No	34	28.1	34	26.0	18	26.1	49	27.2	68	27.0
Don't Know	2	01.7	4	03.1	1	01.4	5	02.8	6	02.4
Does Not Apply	4	03.3	8	06.1	5	07.2	7	03.9	12	04.8
<u>Where Teens Drink***</u>										
Teen Party	79		73		50		137		152	
At Home, Holiday	32		42		22		51		74	
Car	37		38		19		54		75	
At Home, Dinner	9		16		9		16		25	
Teen Hang-Out	34		43		9		30		77	
School Event	13		22		12		23		35	
Alone	12		9		5		16		21	
Do Not Drink	25		38		20		42		63	
<u>Friends' Attitude Toward Drinking</u>										
Strongly Approve	13	10.5	7	05.3	4	05.6	16	08.8	20	07.8
Approve	30	24.2	24	18.0	15	20.8	37	20.4	54	21.0
Neutral	57	46.0	55	41.4	33	45.8	77	42.5	112	43.6
Disapprove	4	03.2	12	09.0	6	08.3	10	05.5	16	06.2
Strongly Disapprove	3	02.4	4	03.0	2	02.8	5	02.8	7	02.7
Don't Know	15	12.1	28	21.1	11	15.3	32	17.7	43	16.7
Does Not Apply	2	01.6	3	02.3	1	01.4	4	02.2	5	01.9

TABLE III (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Parents' Attitude Toward Drinking</u>										
(boys)										
Strongly Approve	2	01.7	4	03.2	2	02.9	4	02.3	6	02.4
Approve	6	05.0	4	03.2	4	05.8	6	03.4	10	04.0
Neutral	21	17.4	20	15.9	11	15.9	30	17.1	41	16.6
Disapprove	56	46.3	43	34.1	32	46.4	66	37.7	99	40.1
Strongly Disapprove	24	19.8	38	30.2	13	18.8	48	27.4	62	25.1
Don't Know	12	09.9	17	13.5	7	10.1	21	12.0	29	11.7
<u>Parents' Attitude Toward Drinking</u>										
(girls)										
Strongly Approve	1	00.9	3	02.4	0	0	4	02.3	4	01.7
Approve	3	02.8	3	02.4	2	03.2	4	02.3	6	02.5
Neutral	11	10.1	9	07.1	6	09.5	14	28.2	20	08.5
Disapprove	51	46.8	46	36.2	30	47.6	67	39.2	97	41.1
Strongly Disapprove	32	29.4	54	42.5	20	31.7	65	38.0	86	36.4
Don't Know	11	10.1	12	09.4	5	07.9	17	09.9	23	09.7
<u>Why Not Drink***</u>										
Tastes Bad	38		29		20		47		67	
Against Religion	22		38		18		40		60	
Friends Disapprove	9		11		9		11		20	
Won't Solve Problems	36		63		29		70		99	
Police Trouble	59		54		33		79		113	
Lose Self-control	42		57		27		70		99	
Sick	28		33		15		45		51	
Alcoholism	83		95		49		106		178	

TABLE III (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-Farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Worse for Girl to Drink Than Boy</u>										
Strongly Agree	21	16.9	12	09.1	9	12.4	24	13.2	33	12.9
Agree	26	21.0	21	15.9	20	28.6	27	14.8	47	18.4
Neutral	52	41.9	37	28.0	28	40.0	58	31.9	89	34.8
Disagree	15	12.1	32	24.2	9	12.9	37	20.3	47	18.4
Strongly Disagree	10	08.1	30	22.7	4	05.7	36	19.8	40	16.6
<u>Why Teens Drink***</u>										
Have Fun	84		93		47		101		177	
Been Around	7		7		5		9		14	
Pressures	19		46		17		48		65	
Makes Goals Less Important	8		13		5		16		21	
To Be Like Peers	30		24		21		33		54	
Forget Problems	27		37		17		47		64	
Celebrate	76		74		35		114		150	
Part of a Group	31		37		23		45		68	
Part of Becoming an Adult	7		7		3		11		14	

\*Some students failed to respond to each item, thus data were missing.

\*\*Four students failed to respond to this question.

\*\*\*The students were given the opportunity to make multiple choices. The percentages were not reported as they could have been misleading.

Twenty percent of the respondents reported drinking beer one or two days a week. Ten percent drank beer more often. Sixteen percent drank wine less than once a month, and 29 percent drank wine more frequently. Seventeen percent reported drinking liquor less than once a month, and 31 percent reported drinking liquor more often. Of the youth who reported drinking beer, 23 percent of the boys drank one or two days a week compared to 18 percent of the girls. Twenty-five percent of the farm youth drank beer one or two days a week compared to 18 percent of the non-farm youth. However, 11 percent of the non-farm youth drank everyday or three or four days a week compared to seven percent of the farm youth.

Fifty-two percent of the students reported their mothers drank. Sixty-six percent reported fathers who drank. There appeared to be no particular variations in the drinking patterns of boys' fathers compared to girls' fathers or farm fathers compared to non-farm fathers. Forty percent of the youth thought their parents disapproved of drinking as a habit for teenage boys, and 25 percent strongly disapproved. Forty-one percent of the parents were thought to disapprove of drinking for girls, and 36 percent were thought to strongly disapprove. Farm parents' disapproval of girls' drinking was reported most frequently. Seventy-nine percent of farm parents were reported to disapprove of girls' drinking compared to 77 percent of non-farm parents. Farm and non-farm parents were equally reported to disapprove of boys' drinking, as previous figures were essentially the same.

Sixteen percent of the respondents reported that when they drank beer, they drank two or three. Thirty-nine percent reported drinking four or more beers when they drank. Twenty-two percent reported

drinking two or three glasses of wine when they drank, and 13 percent reported drinking four or more. Fifteen percent of the students reported drinking two or three drinks of liquor at one time, and 18 percent reported taking four or more drinks when they drank liquor. More non-farm youth, 29 percent; than farm youth, 22 percent, indicated they did not drink beer. However, more farm youth, 41 percent and 44 percent; than non-farm youth, 36 percent and 39 percent, indicated they did not drink wine and liquor.

The respondents identified three places where they drank most often. These were: unchaperoned teen parties, teen hangouts, and cars. At home, during holiday celebrations, was the fourth most frequently identified place for youthful drinking. Since the respondents were asked to make multiple choices, the percentages were not reported.

The reasons the students gave for drinking were to: have fun, celebrate, and be part of a group. They failed to identify drinking as part of becoming an adult. Girls indicated they drank because of pressures twice as frequently as boys.

Thirty-one percent of the respondents agreed it was worse for a girl to drink than a boy. Thirty-five percent were neutral, and the remainder disagreed it was worse for a girl to drink. Thirty-eight percent of the boys thought it was worse for a girl to drink, compared to 25 percent of the girls. Forty-one percent of the farm youth thought it was worse for a girl to drink, compared to 28 percent of the non-farm youth.

Hypothesis 3. There are no attitude differences toward legal restrictions between rural farm and non-farm youth or between sexes.

Table IV provides a detailed description of the respondent's attitudes toward legal restrictions related to alcohol. Sixty-nine percent of the students indicated that getting alcohol when they wanted it was not a problem. Thirty-four percent of the boys reported alcohol was always available, compared to 22 percent of the girls. There was no difference noted between farm and non-farm youth related to the availability of alcohol.

Forty-one percent of the students identified friends as the source from which they got most of their alcoholic beverages. Eighteen percent said they bought alcoholic beverages for themselves. More girls, 46 percent; than boys, 36 percent, said they got alcohol from friends. More boys, 26 percent; than girls, 10 percent, reported they purchased alcoholic beverages.

Forty-eight percent of the subjects were in favor of Oklahoma's passing a liquor by the drink law to allow the sale of alcoholic beverages in restaurants, bars and clubs. Thirty-one percent of the girls were opposed to such a law, compared to 27 percent of the boys. Thirty-five percent of the farm youth did not favor liquor by the drink, compared to 26 percent of the non-farm youth.

Forty-four percent of the respondents identified 18 as the legal age for boys to purchase light (3.2) beer. Thirty-eight percent identified 18 as the legal age for boys to purchase beer, and 38 percent of the students also identified 21 as the legal age for the same purchase. Sixty-six percent identified 21 as the legal age for boys to purchase liquor. It appeared the youth lacked knowledge of Oklahoma laws. However, they may have been reporting in relation to their own ability to purchase alcoholic beverages.



TABLE IV  
 FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPONDENTS' ATTITUDES  
 TOWARD LEGAL RESTRICTIONS\*

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Can Get Alcohol When Wanted</u>										
Always	43	34.4	29	22.3	20	27.8	50	27.9	72	28.2
Sometimes	24	19.2	15	11.5	11	15.3	27	15.1	39	15.3
Usually	31	24.8	35	26.9	18	25.0	48	26.8	66	25.9
No	9	07.2	13	10.0	9	12.5	13	07.3	22	08.6
Don't Want	18	14.4	38	29.2	14	19.4	41	22.9	56	22.0
<u>Where Teens Get Alcohol</u>										
Don't Get It	27	23.1	42	33.6	21	31.3	47	27.5	69	28.5
Home	10	08.5	6	04.8	4	06.6	12	07.0	16	06.6
Friends	42	35.9	57	45.6	27	40.3	71	41.5	99	40.9
Buy It	30	25.6	13	10.4	11	16.4	30	17.5	43	17.8
Other	8	06.8	7	05.6	4	06.0	11	06.4	15	06.2
<u>Pass Liquor by the Drink Law in OK</u>										
Yes	63	53.4	51	41.8	32	46.4	80	47.9	114	47.5
No	32	27.1	38	31.1	24	34.8	44	26.3	70	29.2
Don't Know	23	19.5	33	27.0	13	18.8	43	25.7	56	23.3

TABLE IV (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-Farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Legal Age to Buy Light (3.2) Beer</u> (boys)										
Over 21	3	02.9	4	03.4	7	04.5	0	0	7	07.6
21	32	30.8	33	27.7	19	29.2	45	28.8	65	29.1
19 - 20	14	13.5	20	16.8	10	15.4	23	14.7	34	15.2
18	48	46.2	51	42.9	29	44.6	70	44.9	99	44.4
Under 18	7	06.7	10	08.4	7	10.8	10	06.4	17	03.1
<u>Legal Age to Buy Beer</u> (boys)										
Over 21	4	03.4	2	01.5	3	04.2	3	01.7	6	02.4
21	43	36.8	52	39.7	23	31.9	71	41.3	95	38.3
19 - 20	19	16.2	23	17.6	13	18.1	27	15.7	42	16.9
18	43	36.8	50	38.2	30	41.7	62	36.0	93	37.5
Under 18	8	06.8	4	03.1	3	04.2	9	05.2	12	04.8
<u>Legal Age to Buy Liquor</u> (boys)										
Over 21	2	01.9	1	00.9	0	0	3	01.9	3	01.4
21	69	59.6	78	66.7	42	66.7	101	65.2	147	66.2
19 - 20	22	21.0	28	23.4	15	23.8	35	22.6	50	22.5
18	11	10.5	9	07.7	5	07.9	15	09.7	20	09.0
Under 18	1	01.0	1	00.9	0	0	1	00.6	2	00.9

TABLE IV (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Legal Age to Buy Light (3.2) Beer</u> (girls)										
Over 21	4	03.6	5	04.1	5	07.7	4	02.4	9	03.9
21	29	26.1	35	28.9	15	23.1	47	28.8	64	27.6
19 - 20	14	12.6	18	14.9	11	16.9	21	12.9	32	13.8
18	58	52.3	54	44.6	31	47.7	79	48.5	112	48.3
Under 18	6	05.4	9	07.4	3	04.6	12	07.4	15	06.5
<u>Legal Age to Buy Beer (girls)</u>										
Over 21	4	03.4	5	03.9	4	05.8	5	02.9	9	03.7
21	54	46.2	63	49.2	34	49.3	81	47.1	117	47.8
19 - 20	19	16.2	17	13.3	19	27.5	17	09.9	36	14.7
18	30	25.6	41	32.0	10	14.5	60	34.9	71	29.0
Under 18	10	08.6	2	01.6	2	02.8	9	05.3	12	04.9
<u>Legal Age to Buy Liquor (girls)</u>										
Over 21	6	05.0	4	03.2	4	05.8	6	03.4	10	04.0
21	80	66.1	81	64.3	45	65.2	114	65.1	161	65.1
19 - 20	21	17.4	20	15.9	11	15.9	30	17.1	41	16.6
18	12	09.9	17	13.5	7	10.1	21	12.0	29	11.7
Under 18	2	01.7	4	03.2	2	02.4	4	02.3	6	02.4

TABLE IV (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Age Light (3.2) Beer Should Be Legal (boys)</u>										
Over 21	2	01.7	4	03.1	1	01.4	5	02.8	6	02.4
21	24	19.8	27	20.6	15	21.7	36	20.0	51	20.2
19 - 20	34	28.1	34	26.0	18	26.1	49	27.2	68	27.0
18	57	47.1	58	44.8	30	43.5	83	46.1	115	45.6
Under 18	4	03.3	8	06.1	5	07.2	7	03.9	12	04.8
<u>Age Beer Should Be Legal (boys)</u>										
Over 21	1	00.9	3	02.4	0	0	4	02.3	4	01.7
21	51	46.8	46	36.2	30	47.6	67	39.2	97	41.1
19 - 20	22	20.2	21	16.5	11	17.4	31	18.1	43	18.2
18	32	29.4	54	42.5	20	31.7	65	38.0	86	36.4
Under 18	3	02.8	3	02.4	2	03.2	4	02.3	6	02.5
<u>Age Liquor Should Be Legal (boys)</u>										
Over 21	3	02.4	4	03.0	2	02.8	5	02.8	7	02.7
21	57	46.0	55	41.4	33	45.8	77	42.5	112	43.6
19 - 20	43	34.7	31	23.3	19	26.4	53	29.2	74	28.8
18	19	15.3	40	30.1	16	23.6	42	23.2	59	22.9
Under 18	2	01.6	3	02.3	1	01.4	4	02.2	5	01.9

TABLE IV (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Age Light (3.2) Beer Should Be Legal (girls)</u>										
Over 21	4	03.3	2	01.6	2	03.3	4	02.2	6	02.4
21	6	05.0	8	06.3	3	04.5	11	06.1	14	05.6
19 - 20	46	38.0	57	44.5	24	35.8	78	43.6	103	41.4
18	58	47.9	58	45.3	34	50.7	80	44.7	116	46.6
Under 18	7	05.8	3	02.3	4	06.0	6	03.4	10	04.0
<u>Age Beer Should Be Legal (girls)</u>										
Over 21	3	02.4	2	01.6	3	04.2	2	01.1	5	02.0
21	36	29.3	31	24.2	23	31.9	43	24.4	67	26.7
19 - 20	26	21.1	41	32.0	13	18.1	52	29.5	67	26.7
18	47	38.2	48	37.5	26	36.1	69	39.2	95	37.8
Under 18	11	08.9	6	04.7	7	09.7	10	05.7	17	06.8
<u>Age Liquor Should Be Legal (girls)</u>										
Over 21	5	04.7	3	02.5	2	03.1	6	03.7	8	03.5
21	46	43.4	50	41.3	28	43.1	67	42.1	96	42.3
19 - 20	17	16.0	42	34.7	14	21.5	44	27.7	59	26.0
18	33	31.1	23	19.0	19	29.2	36	22.6	56	24.7
Under 18	5	04.7	3	02.5	2	03.1	6	03.7	8	03.5

TABLE IV (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Alcohol for Blood Content of .1</u>										
Less than One Beer or Drink	42	35.3	28	22.4	26	36.6	42	24.9	70	28.7
1 - 2 Beers	22	18.5	28	22.4	9	12.7	41	24.3	50	20.5
1 - 2 Drinks of Liquor	6	05.0	3	02.4	3	04.2	6	03.6	9	03.7
3 - 4 Beers	12	10.1	4	03.2	5	07.0	11	06.5	16	06.6
3 - 4 Drinks of Liquor	0	0	4	03.2	1	01.4	2	01.2	4	01.6
Six Pack	3	02.5	3	02.4	0	0	5	03.0	6	02.5
Six Drinks	1	00.8	1	00.8	2	02.8	0	0	2	00.8
Don't Know	32	26.9	53	42.4	25	35.2	60	35.5	85	34.8
<u>Legal Punishment for DUI</u>										
Warning	14	13.3	11	08.9	8	12.1	17	10.7	25	11.0
Fine	39	37.1	43	35.0	30	45.5	50	31.4	82	36.0
Fine, Loss of License	44	41.9	48	39.0	23	34.8	68	47.8	92	40.4
Fine, Loss of License and Imprisonment	8	07.6	21	17.1	5	07.6	24	15.1	29	12.7
<u>Legal Punishment for APC</u>										
Warning	51	50.0	61	49.6	36	56.3	75	47.5	112	49.8
Fine	40	39.2	41	33.3	21	32.8	58	36.7	81	36.0
Fine, Loss of License	9	08.8	18	14.6	5	07.8	22	13.9	27	12.0
Fine, Loss of License and Imprisonment	2	02.0	3	02.4	2	03.1	3	01.9	5	02.2

TABLE IV (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Legal Punishment for DWI</u>										
Warning	10	09.4	6	05.0	4	06.2	12	07.5	16	07.0
Fine	33	31.1	23	19.0	19	29.2	36	22.6	56	24.7
Fine, Loss of License	46	43.4	50	41.3	28	43.1	67	42.1	96	42.3
Fine, Loss of License and Imprisonment	17	16.0	42	34.7	14	21.5	44	27.7	59	26.0
<u>Punishment for DUI Should Be</u>										
Warning	12	10.9	13	10.8	8	11.9	17	10.6	25	10.9
Fine	42	38.2	29	24.2	21	31.3	49	30.4	71	30.9
Fine, Loss of License	32	29.1	45	37.5	22	32.8	55	34.2	77	33.5
Fine, Loss of License and Imprisonment	22	20.0	29	24.2	16	23.9	34	21.1	51	22.2
Other	2	01.8	4	03.3	0	0	6	03.7	6	02.6
<u>Punishment for APC Should Be</u>										
Warning	48	46.2	51	42.9	29	44.6	70	44.9	99	44.4
Fine	32	30.8	33	27.7	19	29.2	45	28.8	65	29.1
Fine, Loss of License	14	13.5	20	16.8	10	15.4	23	14.7	34	15.2
Fine, Loss of License and Imprisonment	7	06.7	10	08.4	7	10.8	10	06.4	17	07.6
Other	3	02.9	4	03.4	0	0	7	04.5	7	03.1

TABLE IV (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Punishment for DWI Should Be</u>										
Warning	12	11.1	12	10.3	7	10.9	17	10.7	24	10.7
Fine	30	27.8	12	10.3	12	18.8	30	18.9	42	18.7
Fine, Loss of License	36	33.3	42	35.9	21	32.8	56	35.2	78	34.7
Fine, Loss of License and Imprisonment	29	26.9	45	38.5	24	37.5	49	30.8	74	32.9
Other	1	00.9	6	05.1	0	0	7	04.4	7	03.1
<u>Drunk Drivers Cause Most Accidents</u>										
Strongly Agree	36	29.3	31	24.2	23	31.9	43	24.4	67	26.7
Agree	47	38.2	48	37.5	26	36.1	69	39.2	95	37.8
Neutral	26	21.1	41	32.0	13	18.1	52	29.5	67	26.7
Disagree	11	08.9	6	04.7	7	09.7	10	05.7	17	06.8
Strongly Disagree	3	02.4	2	01.6	3	04.2	2	01.1	5	02.0

\*Some students failed to respond to each item, thus data were missing.

\*\*Four students failed to respond to this question.

\*\*\*The students were given the opportunity to make multiple choices. The percentages were not reported as they could have been misleading.



Forty-eight percent of the respondents identified 18 as the legal age for girls to purchase light (3.2) beer. Forty-eight percent identified 21 as the legal age for girls to purchase beer, and 65 percent identified 21 as the legal age to buy liquor. The respondents seemed to have a clearer understanding of the law in regard to females.

In general, the students in this study were not in favor of lowering the legal age for purchasing alcoholic beverages. Forty-six percent suggested 18 as the legal age for boys to purchase light (3.2) beer. Forty-one percent suggested 21 as the legal age for boys to purchase beer, and 42 percent suggested age 21 for the purchase of liquor. Forty-seven percent suggested 18 as the legal age for girls to purchase light (3.2) beer. Thirty-eight percent suggested 18 as the legal age for girls to buy beer, and 42 percent suggested 21 for liquor. Seven percent of the respondents suggested ages below 18 for purchasing alcoholic beverages.

Thirty-five percent reported they did not know how much alcohol ingested would raise the alcohol content of the blood to .1 percent. Twenty-nine percent identified less than one beer or drink of liquor as meeting the requirement. Thirty-five percent of the boys said less than one beer or drink, compared to 22 percent of the girls. Thirty-seven percent of the farm youth said less than one beer or drink, compared to 25 percent of the non-farm youth.

Forty percent of the respondents identified a fine and a loss of license as the legal punishment for drinking under the influence (DUI). Fewer, 34 percent, identified fine and loss of license as what they thought the punishment should be. Thirty percent thought a fine sufficient. Fifty percent identified a warning as the legal punishment

for violation of under the influence in a still vehicle (APC). Forty-four percent thought the punishment should be a warning, and 29 percent favored a fine. Forty-two percent thought imprisonment was the punishment. Thirty-five percent thought the punishment for DWI should be a fine and a loss of license, compared to 33 percent who favored the addition of imprisonment. In general, girls appeared to favor harsher punishments. Neither boys nor girls seemed to have a clear understanding of the law. No particular differences were noted in the attitudes of farm and non-farm youth.

Sixty-five percent of the respondents agreed that most highway accidents were caused by drunk drivers. More boys, 29 percent; than girls, 24 percent, strongly agreed drunken drivers caused most accidents. More farm youth, 31 percent; than non-farm youth, 24 percent, strongly agreed most highway accidents were caused by drunk drivers.

Hypothesis 4. There are no attitude differences toward alcoholism between rural farm and non-farm youth or between sexes.

Table V provides a detailed description of the respondents' attitudes toward problem drinking and alcoholism. The students identified their most frequent problems related to drinking as: drunk driving, trouble with family, and trouble with friends. The students were asked to make multiple choices, therefore the percentages were not reported. Although the students reported specific problems related to drinking, only 11 percent identified drinking to have been a problem in the last year. Thirteen percent of the boys said drinking was a problem, compared to nine percent of the girls. Nine percent of the farm youth reported problems with alcohol, compared to 12 percent of the non-farm youth.

TABLE V  
 FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPONDENTS' ATTITUDES  
 TOWARD ALCOHOLISM\*

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Problems With Drinking***</u>										
Trouble at School	4		11		7		8		14	
Trouble with Friends	13		16		7		22		29	
Drunk Driving	34		16		16		33		50	
Criticized by Date	8		9		2		15		17	
Trouble with Police	7		2		2		7		9	
Trouble with Family	19		21		11		29		40	
<u>Identifying Problem Drinking</u>										
Don't Drink	22	21.0	28	23.9	15	23.8	35	22.6	50	22.5
Driving Not a Problem	69	59.6	78	66.7	42	66.7	101	65.2	147	66.2
Mild Problem	11	10.5	9	07.7	5	07.9	15	09.7	20	09.0
Considerable Problem	2	01.9	1	00.9	0	0	3	01.9	3	01.4
Quite Serious	1	01.0	1	00.9	0	01.6	1	00.6	2	00.9
<u>Relation to Alcoholics</u>										
Father	5	05.0	14	11.9	2	03.2	17	11.1	19	08.7
Mother	3	03.0	6	05.1	2	03.2	7	04.6	9	04.1
Brother	1	01.0	0	0	0	0	1	00.7	1	00.5
Sister	1	01.0	0	0	1	01.6	0	0	1	00.5

TABLE V (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Relation to Alcoholics</u>										
Friend (boy)	14	14.0	20	16.9	5	08.1	29	19.0	34	15.6
Friend (girl)	2	02.0	5	04.2	3	04.8	4	02.6	7	03.2
Don't Know Any	48	48.0	39	33.1	31	50.0	54	35.3	87	39.9
Other	26	26.0	34	28.8	18	29.0	41	26.8	60	27.5
<u>Causes of Alcoholism***</u>										
Alcohol	52		49		31		69		101	
Allergy	8		8		4		12		16	
Heredity	15		8		7		15		23	
Gland Disorder	3		1		1		3		4	
Nutritional Deficiency	3		4		1		6		7	
Psychological Dependency	62		87		41		105		149	
Physical Dependency	35		59		22		71		94	
Weak Will and Low Morals	36		52		31		54		88	
Other	3		8		2		9		11	
<u>No Teen Alcoholics</u>										
Strongly Agree	4	03.4	2	01.5	3	04.2	3	01.7	6	02.4
Agree	8	06.8	4	03.1	3	04.2	9	05.2	12	04.8
Neutral	19	16.2	23	17.6	13	18.1	27	15.7	42	16.9
Disagree	43	36.8	52	39.7	23	31.9	71	41.3	95	38.3
Strongly Disagree	43	36.8	50	38.2	30	41.7	62	36.0	93	37.5

TABLE V (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Treatment for Alcoholics***</u>										
Prison	20		5		13		12		25	
Mental Hospital	30		19		16		32		49	
Anti-depressants	16		20		8		28		36	
Antabuse	17		16		11		21		33	
Alcoholics Anonymous	60		88		43		102		148	
Church	25		40		19		45		65	
Abandonment	8		8		7		12		20	
Family Therapy	25		49		18		56		74	
No Cure	8		23		8		23		31	
<u>Symptoms of Alcoholism***</u>										
Measure Drinks	9		5		3		11		14	
Change Drinks	14		11		13		12		25	
Gulp Drinks	38		61		29		69		99	
Drink Alone	55		58		33		76		113	
"Blackouts"	22		31		7		25		53	
Drink 2-3 Days a Week	12		13		4		21		25	
No Hangover	11		14		10		15		25	
Morning Drinking	26		40		10		54		66	
Daily Drinking	60		79		39		96		139	

TABLE V (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Who Should Pay for Treatment</u>										
The Alcoholic and Family Insurance	58	52.3	54	44.6	31	47.7	79	48.5	112	48.3
Government	6	05.4	9	07.4	3	04.6	12	07.4	15	06.5
Alcohol Tax	14	12.6	18	14.9	11	16.9	21	12.9	32	13.8
Churches or Charities	29	26.1	35	28.9	15	23.1	47	28.8	64	27.6
No Cure	1	00.9	1	00.8	1	01.5	1	00.6	2	00.9
	3	02.7	4	03.3	4	06.2	3	01.8	7	03.0
<u>Best Methods for Preventing Alcoholism***</u>										
Prayer and Church	24		21		16		28		45	
Never Drink	66		73		40		97		139	
Alcohol Education	80		89		47		120		169	
Drink Beer Only	4		4		0		8		8	
Change Drinks	4		5		3		6		9	
Not Drink Alone	10		19		8		20		29	
Not Drink in Morning	4		17		5		15		21	
Other	12		10		5		16		22	

\*Some students failed to respond to each item, thus data were missing.

\*\*Four students failed to respond to this question.

\*\*\*The students were given the opportunity to make multiple choices. The percentages were not reported as they could have been misleading.

Forty percent of the respondents said they did not know any alcoholics. Sixteen percent identified friends as alcoholics. The students in this study appeared to think in terms of adolescents as alcoholics. Seventy-six percent disagreed with the statement due to the time it takes to develop a true physical and psychological dependency on alcohol, there are no teenage alcoholism. Thirteen percent identified parents as alcoholics. Twelve percent of the girls reported alcoholic fathers, compared to five percent of the boys. Eleven percent of the non-farm youth reported alcoholic fathers, compared to three percent of the farm youth.

The three main causes of alcoholism identified by the respondents were: a psychological dependency on alcohol, a physical dependency on alcohol, and alcohol. However, girls chose a weak will and low morals twice as often as boys.

Alcoholics Anonymous was chosen as the best treatment for an alcoholic. Family therapy and church were the next most frequently selected treatments. Girls selected church twice as frequently as boys.

The symptoms of alcoholism identified by the subjects were: daily drinking, drinking alone, and drinking in the morning. The best methods for youth to avoid alcoholism were: alcohol education, never drinking, and prayer and church.

Forty-eight percent of the respondents thought the alcoholic and his/her family should pay for treatment. An additional 28 percent favored an alcohol tax which would support treatment programs for alcoholics.

Hypothesis 5. There are no attitude differences toward alcohol education between rural farm and non-farm youth or between sexes.

Table VI provides a detailed description of the respondents' attitudes toward alcohol education. Oklahoma law required alcohol education in the public schools. Fifty-seven percent of the subjects replied there were no films, discussion groups, or other programs in their schools to teach students about alcohol or drinking.

The respondents indicated they had received the most alcohol information and education in their home, in school, and from their friends. They identified the places they wanted to learn about alcohol as: school, home, and from law enforcement officials.

Forty-eight percent of the subjects thought middle school or junior high was where alcohol education was needed the most in school. Sixteen percent of the boys favored the elementary level, compared to 13 percent of the girls. Twenty-eight percent of the farm youth favored the elementary level, compared to 10 percent of the non-farm youth.

The best methods for teaching were identified by the subjects as: discussion, audio-visual aids, and particularly films depicting symptoms of acute alcoholism. Girls appeared to favor independent research and oral reports. The best persons to teach were: ex-alcoholics and people working with alcoholics, law enforcement officials, and parents. The students appeared to think youth clubs were not a good place to learn, and youth leaders in Scouts or 4-H would not be good teachers. The youth tended to select as good, the places and teachers they were already familiar with as resources for alcohol education and information.



TABLE VI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPONDENTS' ATTITUDES  
TOWARD ALCOHOL EDUCATION\*

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Is Alcohol Education In School</u>										
Yes	46	40.4	58	45.3	28	41.2	75	44.1	104	43.0
No	68	59.6	70	54.7	40	58.8	95	55.9	138	57.0
<u>Where Teens Learned About Alcohol***</u>										
Home, Parents	59		66		42		81		125	
Home, Siblings	12		11		9		14		23	
School, Teachers	42		46		18		68		88	
Church	11		18		9		20		29	
Friends	25		51		27		47		76	
Radio and T.V.	26		23		14		34		49	
Newspapers and Magazines	16		29		16		29		45	
Law Officers	19		18		13		53		37	
Youth Clubs	5		3		3		5		8	
<u>School Alcohol Course</u>										
Pre-school Level	4	03.4	5	03.9	4	05.8	5	02.9	9	03.7
Elementary	19	16.2	17	13.3	19	27.5	17	09.9	36	14.7
Middle School or Junior High	54	46.2	63	49.2	34	49.3	81	47.1	117	47.8
High School	30	25.6	41	32.0	10	14.5	60	34.9	71	29.0
College	3	02.6	0	0	1	01.4	2	01.2	3	01.2
Don't Teach in School	7	06.0	2	01.6	1	01.4	7	04.1	9	03.7

TABLE VI (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Best Methods to Teach About</u>										
<u>Alcohol***</u>										
Lectures	14		7		4		17		21	
Discussion	45		57		28		73		102	
Independent Research	17		39		14		41		56	
Audio-visual	39		56		26		68		95	
Film on Acute Alcoholism	29		42		20		50		71	
Student Experiments	17		12		13		15		29	
Other	0		4		1		3		4	
<u>Alcohol Education for Parents</u>										
<u>and Teens</u>										
Strongly Agree	14	12.2	12	09.6	5	07.1	21	12.7	26	10.8
Agree	36	31.3	40	32.0	21	30.0	54	32.5	76	31.7
Neutral	39	33.9	40	32.0	25	35.7	52	31.3	79	32.9
Disagree	17	14.8	20	16.0	10	14.3	26	15.7	37	15.4
Strongly Disagree	9	07.8	13	10.4	9	12.9	13	07.8	22	09.2
<u>Best Persons to Teach***</u>										
School Teacher	22		16		11		26		38	
Ex-alcoholics	88		111		59		117		199	
Ministers	15		16		10		21		31	
Law Officers	35		46		21		58		81	

TABLE VI (Continued)

Description	Boys N=126		Girls N=134		Farm N=72**		Non-farm N=184		Total N=260	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Best Person to Teach***</u>										
Teen Friends	14		17		8		22		31	
Youth Club Adult Leaders	7		9		3		13		16	
Youth Club Teen Leaders	7		9		5		11		16	
Parents	25		37		18		44		62	
<u>Youth Want Alcohol Education</u>										
Yes	43	39.4	69	57.0	31	44.9	80	51.0	112	48.7
No	65	59.6	52	43.0	38	55.1	76	48.4	117	50.9
<u>Where Youth Want to Learn***</u>										
Home, Parents	47		59		39		65		106	
Home, Siblings	5		11		6		10		16	
School, Teachers	54		65		33		85		119	
Church	16		27		10		32		43	
Friends	23		24		13		33		47	
Radio and T.V.	13		18		11		18		31	
Newspapers and Magazines	13		17		8		22		30	
Law Officers	36		48		26		58		84	
Youth Clubs	12		7		4		15		19	

\*Some students failed to respond to each item, thus data were missing.

\*\*Four students failed to respond to this question.

\*\*\*The students were given an opportunity to make multiple choices. The percentages were not reported as they could have been misleading.

Forty-three percent of the subjects thought an alcohol education course should be taught with parents and teens together. Forty-nine percent of the students said they would be interested in taking an alcohol education course. Fifty-seven percent of the girls wanted a course, compared to 39 percent of the boys. Fifty-one percent of the non-farm youth said yes to an alcohol education course, compared to 45 percent of the farm youth who said yes to such a course.

Hypothesis 6. There are no attitude differences toward alcohol use and abuse between the adolescents in this study and the adolescents previously researched.

In order to examine the hypothesis, eight questions were chosen from three studies. The answers of the respondents were compared and reported on a percentage basis. The comparison appears in Table VII.

A larger percentage of drinkers, 81 percent, were identified in the county study, compared to the Kane and Patterson (1972), 73 percent, and Rachal (1975), 73 percent, studies. Thirty percent of the county youth reported moderate to heavy drinking, compared to 21 percent and 40 percent of the youth in the other studies.

Thirty-five percent of the county youth drank beer most frequently of all alcoholic beverages. Fifty percent of the youth in the Kane and Patterson (1972) study favored beer, compared to 42 percent in the Rachal (1975) report. Forty-one percent of the county farm youth favored beer, compared to 42 percent of the Rachal (1975) report.

Forty-eight percent of the respondents in the county survey reported drinking for sociability, compared to 53 percent and 29 percent in the other studies. Fifty-three percent of the farm youth reported

TABLE VII

## COMPARISON OF ADOLESCENT ATTITUDES TOWARD ALCOHOL IN THREE STUDIES

Attitudes and Drinking Behavior	Kentucky 1972 Statewide N=19,929 Grades 7-12 %	Triangle 1975 48 states & DC N=13,122 Grades 7-12 %	Farm % N=72	Oklahoma 1978 County Grades 9-12 Non-farm % N=184	Total % N=260
Non-drinkers or abstainers, never drank any alcoholic beverage	27.0	27.3	18.1	18.5	18.1
Drinkers, had tried alcohol at least once	73.0	73.0	81.9	81.0	81.5
Moderate to heavy drinking, once a week	21.0	39.9	32.4	29.0	30.0
Beer most frequently used beverage	50.0	42.3	40.6	33.2	35.4
Perceived reasons for drinking, curiosity and sociability	53.0	29.4	52.6	45.4	47.6
Students who report close friends who drink	70.0	51.0	83.0	78.0	77.5
Frequent drinkers report trouble with police	28.0	07.0	04.4	06.1	05.6
Frequent drinkers report trouble with teacher and interference with school	33.0	04.9	15.5	07.0	08.8

drinking for sociability, compared to 53 percent of the youth in the Kane and Patterson (1972) Kentucky study.

Seventy-seven percent of the county youth reported close friends who drank, compared to 70 percent and 51 percent of the other large sample groups. Six percent of the county respondents reported trouble with police, compared to 28 percent in the Kane and Patterson (1972) survey and seven percent in the Rachal (1975) report. Of the total farm youth population, four percent reported trouble with police, compared to six percent of the non-farm youth in the county study.

Nine percent of the county youth who drank frequently reported trouble with school work, compared to 33 percent, Kane and Patterson (1972), and five percent, Rachal (1975), of the other youth. Since the youth in the county study were given multiple choices on the problem drinking question, it was difficult to make accurate comparisons to the other studies.

There appeared to be some attitude and drinking practice difference between the youth in the county study and those in the two previous studies chosen for comparison. However, there were similarities also. As an example: more of the county youth reported drinking, but the quantity of alcohol consumed was nearly identical to that reported by the boys and girls in the Kane and Patterson (1972) and the Rachal (1975) research. Table VII provides a detailed description of the respondents' attitudes and drinking habits.

#### Summary

Two hundred and sixty county high school students participated in an alcohol survey in the fall of 1978. The purpose of the study was to

determine their attitudes toward beverage and non-beverage alcohol, drinking, legal restrictions, alcoholism, and alcohol education. The data were analyzed and response frequencies and percentages were reported. Six hypotheses were examined and comparisons were made between male and female respondents, rural farm and rural non-farm youth, and adolescents in previous research. Similarities and differences were noted in regard to attitudes toward alcohol use and abuse. Tables II through VII provide detail descriptions of the adolescents' alcohol attitudes.

## CHAPTER V

### SUMMARY AND DISCUSSION

#### Introduction

For many adults, teachers, parents, and law enforcement officials, reality about the use and abuse of alcohol was a personal threat and they tended to impose their values and attitudes upon young people without listening or trying to understand. Researchers appeared more concerned with adolescent drinking practices than with adolescent attitudes. This study examined what young people really thought about beverage and non-beverage alcohol, drinking, legal restrictions, alcoholism, and alcohol education in an effort to help adults and adolescents communicate effectively.

Two hundred and sixty, male and female, Oklahoma high school students participated in an alcohol survey in the fall of 1978. The respondents were rural farm and non-farm youth. They ranged in age from 14 to 19 and were enrolled in grades 9 through 12 in three northeast Oklahoma school systems.

A 47-question closed-end or restricted questionnaire was administered in the classrooms by the school teachers. The instrument contained a few open-end questions, which added depth to the study. The data were collected, from the students, by the investigator and analyzed by the Oklahoma State University Computer Center. Frequencies



and percentages of the responses were reported on tables, and six hypotheses were examined and discussed.

### Major Findings

Eighty-two percent of the county youth reported they drank. This was a larger percentage of drinkers than was found in previous research. Seventy-three percent of the adolescents in studies by Kane and Patterson (1972); and Rachal (1975) reported drinking. Mandell (1976) and Chafetz (1973) estimated the percentage of youth who used alcohol to be nearing 70, a percentage which the researchers felt was close to that of the adult population. Although the students in this study appeared to drink more than others, they reported their parents drank less. Fifty-two percent reported their mothers drank, and 66 percent identified fathers who drank.

Beer, including light (3.2) beer, was favored by 35 percent of the county youth and was the most frequently chosen alcoholic beverage. This was not as high a percentage as reported by other researchers. Cockerham (1975) reported 55 percent of the student sample preferred beer. Kane and Patterson reported 50 percent, and Rachal (1975) reported 42 percent of the students researched preferred beer. It was possible the students in the county study were given a greater variety of alcoholic beverages in the study from which to choose. Alcoholic beverages, other than beer, may have been more readily available to the youth in the county study than they had been to youth in other geographic locations. Alcoholic "milk type" drinks were not popular choices.

The investigator felt the questions relating to non-beverage alcohol were not clear. It appeared unlikely that 32 percent of the county youth were using cough medicine, vanilla extract, and grain alcohol to get drunk. Twenty-five percent of the delinquent girls in a study by Widseth and Mayer (1971) had tried non-beverage alcohol such as canned heat. Kane and Patterson (1972) reported six percent of the students researched had used non-beverage alcohol.

Several researchers were concerned with the influence the advertising of alcoholic beverages had on young people (Finn, 1974; Stacey and Davies, 1972, 1973). The county youth appeared not to be influenced by advertising. Fifteen percent thought advertising encouraged non-drinking youth to drink. Nine percent thought youth were influenced to buy a particular brand whether it was of quality or not. If the youth were not influenced themselves, as reported, they seemed concerned about others. Twenty percent of the boys and 32 percent of the girls thought the advertising of alcoholic beverages should not be allowed.

Sixty percent of the county respondents noted all or most of their friends drank. However, only 29 percent reported their friends approved of drinking. Thirty-one percent stated it was worse for a girl to drink than a boy. In a study by Widseth and Mayer (1971), it was reported that sixty-seven percent of the student sample thought it was acceptable for girls to drink. Cockerham (1975, p. 325) stated "56 percent of the boys and girls approve of drinking" for young people in general. It has previously been noted the youth in the county survey appeared to drink more than other youth. Somewhat in contrast to their behavior, they appeared to more readily disapprove of youthful drinking than other boys and girls, and were particularly critical of girls' drinking.

The places teens drank, in the county study, were identified as: unchaperoned parties, hangouts, cars and homes. Youth in other studies (Widseth and Mayer, 1971; Forslund and Gustafson, 1969; and Mandell, 1976) listed home as their first preference for a place to drink.

The reasons for drinking listed by the county youth were: to have fun, celebrate and to be part of a group. Mandell et al. (1962) and Forslund and Gustafson (1969) found the most frequent reasons given by high school students for drinking were: to be sociable, taste of the drink, and to get high. Kane and Patterson (1972) and Rachal (1975) also found sociability to be a factor related to adolescent drinking. Teens in other studies did not think a person had to drink to be "in" with the crowd (Althoff and Nussel, 1971). According to Mandell (1976), youth perceived alcohol use as part of being an adult. They saw it as part of the (adult) social patterns of conviviality and celebration. While the county respondents noted they drank to celebrate, they failed to identify drinking as part of being an adult on the questionnaire.

Forslund and Gustafson (1969, p. 59) concluded the majority of teens demanded the availability of alcoholic beverages, and "a majority of them wanted the laws revised to permit the legal consumption by all persons 18 years of age." Forty-eight percent of the county subjects were in favor of Oklahoma's passing a liquor by the drink law, but in general, they did not favor lowering the legal ages for purchasing alcoholic beverages. The students in this study appeared to lack knowledge concerning the legal ages for purchasing alcoholic beverages and concerning the legal punishments for violation of laws related to drinking and driving. Table IV provided detailed information about the youth's knowledge of Oklahoma law. Sixty-five percent of the

respondents agreed most highway accidents were caused by drunks, but less than a third had any knowledge of how much alcohol ingested could make a person "drunk" by Oklahoma legal standards. Drunk driving was also listed by the respondents as their number one problem related to drinking.

Mueller and Ferneau (1971) concluded students were more likely than the general public to believe most alcoholics could be helped and do recover from alcoholism. Only 31 of the county responses indicated the students thought there were no treatments or cures which could help an alcoholic. It was noted in the review of literature researchers and respondents appeared to have preconceived images of alcoholics as adults and alcoholism as an adult affliction. References in the questionnaires used were always to adult life-styles. The students in this study appeared to think in terms of adolescents as alcoholics. Seventy-six percent disagreed with the statement that due to the time it takes to develop a true physical and psychological dependency on alcohol, there are no teenage alcoholics. In the Kane and Patterson (1972) study the respondents were reported to feel sympathy toward an alcoholic. In identifying the causes of alcoholism, the county group appeared to be sympathetic to the alcoholic also. However, girls tended to view the alcoholic as a weak-willed person of low morals, twice as frequently as boys.

While the researchers, noted in the literature, appeared to disagree about the effectiveness of various alcohol education approaches, they tended to agree that alcohol education must be a coordinated effort of family, school, church, law-enforcement, and the community.

They also tended to agree young people wanted the facts about alcohol, and the role of peers in alcohol education was important.

In a study by Kane and Patterson (1972, p. 639), 79 percent of high school students said persons their age should have an opportunity to learn more about alcohol. Of the students who felt that way, "59 percent preferred to learn about alcohol in school, 32 percent at home and nine percent at church." Forty-nine percent of the county youth said they would be interested in taking an alcohol education course. They identified the places they wanted to learn about alcohol as: school, home, and from law-enforcement officials.

Seventy-eight percent of the students, in a study by Haggerty and Zimmering (1972), wanted to take a course in drug education. They identified the best methods of teaching as: audio-visual aides, film depicting withdrawal symptoms, and discussions. They identified the best teachers to be ex-addicts or people working in rehabilitation homes. County respondents identified teaching methods as their preferences. They thought the best persons to teach were ex-alcoholics and people working with alcoholics, law-enforcement officials, and parents. They did not indicate peers were good teachers or they had received much information about alcohol from peers. The students appeared to think youth groups or clubs were not good places to learn, and youth leaders (adults or teens) were not good teachers.

#### Recommendations

Oklahoma law required alcohol education in the public schools, yet 57 percent of the subjects of this study replied there were no films, discussion groups, or other programs in their schools to teach

students about alcohol and drinking. In addition, their responses indicated they lacked knowledge of Oklahoma laws related to alcohol and to the etiology of alcoholism. Possibly the alcohol education offered in the schools had not had an impact on the students because it was not supplemented from other sources. It was noted, that to be effective, alcohol education must be an integral part of school, church, family and community life. Combined resource educational programs directed toward increasing students' knowledge about alcohol had the potential for changing their attitudes as well as their alcohol use.

The youth in this study felt clubs such as Scouts and 4-H were not good places to learn about alcohol. However, it was possible that they tended to label certain places as good because they were resources with which the youth were familiar. As a professional youth worker, the investigator felt the 4-H program provided an excellent means for presenting the facts about alcohol to youth. A local county program could be developed, within the flexibility of 4-H, based on the recommendations of the adolescents in this survey. The local 4-H alcohol study project could supplement the school programs and any other learning experiences the students might have. Such a project, based on the expressed needs and preferences of the youth in the county studied could serve as a pilot program for the State of Oklahoma. However, since the attitudes of the youth in this study were limited to one county, the study should be expanded to include other youth in the State. Question 9 needed to be revised regarding the use of non-beverage alcohol. Questions 15, 26, 27, 32, and 34 needed coding corrections.

The ideas expressed by the students about teaching methods, places to learn and teachers, could be incorporated into any

educational effort undertaken by the local county extension service. The study could be used as a tool for evaluating current teaching methods used in the county 4-H program.

There remained much still to be determined about youthful attitudes. Further research into the thoughts and feelings of male and female, rural farm and rural non-farm adolescents had practical potential in the development of educational programs for the prevention of alcohol abuse and alcoholism.

For the sake of meaningful communication, researchers, teachers, and parents still need to work toward clarifying the concepts and attitudes of adolescents related to beverage and non-beverage alcohol, drinking, legal restrictions, alcoholism, and alcohol education.

#### Summary

The results of this study showed the majority of the adolescents participating in the research were not interested in an alcohol education course. The results also showed the adolescents lacked specific knowledge about alcohol. The investigator recommended the attitude responses of the youth who favored alcohol education be used as guidelines by parents, teachers, and others in planning, implementing, and evaluating continuing alcohol education efforts in the county studied.

## REFERENCES

- Alcoholic Beverage Control Act of 1961--Intoxicating beverages and rules and regulations--Oklahoma Statutes, Title 37 and Article 27. Oklahoma City, Oklahoma: Alcoholic Beverage Control Board, 1974.
- Alcoholism education urged in grade schools. Tulsa World, 1978 (June 12), A, 9.
- Alexander, C. N. Consensus and mutual attraction in natural cliques: A study of adolescent drinkers. American Journal of Sociology, 1964, 69, 395-403.
- Alexander, C. N. Alcohol and adolescent rebellion. Social Forces, 1967, 45, 542-550.
- Alexander, C. N., and Campbell, E. Q. Peer influences on adolescent drinking. Quarterly Journal of Studies on Alcohol, 1967, 28(4), 444-453.
- Althoff, S. A., and Nussel, E. J. Social class trends in the practices and attitudes of college students regarding sex, smoking, drinking, and the use of drugs. Journal of School Health, 1971, 41, 390-393.
- American Medical Association. Report of reference committee on Medical Education and Hospitals. Journal of the American Medical Association, 1956, 162, 82.
- Arthur, G. L., Sisson, P. J., and Nation, S. Drug survey: a knowledge and attitude inventory of youth in a typical high school in Georgia. Journal of Drug Education, 1473, 3(1), 79-84.
- Arthur, G. L., Sisson, P. J., and Nix, G. C. Three year follow-up drug survey of high school youth in a typical Georgia school. Journal of Drug Education, 1977, 7(1), 43-52.
- Bacon, S. D., and Straus, R. Drinking in College. New Haven, Conn.: Yale University Press, 1953.
- Blacker, E., Demone, H. W., and Freeman, H. E. Drinking behavior of delinquent boys. Quarterly Journal of Studies on Alcohol, 1965, 26(2), 223-237.
- Blane, H. T., Hill, M. J., and Brown, E. Alienation, self-esteem and attitudes toward drinking in high school students. Quarterly Journal of Studies on Alcohol, 1966, 27, 350-354.



- Chafetz, M. E. Problems of reaching youth. Journal of School Health, 1973, 43(1), 40-44.
- Cockerham, W. C. Drinking attitudes and practices among Wind River Reservation Indian youth. Quarterly Journal of Studies on Alcohol, 1975, 36(3), 321-326.
- Engs, R. C. Student Alcohol Questionnaire. Bloomington, Indiana: Department of Health and Safety Education, 1475.
- Fejer, D., and Smart, R. C. The knowledge about drugs, attitudes towards them and drug use rates of high school students. Journal of Drug Education, 1973, 3(4), 377-388.
- Finn, P. The role of attitudes in public school alcohol education. Journal of Alcohol and Drug Education, 1974, 20(3), 23-42.
- Forslund, M. A., and Gustafson, T. J. Alcohol and high-schoolers. National Association of Secondary School Principals Bulletin, 1969, 53, 52-59.
- Fox, E. A Teenage Concern--Responsible Decisions Concerning the Use of Alcohol (A 4-H Project Book H304). Fayetteville, Arkansas: University of Arkansas Cooperative Extension Service, 1977.
- Fox, V. Alcoholism in adolescence. Journal of School Health, 1973, 43(1), 32-35.
- Globetti, G., Alsikafi, M., and Christy, E. G. Permissive attitudes toward alcohol use among young military dependents. Journal of Drug Education, 1977, 7(2), 99-107.
- Globetti, G., and Windham, G. O. The social adjustment of high school students and the use of beverage alcohol. Sociology and Social Research, 1967, 51, 148-157.
- Haggerty, D. J., and Zimmering, S. Attitudes towards drugs and drug education. Journal of Drug Education, 1972, 2(1), 63-80.
- Hart, L. Attitudes toward alcoholism and drug abuse among a group of high school students. Journal of Drug Education, 1975, 5(4), 351-357.
- Huebner, R. B., Slaughter, R. E., Goldman, R. D., and Caddy, G. R. Attitudes toward alcohol as predictors of self-estimated alcohol consumption in college students. The International Journal of the Addictions, 1976, 11(3), 377-388.
- Kane, R. L., and Patterson, E. Drinking attitudes and behavior of high school students in Kentucky. Quarterly Journal of Studies on Alcohol, 1972, 33, 635-646.

- Kilty, K. M. Attitudes toward alcohol and alcoholism among professionals and nonprofessionals. Quarterly Journal of Studies on Alcohol, 1975, 36(3), 327-347.
- MacKay, J. R., Phillips, D. L., and Bryce, F. O. Clinical observations on adolescent problem drinkers. Journal of Health and Social Behavior, 1967, 8, 46-54.
- Mandell, W. Youthful alcohol use, abuse, and alcoholism. In H. Begleiter and B. Kissin (Eds.), Social Aspects of Alcoholism. New York: Plenum Press, 1976.
- Mandell, W., Cooper, A., Silberstein, R. M., Novick, J., and Koloski, E. A report to the Joint Legislative Committee on the Alcoholic Beverage Control Law of the New York State Legislature. New York: Wakoff Research Center, Staten Island Mental Health Society, 1962.
- Mueller, S., and Ferneau, E. Attitudes toward alcoholism among a group of college students. International Journal of the Addictions, 1971, 6(3), 443-451.
- Oklahoma Drug Abuse Education Act of 1972--Definitions, purpose and duties--Engrossed Senate Bill No. 585. Oklahoma City: Oklahoma State Senate, 1972.
- Oklahoma Employment Security Commission. Economic Base Report, 1973. Oklahoma City: Oklahoma State Employment Service, 1973.
- Oklahoma Statutes Annotated. Title 37, Sec. 8--Drunk in public--and Sec. 241--Sale of nonintoxicating beverages--and Title 47, Sec. 11-902--Drinking and driving--Oklahoma Statutes. Oklahoma City: Oklahoma Legislature, 1978.
- Rachal, J. V. A Study of Adolescent Drinking Behavior and Attitudes. Research Triangle Park, North Carolina: Research Triangle Institute, 1978.
- Rachal, J. V. Adolescent Drinking Behavior, Attitudes and Correlations. Research Triangle Park, North Carolina: Research Triangle Institute, 1975.
- Riester, A. E., and Zucker, R. A. Adolescent social structure and drinking behavior. Personnel and Guidance Journal, 1969, 47(1), 304-312.
- Stacey, B., and Davies, J. Drinking behavior in childhood and adolescence: an evaluative review. Journal of Alcohol and Drug Education, 1972, 17(3), 1-11.
- Stacey, B., and Davies, J. The teenage drinker. Journal of Alcohol and Drug Education, 1973, 18(4), 1-8.

Sweet spirits. Time, 1977, 109(23), 58.

Teen alcoholism termed new problem. Tulsa World, 1978 (June 12), A, 8.

Widseth, J. C., and Mayer, J. Drinking behavior and attitudes toward alcohol in delinquent girls. International Journal of the Addictions, 1971, 6(3), 453-461.

Zylman, R. Drinking and driving after it's legal to drink at 18: is the problem real. Journal of Alcohol and Drug Education, 1974, 20(1), 48-52.

**APPENDIXES**

**APPENDIX A**

**CORRESPONDENCE**

November 13, 1978

Dear \_\_\_\_\_:

The enclosed questionnaire, concerned with research to youthful attitudes toward alcohol, is part of a local study being conducted by the Oklahoma State University College of Home Economics. The survey is being carried on as a partial requirement for a Master of Science Degree in Family Life and Child Development.

The specific purpose of the research project is to determine the attitude of rural adolescents toward alcohol use and abuse. The results of this study will help adults and adolescents communicate more effectively. The project has practical potential in the development of programs for the prevention of youthful alcohol abuse and alcoholism.

We are particularly interested in obtaining the responses of your students. The questionnaire requires about 20 minutes to complete and can be administered by the home room teachers. We will be pleased to provide you a summary of the results.

We will be contacting you in a few days to arrange for a personal interview to answer any questions you may have regarding the survey in your school.

Thank you for your assistance.

Sincerely,

Dr. Althea Wright  
Assistant Professor  
Family Relations and Child  
Development  
Oklahoma State University

Suellen Scott Alexander  
Graduate Student  
Oklahoma State University

**APPENDIX B**

**INSTRUMENT**

### Student Questionnaire

Dear Student:

Thank you for accepting the invitation to participate in this study of Adolescent Attitudes Toward Alcohol. The study is being conducted in schools throughout the county to find out how students feel about beverage and non-beverage alcohol, drinking, legal restrictions, alcoholism, and alcohol education.

Questions will be asked about attitudes and behavior. The answers you and other students give will help adults to better understand young people and to design better information and educational programs about alcohol use and abuse.

Your answers to these questions will be confidential. No one at the school will see your answers. Your name will never be associated with the answers you give. Your participation in this study is strictly voluntary, so you may skip any question or group of questions that you do not wish to answer. There are no right or wrong answers.

This study is being conducted by Suellen Alexander, a graduate student in the College of Home Economics, Oklahoma State University, in partial fulfillment of the requirements for the degree of Master of Science.

*Suellen Alexander*



**DIRECTIONS**

This questionnaire is divided into sections, though the questions are numbered consecutively throughout. You will not be timed on any section or group of questions. However, please do not skip around. Start with Question 1 and go through all of the questionnaire. Please carefully read and follow all directions for each question. For most questions, you are to indicate your answer(s) by marking X's or filling in a number. For a small number of questions, you are to write a few words. Mark one answer for each question or part of a question. Completely erase any answer you wish to change. When you have completed the questionnaire, put it in the envelope that has been given to you and seal the envelope.

**EXAMPLES**

The questions in this section are examples of how you are to answer questions throughout the leaflet. The blanks to the extreme right are for the purpose of coding your answers. Do not write in these blanks. Numbers and blanks in this section are for coding. Do Not Write in This Space.

Example 1

How old were you when your first brother or sister was born? (Please X one blank or fill in the correct number.)

<input type="checkbox"/>	Years old	1	<input type="checkbox"/>
<input type="checkbox"/>	I have no younger brothers or sisters	2	<input type="checkbox"/>

Example 2

What do you plan to do after high school? What do your friends plan to do after high school? (Mark X on one blank in each column.)

<u>You</u>	<u>Your Friends</u>			
<input type="checkbox"/>	<input type="checkbox"/>	Probably will not finish school	1	4 <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Get a job	2	5 <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Other, please explain _____	3	6 <input type="checkbox"/>

The questions in this section ask you to identify yourself, not by name, but by age, grade level, etc. Mark X by your best answer to each question or part of a question, or write in the correct number.

1. What is your age?  1234  1
2. Are you:  Male?  Female  1  2  2
3. What grade are you in?  1234  3
4. Where do you live? (Mark X on one blank line.)
 

<input type="checkbox"/>	Live on farm or ranch with 10 acres or more	1	4 <input type="checkbox"/>
<input type="checkbox"/>	Live on farm or ranch with 10 acres or less	2	<input type="checkbox"/>
<input type="checkbox"/>	Live in rural area but not on a farm or ranch	3	<input type="checkbox"/>
<input type="checkbox"/>	Live in town of 5,000 people or less	4	<input type="checkbox"/>
<input type="checkbox"/>	Live in town of 5,000 people or more	5	<input type="checkbox"/>

\*\*\*\*\*

The questions in this section ask about your attitudes and experiences in relation to beverage and non-beverage alcohol. Please try to answer all questions as truthfully as possible. Remember that all of your answers are confidential. The blanks to the extreme right are for the purpose of coding your answers. Do Not Write in These Blanks.

5. Have you ever had a drink of wine, beer or liquor--not just a sip or taste?
 

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	1	2	5	<input type="checkbox"/>
--------------------------	-----	--------------------------	----	---	---	---	--------------------------
6. How old were you when you had your first drink?
 

<input type="checkbox"/>	1	6	<input type="checkbox"/>
--------------------------	---	---	--------------------------
7. Given the choice, which three of the below listed alcoholic beverages would you want to use? (Mark an X by three.)
 

<input type="checkbox"/>	Light (3.2 percent) beer	1	7	<input type="checkbox"/>
<input type="checkbox"/>	Beer (sold in liquor store)	2	8	<input type="checkbox"/>
<input type="checkbox"/>	Wine	3	9	<input type="checkbox"/>
<input type="checkbox"/>	Whiskey or distilled spirits	4	<input type="checkbox"/>	
<input type="checkbox"/>	Mixed drinks	5	<input type="checkbox"/>	
<input type="checkbox"/>	Hereford's cows	6	<input type="checkbox"/>	
<input type="checkbox"/>	Brandy or liqueur	7	<input type="checkbox"/>	
<input type="checkbox"/>	Other, please explain _____	8	<input type="checkbox"/>	
8. Have you ever used non-beverage alcohol other than by physician's prescription?
 

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	1	2	10	<input type="checkbox"/>
--------------------------	-----	--------------------------	----	---	---	----	--------------------------

9. Given the choice, which of the below listed non-beverage alcohol products would you be most likely to use? (Mark an X on all the appropriate answers.)
- |  |   |    |
|--|---|----|
| <input type="checkbox"/> Canned heat                 | 1 | 11 |
| <input type="checkbox"/> Grain alcohol               | 2 | 12 |
| <input type="checkbox"/> Vanilla extract             | 3 | 13 |
| <input type="checkbox"/> Hair tonics                 | 4 |    |
| <input type="checkbox"/> Cough medicine              | 5 |    |
| <input type="checkbox"/> Other, please explain _____ | 6 |    |

\*\*\*\*\*

The questions in this section are about drinking. You will be asked for the facts about your drinking, your behavior, and the behavior of your friends, and most importantly, what you and your friends think about drinking.

10. About how many of the kids that you hang around with drink alcohol at least sometimes?
- |                                       |                               |   |   |    |
|---------------------------------------|-------------------------------|---|---|----|
| <input type="checkbox"/> All of them  | <input type="checkbox"/> 1-2  | 1 | 4 | 15 |
| <input type="checkbox"/> Most of them | <input type="checkbox"/> None | 2 | 5 |    |
| <input type="checkbox"/> Several      |                               | 3 |   |    |

11. How often do you usually have beer, wine, or liquor (whiskey, vodka, gin, mixed drinks, etc.)? Mark an X for the answer that best represents your drinking of beer, wine, or whiskey.
- |                          |                          |                          |                        |   |    |
|--------------------------|--------------------------|--------------------------|------------------------|---|----|
| Beer                     | Wine                     | Liquor                   | Everyday               | 1 | 16 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3-4 days a week        | 2 | 17 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1-2 days a week        | 3 | 18 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3-4 days a month       | 4 |    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Once a month           | 5 |    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Less than once a month | 6 |    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Less than once a year  | 7 |    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do not drink at all    | 8 |    |

12. Do you think that your mother (or person who served as your mother in raising you) ever takes a drink of beer, wine, or liquor?
- |  |   |   |   |    |
|--|---|---|---|----|
| <input type="checkbox"/> Yes, fairly regularly | <input type="checkbox"/> I don't know   | 1 | 4 | 19 |
| <input type="checkbox"/> Yes, sometimes        | <input type="checkbox"/> Does not apply | 2 | 5 |    |
| <input type="checkbox"/> No                    |   | 3 |   |    |

13. Think of all of the times you have had beer, wine, or liquor recently. When you drink beer, wine, or liquor, how much do you have at one time, on the average? Mark X on the lines which best represent your drinking.
- |                          |                          |                          |                     |   |    |
|--------------------------|--------------------------|--------------------------|---------------------|---|----|
| Beer (cans)              | Wine (glasses)           | Liquor (drinks)          | 12 or more          | 1 | 20 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | about 9             | 2 | 21 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6-7                 | 3 | 22 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4-5                 | 4 |    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2-3                 | 5 |    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | one                 | 6 |    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do not drink at all | 7 |    |

14. Do you think that your father (or person who served as your father in raising you) ever takes a drink of beer, wine, or liquor?
- |  |   |   |   |    |
|--|---|---|---|----|
| <input type="checkbox"/> Yes, fairly regularly | <input type="checkbox"/> I don't know   | 1 | 4 | 23 |
| <input type="checkbox"/> Yes, sometimes        | <input type="checkbox"/> Does not apply | 2 | 5 |    |
| <input type="checkbox"/> No                    |   | 3 |   |    |

15. Given the choice, in which three of the below listed settings, places or occasions do you most often drink beer, wine, or liquor?
- |   |   |    |
|---|---|----|
| <input type="checkbox"/> At teenage parties when others are drinking and your parents or other adults are not present   | 1 | 24 |
| <input type="checkbox"/> At home on special occasions such as birthdays, or holidays such as Thanksgiving, etc.   | 2 | 25 |
| <input type="checkbox"/> Driving around or sitting in a car at night  | 3 | 26 |
| <input type="checkbox"/> At dinner at home with the family  | 4 |    |
| <input type="checkbox"/> At places where teenagers hang around when their parents or other adults are not present   | 5 |    |
| <input type="checkbox"/> At a teenage party when others are drinking and when your parents or other adults are not present  | 6 |    |
| <input type="checkbox"/> During or after a school activity such as a dance or football game when your parents or other adults you know are not present or can't see you | 7 |    |
| <input type="checkbox"/> Alone--when no one else is around  | 8 |    |
| <input type="checkbox"/> Do not drink at all  | 9 |    |

16. How do most of the kids you hang around with feel about kids your age drinking?  
(Mark X on one blank line)
- |   |  |   |   |    |       |
|---|--|---|---|----|-------|
| <input type="checkbox"/> Strongly approve               | <input type="checkbox"/> Strongly disapprove | 1 | 5 | 27 | _____ |
| <input type="checkbox"/> Approve                        | <input type="checkbox"/> I don't know        | 2 | 6 |    |       |
| <input type="checkbox"/> Neither approve nor disapprove | <input type="checkbox"/> Does not apply      | 3 | 7 |    |       |
| <input type="checkbox"/> Disapprove                     |  | 4 |   |    |       |
17. How do you think your parents (or your family) feel about boys and girls your age drinking?
- |                          |                          |                               |   |    |       |
|--------------------------|--------------------------|-------------------------------|---|----|-------|
| Boys                     | Girls                    |                               |   |    |       |
| <input type="checkbox"/> | <input type="checkbox"/> | Strongly approve              | 1 | 28 | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Approve                       | 2 | 29 | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Don't care one way or another | 3 |    |       |
| <input type="checkbox"/> | <input type="checkbox"/> | Disapprove                    | 4 |    |       |
| <input type="checkbox"/> | <input type="checkbox"/> | Strongly disapprove           | 5 |    |       |
| <input type="checkbox"/> | <input type="checkbox"/> | I don't know                  | 6 |    |       |
18. The following list includes some of the reasons people have given for why they do not drink. If you drink, mark an X on the three most important reasons why you might stop. If you don't drink, mark an X on the three most important reasons why you don't drink.
- |   |   |    |       |
|---|---|----|-------|
| <input type="checkbox"/> It just tastes bad                                   | 1 | 30 | _____ |
| <input type="checkbox"/> It's against my religion                             | 2 | 31 | _____ |
| <input type="checkbox"/> The kids I hang around with are against it           | 3 | 32 | _____ |
| <input type="checkbox"/> It's just an artificial way of solving your problems | 4 |    |       |
| <input type="checkbox"/> It can lead to getting involved with the police      | 5 |    |       |
| <input type="checkbox"/> I don't want to lose my self-control                 | 6 |    |       |
| <input type="checkbox"/> Drinking often makes you sick to your stomach        | 7 |    |       |
| <input type="checkbox"/> Drinking can lead to alcoholism                      | 8 |    |       |
19. What is your attitude toward the following statement? It is worse for a girl to drink than it is for a boy.
- |   |  |   |   |    |       |
|---|--|---|---|----|-------|
| <input type="checkbox"/> Strongly agree             | <input type="checkbox"/> Disagree          | 1 | 4 | 33 | _____ |
| <input type="checkbox"/> Agree                      | <input type="checkbox"/> Strongly disagree | 2 | 5 |    |       |
| <input type="checkbox"/> Neither agree nor disagree |  | 3 |   |    |       |
20. The following list includes some of the reasons people have given for why they do drink. If you drink, mark an X on the three most important reasons why you drink. If you don't drink, mark an X on the three most likely reasons why you might start to drink.
- |   |   |    |       |
|---|---|----|-------|
| <input type="checkbox"/> Just to have a good time   | 1 | 34 | _____ |
| <input type="checkbox"/> Because people think you have been around if you drink           | 2 | 35 | _____ |
| <input type="checkbox"/> When there are too many pressures on me                          | 3 | 36 | _____ |
| <input type="checkbox"/> Makes things like doing well in school seem less important to me | 4 |    |       |
| <input type="checkbox"/> So I won't be different from the rest of the kids                | 5 |    |       |
| <input type="checkbox"/> Helps to get my mind off my problems                             | 6 |    |       |
| <input type="checkbox"/> It's a good way to celebrate                                     | 7 |    |       |
| <input type="checkbox"/> It's one way of being part of the group                          | 8 |    |       |
| <input type="checkbox"/> Because it's part of becoming an adult                           | 9 |    |       |
21. Which of the following statements best describes your opinion of the purpose of advertising beer, wine, and liquor?
- |  |   |    |       |
|--|---|----|-------|
| <input type="checkbox"/> Advertising increases the sales of a particular brand of beer, wine, or liquor                                  | 1 | 37 | _____ |
| <input type="checkbox"/> Advertising encourages non-drinking people to use beer, wine, & liquor  | 2 |    |       |
| <input type="checkbox"/> Advertising informs the public of a new and better alcoholic beverage on the market                             | 3 |    |       |
| <input type="checkbox"/> Advertising encourages young people to buy a particular brand whether it is any good or not                     | 4 |    |       |
| <input type="checkbox"/> Advertising of beer, wine, and liquor informs people of the advantages and disadvantages of alcoholic beverages | 5 |    |       |
| <input type="checkbox"/> Advertising has no purpose  | 6 |    |       |
22. Which of the following statements best describes your attitude toward advertising of beer, wine, and liquor. Mark X on one blank line.
- |   |   |    |       |
|---|---|----|-------|
| <input type="checkbox"/> There should be no restrictions on the advertising of beer, wine, and liquor   | 1 | 38 | _____ |
| <input type="checkbox"/> The advertising of liquor should be restricted to newspapers, magazines and billboard signs. It is alright to advertising beer and wine on radio and television.                     | 2 |    |       |
| <input type="checkbox"/> The advertising of beer, wine and liquor should be restricted to newspapers, magazines, and billboard signs. No advertising of alcoholic beverages should be on radio or television. | 3 |    |       |
| <input type="checkbox"/> There should be no advertising of beer, wine, or liquor.   | 4 |    |       |

\*\*\*\*\*

The questions in the next section are about legal restrictions and alcoholic beverages. You will be asked for the facts about the laws, as you understand them, and your attitude toward the laws.

23. Can you get alcoholic beverages when you want them?
- |                                    |   |   |   |    |       |
|------------------------------------|---|---|---|----|-------|
| <input type="checkbox"/> Always    | <input type="checkbox"/> No                     | 1 | 4 | 39 | _____ |
| <input type="checkbox"/> Sometimes | <input type="checkbox"/> I don't ever want them | 2 | 5 |    |       |
| <input type="checkbox"/> Usually   |   | 3 |   |    |       |
24. Where do you most often get the alcohol you and your friends drink? (Mark X on one blank line.)
- |  |  |   |   |    |       |
|--|--|---|---|----|-------|
| <input type="checkbox"/> I don't ever get it                     | <input type="checkbox"/> I buy it myself       | 1 | 4 | 40 | _____ |
| <input type="checkbox"/> From my home                            | <input type="checkbox"/> Other, please explain | 2 | 5 |    |       |
| <input type="checkbox"/> A friend or someone else buys it for me |  | 3 |   |    |       |
25. Do you think Oklahoma should pass a "liquor by the drink" law to allow the sale of alcohol in restaurants, bars and clubs?
- |                              |                             |                                       |   |   |   |    |       |
|------------------------------|-----------------------------|---------------------------------------|---|---|---|----|-------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> I don't know | 1 | 2 | 3 | 41 | _____ |
|------------------------------|-----------------------------|---------------------------------------|---|---|---|----|-------|
26. At what age does Oklahoma legalize the purchase of the following alcoholic beverages for both boys and girls? Write in the age you think is correct according to the law.
- | Boys  | Girls |  |       |       |       |
|-------|-------|--|-------|-------|-------|
| _____ | _____ | Light (3.2 percent) beer                                   | 42-45 | _____ | _____ |
| _____ | _____ | Beer (sold in liquor store)                                | 46-49 | _____ | _____ |
| _____ | _____ | Wine   | 50-53 | _____ | _____ |
| _____ | _____ | Liquor (all distilled spirits)                             | 54-57 | _____ | _____ |
| _____ | _____ | Mixed drinks   | 58-61 | _____ | _____ |
| _____ | _____ | "Hereford's Cow" or other milk shake type alcoholic drinks | 62-65 | _____ | _____ |
27. At what age should these alcoholic beverages be legalized for both boys and girls? Fill in the ages for both boys and girls.
- | Boys  | Girls |  |       |       |       |
|-------|-------|--|-------|-------|-------|
| _____ | _____ | Light (3.2 percent) beer                                     | 66-69 | _____ | _____ |
| _____ | _____ | Beer (sold in liquor store)                                  | 70-73 | _____ | _____ |
| _____ | _____ | Wine   | 74-77 | _____ | _____ |
| _____ | _____ | Liquor (all distilled spirits)                               | 78-81 | _____ | _____ |
| _____ | _____ | Mixed drinks   | 82-85 | _____ | _____ |
| _____ | _____ | "Hereford's Cow" or other milk shake type alcoholic beverage | 86-89 | _____ | _____ |
28. How much alcohol does it take to raise a person's blood alcohol content to .1 percent? (Mark X on one blank line).
- |  |   |    |       |
|--|---|----|-------|
| <input type="checkbox"/> less than one beer or one drink of liquor | 1 | 90 | _____ |
| <input type="checkbox"/> one or two beers                          | 2 |    |       |
| <input type="checkbox"/> one or two drinks of liquor               | 3 |    |       |
| <input type="checkbox"/> three or four beers                       | 4 |    |       |
| <input type="checkbox"/> three or four drinks of liquor            | 5 |    |       |
| <input type="checkbox"/> at least a six pack of beer               | 6 |    |       |
| <input type="checkbox"/> at least six drinks of liquor             | 7 |    |       |
| <input type="checkbox"/> I don't know                              | 8 |    |       |
29. Which of the following statements best describes your understanding of the usual punishment for violation of Oklahoma laws related to drinking and driving. Mark an X on the lines for each violation. Be sure to make one X in each column.
- | DUI, driving under the influence | APC, under the influence in a still vehicle | DWI, driving while impaired |  |   |    |       |
|----------------------------------|---|-----------------------------|--|---|----|-------|
| _____                            | _____                                       | _____                       | A warning, charge dismissed            | 1 | 91 | _____ |
| _____                            | _____                                       | _____                       | A fine                                 | 2 | 92 | _____ |
| _____                            | _____                                       | _____                       | A fine & loss of license               | 3 | 93 | _____ |
| _____                            | _____                                       | _____                       | A fine, loss of license & imprisonment | 4 |    |       |
30. Which of the following statements best describes what you think the punishment should be for violation of Oklahoma laws related to drinking and driving? Mark an X on the lines for each violation.
- | DUI, driving under the influence | APC, under the influence in a still vehicle | DWI, driving while impaired |  |   |    |       |
|----------------------------------|---|-----------------------------|--|---|----|-------|
| _____                            | _____                                       | _____                       | A warning, charge dismissed            | 1 | 94 | _____ |
| _____                            | _____                                       | _____                       | A fine                                 | 2 | 95 | _____ |
| _____                            | _____                                       | _____                       | A fine & loss of license               | 3 | 96 | _____ |
| _____                            | _____                                       | _____                       | A fine, loss of license & imprisonment | 4 |    |       |
| _____                            | _____                                       | _____                       | Other, please explain                  | 5 |    |       |
31. How do you feel about this statement? The majority of highway accidents are caused by drunk drivers. (Mark X on one blank line).
- |   |  |   |   |    |       |
|---|--|---|---|----|-------|
| <input type="checkbox"/> Strongly agree             | <input type="checkbox"/> Disagree          | 1 | 4 | 97 | _____ |
| <input type="checkbox"/> Agree                      | <input type="checkbox"/> Strongly disagree | 2 | 5 |    |       |
| <input type="checkbox"/> Neither agree nor disagree |  | 3 |   |    |       |

- 5 -

The next section deals with problem drinking and alcoholism. Your answers to these questions will be confidential. No one at school will see your answers. Your name will never be associated with the answers you give.

32. During the past year, how many times have each of the following happened to you? Mark the number of times for each statement that applies to you.
- |                 |  |   |         |
|-----------------|--|---|---------|
| Number of times |  |   |         |
| ___             | You've gotten into trouble with your teachers or principal because of your drinking    | 1 | 98 ___  |
| ___             | You've gotten into difficulties of any kind with your friends because of your drinking | 2 | 99 ___  |
| ___             | You've driven when you've had a good bit to drink                                      | 3 | 100 ___ |
| ___             | You've been criticized by someone you were dating because of your drinking             | 4 |         |
| ___             | You've gotten into trouble with the police because of your drinking                    | 5 |         |
| ___             | You've gotten into trouble with your family because of your drinking                   | 6 |         |
33. During the past year, how much of a problem has your drinking been to you?
- |     |  |   |         |
|-----|--|---|---------|
| ___ | I have not had a drink in the past year                                  | 1 | 101 ___ |
| ___ | I have had a drink in the past year, but drinking has not been a problem | 2 |         |
| ___ | Drinking has been a mild problem for me during the past year             | 3 |         |
| ___ | Drinking has been a considerable problem for me during the past year     | 4 |         |
| ___ | Drinking has been quite a serious problem for me during the past year    | 5 |         |
34. If you have known someone with a serious drinking problem, or someone you would consider to be an alcoholic, please identify their relation to you. (Mark an X on as many as apply to you).
- |     |         |     |                             |   |   |         |
|-----|---------|-----|-----------------------------|---|---|---------|
| ___ | Father  | ___ | Teen-age friend (boy)       | 1 | 5 | 102 ___ |
| ___ | Mother  | ___ | Teen-age friend (girl)      | 2 | 6 |         |
| ___ | Brother | ___ | Don't know any alcoholics   | 3 | 7 |         |
| ___ | Sister  | ___ | Other, please explain _____ | 4 | 8 |         |
35. Which of the following, in your opinion, are the main causes of alcoholism? (Mark an X on the three most likely causes of alcoholism).
- |     |   |   |         |
|-----|---|---|---------|
| ___ | Alcoholism is caused by alcohol, anyone who drinks can become an alcoholic  | 1 | 103 ___ |
| ___ | Alcoholism is caused by an allergy to alcohol, certain people have a body chemistry which makes them an alcoholic                                   | 2 | 104 ___ |
| ___ | Alcoholism is caused by heredity, if your parents or relatives are alcoholics, you will be an alcoholic   | 3 | 105 ___ |
| ___ | Alcoholism is caused by a gland disorder  | 4 |         |
| ___ | Alcoholism is caused by a nutritional deficiency, not eating the right foods, or the body not being able to use food properly                       | 5 |         |
| ___ | Alcoholism is caused by a psychological dependency on alcohol, the person thinks he needs alcohol to ease tension or gain courage or just get along | 6 |         |
| ___ | Alcoholism is caused by a true physical dependency which a person develops after drinking for a long time   | 7 |         |
| ___ | Alcoholism is caused by a person having a weak will and low morals  | 8 |         |
| ___ | Other, please explain _____   | 9 |         |
36. How do you feel about this statement? Due to the time it takes to develop a true physical and psychological dependency on alcohol, there are no teen-age alcoholics.
- |     |                            |     |                   |   |   |         |
|-----|----------------------------|-----|-------------------|---|---|---------|
| ___ | Strongly agree             | ___ | Disagree          | 1 | 4 | 106 ___ |
| ___ | Agree                      | ___ | Strongly disagree | 2 | 5 |         |
| ___ | Neither agree nor disagree |     |                   | 3 |   |         |
37. What do you think are the best methods of treating an alcoholic? (Mark an X on the three best ways).
- |     |  |   |         |
|-----|--|---|---------|
| ___ | Lock the alcoholic up in an institution or prison where he/she can't get any alcohol                   | 1 | 107 ___ |
| ___ | Send the alcoholic to a mental hospital or psychiatric clinic  | 2 | 108 ___ |
| ___ | Send the alcoholic to a doctor for treatment with anti-depressants                                     | 3 | 109 ___ |
| ___ | Send the alcoholic to a doctor for treatment with Antabuse   | 4 |         |
| ___ | Send the alcoholic to Alcoholics Anonymous meetings for lectures and discussions                       | 5 |         |
| ___ | Send the alcoholic to church, when he/she gets right with God, he/she will see how wrong drinking is   | 6 |         |
| ___ | Abandon the alcoholic, when the family is gone the alcoholic will see how wrong drinking is            | 7 |         |
| ___ | Send the whole family to a therapist, the relationship of the alcoholic to relatives is very important | 8 |         |
| ___ | There is no treatment that can cure an alcoholic   | 9 |         |
38. Which of the following, to the best of your knowledge, are symptoms of alcoholism? (Mark an X on as many as you think apply).
- |     |  |   |         |
|-----|--|---|---------|
| ___ | Always measuring drinks carefully            | 1 | 110 ___ |
| ___ | Changing the type of drink fairly frequently | 2 | 111 ___ |
| ___ | Gulping drinks                               | 3 | 112 ___ |
| ___ | Drinking alone                               | 4 |         |

(38 continued on page 6)

- 38 Continued.
- Experiencing "blackouts" 5
  - Drinking two or three days a week 6
  - Never having a "hangover" 7
  - Drinking in the morning 8
  - Drinking everyday 9
39. Who do you think should pay for the alcoholic's treatment? (Mark an X on one blank line).
- The alcoholic and members of his family 1 113
  - The insurance companies, just like any other health policy payment 2
  - The government should make alcoholism treatment free 3
  - There should be a heavy tax on alcohol sales to provide free treatment. 4
  - The people who drink should pay 5
  - The churches and other charities should pay for treatment 5
  - Treatment is useless and should be done away with 6
40. What do you think are the best ways a young person can prevent alcoholism? (Mark an X on the three best ways).
- Go to church and pray a lot 1 114
  - Never take a drink 2 115
  - Learn as much about alcohol as you can, the advantages and disadvantages 3 116
  - Never drink anything but beer 4
  - Change the type of drink fairly frequently 5
  - Never drink alone 6
  - Never drink in the morning 7
  - Other, please explain 8

\*\*\*\*\*

The last section of questions deals with your attitudes toward alcohol education and information.

41. Does your school have films, discussion groups or other programs to teach students about alcohol and drinking? (Mark an X on one blank line).
- Yes 1 2 117
  - No
42. Where have you received the most alcohol education or information? (Mark an X on the three places where you have received the most information).
- In my home, from parents 1 118
  - In my home, from brothers and sisters 2 119
  - In school, from teachers 3 120
  - In church, from teachers and ministers 4
  - From my friends 5
  - From radio and television 6
  - From newspapers and magazines 7
  - From law enforcement officials 8
  - Community youth groups such as Scouts or 4-H 9
43. Where do you think an alcohol education course is most needed in the schools? (Mark an X on one blank line).
- A pre-school course should be set up 1 121
  - Elementary level 2
  - Middle-school or junior high level 3
  - High School level 4
  - College level 5
  - I don't think alcohol education is needed in school 6
44. What do you think are the best methods to teach alcohol education and information? (Mark an X on the three best methods).
- An alcohol education course should consist mainly of lectures 1 122
  - An alcohol education course should be based on discussions 2 123
  - An alcohol education course should be geared toward research by the student himself, and oral presentation 3
  - An alcohol education course should have audio-visual aides such as films, slides, and tapes 4
  - A film should be presented showing the symptoms of acute alcoholism and withdrawal from alcohol 5
  - Students should be allowed to experiment with alcohol so they will know their own reactions 6
  - Other, please explain 7
45. How do you feel about this statement? An alcohol education course on the high-school level should be taught with both parents and teens together.
- Strongly agree 1 4 124
  - Agree 2 5
  - Disagree 3
  - Strongly disagree
  - Neither agree nor disagree

- 7 -

46. Who do you think are the best persons to teach alcohol education and information?  
(Mark an X on the line beside the three best persons to teach about alcohol).
- |  |   |     |       |
|--|---|-----|-------|
| <input type="checkbox"/> Regular classroom teacher                                     | 1 | 125 | _____ |
| <input type="checkbox"/> Ex-alcoholics or people working with alcoholism               | 2 | 126 | _____ |
| <input type="checkbox"/> Church school teachers or ministers                           | 3 | 127 | _____ |
| <input type="checkbox"/> Law enforcement officials                                     | 4 |     |       |
| <input type="checkbox"/> Teen-age friends  | 5 |     |       |
| <input type="checkbox"/> Adult leaders of community youth groups such as Scouts or 4-H | 6 |     |       |
| <input type="checkbox"/> Teen leaders of community youth groups such as Scouts or 4-H  | 7 |     |       |
| <input type="checkbox"/> Parents   | 8 |     |       |
47. Would you be interested in taking an alcohol education course?
- |                              |                             |   |   |     |       |
|------------------------------|-----------------------------|---|---|-----|-------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 1 | 2 | 128 | _____ |
|------------------------------|-----------------------------|---|---|-----|-------|
48. Where do you think would be the best places for you to receive alcohol education information? (Mark an X on the three best places for you to receive alcohol education).
- |   |   |     |       |
|---|---|-----|-------|
| <input type="checkbox"/> In my home, from parents                         | 1 | 129 | _____ |
| <input type="checkbox"/> In my home, from brothers and sisters            | 2 | 130 | _____ |
| <input type="checkbox"/> In school, from teachers                         | 3 | 131 | _____ |
| <input type="checkbox"/> In church, from teachers and ministers           | 4 |     |       |
| <input type="checkbox"/> From my teen-age friends                         | 5 |     |       |
| <input type="checkbox"/> From radio and television                        | 6 |     |       |
| <input type="checkbox"/> From newspapers and magazines                    | 7 |     |       |
| <input type="checkbox"/> From law enforcement officials                   | 8 |     |       |
| <input type="checkbox"/> In community youth groups such as Scouts and 4-H | 9 |     |       |

Thank you for taking part in this survey. Please place your completed leaflet in the envelope provided. If you have any comments about this research, please write them here.

VITA<sup>2</sup>

Suellen Scott Alexander

Candidate for the Degree of

Master of Science

**Thesis:** ADOLESCENTS' ATTITUDES TOWARD ALCOHOL

**Major Field:** Family Relations and Child Development

**Biographical:**

**Personal Data:** Born in Roanoke, Virginia, May 4, 1943, the daughter of Mr. and Mrs. Walter H. Scott; married September 26, 1974, to George Baker Alexander in Tulsa, Oklahoma.

**Education:** Graduated from Jefferson High School, Roanoke, Virginia, June, 1961; attended James Madison University and University of Virginia from 1961 to 1965; received a Bachelor of Science degree in General Home Economics from James Madison University in 1965; attended Virginia Polytechnic Institute and State University, University of Oklahoma, and Oklahoma State University; completed requirements for a Master of Science degree in Family Relations and Child Development from Oklahoma State University in May, 1979.

**Professional Experience:** Assistant Home Demonstration Agent, Rockbridge County, and Extension Agent, Home Economics, Arlington County, Virginia, 1965 to 1969; Extension Home Economist, Family Living, McAlester, and Extension Home Economist, Carter County, Oklahoma, 1970 to 1974; and Extension Home Economist, Rogers County, Oklahoma, 1974 to the present.

**Professional Organizations:** American Home Economics Association, National Association of Extension Home Economists, National Association of Extension 4-H Agents, Phi Kappa Phi and Omicron Nu Honor Societies, and Pilot International.