The Reasons for Consumption and Non-Consumption of Alcoholic Beverages by Residence Hall Students at State University College at Brockport

Gary J. Golden

The College at Brockport
THE REASONS FOR CONSUMPTION AND NON-CONSUMPTION OF ALCOHOLIC BEVERAGES BY RESIDENCE HALL STUDENTS AT STATE UNIVERSITY COLLEGE AT BROCKPORT

by

Gary J. Golden

A thesis submitted to the Department of Health Science, State University College at Brockport, in partial fulfillment of the requirements for the degree of Master of Science in Education - Health Education

Approved by the examining committee in the Department of Health Sciences

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CHAPTER I
INTRODUCTION

Introduction

In a society that consumes alcohol, complications are going to develop over people who have problems with their drinking behaviour. Alcohol abuse is one of the most serious health problems facing American society at the present time. The National Council on Alcoholism reports that alcohol abuse is the third greatest health problem in the United States; only heart disease and cancer claim more lives. They also report that drinking problems occur among men most frequently in their early twenties, and among women most frequently in their thirties and forties.¹

The perplexing part of the alcohol use and abuse situation is that most Americans use alcoholic beverages and find them a very enjoyable part of many social gatherings. Drinking patterns are being formed by individuals from their very first experience with alcoholic beverages.

Abuse Service reported that over eighty percent of the sampled high school students in New York State reported using alcoholic beverages.¹

If there is going to be a better understanding of the drinking patterns and attitudes of alcoholic beverage consumers, there needs to be an accurate perception of the situation. Understanding the situation is one of the first steps in developing a solution to the problem of alcohol abuse.

It is important to note that the college student segment of American society has not escaped the problems and concerns related to alcohol use and abuse. According to a survey conducted by the National Institute on Alcohol Abuse and Alcoholism:

Alcohol is the "drug of choice" for the college student today just as it has been for decades. Where drinking is concerned, no generation gap exists between college students and their elders. From 70 to more than 90 percent of the students at some of the nation's large universities presently drink to some extent, and the proportion of drinkers on campus is increasing. This does not mean that most college students are alcoholics or problem drinkers - although some clearly are. What is most significant about campus drinking is not that most of our college students use alcohol, but that many

¹A Survey of Substance Use Among Junior and Senior High School Students in New York State, New York State Office of Drug Abuse Service (New York, 1975).
use a significant amount at times, and few
consider the possible implications of their
drinking behavior unless they get into trouble
as a result of drinking.¹

Understanding college students' drinking patterns
and behaviors would seem to be a logical starting place.
Central to the drinking behaviors that college students
practice are the reasons involved in consuming and abstain-
ing. A survey of the reasons involved in consuming and
abstaining from alcoholic beverages will be the focus of
the research. The results should give a better comprehen-
sion of the reasons involved in consuming and abstaining
from alcoholic beverages by college students.

Statement of the Problem

To survey the reasons for consumption and non-con-
sumption of alcoholic beverages by Residence Hall students
at State University College at Brockport.

Subproblems

There are a number of subproblems that this survey
will examine. The subproblems are: (1) reasons students
consume alcoholic beverages; (2) reasons students abstain
from consumption of alcoholic beverages; (3) alcoholic

¹David P. Kraft, "College Students and Alcohol: The
50 plus 12 Project," Alcohol Health and Research World
beverage usage by sex and year in school; (4) alcoholic beverage frequency of usage by sex and year in college; (5) alcoholic beverage quantity of usage by sex and year in college; and (6) comparison of collected data to other studies. Each of these subproblems will examine specific elements. A close examination of each of the concepts involved in the different subproblems is in order.

Reasons Students Consume Alcoholic Beverages

In a questionnaire developed by Straus and Bacon,\(^1\) a number of reasons college students drink was determined. The reasons that Straus and Bacon developed are the hypotheses that will be examined by this survey. They include:

a. Students drink because of enjoyment of taste.
b. Students drink to comply with social custom.
c. Students drink to be happy.
d. Students drink to relieve fatigue or tension.
e. Students drink to get high.
f. Students drink to get along better on dates.
g. Students drink as an aid in forgetting disappointments.
h. Students drink in order not to be shy.
i. Students drink to relieve illness or physical

discomforts.
j. Students drink for a sense of well being.
k. Students drink to get drunk.
l. Students drink as an aid in meeting crises.
m. Students drink to facilitate study.

Reasons Students Abstain from Consumption of Alcoholic Beverages

Straus and Bacon,\(^1\) in the same questionnaire, developed a number of reasons that students abstain from the consumption of alcoholic beverages. The reasons they developed for students abstaining are the hypotheses that will be examined by this survey. They include:

a. Students abstain from drinking because they don't like the taste, makes them ill, or is detrimental to general health.
b. Students abstain from drinking because it is contrary to their religious training, is immoral, or they pledged not to drink.
c. Students abstain from drinking because their parents or friends disapprove.
d. Students abstain from drinking because they have viewed a bad experience of someone else.

\(^1\)Ibid., p. 65.
e. Students abstain from drinking because they can't afford it.
f. Students abstain from drinking because it interferes with participation in sports.
g. Students abstain from drinking because their friends never use alcoholic beverages.
h. Students abstain from drinking because they have lost control of drinking in the past.
i. Students abstain from drinking because of other reasons.

Alcoholic Beverage Usage by Sex and Year in College

Alcoholic beverage usage by sex and year in college will be examined. The following hypotheses will be examined in regard to sex and year in college.

a. More male students consume alcoholic beverages than do female students.
b. The percent of students that consume alcoholic beverages increases by year in college.
c. A majority of students consume alcoholic beverages regardless of sex or year in college.

Alcoholic Beverage Frequency of Usage by Sex and Year in College

Alcoholic beverage frequency of usage by sex and
year in college will be examined. The following hypotheses concerning frequency of usage by sex and year in college will be examined:

a. Male students consume alcoholic beverages more frequently than female students.

b. The higher the year in college, the more frequently students will consume alcoholic beverages.

Alcohol & Beverage Quantity of Usage
by Sex and Year in College

Alcoholic beverage quantity of consumption by sex and year in college will be examined. The following hypotheses concerning quantity of consumption by sex and year in college will be examined:

a. Male students consume a greater quantity of alcoholic beverage at a sitting than do female students.

b. The higher the year in college, the greater the amount of alcoholic beverage consumption at a sitting.

Comparison of Collected Data to Other Studies

The data collected from the survey will be compared
to selected data from studies by: Hanson; Hill; Kraft; Kuder; Matross; and Straus and Bacon.

**Delimitations**

The survey was conducted to include a random sample of fifteen percent of male and female college students living in the Residence Halls at State University college at Brockport, New York 14420. The survey was conducted during the Spring semester of 1977.

The survey instrument was developed by using actual questions from the questionnaire used by Straus and Bacon in a study which encompassed 27 colleges, selected to

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3 Kraft, p. 10.


6 Straus, pp. 1-221.
represent different types: public, private, and sectarian institutions; coeducational, men's, and women's; white and Negro; urban and rural; with large and small enrollments, and in different regions of the country.¹

The anonymous questionnaire used by Straus and Bacon was completed by over 15,000 randomly selected students at the colleges and universities. The questionnaire that they used in the survey was pretested by over 700 students. Small groups of students also filled out preliminary questionnaire forms giving considerable time to such factors as content, wording, and set-up of each question.

By this means it was possible to eliminate ambiguous or irrelevant questions, to develop definitions which had meaning in terms of student behavior and student vernacular, and, for some questions, to develop a check list of the most frequent types of response.²

Any type of research instrument has certain limitations, and the questionnaire is no different. There is always some bias to a question because of the word choice, order of the questions, and given directions.

While it must be remembered that our data are necessarily subject to the limitations of the individual perception, we have attempted, with the experience gained through our pretest, to minimize bias and confusion.

¹Ibid., p. 2.
²Ibid., p. 3.
The high degree of consistency found in the majority of the questionnaires, and the attitude of the students as expressed in their statements indicate that the participants in this study, with very few exceptions, were trying to provide us with accurate information.¹

Upon review of the different instruments available to the researcher, the Straus and Bacon instrument was determined to be the best available possibility.

Reason C (Students drink to be happy) under reasons students consume alcoholic beverages was changed (see Appendix I, question 9d) from the actual Straus and Bacon questionnaire. Straus and Bacon used the word gay; for the purpose of this survey the word gay was changed to happy.

It is also important to note some bias will be caused by people who don't return the questionnaires. For example, students who are heavy drinkers might not return the questionnaire because they will not admit the fact to themselves on paper, and will refuse to cooperate.

Definitions

Abstainer - a person who does not consume alcoholic beverages.

Alcoholic Beverage - a drink that contains more

¹Ibid., p. 5.
than two percent ethyl alcohol.

Drink - refers to any alcoholic beverage such as beer, wine, mixed drinks, and hard liquor.

Drinker - a person who uses alcoholic beverages more than once a year.

Heavy Drinker - a person that drinks more than once a week and consumes medium (4-6 bottles of beer, 4-5 glasses of wine, or 3-4 drinks of liquor) to large (7 or more bottles of beer, 6 or more glasses of wine, or 5 or more drinks of liquor) amounts of alcoholic beverages.

Light Drinker - a person that drinks once a month at most and consumes small (1-3 bottles of beer, 1-3 glasses of wine, or 1-2 drinks of liquor), medium or large amounts of alcoholic beverages.

Moderate Drinker - a person that drinks two to four times a month and consumes small, medium, or large amounts of alcoholic beverages.

Residence Hall Student - any person that lives in the dormitory buildings on the campus.

Justification

Alcoholic beverages have been a major factor in American society from the time of the early settlers. In
1971, the Department of Health, Education, and Welfare issued a report stating that alcohol was the number one drug problem in America. The National Institute on Alcohol Abuse and Alcoholism has recently released figures stating that an estimated ten million Americans suffer with some type of drinking problem, and the cost of alcohol related problems to American society is over $25 billion annually.

Drinking patterns that people develop are associated with a number of factors such as age, sex, peer pressure, and parental attitudes. Much of the research reports a high level of alcoholic beverage consumption among college students. The National Institute on Alcohol Abuse and Alcoholism sponsored a survey of campus drinking, and reported that from 71 to 96 percent of college students drink. If drinking patterns are developing in the early stages of adulthood, there is a need to understand the reasons and patterns involved.

College students are close to the age when many people start drinking. Because first experiences are fresh in their minds, it is


3Kraft, p. 11.
easier for them than older people to identify purposes, pressures, sanctions, and reasons associated with the onset of drinking behaviors.¹

There is not a great amount of current research on the reasons for the consumption of alcoholic beverages by college students. There is also limited information available on: (1) which students use alcohol; (2) how much do they use; and (3) why do certain people abstain from consumption. No such information is available on Residence Hall students at State University College at Brockport. The only information that can be found is the opinion of different members of the college community. The range of opinion varies from decreased amounts of consumption to epidemic levels of imbibing.

In order to understand the problems related to alcohol consumption, a usable frame of reference is necessary. One of the best methods for achieving a dependable frame of reference is to survey the actual students. The data gathered from this survey will help to better understand the reasons involved in the consumption and non-consumption of alcoholic beverages by the students.

Once the situation is determined on the campus, constructive educational programming intended to develop reasonable drinking habits in students could gradually

¹Straus, p. 247.
Alcohol is a social custom of the American college society. There is a need to understand this social norm the college society is experiencing. It is the purpose of this survey to develop a better comprehension of alcohol attitudes and behaviors of the Residence Hall students at State University College at Brockport.
CHAPTER II

REVIEW OF LITERATURE

Effects of Alcohol on the Body

Alcohol slows down the functions of the central nervous system. This depressing action on the brain can result in reduced inhibitions, impairment of motor coordination, and decreased memory functions. Physical damage can also be produced by prolonged alcohol abuse. Alcohol abuse has been linked to such physical problems as chronic gastritis and cirrhosis of the liver.¹

History of Alcohol

No one actually knows who discovered alcohol or how it was discovered. There is no doubt that it has been very familiar to societies for centuries.

Man's first alcoholic beverage of which we have any historical record is beer. Clay tablets unearthed from the ruins of ancient Babylon show that the ancient Babylonians were familiar with beer back in 500 B.C. They considered it a gift from the gods and brewed it in their temples as part of their

religious ceremonies.\textsuperscript{2}

From the middle of the thirteenth century to the middle of the seventeenth century different distilled beverages were developed. By the middle of the seventeenth century all the principal distilled alcoholic beverages were developed.

The early colonists in America were not unfamiliar with distilled beverages. One of the most popular export commodities of the early colonies was rum, which was also one of the most widely consumed drinks in the American colonies well into the late seventeen hundreds.

Usage of alcoholic beverages was not uncommon in American society from the very beginning. However, in the middle of the eighteen hundreds groups started to evolve that believed there was too much drinking in this country. In time their goals were attained by the passage of the 18th Amendment to the Constitution in 1919. The amendment made the sale and production of alcohol for drinking illegal. Fourteen years later the amendment was repealed. "Within this century with the exception of the period of Prohibition, a gradual but steady trend toward the use of alcohol by more and more people has been recorded."\textsuperscript{2}

\textsuperscript{1}Alice Fleming, Alcohol: The Delightful Poison (New York: Delacorte Press, 1975), pp. 4-5.

\textsuperscript{2}Communications Research Machines, Inc., Life and Health (Del Mar, California: John H. Painer, Jr., Publisher, 1972), p. 62.
Drinking in American colleges and universities dates back to the very early times. According to Warner, "College alcohol pleasures, customs, and consequences are not different from those elsewhere in influential society."¹ This suggestion of drinking habits was also reported by Matross:

Trends in drinking by college students have generally mirrored the drinking trends in society at large. Just as there has been a gradual increase in the number of drinkers in the general adult population over the last twenty years, so has there been a similar gradual increase in the number of drinkers among college students.²

Alcohol has played a role on the college campus since very early days. The situation continues to change as student attitudes and behaviors change.

Reasons Related to Consumption

The cornerstone of research in the field of college students' consumption of alcoholic beverages was published by Straus and Bacon³ in 1953 and called Drinking in College. They surveyed the customs and attitudes toward drinking of


²Matross, p. 2.

³Straus, p. 2.
male and female students at 27 colleges and universities across the United States. They reported findings on drinking of parents of students, incidence of drinking, how often students drink, when they drink, where they drink, and with whom they drink.

The main conclusion of their research was that college drinking patterns reflect the populations the students come from.

The findings of this study emphasize the fact that variations in behaviors relating to drinking are closely correlated with such basic social factors as the family, personal associations, religious affiliations, ethnic background, and economic status. We have seen that the individual's behavior with respect to drinking in large measure reflects the behavior patterns of his own social group; and the drinking patterns of college students largely reflect ways of American society.¹

The researchers specifically developed a list of thirteen reasons for the consumption of alcoholic beverages by students: because of enjoyment of taste, to comply with custom, to be gay, to relieve tension and fatigue, to get high, to get along better on dates, as an aid in forgetting disappointments, in order not to be shy, to relieve illness or physical discomfort, for a sense of well-being, to get drunk, as an aid in meeting crises, and to facilitate study.

The researchers concluded from the results that

¹Ibid., p. 196.
"because of enjoyment of taste" leads the list of motivations for student drinking. They also reported:

... that reasons having primarily a social connotation, e.g., "to comply with custom," "to be gay," "to get along better on dates," are generally of greater importance than those suggesting primarily a psychological motivation, e.g., "as an aid in meeting crises," "to get drunk," "for a sense of well-being," and "in order not to be shy."

In 1971 Hanson\(^2\) conducted research on over 3,000 students in 37 colleges and universities throughout the United States. Some of the items studied were identical or virtually identical to those employed by Straus and Bacon. His research suggested an increased percent of student consumption for such reasons as enjoyment of taste, to be happy, and to comply with custom. The research reported a decreased percent of student drank because of such reasons as to relieve fatigue or tension and as an aid in forgetting worries and disappointments.

Hanson\(^3\) conducted a five year followup research project on a sample very similar to the original research. The results indicated that parental influence had decreased

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\(^{1}\)Ibid., p. 72.

\(^{2}\)Hanson, "College Students' Reasons for Drinking: Twenty Year Trends," p. 256.

(29-25 percent) and drinking with peers had increased (49-56 percent). Fewer students reported drinking to reduce depression (32-23 percent) and as an aid in forgetting worries (20-15 percent). The author suggested the hypothesis that the sedative function of alcohol has increasingly been assumed by the use of other drugs by the college students.

Hill\(^1\) conducted research at the University of Texas at Austin in the fall of 1975. He reported that freshmen and sophomores tend to respond that they drink when they were predominantly lonely and depressed, while seniors and graduate students tend to report drinking when they feel happy, content, and peaceful.

In the article, "Young People and Alcohol,"\(^2\) the authors speculate that earlier social maturation of youth leads to an earlier experimentation in a variety of adult behaviors. The article continued by stating:

Young people drink for a variety of reasons, the most potent being parental and peer influences, according to many authorities. Since parents serve as role models for adult behavior, their attitudes and practices play a major role in determining their children's approach to alcohol during adolescence. On the other hand, the peer influence is demonstrably a factor in much teenage drinking.

\(^1\)Hill, p. 2.

\(^2\)"Young People and Alcohol," Alcohol Health and Research World (Summer, 1975), s. v.
Both "sociability" and a desire to do something "grown-up" were emphasized as reasons why adolescents use alcohol in several surveys of teenagers.¹

A central factor reported by many authors is the development of adult patterns. The First Special Report to the U. S. Congress on Alcohol and Health,² the National Institute on Alcohol Abuse and Alcoholism,³ Maddox,⁴ and Riester⁵ have all commented on the central theme of the individual's desire to follow adult models. Donald G. Phelps, Executive Director of the National Institute on Alcohol Abuse and Alcoholism summarized this concept by saying:

Drinking behavior is emulated and taught by adults. It is a legal drug. Unless parents-adults establish some reasonable use of alcohol in this drinking society, there is little the schools or police or courts or government can do.⁶

¹Ibid., p. 3.
²First Special Report to the U. S. Congress on Alcohol and Health, p. 3.
The social factors related to the consumption of alcoholic beverages have been stated previously. The theme of social influence in drinking has been the topic of the Department of Health, Education, and Welfare.\(^1\) They reported that there are immense social pressures exerted on people to consume alcoholic beverages at social gatherings. They report that young people may drink primarily because they or friends want to do adult things.

Rogers\(^2\) summarizing the drinking behaviors of over 700 students at a midwestern college, reported that drinking of alcoholic beverages by college students is social behavior. Alcoholic beverages are social media and the decision whether to drink or not is influenced by the group and what the group expects of the individual.

As a final thought on the reasons involved in the consumption of alcoholic beverages, society has developed some of the standards that the college students carry out.

For the college students, on the other hand, especially the men, some experience with drunkenness is often felt to be inevitable and is looked upon with a certain amount of indulgence so long as it does not interfere with other activities. The boys-


\(^2\)Everett M. Rogers, Reference Group Influences on Student Drinking Behavior," Quarterly Journal of Studies on Alcohol, 19 (1958): 244.
will-be-boys attitude seems to prevail, and there is a great deal of looking the other way by adults.

Reasons Related to Non-Consumption

Considering the high percentage of students that consume alcoholic beverages, it is not surprising that the majority of research has been completed in the field of consumption.

Carroll, in Alcohol: Use, Nonuse and Abuse, suggested a number of general reasons for abstaining from the use of alcoholic beverages. The elements he viewed as important were traditions; religious beliefs; fear of alcohol effect; no desire for psychological crutch; health; and economics.

The principal research completed on the reasons college students abstain from alcoholic beverage consumption is that of Straus and Bacon. In their survey of attitudes and customs they developed a list of reasons that centered around three major areas: (1) dislike for the taste or ill effects of alcohol or a feeling that it

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3 Straus, p. 64.
is detrimental to health; (2) religious training, morality, or pledged not to drink; and (3) disapproval of family or friends. Using these three central themes and a few other concepts, they conducted a series of pretests with the result being the development of a checklist of nine reasons for abstaining from the consumption of alcoholic beverages by students: (1) don't like taste, makes ill, or is detrimental to general health; (2) contrary to religious training, immoral, or pledged not to drink; (3) parents or friend disapprove; (4) bad experience of someone else; (5) can't afford it; (6) interferes with participation in sports; (7) friends never use; (8) have lost control of drinking in the past; and (9) other.

Their results revealed over 35 percent of both males and females gave "dislike for the taste or ill effects of alcohol or a feeling that it is detrimental to health" for the most important or second most important reason for abstaining. Over 25 percent of the males and 32 percent of the females reported "contrary to religious training, immoral or pledged not to drink" as the most important or second most important reason for abstaining. Twelve percent of the males and 16 percent of the females listed "disapproval of parents or friends" as the most important or second most important reason for abstaining.

They also reported that students who consume alcoholic
beverages usually have friends that drink, and students who abstain from consumption of alcoholic beverages usually have friends that abstain.

Hanson\(^1\) conducted research on the reasons for the abstaining of college students from alcoholic beverages in 1971 and once again in 1975. He investigated many of the same concepts that Straus and Bacon did in earlier research. His research concluded that there has been little change in the pragmatic or utilitarian reasons for abstaining, but there was an increase in religious and moral reasons for abstaining from alcoholic beverage consumption.

**Usage by Sex and Year in College**

In the outstanding work produced by Straus and Bacon\(^2\) a great variation in usage levels of alcoholic beverages was recorded at the different colleges and universities. The male students who consumed alcoholic beverages ranged from a high of 98 percent to a low of 55 percent. The female students showed even a greater range, from a high of 95 percent to a low of 20 percent. Overall the survey found that three-fourths of the students reported drinking

\(^1\)Hanson, "Trends in Drinking Attitudes and Behaviors Among College Students," p. 20.

\(^2\)Straus, p. 47.
alcoholic beverages to some degree. They also concluded that the majority of college students who drink started doing so before entering college.

Straus and Bacon\(^1\) found that as the year in college increased, so did the percent of student consumers of alcoholic beverages. They found that 69 percent of the freshmen males used alcoholic beverages to some degree. The number of male drinkers increased to 81 percent in the sophomore year, 83 percent in the junior year, and 87 percent in the senior year. The same trend was also observed in the female students. It was discovered that 46 percent of the freshmen female students used alcoholic beverages to some degree. The percent of female drinkers increased to 59 percent in the sophomore year, 66 percent in the junior year, and 77 percent in the senior year.

Hanson\(^2\) reported 80 percent of freshmen male students using alcoholic beverages to some degree, and that by the time of their senior year that number had increased to 85 percent. For the female students he found that 70 percent of the freshmen female students were users of alcoholic beverages, and that an increase to 85 percent was recorded.

\(^1\)Ibid., p. 55.

by the senior year in college. Comparing his work to Straus and Bacon he concluded:

It would appear that two major trends have been occurring over the twenty year period. First, there seems to have been a gradual (although not dramatic) increase in the percentage of college students who drink. Secondly, there appears to have been a reduction in the differential between male and female incidence rates.¹

Hill² at the University of Texas at Austin, reported that 89 percent of the students used alcoholic beverages to some degree.

Kuder,³ in a questionnaire given to over 4,000 students at Colorado State University, Fort Collins in 1974, found that the incidence of alcoholic beverage use was 85 percent for the students surveyed.

Matross⁴ conducted a random sample survey of approximately 500 students at the University of Minnesota in 1974, and reported that 86.8 percent of the male students were consumers of alcoholic beverages. The female percent of alcoholic beverage consumers was placed at 81.5 percent in the survey.

¹Ibid., p. 12.
²Hill, p. 2.
³Kuder, p. 143.
⁴Matross, p. 8.
In 1974, the National Institute on Alcohol Abuse and Alcoholism\(^1\) had a survey conducted for them by L. Harris and Associates, Inc. using high school students. Their survey reported that 93 percent of the males and 87 percent of the females were drinkers by the twelfth grade.

Maddox\(^2\) conducted a research project on 262 Negro men at a college in the southern region of the country in 1968. He reported that 76 percent of the males were users of alcoholic beverages.

Mulford\(^3\) gathered data on the drinking patterns of people in the state of Iowa in 1958 and conducted a followup research project in 1961. He reported an increase from 61 percent to 64 percent of the college population in Iowa used alcoholic beverages to some degree.

**Frequency of Usage by Sex and Year in College**

Straus and Bacon\(^4\) reported that a high frequency of

\(^1\)Second Special Report to the U. S. Congress on Alcohol and Health, p. 7.


\(^4\)Straus, p. 101.
drinking was not proclaimed by the students. Over 40 percent of the males and 50 percent of the females stated that they drink no more than once a month. About 20 percent of the males and over 25 percent of the females reported consuming alcoholic beverages less than six times a year. Only 21 percent of the males and 10 percent of the females reported drinking more than once a week. They concluded that the stereotype of frequent drinking described a relatively small segment of the college students that consume alcoholic beverages.

Hill\(^1\) reported that at the University of Texas at Austin 25 percent of the students drank two or three times a week.

Matross\(^2\) reported that 87 percent of the male students and 82 percent of the female students indicated that they consumed alcoholic beverages at least once a month at the University of Minnesota.

The work of Kuder\(^3\) at Colorado State University in Fort Collins reported that 84 percent of the male students drink at least once a week. Over 86 percent of the female students reported consuming alcoholic beverages at least

\(^{1}\text{Hill, p. 2.}\)

\(^{2}\text{Matross, p. 8.}\)

\(^{3}\text{Kuder, p. 143.}\)
once a week.

**Quantity of Usage by Sex and Year in College**

In the research completed by Straus and Bacon in 1951 some basic data on the quantity of alcoholic beverage consumption was compiled. They reported:

The average quantity of alcoholic beverage consumed at a sitting showed a rather wide variation depending on the types of beverage and the sex of the drinker. Both men and women consumed more alcohol at a sitting when drinking spirits than when drinking beer or wine. More than 95 percent of the students of both sexes consumed only small or medium amounts of beer. Three out of ten men and 7 percent of the women reported that they usually drink large amounts of spirits.

Straus and Bacon\(^2\) did not compute the quantity of alcoholic beverage consumed in relation to age. Rather, they developed a quantity and frequency index (called the Q-F index). The Q-F index took into consideration the frequency and quantities consumed and grouped the students accordingly. In relation to age they concluded:

Consideration of the extent of drinking by students according to their chronological age suggests that a peak in the quantity and frequency of drinking may be reached in college. Men with the two highest Q-F scores comprised 35 percent of those 18 years and under, exactly half of those in the ages 19 to 21, and only 41 percent of those over 21. Women

\(^1\)Straus, pp. 102-103.

\(^2\)Ibid., pp. 104-105.
showed a similar curve. Those with a high Q-F index comprise only 16 percent of the girls 18 and under, 36 percent of the 19 to 20 year old group, a peak of 44 percent of the 21 year olds, and only 29 percent of those over 21.¹

Hanson² compared his 1971 research to the work completed in 1975. The results were that moderation remained the model pattern of consumption for alcoholic beverages. Most of the students reported usually consuming at a sitting one or two glasses of wine, one or two bottles of beer, or one or two drinks of liquor.

Hill³ in his work at the University of Texas at Austin found that most of the students reported drinking two to three drinks of beer, wine or liquor per sitting.

Kuder,⁴ in a survey of students at Colorado State University in Fort Collins, reported that 81 percent of the male students had five or less drinks per week. Just over 71 percent of the female students reported having five or less drinks per week. He also reported that 20 percent more women than men limited their drinking to one or two

¹Ibid., p. 106.

²Hanson, "Drinking Attitudes and Behaviors Among College Students," p. 7.

³Hill, p. 2.

⁴Kuder, p. 143.
drinks per week.

Matross,¹ at the University of Minnesota, reported the majority of respondents consumed on an average two or less servings each time they drank. He also concluded that in general men consumed more alcoholic beverage each time they drank than the female students.

According to a survey conducted by the National Institute on Alcohol Abuse and Alcoholism,² many students reported getting drunk frequently or occasionally. At the University of Massachusetts, the survey discovered about 41 percent of the students surveyed in 1974 indicated that they had gotten drunk at least once in the preceding month.

In general, the research states a very high percent of college students consume alcoholic beverages, and in most cases the males comprise a larger percent than the females. It is important to note that in most of the research the amounts consumed are not large and not frequent. Most of the research indicates that the stereotypes of college drinkers being frequent heavy drinkers is just not realistic.

¹Matross, p. 9.

²Kraft, p. 7.
CHAPTER III

METHODS

General Introduction

In the methods section a detailed analysis of the location of the research will first be covered. That will be followed by subsections: Group at Hand, Instrument Used, Procedures, Data Collection, and Analysis of Data.

Location of Research

The survey was conducted during the Spring semester 1977 including male and female undergraduate students living in the Residence Halls at State University College at Brockport, Brockport, New York. The college is a liberal arts institution with over 8,000 fulltime undergraduate students.

Group at Hand

The Office of Residential Life was able to provide an on campus alphabetical listing of the students living in the Residence Halls. It was determined from this printout that 3,720 undergraduate students were living in the Residence Halls during the Spring semester of 1977.
Using the alphabetical listing, a simple random sample of 15 percent of the on campus students was drawn. The total number of students surveyed by the research questionnaire was 562. The sample was drawn by numbering each student on the alphabetical on campus printout. The first person on the printout was given number one, the next person number two, and so on. The numbering concluded by giving the last person listed on the printout number 3,720. After the numbering of the on campus students was completed, a random table\(^1\) was used to determine the sample. Starting with the third column of random numbers from the left side of the first page, the random numbers were read. It started with the top of the column and proceded to the bottom of the column. Once at the bottom of the column, the numbers were taken from the top of the next column and once again read down the column. This was continued until 562 random numbers were selected. The names of the individual students whose numbers corresponded to the random numbers were circled. The name and on campus address for each student of the sample was copied to form a master list.

The Department of Institutional Research at the college was able to provide an actual breakdown of the on

campus students by sex and year in college. A comparison of the on campus and sample groups can be found in Table 1.

**Instrument Used**

The survey instrument used in the research was the mailed questionnaire. The instrument was developed by using actual questions from the questionnaire used by Straus and Bacon\(^1\) in their research on college student drinking behaviors in the early 1950's.

In Chapter I a description of the test sample that Straus and Bacon\(^2\) used in their research was discussed. The questionnaire that they used was pretested by over 700 students in a series of tests. The actual questionnaire was administered to over 15,000 students from 27 different colleges and universities. This careful development and constant examination of the pretest resulted in 96.6 percent of the actual questionnaires being used in the final analysis of the research.

Given the large number of pretest, careful questionnaire development, and consistent answers, the Straus and Bacon instrument was the best available in terms of reliability and validity.

\(^1\)Straus, pp. 1-7.

\(^2\)Ibid., pp. 2-6.
### TABLE 1

**NUMBER AND PERCENT OF ON CAMPUS STUDENTS**
**COMPARED TO THE SAMPLE POPULATION**

<table>
<thead>
<tr>
<th>Academic Standing</th>
<th>Number and Percent on Campus</th>
<th>Number and Percent of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>590 (32.9 percent)</td>
<td>98 (33.8 percent)</td>
</tr>
<tr>
<td>Females</td>
<td>638 (33.1 percent)</td>
<td>95 (34.9 percent)</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>404 (22.5 percent)</td>
<td>70 (24.7 percent)</td>
</tr>
<tr>
<td>Females</td>
<td>579 (30.1 percent)</td>
<td>76 (27.9 percent)</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>420 (23.5 percent)</td>
<td>71 (24.5 percent)</td>
</tr>
<tr>
<td>Females</td>
<td>455 (23.6 percent)</td>
<td>62 (22.8 percent)</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>251 (14.0 percent)</td>
<td>36 (12.4 percent)</td>
</tr>
<tr>
<td>Females</td>
<td>182 (9.5 percent)</td>
<td>31 (11.4 percent)</td>
</tr>
<tr>
<td>Transfers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>99 (5.5 percent)</td>
<td>12 (4.1 percent)</td>
</tr>
<tr>
<td>Females</td>
<td>52 (2.7 percent)</td>
<td>6 (2.2 percent)</td>
</tr>
<tr>
<td>Readmitted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>23 (1.3 percent)</td>
<td>1 (0.4 percent)</td>
</tr>
<tr>
<td>Females</td>
<td>11 (0.6 percent)</td>
<td>1 (0.4 percent)</td>
</tr>
<tr>
<td>Continuing Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>7 (0.4 percent)</td>
<td>2 (0.7 percent)</td>
</tr>
<tr>
<td>Females</td>
<td>6 (0.3 percent)</td>
<td>1 (0.4 percent)</td>
</tr>
<tr>
<td>Visiting Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>0 (0.0 percent)</td>
<td>0 (0.0 percent)</td>
</tr>
<tr>
<td>Females</td>
<td>3 (0.2 percent)</td>
<td>0 (0.0 percent)</td>
</tr>
<tr>
<td>Total Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>1794 (48.2 percent)</td>
<td>290 (51.4 percent)</td>
</tr>
<tr>
<td>Females</td>
<td>1962 (51.8 percent)</td>
<td>272 (48.6 percent)</td>
</tr>
</tbody>
</table>
It is important to note that the entire questionnaire developed by Straus and Bacon was not used in this survey. Because of the length, only selected questions were extracted from the questionnaire using the exact language. A copy of the actual questionnaire used can be found in Appendix I.

A cover letter was developed for the two page questionnaire. The cover letter stated the purpose and scope of the research. Directions on completing the questionnaire and returning it were also given in the cover letter. There was an expression of appreciation for cooperating in the survey included in the cover letter. A copy of the cover letter used can be found in Appendix II.

After the cover letter and questionnaire was developed, it was pretested on 25 male and 25 female students that were not included in the actual 562 surveyed students. The method used to recruit the two groups was a simple grab sample. The first 25 male students that entered the building were asked to complete the questionnaire, if they were not on the sample master list. The same process was completed in one of the female residence halls for 25 female students. The two pretest student samples were asked to complete the questionnaire according to the directions and hand it back to the person (researcher) distributing the survey. After the students completed the questionnaire,
they were asked if they had any trouble in completing the survey. There were no reports by the students in the pre-test samples of difficulty in following the directions or answering any of the questions. An analysis of the completed questionnaire by the researcher revealed that all the questionnaires were completed and fully understood.

Seven days after the original questionnaire was mailed to the sample, a follow-up mailing was distributed. The mailing consisted of a letter that was sent to every student in the sample. The letter stated the purpose of the questionnaire and expressed gratitude to those who had completed and returned the questionnaire. If the student had not completed the questionnaire, they were asked to do so. The letter stated that if they had misplaced the questionnaire, they could obtain another copy from the Resident Director in their building. A copy of the follow-up letter can be found in Appendix III.

Fourteen days after the original questionnaire was mailed to the sample, another follow-up mailing was distributed. The mailing consisted of the same letter used in the first follow-up mailing.

**Procedures**

The master list of randomly selected students and addresses were transferred to blank envelopes. The enve-
lopes did not have the return address of the researcher. The return address was not included to keep the questionaire as anonymous as possible. The blank return envelopes were inserted into the addressed envelopes. The cover letter and questionaire were stapled together and fan folded. The completed mailing was inserted into the envelopes and sealed.

The completed package was then separated according to Residence Hall and placed in alphabetical order. The letters were hand delivered to the mailroom of each Residence Hall by the researcher on a Monday morning. At that time, the Resident Director of each individual building was once again familiarized with the return process. Two weeks earlier, all the Resident Directors were briefed on the research by interoffice memorandum. The questionnaires were sorted and placed in the student mailboxes on that Monday afternoon.

The questionnaires were completed by the students and returned to the Resident Directors in the return envelopes. The Resident Directors were instructed to retain the returned questionnaires until the researcher collected them on the following Monday.

On the following Monday morning (seven days later) the follow-up letter was distributed to the entire sample. The letter was folded, stapled, and addressed. Once again,
the mailing was hand delivered to the mailroom of the different Residence Halls. At that time, the completed questionnaires were collected from the Resident Directors. Extra questionnaires were given to the Resident Directors for students who had misplaced the original mailing.

On the following Monday (fourteen days later), the second follow-up mailing was distributed to the entire sample. The same letter and process was used as in the first follow-up mailing. The questionnaires that were returned to the Resident Directors were once again collected by the researcher.

Approximately 65 percent of the questionnaires had been returned by the end of the two week period. The Resident Directors were instructed to place any more returned questionnaires to the mailbox of the researcher in the Office of Residential Life. This was not of any inconvenience to the Resident Directors, because they were required to visit the office daily to check their mailboxes.

A letter of appreciation was sent to all the Resident Directors, thanking them for their support and concern in the research project.

Data Collection

The questionnaires were opened by the researcher and reviewed to see if they had been entirely completed. The
fully completed questionnaires were separated from those that were not entirely completed.

The responses to the questionnaires were taken by the researcher and transferred to optical scanner sheets. The completed scanner sheet and questionnaire were paper-clipped together and set aside. The following day, the scanner sheets were checked against the questionnaires for errors. For a further check on the accuracy of the data transferred to the scanner sheets, another person was recruited and paid for reviewing. The person recruited was experienced in dealing with computers and computer scanner sheets. Any errors that were discovered were changed by the researcher and rechecked by the reviewing person. This procedure was developed to minimize the number of errors in the recording of the data.

Analysis of Data

The completed scanner sheets were taken to the on campus academic computing center. The scanner sheets were fed into the IBM 1230 Optical Scanner machine, thus transferring the data to keypunch cards.

The keypunch cards were fed into the IBM 1170 computer for an individual question analysis. The number and percent of responses to each option of the different questions were recorded.
A question analysis according to sex and class standing was completed. The question analysis program used was the FREQ 3. A copy of the FREQ 3 program is on file at the on campus academic computing center at Brockport State.

An analysis by sex and class standing in relation to the quantity and frequency questions was completed. The program used to gather the quantity and frequency data was the NYBTB. A copy of the NYBTB program is on file at the academic computing center at Brockport State.

The data analysis for the abstainers from consumption of alcoholic beverages was completed by the researcher by hand because of the very small number of individuals in that category.
CHAPTER IV

RESULTS

Group Responding

A survey was mailed to 562 students on the campus. The 562 students represented 15.1 percent of the on campus population. A total of 383 students responded to the mailed questionnaire. The 383 respondents represented 68.15 percent of the total sample population. The 383 students consisted of 177 males and 206 females. Listed in Table 2 is a complete analysis of the data producing population according to sex and class standing.

TABLE 2
SEX AND CLASS STANDING OF DATA PRODUCING POPULATION

<table>
<thead>
<tr>
<th>Academic Standing</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen........</td>
<td>67</td>
<td>73</td>
<td>140</td>
</tr>
<tr>
<td>Sophomore........</td>
<td>37</td>
<td>61</td>
<td>98</td>
</tr>
<tr>
<td>Junior...........</td>
<td>50</td>
<td>52</td>
<td>102</td>
</tr>
<tr>
<td>Senior...........</td>
<td>23</td>
<td>20</td>
<td>43</td>
</tr>
<tr>
<td>Total............</td>
<td>177</td>
<td>206</td>
<td>383</td>
</tr>
</tbody>
</table>
The data producing population consisted of exactly 2 percent more female students and exactly 2 percent less male students than the actual on campus population. In Table 3 a comparison of the on campus population, sample population, and data producing population is presented.

TABLE 3
COMPARISON OF ON CAMPUS POPULATION, SAMPLE POPULATION, AND DATA PRODUCING POPULATION

<table>
<thead>
<tr>
<th>Academic Standing</th>
<th>Number and Percent on Campus</th>
<th>Number and Percent of Sample</th>
<th>Number and Percent of Data Producing Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males...</td>
<td>590 (32.9%)</td>
<td>98 (33.8%)</td>
<td>67 (37.9%)</td>
</tr>
<tr>
<td>Females...</td>
<td>638 (33.1%)</td>
<td>95 (34.9%)</td>
<td>73 (35.4%)</td>
</tr>
<tr>
<td>Sophomore:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males...</td>
<td>404 (22.5%)</td>
<td>70 (24.7%)</td>
<td>37 (20.9%)</td>
</tr>
<tr>
<td>Females...</td>
<td>579 (30.1%)</td>
<td>76 (27.9%)</td>
<td>61 (29.6%)</td>
</tr>
<tr>
<td>Junior:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males...</td>
<td>420 (23.5%)</td>
<td>71 (24.5%)</td>
<td>50 (28.3%)</td>
</tr>
<tr>
<td>Females...</td>
<td>455 (23.6%)</td>
<td>62 (22.8%)</td>
<td>52 (25.2%)</td>
</tr>
<tr>
<td>Senior:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males...</td>
<td>251 (14.0%)</td>
<td>36 (12.4%)</td>
<td>23 (13.0%)</td>
</tr>
<tr>
<td>Females...</td>
<td>182 (9.5%)</td>
<td>31 (11.4%)</td>
<td>20 (9.7%)</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males...</td>
<td>129 (7.2%)</td>
<td>15 (5.2%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Females...</td>
<td>72 (3.8%)</td>
<td>8 (3.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males...</td>
<td>1792 (48.2%)</td>
<td>290 (51.4%)</td>
<td>177 (46.2%)</td>
</tr>
<tr>
<td>Females...</td>
<td>1962 (51.8%)</td>
<td>272 (48.6%)</td>
<td>206 (53.8%)</td>
</tr>
</tbody>
</table>
Reasons Students Consume Alcoholic Beverages

An analysis of the reasons students consume alcoholic beverages was completed by sex on the 367 drinkers. Over 91 percent of the total data producing population reported considerable or some importance to "Because of enjoyment of taste" as a reason for consuming alcoholic beverages. Just under 70 percent of the students listed "to get high" as a reason for consuming alcoholic beverages. Over 65 percent of the students listed "To comply with custom" as a reason for consuming alcoholic beverages. Just under 64 percent of the students listed "To get drunk" as a reason for the consuming of alcoholic beverages. A complete analysis of the reasons students consume alcoholic beverages is presented in Table 4 (page 46).

A breakdown of the reasons students consume alcoholic beverages revealed both male and female students as listing "Because of enjoyment of taste" as the most frequent reason for consuming alcoholic beverages. Both male and female students listed "To get high" as the next most frequent reason for consuming alcoholic beverages. The male students listed "to get drunk" and "To comply with custom" as the next two reasons for consuming alcoholic beverages. The same two reasons were reported by female students, but "To comply with custom" was listed more frequently than "to get drunk" as a reason for drinking. A complete breakdown
<table>
<thead>
<tr>
<th>Reasons for Consumption</th>
<th>Considerable Importance</th>
<th>Some Importance</th>
<th>No Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To facilitate study..</td>
<td>5 (1.4%)</td>
<td>17 (4.6%)</td>
<td>345 (94.0%)</td>
</tr>
<tr>
<td>2. To get along better on dates........</td>
<td>15 (4.1%)</td>
<td>122 (33.2%)</td>
<td>230 (62.7%)</td>
</tr>
<tr>
<td>3. To relieve fatigue and tension........</td>
<td>49 (13.4%)</td>
<td>175 (47.7%)</td>
<td>143 (39.0%)</td>
</tr>
<tr>
<td>4. To be happy........</td>
<td>65 (17.7%)</td>
<td>148 (40.3%)</td>
<td>153 (41.7%)</td>
</tr>
<tr>
<td>5. To relieve illnesses or physical pain, e.g., pains, aches or when cold......</td>
<td>14 (3.8%)</td>
<td>84 (22.9%)</td>
<td>269 (73.3%)</td>
</tr>
<tr>
<td>6. To comply with custom........</td>
<td>34 (9.3%)</td>
<td>204 (55.6%)</td>
<td>128 (34.9%)</td>
</tr>
<tr>
<td>7. Because of enjoyment of taste......</td>
<td>212 (57.8%)</td>
<td>123 (33.5%)</td>
<td>32 (8.7%)</td>
</tr>
<tr>
<td>8. In order not to be shy........</td>
<td>15 (4.1%)</td>
<td>98 (26.7%)</td>
<td>252 (68.7%)</td>
</tr>
<tr>
<td>9. As an aid in meeting crises......</td>
<td>7 (1.9%)</td>
<td>66 (18.0%)</td>
<td>294 (80.1%)</td>
</tr>
<tr>
<td>10. For a sense of well being........</td>
<td>10 (2.7%)</td>
<td>101 (27.5%)</td>
<td>256 (69.8%)</td>
</tr>
<tr>
<td>11. As an aid in forgetting disappointments....</td>
<td>24 (6.5%)</td>
<td>125 (34.1%)</td>
<td>216 (58.9%)</td>
</tr>
<tr>
<td>12. To get high........</td>
<td>121 (33.0%)</td>
<td>132 (36.0%)</td>
<td>113 (30.8%)</td>
</tr>
<tr>
<td>13. To get drunk........</td>
<td>98 (26.9%)</td>
<td>133 (36.5%)</td>
<td>133 (36.5%)</td>
</tr>
</tbody>
</table>
of the reasons male students consume alcoholic beverages
can be found in Table 5 (page 48). The reasons female stu-
dents consume alcoholic beverages are presented in Table 6
(page 49).

Reasons Students Abstain From Consumption
of Alcoholic Beverages

Of the 16 abstainers, 11 or 68.8 percent reported
the most important or second most important reason they did
not consume alcoholic beverages was "Don't like taste, makes
ill, or detrimental to general health." Seven or 43.8 per-
cent of the abstainers listed "Contrary to religious
training, immoral, or pledged not to drink" as the most
important or second most important reason for not consuming
alcoholic beverages. In Table 7 the number and percent of
student reasons for abstaining is presented.

A breakdown of the reasons students abstain from
consumption of alcoholic beverages according to sex showed
the reasons were very similar. A complete analysis of
the reasons students abstain from consumption of alcoholic
beverages according to sex is presented in Table 8.

Usage by Sex and Year in College

Of the students responding to the questionnaire, 367
or 95.82 percent reported they were presently users of
alcoholic beverages. The abstainers from consumption of
### TABLE 5

**MALE REASONS FOR CONSUMPTION OF ALCOHOLIC BEVERAGES**

<table>
<thead>
<tr>
<th>Reason for Consumption</th>
<th>Considerable Importance</th>
<th>Some Importance</th>
<th>No Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To facilitate study..</td>
<td>3 (1.7%)</td>
<td>9 (5.3%)</td>
<td>158 (92.9%)</td>
</tr>
<tr>
<td>2. To get along better on dates...........</td>
<td>10 (5.9%)</td>
<td>61 (35.9%)</td>
<td>99 (52.2%)</td>
</tr>
<tr>
<td>3. To relieve fatigue and tension........</td>
<td>24 (14.1%)</td>
<td>83 (48.9%)</td>
<td>63 (37.1%)</td>
</tr>
<tr>
<td>4. To be happy...........</td>
<td>35 (30.6%)</td>
<td>69 (40.6%)</td>
<td>65 (38.2%)</td>
</tr>
<tr>
<td>5. To relieve illnesses or physical pain, e.g., pains, aches or when cold........</td>
<td>8 (4.7%)</td>
<td>39 (22.9%)</td>
<td>123 (72.4%)</td>
</tr>
<tr>
<td>6. To comply with custom..............</td>
<td>20 (11.8%)</td>
<td>87 (51.2%)</td>
<td>58 (34.2%)</td>
</tr>
<tr>
<td>7. Because of enjoyment of taste.......</td>
<td>102 (60.0%)</td>
<td>52 (30.6%)</td>
<td>16 (9.4%)</td>
</tr>
<tr>
<td>8. In order not to be shy...............</td>
<td>4 (2.4%)</td>
<td>45 (26.5%)</td>
<td>120 (70.6%)</td>
</tr>
<tr>
<td>9. As an aid in meeting crises......</td>
<td>1 (.6%)</td>
<td>25 (14.7%)</td>
<td>144 (84.7%)</td>
</tr>
<tr>
<td>10. For a sense of well being...........</td>
<td>4 (2.4%)</td>
<td>47 (27.6%)</td>
<td>119 (70.0%)</td>
</tr>
<tr>
<td>11. As an aid in forgetting disappointments....</td>
<td>8 (4.7%)</td>
<td>58 (34.2%)</td>
<td>104 (61.2%)</td>
</tr>
<tr>
<td>12. To get high...........</td>
<td>60 (35.3%)</td>
<td>61 (35.9%)</td>
<td>49 (28.8%)</td>
</tr>
<tr>
<td>13. To get drunk...........</td>
<td>54 (31.8%)</td>
<td>63 (37.1%)</td>
<td>52 (30.6%)</td>
</tr>
</tbody>
</table>
TABLE 6
FEMALE REASONS FOR CONSUMPTION
OF ALCOHOLIC BEVERAGES

<table>
<thead>
<tr>
<th>Reason for Consumption</th>
<th>Considerable Importance</th>
<th>Some Importance</th>
<th>No Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To facilitate study..</td>
<td>2 (1.0%)</td>
<td>8 (4.1%)</td>
<td>187 (94.9%)</td>
</tr>
<tr>
<td>2. To get along better on dates...........</td>
<td>5 (2.5%)</td>
<td>61 (31.0%)</td>
<td>131 (66.5%)</td>
</tr>
<tr>
<td>3. To relieve fatigue and tension...........</td>
<td>25 (12.7%)</td>
<td>92 (46.7%)</td>
<td>80 (40.6%)</td>
</tr>
<tr>
<td>4. To be happy...........</td>
<td>30 (15.2%)</td>
<td>79 (40.1%)</td>
<td>88 (44.7%)</td>
</tr>
<tr>
<td>5. To relieve illnesses or physical pain, e.g., pains, aches or when cold...........</td>
<td>6 (3.0%)</td>
<td>45 (22.8%)</td>
<td>146 (74.1%)</td>
</tr>
<tr>
<td>6. To comply with custom...........</td>
<td>10 (5.1%)</td>
<td>117 (59.4%)</td>
<td>70 (35.5%)</td>
</tr>
<tr>
<td>7. Because of enjoyment of taste...........</td>
<td>110 (55.8%)</td>
<td>71 (36.0%)</td>
<td>16 (8.1%)</td>
</tr>
<tr>
<td>8. In order not to be shy...........</td>
<td>11 (5.6%)</td>
<td>53 (26.9%)</td>
<td>132 (67.0%)</td>
</tr>
<tr>
<td>9. As an aid in meeting crises....</td>
<td>6 (3.0%)</td>
<td>41 (20.8%)</td>
<td>150 (76.1%)</td>
</tr>
<tr>
<td>10. For a sense of well being...........</td>
<td>6 (3.0%)</td>
<td>54 (27.4%)</td>
<td>137 (69.5%)</td>
</tr>
<tr>
<td>11. As an aid in forgetting disappointments....</td>
<td>16 (8.1%)</td>
<td>67 (34.0%)</td>
<td>111 (56.9%)</td>
</tr>
<tr>
<td>12. To get high...........</td>
<td>61 (31.0%)</td>
<td>71 (36.0%)</td>
<td>64 (32.7%)</td>
</tr>
<tr>
<td>13. To get drunk...........</td>
<td>44 (22.3%)</td>
<td>70 (35.5%)</td>
<td>81 (41.1%)</td>
</tr>
</tbody>
</table>
## TABLE 7

**REASONS STUDENTS ABSTAIN FROM CONSUMPTION OF ALCOHOLIC BEVERAGES**

<table>
<thead>
<tr>
<th>Reason for Abstaining</th>
<th>Most Important</th>
<th>2nd Most Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Don't like taste, makes ill, or detrimental of general health...</td>
<td>9 (56.3%)</td>
<td>2 (12.5%)</td>
</tr>
<tr>
<td>2. Contrary to religious training, immoral, or pledged not to drink</td>
<td>2 (12.5%)</td>
<td>5 (31.3%)</td>
</tr>
<tr>
<td>3. Have lost control of drinking in the past...</td>
<td>2 (12.5%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>4. Parents or friends disapprove...</td>
<td>0 (0.0%)</td>
<td>2 (12.5%)</td>
</tr>
<tr>
<td>5. Bad experience of someone else...</td>
<td>0 (0.0%)</td>
<td>2 (12.5%)</td>
</tr>
<tr>
<td>6. Interferes with participation in sports...</td>
<td>1 (6.3%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>7. Can't afford it...</td>
<td>0 (0.0%)</td>
<td>1 (6.3%)</td>
</tr>
<tr>
<td>8. Friends never use...</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>9. Other...</td>
<td>2 (12.5%)</td>
<td>4 (25.0%)</td>
</tr>
<tr>
<td>Reason for Abstaining</td>
<td>Most Important Male</td>
<td>Most Important Female</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>1. Don't like taste, makes ill, or detrimental to general health..</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2. Contrary to religious training, immoral, or pledged not to drink..................</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. Have lost control of drinking in the past..................</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. Parents or friends disapprove....</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Bad experience of someone else...</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Interferes with participation in sports..................</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. Can't afford it..................</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Friends never use..................</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. Other..................</td>
<td>1^a</td>
<td>1^b</td>
</tr>
</tbody>
</table>

^a Student listed "A positive influence on others that drink" as most important reason for abstaining.

^b One female student did not respond at all.

^c One female did not respond at all, the other three listed: (1) "Do not need alcohol to be happy," (2) "Weight watcher," and (3) "Weight watcher."
alcoholic beverages represented 16 or 4.18 percent of the data producing population.

There were 170 or 96.05 percent of the males reporting to be users of alcoholic beverages, and 7 or 3.95 percent of the males listed as abstainers. There were 197 or 95.63 percent of the females reporting to be users of alcoholic beverages, and 9 or 4.37 percent of the females listed as abstainers.

The highest percent of consumers of alcoholic beverages according to class standing were the freshmen. Following the freshmen in order of percent who drink were the juniors, senior, and sophomores.

Nine of the sixteen abstainers reported being users of alcoholic beverages in the past. Only seven students (two males and five females) reported that they had never been users of alcoholic beverages. This would signify that 98.87 percent of the males and 97.57 percent of the females have used alcoholic beverages.

In Table 9 a complete analysis of the usage of alcoholic beverages by sex and class standing is presented.

Frequency of Usage by Sex and Year in College

There were 165 or 44.96 percent of the 367 users of alcoholic beverages who reported they used alcohol once or less per week. This represented 62 or 36.47 percent of the
male students, and 103 or 52.28 percent of the female students. A chi-square analysis of the frequency of use of alcoholic beverages and sex revealed a chi-square value of 22.8049. This signifies that there is a significant relationship between frequency of usage of alcoholic beverages and sex.

**TABLE 9**

NUMBER AND PERCENT OF USERS OF ALCOHOLIC BEVERAGES BY SEX AND CLASS STANDING

<table>
<thead>
<tr>
<th>Sex and Class Standing</th>
<th>Drinkers</th>
<th>Abstainers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Freshmen:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males:</td>
<td>65 (97.0%)</td>
<td>2 (3.0%)</td>
</tr>
<tr>
<td>Females:</td>
<td>71 (97.3%)</td>
<td>2 (2.7%)</td>
</tr>
<tr>
<td><strong>Sophomore:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males:</td>
<td>35 (94.6%)</td>
<td>2 (5.4%)</td>
</tr>
<tr>
<td>Females:</td>
<td>57 (93.4%)</td>
<td>4 (6.6%)</td>
</tr>
<tr>
<td><strong>Junior:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males:</td>
<td>48 (96.0%)</td>
<td>2 (4.0%)</td>
</tr>
<tr>
<td>Females:</td>
<td>50 (96.2%)</td>
<td>2 (3.8%)</td>
</tr>
<tr>
<td><strong>Senior:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males:</td>
<td>22 (95.6%)</td>
<td>1 (4.4%)</td>
</tr>
<tr>
<td>Females:</td>
<td>19 (95.0%)</td>
<td>1 (5.0%)</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males:</td>
<td>170 (96.0%)</td>
<td>7 (4.0%)</td>
</tr>
<tr>
<td>Females:</td>
<td>197 (95.6%)</td>
<td>9 (4.4%)</td>
</tr>
<tr>
<td>Total Students:</td>
<td>367 (95.8%)</td>
<td>16 (4.2%)</td>
</tr>
</tbody>
</table>
beverage and sex at the .001 level. The contingency coefficient was found to be .24187.

A chi-square analysis of the frequency of use of alcoholic beverages and class standing yielded a chi-square value of 13.0833. This chi-square value signified that there was not a significant relationship between frequency of usage of alcoholic beverages and class standing.

A complete analysis of the number and percent of users of alcoholic beverages is found by sex in Table 10. In Table 11 (page55) a complete breakdown by class standing is presented. In Table 12 (page 55) the frequency of usage by sex and year in college is found.

TABLE 10

FREQUENCY OF USAGE OF ALCOHOLIC BEVERAGE BY SEX

<table>
<thead>
<tr>
<th>Frequency of Use</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 times a year.......</td>
<td>14 (8.2%)</td>
<td>8 (4.1%)</td>
<td>22 (6.0%)</td>
</tr>
<tr>
<td>6-12 times a year......</td>
<td>11 (6.5%)</td>
<td>23 (11.7%)</td>
<td>34 (9.3%)</td>
</tr>
<tr>
<td>2-4 times a month......</td>
<td>37 (21.8%)</td>
<td>72 (36.6%)</td>
<td>109 (29.7%)</td>
</tr>
<tr>
<td>2-3 times a week.......</td>
<td>88 (51.8%)</td>
<td>87 (44.2%)</td>
<td>175 (47.7%)</td>
</tr>
<tr>
<td>4 or more days a week...</td>
<td>20 (11.8%)</td>
<td>7 (3.6%)</td>
<td>27 (7.4%)</td>
</tr>
</tbody>
</table>
TABLE 11

FREQUENCY OF USAGE BY CLASS STANDING

<table>
<thead>
<tr>
<th>Frequency of Use</th>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 times a year</td>
<td>55</td>
<td>8</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>6-12 times a year</td>
<td>15</td>
<td>7</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>2-4 times a month</td>
<td>40</td>
<td>20</td>
<td>31</td>
<td>18</td>
</tr>
<tr>
<td>2-3 times a week</td>
<td>64</td>
<td>51</td>
<td>47</td>
<td>13</td>
</tr>
<tr>
<td>4 or more days a week</td>
<td>12</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

TABLE 12

FREQUENCY OF USAGE BY SEX AND YEAR IN COLLEGE

<table>
<thead>
<tr>
<th>Frequency of Use</th>
<th>Freshmen Male</th>
<th>Freshmen Female</th>
<th>Sophomore Male</th>
<th>Sophomore Female</th>
<th>Junior Male</th>
<th>Junior Female</th>
<th>Senior Male</th>
<th>Senior Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 times a year</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6-12 times a year</td>
<td>5</td>
<td>10</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2-4 times a month</td>
<td>15</td>
<td>25</td>
<td>6</td>
<td>14</td>
<td>8</td>
<td>23</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>2-3 times a week</td>
<td>34</td>
<td>30</td>
<td>18</td>
<td>33</td>
<td>29</td>
<td>18</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>4 or more days a week</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>
Quantity of Usage by Sex and Year in College

The average quantity of alcoholic beverage consumed at a sitting varied a great deal according to the type of beverage and the sex of the drinker. Over 94 percent of all the students reported drinking only small or medium amounts of wine. More than 84 percent of all students reported consuming only small or medium amounts of beer, and more than 83 percent reported consuming only small or medium amounts of liquor.

Males consumed more alcohol at a sitting when drinking beer than liquor or wine. Female students consumed more alcohol when drinking liquor than beer or wine. Two out of ten males and over 14 percent of the females reported they drank large amounts of liquor.

A chi-square analysis of quantity of beer and sex of the drinker resulted in a chi-square value of 56.567, which is significant at the .001 level. The contingency coefficient was found to be .36572. A chi-square analysis of the quantity of wine and sex was 16.037, which is significant at the .005 level. The contingency coefficient was found to be .2046. The chi-square analysis of liquor and sex of the drinker was 31.473, which is significant at the .001 level. The contingency coefficient was found to be .20718.

A chi-square analysis of the quantity of beer and
class standing of the students was 16.459, indicating that there was not a significant relationship (over .05) between the two variables. The chi-square for the quantity of wine and class standing was determined to be 10.470, indicating that there was not a significant relationship between the two factors. The chi-square for the quantity of liquor and class standing was found to be 16.495, indicating no significant relationship between the two variables.

A complete analysis of the type and quantity of alcoholic beverage consumed by the students is presented in Table 13 (page 58). An analysis of the drinkers according to sex and class standing is presented in Table 14 (page 59).

**General Classification of the Group by Sex and Year in College**

The combined quantity and frequency levels of consumption of alcoholic beverages places users and non-users into the following categories: (1) abstainers, (2) light drinkers, (3) moderate drinkers, and (4) heavy drinkers. A detailed definition of the categories is found in Chapter I under the subheading Definitions (page 10).

There were 101 or 26.4 percent of the 383 students classified as heavy drinkers. Fifty-four or 30.5 percent of the male students and 47 or 22.8 percent of the female students were classified as heavy drinkers. Over 54 percent of the students were found to be moderate drinkers. Just
TABLE 13

TYPE AND QUANTITY OF ALCOHOLIC BEVERAGE CONSUMED ACCORDING TO SEX

<table>
<thead>
<tr>
<th>Type and Quantity</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beer:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>4 (2.4%)</td>
<td>54 (27.4%)</td>
<td>58 (15.8%)</td>
</tr>
<tr>
<td>1-3 bottles</td>
<td>65 (38.2%)</td>
<td>83 (42.1%)</td>
<td>148 (40.3%)</td>
</tr>
<tr>
<td>4-6 bottles</td>
<td>61 (35.9%)</td>
<td>44 (22.3%)</td>
<td>105 (28.6%)</td>
</tr>
<tr>
<td>7 or more bottles</td>
<td>40 (23.5%)</td>
<td>16 (8.1%)</td>
<td>56 (15.3%)</td>
</tr>
<tr>
<td><strong>Wine:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>72 (42.4%)</td>
<td>48 (24.4%)</td>
<td>120 (32.7%)</td>
</tr>
<tr>
<td>1-3 glasses</td>
<td>62 (36.5%)</td>
<td>108 (54.8%)</td>
<td>170 (46.3%)</td>
</tr>
<tr>
<td>4-5 glasses</td>
<td>25 (14.7%)</td>
<td>31 (15.7%)</td>
<td>56 (15.3%)</td>
</tr>
<tr>
<td>6 or more glasses</td>
<td>11 (6.5%)</td>
<td>10 (5.1%)</td>
<td>21 (5.7%)</td>
</tr>
<tr>
<td><strong>Liquor:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>43 (25.3%)</td>
<td>21 (10.7%)</td>
<td>64 (17.4%)</td>
</tr>
<tr>
<td>1-2 drinks</td>
<td>62 (36.5%)</td>
<td>63 (32.0%)</td>
<td>125 (34.1%)</td>
</tr>
<tr>
<td>3-4 drinks</td>
<td>31 (18.2%)</td>
<td>85 (43.1%)</td>
<td>116 (31.6%)</td>
</tr>
<tr>
<td>5 or more drinks</td>
<td>34 (20.0%)</td>
<td>28 (14.2%)</td>
<td>62 (16.9%)</td>
</tr>
</tbody>
</table>


TABLE 14

TYPE AND QUANTITY OF ALCOHOLIC BEVERAGE CONSUMED
ACCORDING TO SEX AND YEAR IN COLLEGE

<table>
<thead>
<tr>
<th>Type and Quantity</th>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Beer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>3</td>
<td>23</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>1-3 bottles</td>
<td>24</td>
<td>24</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>4-6 bottles</td>
<td>20</td>
<td>18</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>7 or more bottles</td>
<td>18</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Wine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>25</td>
<td>24</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>1-3 glasses</td>
<td>27</td>
<td>31</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>4-5 glasses</td>
<td>7</td>
<td>13</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>6 or more glasses</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Liquor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>11</td>
<td>4</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>1-2 drinks</td>
<td>26</td>
<td>24</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>3-4 drinks</td>
<td>10</td>
<td>38</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>5 or more drinks</td>
<td>18</td>
<td>7</td>
<td>6</td>
<td>16</td>
</tr>
</tbody>
</table>
over 50 percent of the males and 57 percent of the females were classified as moderate drinkers. Over 19 percent of the students were classified as light drinkers and abstainers. Just over 15 percent of both the males and females were classified as light drinkers, and just over 4 percent of each sex was classified as abstainers.

A chi-square analysis of the general classification of the group and sex of the students yielded a chi-square value of 3.725. The chi-square value indicated that there was not a significant relationship between the general classification of the students and sex. A chi-square for the general classification of the students and class standing yielded a chi-square value of 7.277, however the value indicated that there was not a significant relationship between the general classification and class standing.

A chi-square analysis of the heavy drinkers versus the non heavy drinkers by sex yielded a value of 2.901. The chi-square value indicated that there was not a significant relationship between heavy drinking and sex. The chi-square analysis of heavy drinking and class standing yielded a value of 2.491, indicating that there was not a significant relationship between the two variables.

A complete analysis of the general classification of the group according to sex is presented in Table 15. In Table 16 a complete breakdown by sex and year in college of
the group is presented.

**TABLE 15**

**GENERAL CLASSIFICATION ACCORDING TO SEX**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstainer.............</td>
<td>7 (4.0%)</td>
<td>9 (4.4%)</td>
<td>16 (4.2%)</td>
</tr>
<tr>
<td>Light Drinker.........</td>
<td>27 (15.2%)</td>
<td>31 (15.1%)</td>
<td>58 (15.1%)</td>
</tr>
<tr>
<td>Moderate Drinker.....</td>
<td>89 (50.3%)</td>
<td>119 (57.8%)</td>
<td>208 (54.3%)</td>
</tr>
<tr>
<td>Heavy Drinker.......</td>
<td>54 (30.5%)</td>
<td>47 (22.8%)</td>
<td>101 (26.4%)</td>
</tr>
</tbody>
</table>

**TABLE 16**

**GENERAL CLASSIFICATION BY SEX AND YEAR IN COLLEGE**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Abstainer</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3.0%</td>
<td>2.7%</td>
<td>5.4%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Light Drinker</td>
<td>8</td>
<td>12</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>11.9%</td>
<td>16.4%</td>
<td>24.3%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Moderate Drinker</td>
<td>36</td>
<td>41</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>53.7%</td>
<td>56.2%</td>
<td>37.8%</td>
<td>49.2%</td>
</tr>
<tr>
<td>Heavy Drinker</td>
<td>21</td>
<td>18</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>31.3%</td>
<td>24.7%</td>
<td>32.4%</td>
<td>29.5%</td>
</tr>
</tbody>
</table>
CHAPTER 5

CONCLUSIONS

General Method and Group Responding

A questionnaire on alcoholic beverage consumption was distributed to 562 randomly selected students living in the Residence Halls at State University College at Brockport, Brockport, New York. Over 68 percent of the students responded to the questionnaire. The data producing population was very similar to that of the actual breakdown of students on the campus according to sex and class standing.

Discussion of Limitations

The question of reliability and validity of the instruments used in any research must be answered. The questionnaire used in this study used questions directly from the research conducted by Straus and Bacon\(^1\) in the early 1950's. They did not report any actual calculations on reliability and validity of the questionnaire used. Because of the large number of students sampled by the Straus and Bacon questionnaire in many different institu-

\(^{1}\)Straus, pp. 1-221.
tions across the country, it was felt that the instrument was the best available.

In a letter to the researcher, Seldon D. Bacon points out:

The whole matter of validity and reliability is not only methodologically but also philosophically a complex question when one is dealing with reports of behavioral experiences, attitudes, practices, etc., as these are elicited from individuals.

The major "validity" problem in this field is, at least in my view, that the word usage and word implications as these appear among reports and conclusions of investigators.

In our 1949-1951 study we made some study of conscious falsification by students. We used our knowledge of alcohol-and-man, of settings of the questioning process and of internal consistency. We felt that conscious (or even flagrantly careless) reporting was minimal.

I will close by saying that both Straus and I felt that the student responders were making a very real effort to give "honest" answers.

The wide scope of the Straus and Bacon research combined with the pretesting done with the questionnaire used in the research, should help to give some solid ground to the entire question of reliability and validity.

Even though the sample was very representative of the actual on campus population, there will be some minor

\[1\] Correspondence to the researcher from Seldon D. Bacon, Center of Alcohol Studies, Rutgers University, New Brunswick, New Jersey, April 26, 1977.
error in the results because the entire population was not surveyed. It is also important to note the limitations that develop with less than a complete return of all the mailed questionnaires.

There are also some limitations to this research because of the data recording process. With the thousands of responses that had to be transferred to the optical scanner sheets, undoubtedly some errors were recorded. It was felt that the close inspection and reinspection kept the errors to a minimum.

Some note should be made that there is always the possibility of the students returning the questionnaire with false responses, due to carelessness, or desire not to state their true patterns of alcohol consumption.

There were some minor problems with the general classification of the consumers of alcoholic beverages. The students were ranked according to the quantity and frequency of alcoholic beverage consumption. Because of the varying amounts of different types of alcoholic beverages consumed, it was sometimes difficult to determine the average quantity the student would normally consume at a sitting. A question dealing with the most frequently consumed type of beverage would have proved useful in this study.

It is very important to note that no generalizations
about this study can be made to the entire student population at State University College at Brockport. The survey was only given to students living in the Residence Halls.

Conclusions on Hypotheses

Reasons for Consumption

Of the hypotheses developed for the reasons students consume alcoholic beverages, a significant number (over 60 percent of all students) reported the following reasons as being of some importance: (1) "Because of enjoyment of taste;" (2) "To get high;" (3) "To comply with custom;" (4) "To get drunk;" and (5) "To relieve fatigue and tension." A moderate number (30 to 60 percent) of all the drinkers reported the following reasons as being of some importance: (1) "To be happy;" (2) "As an aid in forgetting disappointments;" (3) "To get along better on dates;" (4) "In order not to be shy;" and (5) "For a sense of well being." A small number (less than 30 percent) of the drinking students reported the following reasons as being of some importance: (1) "To relieve illness or physical discomforts;" (2) "As an aid in meeting crises;" and (3) "To facilitate study."
Reasons for Abstaining

Of the hypotheses developed for the reasons students abstain from consumption of alcoholic beverages, a substantial number (11 of the 16 abstainers) reported the following reason as being of some importance: "Don't like taste;" "makes them ill;" or "detrimental to general health." A moderate number (seven) of all the abstainers reported the following reason as having some importance: "Contrary to religious training, immoral, or pledged not to drink." A small number (two) of the abstainers listed the following reasons as having some importance: (1) "Have lost control of drinking in the past;" (2) "Parents or friends disapprove;" (3) "Bad experience of someone else;" (4) "Interferes with participation in sports;" and (5) "Can't afford it."

The entire group of abstainers rejected the hypothesis stating, "Students abstain from drinking because their friends never use alcoholic beverages."

The hypothesis stating, "Students abstain drinking because of other reasons" was listed by four of the abstainers of alcoholic beverages. The other reasons listed for abstaining by the students were as follows: (1) "Positive influence on others that drink;" (2) "Do not need alcohol to be happy;" (3) "Weight watcher;" and (4) "Weight
watcher." It is interesting to note that two or 12.5 percent of the students listed, "Weight watcher" as a reason for abstaining.

Usage of Alcoholic Beverages

The hypothesis stating, "More male students consume alcoholic beverages than do female students" was supported by the study. The hypothesis stating, "A majority of students consume alcoholic beverages regardless of sex or year in college" was supported by the study. The study rejected the hypothesis stating, "The percent of students that consume alcoholic beverages increases by year in college." It was discovered that the freshman class had the highest number of consumers of alcoholic beverages followed by the juniors, seniors, and sophomores.

Frequency of Usage of Alcoholic Beverages

The hypothesis on frequency of usage of alcoholic beverages that stated, "Male students consume alcoholic beverages more frequently than female students" was supported by the study. Rejected was the hypothesis that stated, "The higher the year in college, the more frequently students will consume alcoholic beverages."
Quantity of Alcoholic Beverage Consumed

The hypothesis on quantity of alcoholic beverage consumed that stated, "Male students consume a greater quantity of alcoholic beverage at a sitting than do female students" was supported by the study. Rejected was the hypothesis that stated, "The higher the year in college, the greater the amount of alcoholic beverage consumption at a sitting."

Conclusions Versus Collected Data of Other Studies

Reasons for Consumption

Straus and Bacon and Hanson found in their research that the reason most often listed as having some degree of importance in the reason students drank was "Because of enjoyment of taste." Straus and Bacon found that 72 percent of the students listed the reason, and 76 percent of the Hanson study listed the reason. These can be compared to the 91 percent in this study. This would suggest an increase in the importance of "Because of enjoyment of taste" as a reason for consuming alcoholic

1 Straus, p. 71.

2 Hanson, "College Students' Reasons for Drinking: Twenty Year Trends," p. 256.
beverages by students.

Many of the percentages listed by Straus and Bacon\(^1\) for reasons students consume alcoholic beverages are very similar to the results of this study. However, this study found an increase of between 10 and 15 percentage points for such psychological factors as: (1) "As an aid in forgetting disappointments," (2) "As an aid in meeting crises;" and (3) "For a sense of well being."

The most dramatic difference in the results of Straus and Bacon\(^2\) to this research was for the two reasons that dealt with intoxication. Straus and Bacon found only 16 percent of the students listing, "To get drunk" as a reason for consumption. This study found that over 67 percent of the students felt that "To get drunk" was an important reason for the consumption of alcoholic beverages. Straus and Bacon found 47 percent of the students listing, "To get high" as a reason for consumption, and this study found it was of some importance to over 69 percent of the students.

Hanson\(^3\) found that over 90 percent of the subjects

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\(^1\)Straus, p. 71.

\(^2\)Ibid.

\(^3\)Hanson, "College Students' Reasons for Drinking: Twenty Year Trends," p. 256.
in his research reported, "To comply with custom" as an important reason for consuming alcoholic beverages. That compared to 64 percent in Straus and Bacon's\textsuperscript{1} study and this study. Hanson also reported that 88 percent of the students listed "To be happy" as an important reason for the consuming of alcoholic beverages. This compares to 62 percent in the Straus and Bacon research, and 58 percent in this study.

It would appear there has been an increase in some of the psychological and intoxication factors in the reasons that students consume alcoholic beverages.

Reasons for Abstaining

Straus and Bacon\textsuperscript{2} reported in their research the same basic factor was involved in abstaining from consumption of alcoholic beverages as this study. Both of the investigations found, "Don't like taste, makes ill, or detrimental to general health," leading the reasons for abstaining from the consumption of alcoholic beverages. This was followed by "Contrary to religious training, immoral, or pledged not to drink" in each of the research projects.

\textsuperscript{1} Straus, p. 71.

\textsuperscript{2} Ibid., p. 65.
Usage of Alcoholic Beverages

The Straus and Bacon\(^1\) research reported that for their nationwide survey of college drinking habits 74 percent of the students were classified as users of alcoholic beverages. This represented figures as high as 98 percent for the males and 95 percent for the females, and a low of 55 percent of the males and 20 percent for the females.

Kraft\(^2\) reported 95 percent of the students in his study to be consumers of alcoholic beverages. Hill\(^3\) found 89 percent of his sample to be consumers of alcoholic beverages. Kuder\(^4\) found that 85 percent of the students in his research were users of alcoholic beverages. Matross\(^5\) reported that 87 percent of the males and 82 percent of the females were drinkers.

The study conducted at Brockport found that 95.8 percent of the students surveyed were users of alcoholic beverages. There were 96 percent of the male students and

\(^{1}\text{Ibid., p. 47.}\)
\(^{2}\text{Kraft, p. 11.}\)
\(^{3}\text{Hill, p. 2.}\)
\(^{4}\text{Kuder, p. 143.}\)
\(^{5}\text{Matross, p. 98.}\)
95.6 percent of the females listed as consumers of alcoholic beverages.

Straus and Bacon\(^1\) reported an increase in the percent of drinkers according to year in college for both males and females. Of the freshmen males, 69 percent were classified as drinkers. The percent of drinkers increased to 81 percent in the sophomore year, 83 percent in the junior year, and a high of 87 percent in the senior year. The female students in their survey reported an increased incidence of drinking from the freshmen to senior year. The freshmen female consumers of alcoholic beverages represented 46 percent, followed by the sophomores at 59 percent, the juniors at 66 percent, and the seniors at 77 percent.

This same increase in the incidence of drinking from the freshman year to the senior year was reported by Hanson.\(^2\) He reported that 80 percent of the freshman males drink as compared to 85 percent of the seniors. The freshman female drinkers comprised 70 percent of the class as compared to 85 percent of the seniors.

An increased incidence of drinking according to year in college was not the case in this study. Ninety-

\(^1\)Straus, p. 55.

\(^2\)Hanson, "Drinking Attitudes and Behaviors Among College Students," p. 9.
seven percent of the freshman males were classified as drinkers; followed by 95 percent of the sophomores, and 96 percent of both the junior and senior class. The freshman female class reported 97 percent of them to be users of alcoholic beverages, followed by 94 percent of the sophomores, 96 percent of the juniors, and 95 percent of the seniors.

Frequency of Usage of Alcoholic Beverages

Straus and Bacon\(^1\) reported that 20 percent of the males and 25 percent of the females consume alcoholic beverages between 1 and 5 times a year. The study of Brockport State Residence Hall students found that 8 percent of the males and 4 percent of the females drink between 1 and 5 times a year.

Straus and Bacon\(^2\) found that 40 percent of the males and 50 percent of the females drink no more than 6 to 12 times a year. The Brockport research found 6.5 percent of the males and 11.7 percent of the females drink between 6 and 12 times a year.

Straus and Bacon\(^3\) reported that 21 percent of the

\(^1\)Straus, p. 101.

\(^2\)Ibid.

\(^3\)Ibid.
males and 10 percent of the females drink more than once a week. The Brockport survey found that over 63 percent of the males and 47 percent of the females drink more than once a week. Overall this represents 47.7 percent of the students as drinking 2 or more times a week. Hill,¹ at the University of Texas at Austin, reported that 25 percent of the students drank 2 or 3 times a week.

Matross² reported that 87 percent of the male students and 82 percent of the female students consumed alcoholic beverages at least once a month. Kuder³ found that 84 percent of the males and 86 percent of the females consume alcoholic beverages at least once a week. About 85 percent of the male students and 84 percent of the female students in the Brockport study consume alcoholic beverages about once a month or more.

Quantity of Alcoholic Beverage Consumed

Straus and Bacon⁴ reported that a great variation in the quantity of alcoholic beverage consumed depended on

¹Hill, p. 2.
²Matross, p. 8.
³Kuder, p. 143.
⁴Straus, pp. 102-103.
type of beverage and sex of the drinker. They found that both males and females consumed more alcohol at a sitting when drinking liquor. Over 95 percent of all the students reported consuming only small or medium amounts of wine, and 90 percent reported drinking only small or medium amounts of beer. Thirty percent of the males and 7 percent of the females reported drinking large quantities of liquor. Large amounts of beer were consumed by 9 percent of the males and just one percent of the females. The male students reported drinking large amounts of wine in only 4 percent of the population, and less than one percent of the females.

The Brockport study found that students consumed more alcohol at a sitting when drinking liquor. Over 94 percent of the students reported consuming only small or medium amounts of wine, and 84 percent of all the students reported drinking only small or medium amounts of beer at a single sitting. Twenty percent of the males and 14 percent of the females reported drinking large quantities of liquor at a sitting. Large amounts of beer were consumed by 23 percent of the male students and 8 percent of the female students. Six percent of the males and 5 percent of the females reported drinking large quantities of wine at a single sitting.
Hanson\(^1\), Hill\(^2\), and Matross\(^3\) reported a majority of students consumed only small amounts of alcoholic beverages when drinking. The Brockport study found that a majority of students consume only small quantities of alcoholic beverage at a sitting. An analysis according to the type of beverage consumed in the Brockport study found 56 percent of the students consuming only small amounts of beer, 79 percent consuming only small amounts of wine, and 51 percent consuming only small amounts of liquor.

Matross\(^4\) also reported that male students generally consume more alcohol at a sitting than do females. The research at Brockport indicated that males tend to consume more alcoholic beverage at a sitting than females.

**General Classification of Drinkers**

Starus and Bacon\(^5\) classified student consumers of alcoholic beverages according to age and sex. They reported heavier drinking by the male students in the late teens

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\(^{1}\)Hanson, "Drinking Attitude and Behaviors Among College Students," p. 7.

\(^{2}\)Hill, p. 2.

\(^{3}\)Matross, p. 9.

\(^{4}\)Ibid.

\(^{5}\)Straus, p. 106.
as compared to the earlier teens. The rate of drinking peaked at about age 20 and saw a decrease in heavy drinking by the older males. The same trend was experienced by the female students in their research. Heavier drinking increased during the younger ages and peaked with the female students about age 20. The percent of heavier drinking decreased with the older female students.

Taking into consideration that age generally increases with academic standing, the Brockport study reported an increase in heavy drinking from the freshman to sophomore year for male students. The percent of heavy drinkers peaked during the sophomore year, and decreased during the junior and senior years for the male students. The female students followed the exact same pattern as the male students. An increase in heavier drinking with a peak during the sophomore year, followed by a reduction in heavy drinking the last two years in college for female students.

**General Conclusions**

**Reasons for Consumption**

The reason listed by the students most frequently as a reason for consumption was "Because of enjoyment of taste." Followed by a combination of social and psychological factors. There was a noticeable increase in many of
the psychological factors as compared to studies by Straus
and Bacon\textsuperscript{1} and Hanson\textsuperscript{2}. A dramatic increase was found in
the number of students listing, "To get high," and "To get
drunk" as reasons for consuming alcoholic beverages as
compared to the Straus and Bacon results. This suggests
an increase in some of the psychological and intoxication
factors in the reasons students consume alcoholic beverages.

Reasons for Abstaining

Students overwhelmingly listed such factors as
dislike of taste, makes them ill, religious, and moral
issues for abstaining from alcoholic beverage consumption.
These results are very similar to the reasons Straus and
Bacon\textsuperscript{3} found for abstaining from consumption of alcoholic
beverages.

Usage of Alcoholic Beverages

Just under 96 percent of the entire data producing
population reported to be users of alcoholic beverages.
The male students comprised more of the drinkers than the

\textsuperscript{1} Ibid., p. 71.
\textsuperscript{2} Hanson, "College Students' Reasons for Drinking,
Twenty Year Trends," p. 256.
\textsuperscript{3} Straus, p. 65.
female students. It is important to note that the difference in the number of drinkers was less than one-half of a percentage point between the male and female students. The trend in the past indicates a steady decrease in the difference between male and female consumers of alcoholic beverages. There was no noticeable difference in the percent of drinkers and academic standing of the students.

Frequency of Usage of Alcoholic Beverages

There was a recorded increase in the frequency of consuming of alcoholic beverages as compared to the work of Straus and Bacon.\(^1\) There were over 84 percent of both the male and female students reporting to consume alcoholic beverages at least once a month. This frequency of consumption is not out of line with present data on frequency of drinking of college students reported by Hill,\(^2\) Kuder,\(^3\) and Matross.\(^4\)

\(^1\)Ibid., p. 101.
\(^2\)Hill, p. 2.
\(^3\)Kuder, p. 143.
\(^4\)Matross, p. 8.
Quantity of Alcoholic Beverage Consumed

There was a large degree of variation in the quantity of alcoholic beverage consumed according to the type of beverage and sex of the drinker. Students were found to drink more liquor at a sitting than other alcoholic beverages. Over 94 percent of all the students reported drinking only small or medium amounts of wine, and 84 percent of all the students reported drinking only small or medium amounts of beer. Generally, males consume more alcoholic beverage at a sitting than do their female counterparts.

General Classification

The study found that moderation in the consumption of alcoholic beverages is the general rule. Just under 70 percent of the males and 77 percent of the female students were classified as moderate drinkers or less. The percent of abstainers for each sex (about 4 percent) was not abnormally low or high).

The study indicates there is a relatively high percent of students on the campus classified as heavy drinkers. Thirty percent of the males and 23 percent of the female students were classified as heavy drinkers. The overall percent of heavy drinkers in the study consisted of over 26 percent of the total data producing population.
Broad Implications and Recommendations

The trend of an increase in the consumption of alcoholic beverages by college students is not unfamiliar. The decreased number of abstainers and increasing number of female drinkers is beginning to become a fact on the college campus. No longer can the problems of alcohol abuse be limited to a very small percent of male or female students.

It is important to understand the reasons college students consume alcoholic beverages. Just as important is to know and understand the reasons for abstaining from consumption of alcoholic beverages. The reasons involved for abstaining and consuming are central themes that could possibly answer many of the questions dealing with alcohol abuse on college and university campuses.

The problems related to alcohol abuse on campuses is not a new area. What is lacking is a good understanding of the problems related to alcohol abuse. The idea of eliminating alcohol abuse by banning alcohol on the campus is not the answer. Rather, what is needed is the development of creative programming on the campus to help the cause.

The exposure of students to factors related to responsible drinking habits would be an excellent goal for any college or university community. Students that are
exposed to concepts related to responsible use of alcoholic beverages could develop mature philosophies and behaviors about the use of alcohol. Alcoholic beverage usage in contemporary society will certainly remain a highly used beverage. Responsible drinking habits that students should develop in college will remain a need in the years ahead.

The entire area of programing is central in dealing with the use of alcohol on the campus. Sound educational programing in the classroom and availability to campus resources on alcohol use is needed for the future. Too often a person that is developing an alcohol problem goes undetected until it is well developed; or the student does not know how to go about receiving assistance.

The area of alcohol and programing is of great need in campus residence halls. Too often the main social activity of a residence hall revolves around the use of alcohol. Often alcohol is the central characteristic of the function, rather than being an enhancer to the event. New and creative social functions would do a great deal to reduce the problems related to alcohol use and abuse in residence halls. Educational programing in residence halls could also be effective in exposing students to reasonable behaviors with alcohol.

In many residence halls, damage related to alcohol abuse is not uncommon. Too often students are not held
accountable for the damage they might cause while under the influence of alcohol. Just the development of a basic respect for people and the property in a residence hall would be a great improvement.

The development of an Alcohol Education Committee on any campus would be an excellent starting point for a college or university. A committee of administrators, faculty, and students would be an excellent starting point to review the situation on a campus and the resources available. This committee could develop an effort to create a campus wide program to deal with any present or potential alcohol related problems.

Need for Further Research

This research project has just begun to grasp an understanding of the present situation in regard to alcohol attitudes and behaviors in the Residence Halls at State University College at Brockport. What is needed is further in depth research on the attitudes and behaviors related to alcoholic beverage consumption by the students.

There are questions that have developed during this study that need to be investigated. What are the trends that are developing over time? Is being a "Weight watcher" becoming a central reason for abstaining? These are questions that need to be answered to better understand
the present situation on the campus.

This research project has certainly not investigated all the possible variables related to attitudes and behaviors with the use of alcohol. An expansion to look at any or all of the following variables would greatly increase the frame of reference: (1) parental attitudes; (2) socioeconomic background; (3) personal associations; (4) religious background; and (5) availability of alcohol.

If this research only provides the impetus for further investigations to the potential alcohol abuse of the Brockport State Residence Hall students, it will have certainly served a noteworthy purpose. Further research on the Residence Hall students could lead to a complete investigation of the entire student population on and off the campus. The potential usefulness of research on the entire student population is great. Understanding the entire population at Brockport could lead to an effective alcohol education program that could meet the many developing needs of the college community.
APPENDIX I

ANONYMOUS QUESTIONNAIRE

1. Sex:  
   a. male  
   b. female

2. College year:  
   a. Freshman  
   b. Sophomore  
   c. Junior  
   d. Senior

3. Date of birth:  
   Month ______ Year ______

DIRECTIONS: As used in this questionnaire, alcoholic beverages include beer and wine as well as mixed drinks and hard liquors. An abstainer is one who consumes alcoholic beverages less than once a year. The term hard liquor includes cocktails, highballs, and liqueurs.

4. Classify yourself with regard to the use of alcoholic beverages.
   a. Abstainer and disapprove  
   b. Abstainer, but do not disapprove  
   c. Use not over 10 times a year  
   d. Use more than 10 times a year

IMPORTANT
   If you are now an abstainer answer only questions 5 and 6.

   If you are not an abstainer answer only questions 7, 8, and 9.

5. If you are now an abstainer, have you ever been a user of alcoholic beverages?
   a. yes  
   b. no

6. If you are now an abstainer, indicate your most important and next most important reason for abstaining. Check one in each column.
-86-

a. Don't like taste.......................................................................................... Most Important 2nd Most Important

b. Makes you ill......................................................................................................

c. Detrimental to general health........................................................................

d. Interferes with participation in sports..............................................................

e. Parents disapprove..........................................................................................

f. Friends disapprove..........................................................................................

g. Contrary to religious training........................................................................

h. Immoral............................................................................................................

e. Pledged not to drink........................................................................................

f. Friends never use................................................................................................

g. Bad experience of someone else.....................................................................

h. Because you have lost control of drinking in the past.....................................

i. Can't afford......................................................................................................

j. Other (specify)....................................................................................................

7. Disregarding any extreme experience, indicate the average amount of each type ordinarily consumed at a sitting.

Beer:  a. none
       b. 1-3 bottles
       c. 4-6 bottles
       d. 7 or more bottles

Wine:  a. none
       b. 1-3 glasses
       c. 4-5 glasses
       d. 6 or more glasses

Hard Liquor: a. none
            b. 1-2 drinks
            c. 3-4 drinks
            d. 5 or more drinks

8. How often during the past year have you had one or more drinks. Check one.

   a. 1-5 times in a year
   b. 6-12 times in a year
   c. 2-4 times a month
   d. 2-3 times a week
   e. 4 or more days a week

9. Indicate the importance of each of the following in your use of alcoholic beverages. For each, check whether of considerable, some, or no importance.
<table>
<thead>
<tr>
<th></th>
<th>Considerable Importance</th>
<th>Some Importance</th>
<th>No Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. To facilitate study....</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. To get along better on dates.............</td>
<td></td>
<td></td>
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<tr>
<td>c. To relieve fatigue or tension.............</td>
<td></td>
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<td>d. To be happy................</td>
<td></td>
<td></td>
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<tr>
<td>e. To relieve illnesses or physical pain, e.g., pains, aches, or when cold.............</td>
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<tr>
<td>f. To comply with custom..</td>
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<td>g. Because of enjoyment of taste.............</td>
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<tr>
<td>h. In order not to be shy.</td>
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<tr>
<td>i. As an aid in meeting crises................</td>
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<tr>
<td>j. For a sense of well being................</td>
<td></td>
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<tr>
<td>k. As an aid in forgetting disappointments................</td>
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<td></td>
</tr>
<tr>
<td>l. To get high................</td>
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<td></td>
<td></td>
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<tr>
<td>m. To get drunk................</td>
<td></td>
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</tbody>
</table>
APPENDIX II

Cover Letter

ANONYMOUS QUESTIONNAIRE

STATE UNIVERSITY COLLEGE
Brockport, New York

You are one of approximately 500 students who have been randomly selected to participate in this educational survey. This questionnaire was developed to measure some of the drinking attitudes and behaviors of students at Brockport.

Your honesty and thought in dealing with each question is very valuable to us. Do not give your name or room number, we do not want to have personal information about any particular person.

DIRECTIONS

1. Please answer all the questions as honestly and truthfully as possible.

2. Please circle the answer of the most correct statement for each question.

3. When you have completed the questionnaire, seal it in the enclosed envelope and return it to your Resident Director. The Resident Director will return the sealed envelope to the researcher.

We appreciate your time and cooperation in completing this questionnaire.
APPENDIX III

Followup Letter

STATE UNIVERSITY COLLEGE
Brockport, New York

Recently you received a questionnaire dealing with the drinking attitudes and behaviors of students at Brockport. If you have completed the questionnaire and returned it to your Resident Director, we would like to take this opportunity to thank you for your cooperation.

If you have not yet completed the questionnaire, we would certainly appreciate your doing so. If you have misplaced your questionnaire, you can obtain another copy from your Resident Director during his or her office hours.

Once again, we would like to take this opportunity to express our appreciation for your time and cooperation in completing this anonymous questionnaire.
SELECTED BIBLIOGRAPHY


