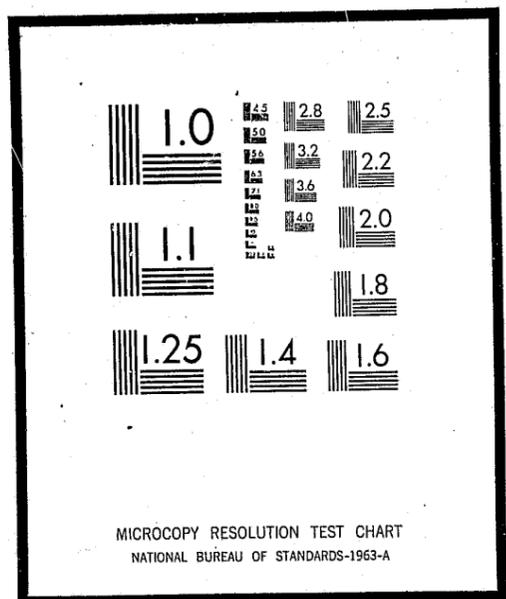


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Changing Patterns of Delinquent Behavior  
Among Americans 13 to 16 Years Old  
1967-1972

Report #1 of the National Survey of Youth '72

Including a Description of the Methods and Data File of NSY'72<sup>1</sup>

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CONTENTS

Preface	1
Chapter 1: Sampling	3
Representativeness of the Sample	4
Comparability of the 1972 and 1967 Samples	7
Check on Weighting	9
Chapter 2: Interviewing	10
Interviewers: Selection and Training	10
Interviewing	12
The Interview Schedule	13
A Note on Costs	15
Chapter 3: Content Analysis	16
Chapter 4: Constructed Variables	18
Delinquent Behavior	18
Perception of the Prevalency of Delinquency	24
Perception of Risk	24
Anomia	24
Youth Culture	25
Indices of Politicalization	31
Anxiety	32
Self-esteem	33
Sexual Identity	34
Relationships with Parents	36
Scholastic Achievement	37
Chapter 5: Data Management	38
Revisions of '67 Indices of Delinquent Behavior	39
Chapter 6: A Note on Statistics	41
Chapter 7: Findings and Discussion	43
Changes in Delinquent Behavior from 1967 to 1972	43
Summary: Changes--1967-1972	59
Reasons for Change	60
A Check on the Data: The Rural-Urban Case	65
Another Check: Drug Use Compared to Other Delinquent Behavior	67
Provocations to Drug Use and Delinquency	68
References	73
Appendix I: Instruments	
Appendix II: Tables A1-A8	

LIST OF TABLES

Table	Title	Page
1:1	Sample and Population Distributions for Sex, Age and Race by Sex	5
1:2	Distributions for Sex, Age and Race by Sex in the '67 and '72 Samples	7
4:1	Correlations between Anomia And:	26
4:2	Intercorrelations among Factors Scores on Components of Youth Culture	27
7:1	Frequency of Dating and Its Relationship to Delinquent Behavior Particularly to Use of Drugs (by sex, age, and year)	60
7:2	Boys' Autonomy from Parents and Its Relationship to Delinquent Behavior Particularly to Use of Drugs (by age, frequency of dating; and year)	61
7:3	Sex of Companions in the Use of Marijuana and of Other Drugs--1972	62
7:4	Sex of Source of Marijuana and of Other Drugs--1972	63
7:5	Perception of Drug Use among Teenagers and Its Relationship to Own Drug Use (by sex, age, frequency of dating, and year)	64
7:6	Per Capita Dates of 15-16 Year Old Girls (by rurality and by year)	66
7:7	Parental Autonomy of 15-16 Year Old Boys (by rurality and by year)	66
7:8	Perception of Teenagers' Drug Use among 15-16 Year Old Boys (by rurality and by year)	67
7:9	Boys' School Grades and Their Relationship to Delinquent Behavior Particularly to Use of Drugs (by sex, year, and frequency of dating)	69
7:10	Closeness of Boys' Relationships to Their Fathers and Mothers and Its Relationship to Delinquent Behavior Particularly to Use of Drugs (by age and year)	70

LIST OF FIGURES

Table	Title	Page
4:1	Seriousness Weights Assigned Offenses, with Qualifying Characteristics	21-22
4:2	Definition of Frequency Indices for Specific Offenses	23
7:1	Distributions of '67 and '72 Scores of Frequency of Significant Delinquency	45
7:2	Distributions of '67 and '72 scores of Seriousness of Delinquency--Males	46
7:3	'67-'72 Comparison of Frequency of Significant Incidents of Delinquent Behavior by Offense--Males	47-48
7:4	Distributions of '67 and '72 Scores of Frequency of Significant Delinquency, Excluding Drinking and Using Drugs --Males	49
7:5	Distributions of '67 and '72 Scores of Frequency of Significant Delinquency--Females	50
7:6	Distributions of '67 and '72 scores of Seriousness of Delinquency--	51
7:7	'67-'72 Comparison of Frequency of Significant Incidents of Delinquent Behavior by Offense--Females	52-53
7:8	Distributions of '67 and '72 Scores of Frequency of Significant Delinquency, Excluding Drinking and Using Drugs--Females	54

Preface

This is the first formal report of the National Survey of Youth '72. The National Survey of Youth '72 is the second in a series of projected periodic studies of American adolescents begun in 1967. One of its major purposes is to monitor changes in the self-reported delinquent behavior of American boys and girls. It also investigates a wide variety of other aspects of adolescent life, both for their own interest and in their relationship to delinquent behavior.

The National Survey of Youth is a cross-sectional study rather than a longitudinal one. That is, each survey interviews youngsters who are in their adolescent years at the time of their interview and no attempt is made to interview the same young people in subsequent surveys. The aim is to compare boys and girls of a particular age in one year to those who were that same age when interviewed in an earlier survey. Thus, historical trends may be ascertained, but developmental trends cannot be established with as much certainty.

Report #1 of the National Survey of Youth '72 first presents the methods employed in the research. It explains how youngsters were chosen to be interviewed in order to obtain a representative sample of American adolescents, how interviewers were selected and trained, and the process of interviewing and of recording and analyzing the data. It documents the range of variables comprising the NSY '72 data bank, which is available to other social scientists for their use.

This report also documents the changes in delinquent behavior of 13 through 16 year old boys and girls from 1967 to 1972. It presents data on other changes in adolescent life in the United States during those years in an attempt to illuminate why the style of delinquent behavior but not the amount changed so markedly.

In preparation are reports on political attitudes and behavior in relationship to delinquency; rural-urban-suburban differences in delinquent behavior based on data from the U.S. Census of 1970; a comparison of official delinquency records with the self-reported delinquent behavior of the 1972 cohort, and the relationship of physical maturation in adolescence to delinquency and other variables. Other reports are also being planned.

Many people must contribute their talents to accomplish a major

national survey. It is impossible to here name and acknowledge our gratitude to all the members of the staff of the Institute for Social Research --the sampling staff, interviewers and their supervisors, coders, programmers, business staff, etc.--and all the citizens in the sampled communities who helped. It must suffice for us to name those in the core of the project team: Mary Cullen, Thelma Wheeler Eskin, Richard Fuller, Dorothy Paulette, Elizabeth Robinson, Mary Sweeney, Patricia Tomlin, and Cynthia Tysinger. We also wish to thank Jay R. Williams, who directed the 1967 survey and who was generous with his advice in staging NSY '72. We are also grateful to Drs. Sheila Feld and Robert J. Berger for their comments on the draft manuscript.

The National Survey of Youth has been supported since its inception by the Center for Studies of Crime and Delinquency of the National Institute of Mental Health. NSY '72 was funded under grant number MH 20575.

## Chapter 1

## Sampling

The sampling design and procedures for NSY '72 were developed with the assistance of the Sampling Section of the Institute's Survey Research Center. The multistage area sample design provided for interviewing adolescents in 40 geographical areas (counties or county groups) called Primary Sampling Units (PSUs), throughout the conterminous United States, with an expected yield of 1600 interview of boys and girls 11 through 18 years old. The 40 PSUs, a subset of the Survey Research Center's 74-PSU national household sample (see Kish and Hess, 1965), consist of the New York and the Chicago Standard Consolidated Areas, seven of the ten largest Standard Metropolitan Statistical Areas (SMSAs), an additional 16 SMSAs (ranging in size from around 125,000 to 1,900,000), and 15 non-SMSAs (whose populations range from 5,000 to 200,000). As many as 20 neighborhoods (or clusters) were selected at random in the largest PSUs and as few as five in the smallest PSUs. Then housing units (HUs) were randomly chosen within each cluster.

The average cluster contained around 20 HUs and yielded about five interviews. Only one adolescent from each HU was interviewed; in HUs with more than one eligible respondent, selection of the respondent was made on a random basis. The reason for interviewing only one boy or girl per HU rather than all eligible adolescents, which would be a much more economical procedure, was to obtain a more heterogeneous sample in terms of family background and parent-child relations.

The interviewers visited about 8,500 HUs. Of these, 90% were found to be occupied housing units. Approximately 1,960 of the occupied HUs had one or more adolescents 11 through 18 years of age. (The exact number of HUs with eligible respondents is unknown because interviewers were not able to determine the composition of the household when inhabitants refused to give information on household composition or when the interviewers never found anyone home.) The total number of eligible respondents interviewed is 1,395. This figure is somewhat lower than the expected sample size of

1,600. The main reason for this shortfall is that the proportion of non-responses was substantially higher than was anticipated. The sampling design estimate of the response rate was 80 percent; if this had been the actual response rate, the number of interviews obtained would have been 1,568. However, the actual response rate turned out to be 71 percent.

The reasons for nonresponse are varied. The most common reasons and their proportion of the total nonresponses are as follows: refusal by selected respondent (36%); refusal by parent or both respondent and parent (33%); selected respondent absent or not available--e.g., respondent willing to be interviewed but did not have time, often because of job or school activities (20%). Other reasons (11%) include, for example, adolescents who could not be interviewed because they did not speak English or because of a physical or psychological disability.

We were curious about the response rate in different geographical areas, because during the field work it seemed that in urban areas the nonresponse rates tended to be higher than in rural areas. Therefore, we have compared the response rates in the relatively rural areas, in small towns, in middle sized cities, and in the large urban centers. We have found that the number of refusals and other forms of nonresponse in proportion to the number of interviews obtained is 17% lower in the rural areas than in all areas combined. Response rates, however, are not lowest in the largest and most heavily populated urban-suburban areas (such as Chicago, New York, Los Angeles, Pittsburg, etc.). It appears rather that the nonresponse problem was greatest in the intermediate-sized metropolitan areas (e.g., Seattle, Little Rock, Indianapolis) and smaller cities, i.e., in all the areas combined outside of the most rural and the largest metropolitan areas.

#### Representativeness of the Sample

We turn now to characteristics of the sample, comparison of the sample and the population, and to some limited data on the sample of respondents who were not interviewed--which will be of some use in attempting to explain discrepancies between the sample and the population. Data on the composition of the sample of 1,395 adolescents with respect to sex, age, and race by sex, and of the equivalent population, consisting of approximately 32 million adolescents, age 11-18, are presented in Table 1:1.

Table 1:1

#### SAMPLE AND POPULATION DISTRIBUTIONS FOR SEX, AGE AND RACE BY SEX

	SEX		AGE							
	Male	Female	11	12	13	14	15	16	17	18
Sample Frequency	720	675	195	206	169	150	169	173	198	135
Sample Percent	51.6	48.4	14.0	14.8	12.1	10.8	12.1	12.4	14.2	9.7
Population Percent <sup>1</sup>	50.9	49.1	12.6	13.0	12.6	12.7	12.5	12.5	12.3	11.9

#### RACE BY SEX

	MALES			FEMALES			Missing Data
	White	Black	Other	White	Black	Other	
Sample Frequency	602	87	19	537	95	31	24
Sample Percent	85.0	12.3	2.7	81.0	14.3	4.7	
Population Percent <sup>1</sup>	85.3	13.3	1.4	84.8	13.7	1.5	

<sup>1</sup>Based on 1970 Census data.

It is apparent that females are slightly underrepresented in the sample; however, the difference between the sample and population proportions is less than one percent. While this is a very small difference, we wondered whether the undersampling of females might have been due to a lower response rate among females. For most of the HUs that yielded no response (i.e., 468 of the estimated 565 HUs with an eligible respondent who was not interviewed), the age and sex of the selected respondent was ascertained. Examination of these data reveals no difference in the nonresponse rates of male and female respondents.

Looking now at the racial composition of the sample (see Table 1:1), we note that white females are underrepresented, compared to white males, but among blacks the proportion of females is slightly larger relative to males. These data, along with the fact that the number of males sampled is one percent lower than the population figure suggest an appreciably higher nonresponse rate among black males. It should be pointed out that the interviewers did not record the race of nonrespondents (only age and sex); however, we are able to identify a limited number of clusters in which nonrespondents were very likely to be black, based on the racial composition of adolescents in the cluster who were interviewed. In these

"black clusters," the male nonresponse rate was indeed about 25% higher than the female nonresponse rate.

It is also apparent in Table 1:1 that the proportions for "other" (race) are quite a bit higher in the sample than in the population, especially among females. We believe that this discrepancy may be due largely to a difference in the methods of collecting racial information in NSY compared to the Census, a difference that would primarily affect the racial identification of Spanish-Americans. The Census uses a self-report method, the respondent choosing among white, black and several other designations including American Indian, Chinese, Japanese, etc., but there is no Spanish-American designation; however, the respondent can check "Other" and write in any designation he or she wishes (e.g., Puerto Rican, Mexican). The NSY '72 interviewers, on the other hand, designated the respondent's race themselves and were instructed to distinguish Spanish-Americans (encountered most often in Miami and Los Angeles) on the basis of surname and native language. Thus, a number of NSY respondents identified as Spanish-Americans would probably be identified by the Census as white or black.

Finally, we have compared the composition of the sample to the population with respect to age (see Table 1:1). The differences between sample and population percentages at the eight age levels present a rather mixed pattern. Although in five of the eight age groups the sample proportion differs by more than one percent from the population proportion (in only one group, age 18, does the difference exceed two percent), the only evident trend is the oversampling tendency at ages 11 and 12. We were curious whether these departures might be related to response rate, such that undersampling at a given age level would be linked to a low response rate at that age level and oversampling, to a high response rate. At first glance this seemed to be a valid explanation, for it was noted that the response rate was lowest and undersampling most pronounced at age 18; however, the correlation between sampling discrepancies and response rates, while in the expected direction, is not statistically significant. That is, we ordered the age groups by how much their proportions in our sample deviated from their proportion in the population, and by their response rates; and we found no reliable relationship between the two orders. Thus, the over- and undersampling tendencies related to age cannot be accounted for by differential response rates.

To summarize, the sex, race, and age composition of the sample has been compared with the composition of the parent population. There are slight differences in the sample and the population, but overall they appear to be quite similar. We conclude, therefore, that the sample of adolescents interviewed in the 1972 National Survey of Youth adequately represents boys and girls 11 through 18 years old in the United States.

#### Comparability of the 1972 and 1967 Samples

As our primary substantive interest in this report is to compare the delinquent behavior and other characteristics of adolescents in the 1972 National Survey of Youth with those of adolescents in the 1967 National Survey of Youth, it is necessary to ensure the similarity of these two samples with respect to basic demographic variables. The sample drawn in 1967 consisted of 847 boys and girls age 13 through 16. We compared this sample with the sample of 661 boys and girls in that age range interviewed in 1972. Data on the composition of the 1967 and 1972 samples in terms of sex, sex by race, and age is provided in Table 1:2

Table 1:2  
DISTRIBUTIONS FOR SEX, AGE AND RACE BY SEX IN THE '67 AND '72 SAMPLES

	<u>SEX</u>			<u>AGE</u>					
	Male	Female	T	13	14	15	16	T	
<u>1967</u>									
Sample Frequency	469	378	847	155	220	242	260	847	
Sample Percent	55.4	44.6	100	18.3	26.0	28.6	27.1	100	
<u>1972</u>									
Sample Frequency	354	307	659	169	150	169	173	661	
Sample Percent	53.6	46.4	100	25.6	22.	25.6	26.2	100	
<u>RACE BY SEX</u>									
	<u>MALES</u>				<u>FEMALES</u>				
	White	Black	Other	T	White	Black	Other	NA	T
<u>1967</u>									
Sample Frequency	408	53	8	409	328	48	2	0	378
Sample Percent	87.0	11.3	1.7	100	86.8	12.7	.5		100
<u>1972</u>									
Sample Frequency	300	40	7	347	233	53	14	7	307
Sample Percent	86.5	11.5	2.0	100	77.7	17.7	4.6	*	100

\*not included in percentage.

It is apparent that the proportions of boys and girls in the '67 and '72 samples are fairly similar, but that there are some discrepancies when sex and age are considered. Comparison of the proportions at each level in the two samples using the chi square test reveals a statistically reliable difference between the samples, and the same is true when the proportion of white (or black) girls (or boys) are compared. These differences in sample composition could bias comparisons of delinquent behavior from 1967 to 1972, since both age and (to a lesser extent) race are related to delinquency. It was decided, therefore, to make adjustments in the samples that would equalize the age and sex-race proportions, but this has only been done in carrying out analyses of delinquent behavior that could be biased by the difference in age and/or sex-race distribution. The adjustments consisted of the random deletion of respondents in certain categories from the '72 sample to make the proportions in the '72 sample approximately equal to the '67 proportions.

The discrepancy in the age distributions was most conveniently allocated to the smaller proportions of 13-year olds in the '67 sample (18.3% versus 25% in the '72 sample). This was the most convenient adjustment inasmuch as it involved only one age category and required the fewest deletions. The '67 and '72 age distributions have been brought into line by randomly deleting fifty-eight 13-year olds from the '72 sample. The source of the discrepancy in the sex-race distribution was allocated to the differential proportion of black females in the two samples, 12.7% in '67 versus 17.7% in '72. The sex-race proportions have been brought into line by randomly deleting 11 black females from the '72 sample. It is, of course, important that the delinquency scores of the 13-year olds and black females randomly deleted from the '72 sample are not on the average higher or lower than the scores of similar respondents who remain in the sample; such comparisons were carried out, demonstrating negligible differences between the deleted and remaining respondents with respect to delinquency.

The '67 and '72 samples have also been compared with respect to parental socio-economic status, measured on the Duncan SES index (Reiss, 1961) and with respect to the type of demographic area (rural-suburban-urban) where the respondent has lived most of his/her life. The two samples have almost identical socio-economic status scores on the average and have very similar distributions with respect to the demographic areas in which the respondents resided.

#### Check on Weighting

The sampling procedure followed in NSY '72--and also in NSY '67--called for interviewing only one adolescent per household, even though in many instances (about 50% it turned out) there was more than one eligible respondent in a household. Thus, the chance of an adolescent being selected for the interview was inversely proportional to the number of eligible adolescents in the household. The biasing effects of this sampling procedure may be counteracted simply by weighting responses according to the number of eligible respondents in the household (see Kish, 1949). However, statistical interpretation is more straightforward when one uses unweighted data. Furthermore, experience has shown that the differences between weighted and unweighted results are small. We have conducted an analysis to determine whether crucial scores weighted according to number of eligible respondents are significantly different from unweighted scores. This analysis, carried out with the assistance of the Sampling Section of the Institute for Social Research, consisted of comparing weighted and unweighted estimates (an estimate is a summary statistic such as a mean or the response frequency for a given code) on 12 major variables, which included, for example, frequency and seriousness of delinquency, school grade average, parental socio-economic status, and indices of father's and mother's affection. The analysis was done separately for male and female respondents. For 23 of the 24 comparisons, it was found that the difference between the weighted and unweighted estimates was less than one-twentieth of the standard deviation of the estimate. According to Cochran (1963) the effect of bias on the accuracy of an estimate can be considered negligible if the bias is less than one-tenth of the standard deviation of the estimate. We decided, therefore, to treat the data without weights.

Chapter 2  
Interviewing

Interviewers: Selection and Training

The interviews were conducted by men and women in the age range of 21 to 33 years. They were recruited during the late fall of 1972 on The University of Michigan campus by means of posters, advertisements in the student newspaper, and word of mouth. About 90 responded, 46 of whom were eventually selected. Most of them were enrolled in a graduate program at the university, usually in the social sciences, social work or education.

Criteria for selection included successful experience working with adolescents, stability and responsibility as indicated by employment and scholastic records and references, professional or personal interests in the substance of the study, warmth and confidence of presence as indicated by a personal interview, good health, and assurance of availability throughout the training and field periods. We also were able to select interviewers in man/woman pairs whose previous experience together indicated that they would make compatible teams.

It would not have been wise to assign the interviewing itself to the ISR resident interviewing staff (despite the considerable reductions in costs this would permit). Those interviewers are carefully selected and well-trained; they are competent, efficient, and experienced. But three of their characteristics militate against their obtaining valid data on the delinquent behavior of adolescents. One is their age: ISR's resident interviewers are almost all in the age range of the parents of adolescent respondents. Second is their sex: they are almost all women. Third, they live in or near respondents' communities. We believe that adolescents will be less frank about their delinquent behavior, their relationships with their parents, and other sensitive domains of adolescence to interviewers who resemble their mothers and will remain in the community after the interview is completed. We think we can get better data employing surrogate older brothers and sisters who furthermore will disappear from the neighborhood shortly thereafter with whatever they have been told.

Of the 46 interviewers selected to begin training in January, 44 eventually completed their field assignment in the early summer. The two dropped out during the training period on account of illness.

Each interviewer spent about 40 hours in training between January 31 and April 17.

The training program divided into weekly units like this:

Unit 1: Brief overview of the research, training objectives, and the training sequence; assistance to be provided by ISR interviewers in the field; administrative procedures.  
Assignment for next session: ISR Interviewer's Manual, Section A, Part 2; Section B, Parts 3-6.

Unit 2: Discussion of basic principles of interviewing; demonstration interview. Copies of the interview (prefinal draft) distributed.  
Assignment for next session: Interview team mate or a friend--respondent should pretend to be (role-play) an adolescent.

Units 3 and 4: Small groups review and discuss the practice interview, and take turns practicing parts of the interview (role-playing) and observing role-playing of the interview by others. Preparation for first practice interview with an adolescent.  
Assignment for next session: Each trainee interviews an adolescent in the field. The interview is tape-recorded.

Unit 5: Discussion of practice interview in large and small groups, focussing on problem areas.  
Assignment for next session: ISR Interviewer's Manual, Sections C and D.

Unit 6: Training in sampling principles and procedures and record-keeping.  
Assignment for next session: Field practice in listing and sampling in rural and urban areas.

Unit 7: Discussion of field sampling experience. Further training in sampling and record-keeping. Preparation for second practice interview of an adolescent. Discussion of any changes in the interview.  
Assignment for next session: More field practice in listing, sampling, and selection of an adolescent respondent who is interviewed at a neutral site. This interview is tape-recorded also.

Unit 8: Review of second sampling and interviewing experience.

Units 9 and 10: Feedback for trainees on tape of second practice interview, sampling work, and record-keeping; discussion of problem areas in small groups or in individual conferences.

Unit 11: Celebrating the end of training with a party; and "dividing up the country"--that is, assigning who goes where. (A procedure was devised which took into account each team's preference(s) and gave each team an equal chance.)

A book that was strongly recommended: The Dynamics of Interviewing: Theory, Technique, and Cases by Robert L. Kahn and Charles F. Cannell.

Training did not end when interviewers left Ann Arbor for the field. Each team took a cassette recorder along and taped each member's second, sixth, tenth, and sixteenth interview, out of a total of about 32 interviews each. Each tape was sent immediately along with its written protocol to the home office and reviewed by a staff member, who noted the accuracy and completeness of the written record, fidelity to the interview schedule, biasing or other inappropriate behavior by the interviewer, and characteristics of the interviewer's style such as pace, diction and rapport. Each tape was mailed back to the interviewers in the field with written comments and suggestions. We tried to mention strengths as well as weaknesses in this feedback. Interviewers and supervisory staff agreed that feedback based on taped interviews during training and data collection was a significant means of ensuring the quality of the interviewing.

We believe that procedures for interviewer selection and training produced a set of interview of high quality. Adolescents seemed to respond completely and frankly to questions, responses were recorded accurately and clearly. Interviewers worked as efficiently as field conditions permitted. We are now of the opinion that we would select and train interviewers in substantially the same manner for future surveys of this kind.

#### Interviewing

Each interview was conducted by a young adult of the same sex as the respondent. The first contact was by form letter from the Study Director to the heads of the selected households informing them that named interviewers would come by to inquire if an 11- to 18-year old lived in that household. The interviewers in the field mailed the letters or delivered them to the doors after selecting addresses. One or both members of the interview team visited shortly thereafter; where possible they listed eligible respondents at that time, selected one at random to be interviewed, and made an appointment for the interview.

At the appointed hour, the interviewer called for the respondent, usually at the respondent's home but sometimes elsewhere--at school perhaps, or at a place of employment. They drove together to an interviewing site--a library, a community center, a hospital. On the way and as they were settling down for the interview, the interviewer explained in general terms

the nature of the National Survey of Youth and answered any questions that the respondent might have. Confidentiality was stressed, as was the interviewer's eagerness for the respondent to ask for an explanation if he or she did not understand any part of the interview. The interviewer--men interviewing boys and women, girls--also made clear that he was interested, for his part, in understanding the respondent's answers and that he might sometimes ask the respondent to clarify what he had said. Later on in the interview, at the point when the questions on the respondent's delinquent behavior were introduced, the interviewer reminded the respondent of the confidential nature of the data and made a special request for frankness. The respondent was particularly asked if he preferred not to be asked these questions about his delinquent behavior (two percent demurred).

We should explain at this point that any information collected by NSY '72 that might identify a particular youngster and any such information held by personnel are immune from subpoena. This grant of immunity was made by the U.S. Department of Justice under Section 502[c] of Public Law 91-513, the Comprehensive Drug Abuse Prevention and Control Act of 1970. Furthermore, great care was taken to keep such information as was necessary for administrative purposes separate from individual's responses. Links of data to individuals were destroyed as soon as they were no longer needed.

At the close of the interview the interviewer drove the respondent home or wherever he wanted to go; with younger respondents, the arrangement was made with parental approval.

Detailed instructions to interviewers on the conduct of interviews may be found in the attached Interviewer Instruction Booklet.

#### The Interview Schedule

The Interview Schedule and its accompanying Response Booklet are included in Appendix 1 to this report. The reader will note that questions take a wide variety of forms: some ask for a report of actual events or facts, others for opinions; some are open-ended, permitting the respondent to structure his own reply, while others present more or less fixed alternative responses; some call for replies which must be made face-to-face and orally, others for more private written responses, and still others for the respondent to sort cards; some questions are transparent in their objectives, others are more opaque and even projective. An attempt was made

to structure the interview schedule so that it alternated among modes of responding as it progressed in order to sustain the respondent's interest, while at the same time moving naturally from one topic to the next.

The objectives of each question or set of questions was explained in detail to the interviewers and summarized briefly in their Instruction Booklet (see pp. 6-3 to 6-18); see Appendix 1.

Each of the measures used in the interview was pre-tested. We tried to ensure that every question would be understood by the youngest and least bright of our respondents; that responses would vary over a range sufficiently wide for meaningful data analyses; that multi-item measures were internally consistent; and, where possible, that measures had demonstrable criterion and/or construct validity. About 40% of the content of the interview schedule was taken from the National Survey of Youth 1967 with little or no change, so the earlier survey served in this sense as a pre-test for the present one. This content included measures of delinquent behavior and measures of its strongest correlates whose strict comparability to 1967 was of special importance; they also included other 1967 measures that we felt could not be substantially improved upon. Other measures were taken from the literature. Still others were invented by ourselves and subjected to various pre-tests in the first months of this study. The degree to which we achieved a set of measures which merit confidence will be documented in Chapter 4.

#### A Note on Costs

Before closing this section on sample selection and interviewing, it is appropriate to discuss costs. Because it is impossible to separate the costs of sampling from the costs of interviewing in the NSY operation, we must determine the cost-per-interview for those two aspects combined. It is \$106. This compares with an average cost-per-interview (with sampling) in the normal ISR national survey of adults of between \$30 and \$40. Some of this difference was, of course, anticipated in the budget. But, unfortunately, its size was underestimated.

The cost-overflow was in the field operation and amounted to about \$32,500; this is 32% of the budget for the field operation, including training; 12% of the total budget for the first year; and 9% of the total (two-year) project budget. It came about largely because of the unanticipated amount of time and travel needed for sampling. The procedure in 1972 differed from 1967 and was significantly more successful in producing the desired number of interviews--but more expensive. Expensive time--the time of interviewers on fulltime wages and per diem expenses--was invested in sampling in 1972, while less expensive time--the hourly wages of ISR field interviewers--had been spent on this in 1967.

ISR has not yet received this cost-overflow from NIMH. While the total amount is not tremendous and comes to a relatively small proportion of the two-year budget, it amounts to a large sum for the Institute to have to take out of slim reserves. For example, the cost-overflow amounts to one-third of the total direct costs on this project. Since our indirect costs are estimated fairly closely, in effect this means that, without recovery, ISR has paid part of the costs of this project. We hope that this issue is not closed, that recovery of some or all of the cost-overflow can be negotiated.

Future surveys will be able to take advantage of a recent development at ISR to devise what we believe will be an efficient compromise for obtaining a representative sample of youth. The Institute has revived its Omnibus Survey, a quarterly operation which several studies share. Future surveys of youth can get their samples through the Omnibus Survey. That is, ISR's resident field interviewers can, in the course of sampling and interviewing on that Omnibus Survey just prior to the youth survey, oversample in the selected sampling areas only for the purpose of listing the occupants of households in order to locate eligible adolescents. Then the special National Survey of Youth staff will be able to go directly to known addresses to make appointments for interviews. This should reduce field costs considerably.

Chapter 3  
Content Analysis

Content analysis of NSY '72 interviews was done by the Institute for Social Research Coding Section. Ten trained content analysts--or coders--worked under the joint supervision of the Coding Section and the project staff. Ten percent of the interviews were coded by two independent coders in order to control quality and to provide estimates of inter-coder reliability of each measure. The average amount of time spent content analyzing each interview, in addition to editing, ordering and filing interviews, reliability checks, and supervisory conferences, was 2.8 hours per interview, at a cost, not including the supervision of NSY staff members, of \$11.50 each.

Inter-coder reliability was extremely high, over 98%, but that figure is misleading because it includes coding of fixed responses; disagreements between coders and check-coders on these responses are accountable merely to relatively rare clerical errors. A more sensitive measure of inter-coder reliability is percent agreement on responses to open-ended questions, those to which respondents were permitted to compose their own answers, and any individual might give several different responses. We chose several of these to check inter-coder reliability and present the data on the one that proved least reliable. The question is, "Is there anything you especially do not like about (high) school? Our 1,395 respondents mentioned 2,151 discriminable things that they did not like about school, which we organized into 16 categories. In the approximately ten percent sub-sample of interviews which were coded by two independent content analysts (n = 131), agreement on the category of each discriminable reason was achieved 83% of the time.

A critical variable on which inter-coder reliability had to be checked was the judgment of the seriousness/triviality of a delinquent offense. Computation of several indices of delinquent behavior depended fundamentally on this judgment. The reader will find later that several indices of the frequency and seriousness of delinquent behavior were constructed

for each individual. We wanted some indices to reflect all the offenses which respondents reported and some to omit those which seemed so trivial that they ought not, from the point of view of the study staff, be considered.

One judgment of triviality was made by the interviewers in the field. Interviewers had specific instructions about what characteristics qualified an offense as trivial (see Interviewer Instruction Booklet, pp. 6-16 to 6-18). When it became clear that a respondent was describing an act which qualified as trivial, the interviewer smoothly left off questioning about it and went on to the next offense. What information was obtained for those acts judged trivial was sent in to ISR along with the rest of the interview protocol.

Content analysts examined all the offense forms in every interview and also judged whether or not the act described was trivial. (If the coder believed an offense that was judged trivial by an interviewer was really not trivial, he coded it as best as he could from the information available; of course, these offense protocols were incomplete and many facts about it were therefore not ascertained.) In 5.7% of the cases coders judged an offense as trivial that interviewers had not, and in 3.5% the opposite was true, making an interviewer-coder agreement rate of 90.8%.

We also checked inter-coder agreement; that is, we figured the percentage of offenses in which two independent content analysts agreed as to their triviality. The 131 check-coded interviews included 826 offenses. The coders judged 77.7% of these offenses as serious, the rest as trivial. (In the total NSY '72 sample of 4,466 offenses, 77.2% were judged serious, indicating that the check-coded sub-sample was representative of the whole.) Independent check-coders agreed with the primary coders' judgments on 97.2% of the offenses.

We believe that the translations of responses into a form readable by the computer was accomplished with a high level of reliability. Little distortion was introduced into the data in this process.

Chapter 4  
Constructed Variables

The attached interview schedule does not describe completely all the variables in the NSY '72 data file. Many variables were generated by combining responses to two or more questions. This section describes these variables in some detail, giving the procedure for making combinations, and the rationale for putting particular items together to form an index.

Delinquent Behavior

The primary dependent variable of the National Survey of Youth is delinquent behavior. Several indices of delinquent behavior were constructed for each respondent out of the descriptions each gave of the delinquent acts he or she had committed in the three years prior to the interview. (See pp. 31-32 of the Interview Schedule and forms 60 through 76 for the specific questions which yielded the responses).

Total frequency of incidents. This is a simple count of the number of offense forms (i.e., number of incidents of delinquent behavior) generated by a youngster. This count includes even those acts which seemed to the interviewer to be so trivial--not actually delinquent--that he did not get a complete description of them.

Total frequency of trivial incidents. This is a simple count of those incidents which content analysts judged to be trivial, regardless of the interviewer's original judgment of triviality. (See pp. 6-16 of the Interview Instructions Booklet for criteria of triviality.)

Total frequency of significant incidents. This is a simple count of those incidents which content analysts judged to be significant, as opposed to trivial, regardless of the interviewer's original judgment.

(For the purpose of comparing the total frequency of significant delinquency reported in the '67 and '72 surveys, it was also necessary to construct a slightly modified version of this index, because in 1972 there was an extra question on the use of drugs. The 1972 respondents were asked if

they had "smoked marijuana" and if they had "used any drugs or chemicals to get high or for kicks, except marijuana," but the 1967 respondents were only asked if they had "used any drugs or chemicals to get high." Thus, respondents in 1967 could report only three instances; 1972 respondents could report six. So a modified version of the '72 total frequency of significant incidents index, comparable to the '67 index, was computed by counting not more than the three most recent incidents of drug use reported in response to both questions combined.)

The total frequency of significant incidents and the total frequency of trivial incidents sum to the total frequency of incidents.

Total "mis-sorted" forms. Forty-six percent of respondents at some time during questioning about their delinquent behavior said that they had mis-sorted one or more of the Hollerith cards used at the initial stage of this inquiry. They had indicated (by sorting) either that they had committed an offense which they had not committed, or that they had committed an offense more frequently than they had actually committed it. These sorts, had they been valid, would have generated descriptions of a maximum of about 1,180 more offenses, or a 21% increase over the total collected--probably somewhat less.

We suspect that this "mis-sorting" behavior was comprised of at least three kinds of responses. One was actual mis-sorting--placing a Hollerith card in an unintended pile. A second was a change of mind--a respondent being willing to confess to delinquent behavior by means of sorting cards, but later denying that he did because he was unwilling to describe his offenses in the detail which he was asked to provide. He may have become fearful of the consequences, embarrassed, or merely fatigued by the length of the interview. The third kind of "mis-sort" may represent retraction--what the respondent wanted to report as delinquent behavior did not, after being asked for a detailed description of other offenses, appear any longer to him to be delinquent after all. The latter two kinds of behavior would tend to balance each other out--concealment balancing retraction of exaggerations--but we do not know what proportions these are of the total mis-sorts. We do know that the more a respondent handled the cards (i.e., the more delinquent behavior he or she reported), the greater the frequency of mis-sorts (gamma = .40).

In any case, interviewers did not seek descriptions of "mis-sorted" offenses, and they were therefore not included in any indices of delinquent behavior.

Total seriousness index. This index weights each act reported by a respondent by its seriousness, then sums the weighted scores for a total seriousness score for each respondent.

The weights assigned are based on the work of T. Sellin and M. E. Wolfgang (1964), with but two modifications. First, Sellin and Wolfgang do not include in the total score those acts which are assigned the minimum weight of one, while we have included these. Sellin and Wolfgang excluded such offenses to rule out trivia. This is an important consideration, but we have taken a different approach to it--the two judgments of triviality by interviewers and content analysts described earlier. We included only acts which the content analysts judged significant.

The other modification we have made has to do with minor differences in the cut-points in the amount of money a stolen item is worth or the extent of injury done to a victim. These were modified according to our experience with the kinds of distinctions our youngest respondents could make.

Figure 4:1 describes the weights given to each delinquent act and the characteristics of the act which qualified it for its weight. The reader should note that only eight of the 17 offenses about which we inquired are included in the computation of this seriousness index. These comprise the subset of the 17 which are included in Sellin and Wolfgang's index. Other offenses, such as running away, drinking, using illicit drugs, and truancy are not counted into an individual's score on the total seriousness index. They are included however, in the score of total frequency of significant offenses described above. These two indices are highly correlated with a gamma of .79 for boys and .74 for girls. Nevertheless, they are different enough to warrant using both in analyses of the data.

Frequency indices for specific offenses. We have also computed separate frequency scores for each kind of offense for each individual. One group of indices is based on the number of incidents (from 0 to 3) rated as significant that each individual reports in the categories defined by the 17 kinds of offenses listed on page 32 of the Interview Schedule; see Figure 4:2. In addition we separated out and counted the total of significant offenses in these sub-categories:

- fraud: lying about age to obtain money/goods
- fraud: lying about age to obtain alcoholic beverage
- shoplifting

Figure 4:1

## Seriousness Weights Assigned Offenses, with Qualifying Characteristics

<u>Offense</u>	<u>Characteristics</u>	<u>Seriousness Weight</u>
Hit one of your parents	<u>extent of injury</u> not ascertained	0
	left a mark <u>or</u> required <u>minor</u> care	1
	required <u>major</u> care	4
	required hospitali- zation <u>or</u> fatal	7
Purposely damaged or messed up something not belonging to you	<u>cost of damage</u> : less than \$5 or not known	1
	\$5 or more	2
Hurt or injured someone on purpose	<u>extent of injury</u> :/ <u>weapon</u> : left a mark, <u>or</u> required <u>minor</u> care; any	
	<u>or</u> unknown	bare hands, feet, or ob- ject not made as a weapon 1
	required <u>major</u> care	any
	<u>or</u> unknown	used a weapon 4
Threatened to hurt or injure someone	required hos- pitalization <u>or</u> fatal	any 7
	<u>nature of threat</u> to beat up with bare hands, feet, <u>or</u> other threat not listed below	2
	to hit with an object made as a weapon, or to use a weapon	4

Figure 4:1 (continued)

<u>Offense</u>	<u>Characteristics</u>	<u>Seriousness Weight</u>
Went into a house or building when you knew you were not supposed to (breaking and entering)	<u>how entered</u> broke lock or glass, <u>or</u> forced door	1
Took part in a fight where a bunch of your friends were against another bunch	<u>extent of injury:/weapon</u> left a mark, or required <u>minor</u> care	any
	<u>or</u> unknown	bare hands, feet, or object not made as a weapon
	required <u>major</u> care	any
	<u>or</u> unknown	used a weapon
Took a car without the permission of the owner even if the car was returned	required hos- pitalization <u>or</u> fatal	any
	(no distinction made)	7
Took something not belonging to you, even if returned	<u>value of item:/force used</u> less than \$5 <u>or</u> unknown	none, or unknown
	\$5 or more	none, or unknown
	less than \$5 <u>or</u> unknown	some, but no weapon used
	\$5 or more	some, but no weapon used
	less than \$5	weapon used
	\$5 or more	weapon used

Figure 4:2

## Definition of Frequency Indices for Specific Offenses

<u>Index*</u>	<u>Delinquent Behavior Item</u> (see Interview Schedule, p. 32)
Run Away	60. Ran away from home.
Hit Parent	61. Hit one of your parents.
Truancy	62. Skipped a day of school without a real excuse.
Property Destruction	63. Purposely damaged or messed up something not belonging to you.
Fraud	64. Tried to get something by lying about who you were or how old you were.
Confidence Game	65. Tried to get something by lying to a person about what you would do for him.
Theft	66. Took something not belonging to you, even if returned.
Assault	67. Hurt or injured someone on purpose.
Threat	68. Threatened to hurt or injure someone.
Trespass	69. Went onto someone's property when you knew you were not supposed to.
Enter	70. Went into a house or building when you knew you were not supposed to.
Drink	71. Drank beer, wine, or liquor without your parents' permission.
Use Marijuana	72. Smoked marijuana.
Use Other Drugs	73. Used any drugs or chemicals to get high or for kicks, except marijuana.
Gang Fight	74. Took part in a fight where a bunch of your friends were against another bunch.
Concealed Weapon	75. Carried a gun or knife besides an ordinary pocketknife.
Take Car	76. Took a car without the permission of the owner even if the car was returned.
Use MJ/Drugs	Based on items 72. and 73.

\*The range of scores for all indices is 0 to 3 incidents. Although the range for Use MJ/Drugs could have been 0-6, its range was restricted to 0-3 so that it would be comparable to the NSY '67 drug use index, which is based on a single item ("Used any drugs or chemicals to get high").

- larceny: theft without the use or threatened use of force on persons or property
- burglary: theft involving forced entry
- robbery: theft from a person, without weapons
- extortion: threatening to injure unless some money, goods, or services are given
- breaking and entering

Seriousness scores on each offense. For each respondent we have also computed a seriousness score for each of the eight offenses listed in Figure 4:1. This score is the sum of the seriousness scores for the incidents of the particular offense committed. These sum to the individual's total seriousness index.

Frequency of incidents counted in the seriousness index. Finally, each individual has been assigned a score which is the total frequency of incidents of offenses listed in Figure 4:1.

#### Perception of the Prevalency of Delinquency.

Each respondent was asked to report his estimate of how many (out of every 10) of all teenagers and how many (out of every 10) of his friends committed each of a set of 17 offenses. These 17 are, with two exceptions, identical to the ones he had been asked concerning himself: this list combines the use of marijuana and other illicit drugs and also includes sexual behavior--"going all the way with a member of the opposite sex." (See page 16 of the Response Booklet for the form on which respondents replied to these questions.) An index of perception of teens' delinquency and an index of perception of friends' delinquency have been computed by averaging individuals' estimates over all offenses.

#### Perception of Risk

Respondents were also asked, "Of all teenagers who do this [i.e., who commit certain offenses], how many out of 10 get caught by the police?" Youngsters responded by circling their estimates on page 16 of the Response Booklet. A total perception of risk score is the average estimate over all offenses.

#### Anomia

There are five items in the interview designed to measure anomia (see

p. 14 of the Interview Schedule). Two items are from Srole's (1956) five-item anomia scale (with minor changes in wording): (1) "The life of the average person is getting worse, not better"; (2) "These days a person really doesn't know whom he can depend on." Three more items are drawn from Rosenberg's (1956) "faith in people" scale: (3) "Most people would take advantage of you if they had a chance"; (4) "Most people can be trusted" (weighted negatively relative to other items); (5) "Most people are just looking out for themselves." We assumed that Rosenberg's items would tap the same type of feelings as the two Srole items. Responses to each item are fairly evenly distributed over its five-point agree-disagree scale. There is a slight trend in the direction of agreement, which for four of the five items means higher anomia.

Factor analysis of the items demonstrates that all five items share a significant degree of common variance, loading largely on one principal factor. Since the factor loadings are nearly equal, responses were simply added over all five items.

We have reason to believe that this measure of anomia is valid inasmuch as it relates to other variables in ways similar to measures of anomia among adults. For example, more anomic youngsters reported less interest and less involvement in politics. Anomia is also negatively correlated with social status indicators (i.e., father's education and occupation), and educational aspiration. We have also found that the anomic respondents felt more alienated from important social institutions such as the school; i.e., anomia is negatively related to liking for school and to school performance. These relationships between anomia and other variables are presented in Table 4:1.

Youth culture. Contemporary articulation of what has been called "youth culture" and its potentiality for development as a significant social movement prompted us to initiate an investigation of this phenomena with NSY '72.

In order to do this, it was first necessary that we conceptualize "youth culture" in some way amenable to operational procedures. We have followed Leslie White (1949) in regarding culture as an organized system of shared beliefs which assert existence, relationship and/or value, i.e., which includes technology and ideology. On the basis of our reading and observations, we posit that the "youth culture" can be characterized by four assertions:

1. There is a distinct age grade somewhere between childhood and adulthood (which we, following Keniston [1965], here call "youth," although that may not be the term employed by adherents and critics), which has its own vested interests to some degree in conflict with those of the older age grade(s), and which is deserving of the allegiance of all those of the appropriate age.

Table 4:1

Correlations Between Anomia Index And:	r
Father's educational level	-.23 <sup>a</sup>
Socioeconomic status of father's occupation	-.19 <sup>a</sup>
Educational aspiration	-.11 <sup>a</sup>
Family political discussion	-.22 <sup>b</sup>
Talk politics with friends	-.19 <sup>b</sup>
Political involvement--active participation	-.13 <sup>b</sup>
Political involvement--# of times	-.13 <sup>b</sup>
Amount like school	-.18 <sup>b</sup>
School grade average (respondent's report)	-.17 <sup>b</sup>

<sup>a</sup>These correlations include the total sample (n = 1,395). Correlations above .06 are significant at the .05 level. Those above .08 are significant at the .01 level.

<sup>b</sup>These correlations are for the 15-18 year old sample only (n = 670). Correlations of .08 and .11 are significant at the .05 and .01 levels, respectively.

- Social organization is dehumanizing; that is, the obligation to think, feel, and behave in ways appropriate to the roles recognized by the wider society, bring out the worst in people--apathy, cruelty, ignorance, self-hatred, coarse insensitivity, etc.
- Knowledge and understanding are best attained through feeling rather than thinking; experiencing for one's self is the best way to learn; and others--especially older others--cannot teach one much that is worthwhile.
- The universe belongs to mankind whose highest expression is the individual; people are not here on Earth for the glory of God or to act out some higher purpose, and the collective--society, the state, the group--should be not ends but instruments for the satisfactions of people, mindful only of future generations, but not of the welfare of the resources themselves.

We created statements that reflected these beliefs and submitted them to the reactions of pretest sets of adolescents. Many of the statements reflecting preference for feelings as against thinking as a way to reality--epistemological preference--were adapted from the work of Royce (1970). Successive pretests identified relevant items which were comprehensible to adolescents and yielded correlated responses. Those finally selected also differentiated the students who elected to enter an unstructured, permissive

educational program that emphasized the arts from students in conventional programs. (The items may be found among the sort-cards listed on p. 14 of the Interview Schedule and on p. 2 of the Response Booklet.)

The data from the national sample have been used to refine these measures. The distributions of responses on the youth culture items, which consist mainly of statements rated on a five-point agree-disagree scale and bipolar forced-choice items, show a good spread and are relatively well-balanced on the whole. For the 14 agree-disagree items, the smallest number responding "strongly agree" or "strongly disagree" is 46 or 3.4% (these strongly disagree with the statement "The world would be a better place if people had more respect for authority").

Factor analysis of the 14 agree-disagree items produced four two-item factors:

Factor Name	Item Components
I. Youth-Adult Conflict	Younger people and older people will never completely trust or understand one another. Adults don't listen to youth: they'd rather tell the young what to do.
II. Youth Understand Better	There are many things about the world today that young people understand better than adults. Most young people know enough to understand the problems facing the country.
III. Respect Authority	The world would be a better place if people had more respect for authority. In order to live together, we need law, government, police, and so on; or else things would be a mess.
IV. Obey Only Fair Laws	A person should obey only those laws which seem fair. No one should be punished for breaking a law he feels is wrong.

Factor scores for each individual were computed by weighting the response to each item by its factor loading and then summing the items within factors. Intercorrelations among factor scores are presented in Table 4:2.

Table 4:2  
Intercorrelations Among Factors Scores on Components of Youth Culture

	I	II	III
II	.15		
III	.00	-.01	
IV	.18	.06	-.11

Correlations above .06 are significant at the .05 level. Those above .08 are significant at the .01 level (n = 1,368).

The correlations in Table 4:2 indicate that we have been able to identify discrete components of beliefs we associate with youth culture. Scores on each of these may be independently correlated with other variables, or scores over all factors may be combined to generate one general "adherence-to-youth-culture" score for an individual. The rationale for combining these into a general index lies in the statistically significant, albeit low, correlations which link each of the components to at least one of the others in expected ways.

Pretesting of a large number of items had yielded five bipolar items designed to tap epistemological preferences. Each item presented the respondent with two choices expressing in various ways these contrasting paths to knowledge and understanding--for example, "The people who know the most are the ones who read a lot of different things and listen to what different people have to say" or "The people who know the most are the ones who have had a lot of different personal experiences." Responses of the national sample to the item choices were on the whole quite evenly distributed. And item analysis, correlating each item with the summed score over the other four items, demonstrated that our respondents tended to express consistent preferences over the battery: gammas range from .17 to .38, all of these relationships statistically reliable ( $p < .001$ ). We have therefore constructed an epistemological preference index comprised of these five items. This index relates to the other indicators of commitment to the youth culture in the expected manner through its correlation of .17 with Factor III concerning respect for authority; the more preference for thinking over feeling, the greater the belief that one should respect authority. It is clear, however, that epistemological preference is largely independent of the other beliefs which we have posited to be components of the youth culture.

We are encouraged to believe that the measure of epistemological preference is valid inasmuch as it differentiates boys and girls reliably ( $p < .001$ ), boys expressing more faith in "the facts."

We asked the national sample to evaluate two statements, questions concerning belief in Man as the predominant value in the universe: "Something may still be important and worthwhile even if it doesn't do human beings any good" and "Human beings are the most important things in the universe." Despite the pretest results, they did not with the national sample yield responses related to the beliefs in youth as a distinct age-grade in opposition to adults, in the iniquity of social organizations, or in the value of feeling

one's way to reality.

So what we seem to have captured primarily is a cluster of beliefs in age-grade conflict--the Generation Gap.

In order to test the validity of these measures as operations for belonging to the youth culture, we examined their relationship to other variables to which such belonging ought to be related. One such question that we asked our respondents was:

Young people are often criticized by parents or teachers, or other adults because of their ideas or what they do. Do you think the adults are usually right. . .or are the young people usually right?

We expected respondents who replied that young people are usually right (16%) to show stronger youth culture orientations than respondents who replied that adults are usually right or that both are right. Within the total sample, the relationships between the youth culture variables (i.e., the five variables which emerged from the factor analysis and the epistemological preference) and the above question are highly significant and in the expected direction ( $p$ 's  $< .01$ ); except in the case of Obey Fair Laws, to which there is no relationship.

We also expected that respondents with stronger youth culture orientations would be more likely to think that their future life style would be different from the life style of their parents. The following questions were asked about life style:

These days some young people have ideas about the way they expect to live when they get older that are different from their parent's ideas . . . . that is, some young people want to follow a different life style when they are adults than the life style of their parents. Do you think your life style as an adult will be like that of your (parents/mother/father/\_\_\_\_\_) or different?

As expected, respondents who think their future life style will be different (62%) tend to indicate stronger youth culture orientations on three of the youth culture variables ( $p$ 's  $< .05$ ); but no relationship was found with epistemological preference.

We felt that in general youth culture orientations would be more clearly discriminated and more highly developed among the older respondents in our sample. Thus, we have examined the correlations between the youth culture variables and age. We have found that for all of the variables except (still again) Obey Only Fair Laws, there is a significant correlation with age in the expected direction; there is also a significant correlation be-

tween age and Obey Only Fair Laws ( $r = -.13$ ), but it is opposite to our prediction.

Finally, we have examined the correlations of the youth culture variables and two indices of affective relationships with father and mother, Father's Affection and Mother's Affection. These indices are composed of items (rated on a five-point Likert scale, "never true" to "almost always true") such as:

My father/mother gives me the right amount of affection.  
I feel close to my father/mother.  
My father/mother makes it easy for me to confide in him/her.

Our expectation was that respondents with stronger youth culture orientation would have weaker affective bonds to father and mother, because of the element of the generation gap in the belief system of the youth culture. This prediction is largely substantiated. The Father's Affection index is significantly correlated with all five youth culture variables in the manner expected, and the Mother's Affection index is significantly correlated with three of the youth culture variables, Youth-Adult Conflict, Youth Understand, and Respect Authority. Father's Affection and Mother's Affection are most highly correlated with Youth-Adult Conflict ( $r = -.27$  and  $-.22$ ,  $p < .001$  for both), which is not at all surprising.

In summary, the results of the analysis of the construct validity of the youth culture measures are highly encouraging with the exception of the results for the Obey Only Fair Laws measure. We are reluctant at this time to offer any explanation for the absence of the expected relationships for Obey Only Fair Laws without further analysis. We have already found relationships between Obey Only Fair Laws and certain other variables which suggest that this variable may provide a useful and valid measure of certain aspects of youth culture orientation. We have found, for example, that black respondents were significantly more likely than whites to agree that one should obey only fair laws, and Obey Only Fair Laws is also significantly correlated with anomia ( $r = .13$ ,  $p < .001$ )--respondents who felt that only fair laws should be obeyed were more anomic. And the 15-18 year olds who agreed that only fair laws should be obeyed were more likely to agree with political justifications for delinquent activity ( $r = .31$ ,  $p < .001$ ).

Two qualifications should be made to our assertion that we have created

a measure of the degree to which a youngster belongs to the youth culture. First, the "youth culture" posited here is a synthetic creation of our own. While our suppositions about what beliefs comprise the youth culture as it is commonly recognized are supported by the clustering of youngsters' relevant responses and by the measures' relationships to other variables, we do not know to what degree the teenagers themselves felt some allegiance to the youth culture as they would have defined it. Second, and related to the first, we have no data here on the degree to which our respondents felt that they shared their beliefs with other age-peers, which is important to the conceptualization of "culture."

#### Indices of Politicization

We have identified and carried out exploratory analyses of four indices of politicalization. The first index is a measure of the frequency of political discussion by the respondent's family, based on two questions: "Does your family ever talk about politics, such as things the President, the Governor, or the Congress have done?" and "How often would you say they talk about national and international matters, such as things the President of Congress may have done, or that some other world leader may have done?" (See pp. 16-17 of the Interview Schedule for these and the other items mentioned below.) If the response to the first question was "yes" (given by 74% of all respondents), the respondent was asked the second question, which has five response choices ranging from "once a year or less" to "several times a week."

The second variable measures how often the respondent talked about politics with friends ("Do you ever talk about politics with your friends?" If "yes" (60%), "How often?" "once a year or less" to several times a week") and whether he/she had recently "gotten into any political arguments" with family, friends, or others, "or tried to convince anyone of your political ideas." The resultant order on this variable runs from those youngsters who talked or argued politics with their friends once a year or less to those who reported arguing about politics with their friends several times a week.

A third measure of politicalization, political participation, was derived from responses to the question "Have you ever gone to any political meetings, rallies, demonstrations, or things like that?" and (if "yes") "Did you do anything besides watch and listen?" Respondents were classi-

fied into three ordered categories: those who (1) never went to any meetings, etc.; (2) went, but merely watched and listened; and (3) went and participated --by speaking, carrying a banner, taking a collection, etc.

The fourth measure of political involvement is simply a four-point scale which orders respondents by the number of meetings they attended from none to ten or more.

A preliminary analysis of the construct validity of the four politicalization variables, using the 15-18 year old sample, has been performed. We felt that it was reasonable to expect that certain relationships would exist between at least some or all of the politicalization variables and other variables, such as: age (older respondents, more political); sex (males more political than females); socio-economic status (higher status respondents more political); educational aspiration (respondents with college plans more political); and anomia (negative correlation between anomia and degree of politicalization). The results of our analyses are largely in agreement with these predictions. The largest and most consistent relationships have been found between the measures of politicalization and age, socio-economic status, and anomia; these correlations range from .12 to .23 (with the exception of the correlation between age and the frequency of family's discussion of politics which is only .03); see Table 4:1 (p. 26) for the correlations with anomia.

#### Anxiety

The National Survey of Youth '67 yielded a finding that linked relatively unconscious self-esteem to delinquent behavior (Gold and Mann, 1972). This finding raised the possibility that anxiety might be a factor in delinquency, so we resolved to measure this variable in NSY '72. A search of the literature suggested that, given our interviewing procedure and the adolescent nature of our sample, somatic indicators might be most useful. We adapted a battery of such indicators from a previous Institute for Social Research study of high school boys (Bachman, et al., 1967); the battery correlated  $r = .28$  ( $p < .01$ ) with a checklist index of delinquent behavior adapted by those researchers from NSY '67. Somatic indicators include the frequency of headaches and stomach upset, feelings of tension or nervousness and disturbances of sleep. (See p. 11 of the Interview Schedule for the items.) Distributions of responses to each item approximate normality over

a five-point scale. Item intercorrelations ( $r$ 's) range from .22 to .34, all statistically significant at  $p < .001$ . Correlations of each of the four items with the sum of responses to the other three in the index range from .31 to .40. So we computed an index simply by summing the responses to the four items and reversing the order so that a high score would indicate high anxiety. The distribution of these total scores range from the minimum to the maximum possible (i.e., no symptoms more than once a year to all symptoms several times a week) with a fairly normal distribution. To check its validity, we have correlated this measure with other variables to which theory and previous findings suggest anxiety is related. So for example, we have found that the adolescent girls were significantly more anxious than the boys, a result obtained with projective measures by other researchers (Gold and Douvan, 1969). We also have found that reports of somatic symptoms are correlated ( $r = .25$ ,  $p < .001$ ) with Rs' reports that they believed they had more personal problems than other teenagers do (a finding which may be at least partially generated by similarity of measurement method): Further, more anxious adolescents displayed lower self-esteem; i.e., they rated themselves on a series of trait descriptions more discrepantly from their ratings of how they would like to be ( $r = .20$ ,  $p < .001$ ).

#### Self-esteem

Previous research has identified self-esteem as a significant correlate of delinquent behavior (Aronson and Mettee, 1968; Gold and Mann, 1972; Massimo and Shore, 1963). We endeavored in this research to replicate and expand upon measurement of self-esteem in NSY '67.

NSY '67 included a measure of what we have considered relatively conscious self-esteem, which we repeated in NSY '72. It consists of two identical sets of paired descriptions of self, arranged in the format of the semantic differential. One set asks respondents for ratings of "myself" and the other, "myself as I would like to be now" (see pp. 4-5 of the Response Booklet for the items). Respondents made a checkmark somewhere on each of the seven-point scales between the pairs of descriptions. The 14 items used were those which NSY '67 had demonstrated would elicit broad distributions over their seven-point ranges and would also yield significant intercorrelations among the discrepancy scores that indicate level of self-esteem.

The measure of conscious self-esteem is the average of the item-by-item absolute discrepancy scores between the ratings on the "myself" and "myself

as I would like to be now" batteries. (No score was computed for any individual who omitted responses so that he produced less than 12 item discrepancy scores--only four individuals.)

We are mindful that Wylie (1961) has criticized the use of discrepancy scores to measure self-esteem. She argued that researchers add unnecessary variance to their data by doing so since differences among individuals are accounted for almost exclusively by differences in the "myself" ratings. This is the case if the ratings of the ideal--"myself as I would like to be now"--show little variation among respondents. But we have chosen descriptions deliberately to permit variations among what might be considered ideal. Thus it is necessary to compute discrepancy scores here.

In the 1972 survey we added measures of relatively unconscious self-esteem, a consideration growing out of some findings of NSY '67 and an interim study (Gold and Mann, 1972) of the defensive function of delinquency. The measures used were taken from the work of Ziller, Henderson, Long, and their colleagues, (see, for example, Long, Henderson, and Ziller, 1967; and Long, Ziller, and Bankes, 1970) and are projective in nature (see pp. 6-13 of the Response Booklet). Unconscious self-esteem is presumed to be more positive the further to the left in a horizontal array of circles and the higher up in a vertical array a respondent places himself. Distributions on the arrays (pp. 6, 7) are fairly normal with means in the middle of the seven-point scales. Placements on the two arrays correlate significantly ( $r = .26, p < .001$ ), indicating some consistency between them. Placements of self on another set of horizontal and vertical arrays on which respondents are also asked to place "someone you know who is happy," "someone you know who is failing," etc. (see pp. 9, 10) are also fairly normally distributed around the midpoints of the arrays. Scores on the horizontal and vertical array correlate at  $r = .34, p < .001$ .

Measures of conscious and unconscious levels of self-esteem are essentially uncorrelated, ranging from  $r = -.01$  to  $r = .15$ .

#### Sexual Identity

The image of The Delinquent in American culture is of a boy rather than a girl, and indeed boys are more delinquent than girls are. But gender is not the only variable pertinent to sex differences in delinquency. Adolescents vary in the degree to which they feel masculine or feminine, that is, they vary as to their sexual identity. And this too is related to delinquency,

boys and girls who have more masculine identities being more delinquent (Gold and Mann, 1972).

NSY '72 replicated the measures of sexual identity employed in NSY '67. The data base comes from instruments similar to the ones which measure self-esteem. They also vary as to their relative levels of consciousness.

Measures of conscious sexual identity have been derived from youngsters' ratings of the "ideal man" and the "ideal woman" on the one hand, and "myself" on the other hand, using the same paired descriptions in the semantic differential format described in the section on measures of self-esteem (see pp. 4, 14 and 16 of the Response Booklet). Average absolute item-by-item discrepancy scores were computed between self-ratings and ratings of the ideal man and between self-ratings and the ideal woman. In addition, average absolute item-by-item discrepancy scores were computed between ratings of the ideal man and ideal woman, to get a measure of the degree to which respondents distinguish between sexual roles. Several indices of conscious sexual identity were constructed from various combinations of these discrepancy scores:

- a) (myself) - (ideal man)
- b) (myself) - (ideal woman)
- c) [(myself) - (ideal man)] - [(myself) - (ideal woman)]
- d) (myself) - (ideal man)/(ideal man) - (ideal woman)
- e) (myself) - (ideal woman)/(ideal man) - (ideal woman)
- f) [(myself) - (ideal man)] - [(myself) - (ideal woman)]/  
(ideal man) - (ideal woman)

These indices have all been entered onto the data tape, but the most useful one seems to be what we have come to call "the double discrepancy score," [(myself) - (ideal man)] - [(myself) - (ideal woman)]. It distinguishes most sharply between the boys and the girls at all age levels, boys scoring significantly lower--more masculine--than girls. Furthermore, it handles best a small proportion of anomalous cases (about ten percent) of boys and girls who placed themselves, not somewhere between their images of the ideal man and ideal woman, but outside that range. These cases, we have decided, would have to be omitted from any ratio which included [(ideal man) - (ideal woman)] in the computation.

Unconscious sexual identity was measured by means of body images. Early in the interview (see pp. 11-12 of the Interview Schedule), in the context of questions about health, height, and weight, respondents were asked to

select from an array of outlines of human figures (see body-image chart in Appendix A) the one which "looks most like you." Toward the end of the interview (see p. 30), in the context of describing the "ideal man" and the "ideal woman," the body-image chart was displayed again and respondents were asked to select the figure(s) which "looks most like the ideal man (woman) to you." The figures vary in their masculinity-femininity, and there are large differences in the distributions of choices for boys and girls and for the ideal sex figures. Indices of unconscious sexual identity consist of discrepancy scores or discrepancy score combinations computed in the same way as the scores for conscious sexual identity. Again, the measure which seems most useful is [(self) - (ideal man)] - [(self) - (ideal woman)].

#### Relationships with Parents

NSY '72 measures of adolescents' relationships with their parents were taken almost wholly from the measures used in NSY '67. Respondents were asked to sort 24 pre-punched Hollerith cards into five piles, ranging from "almost always true" to "never true" (see pp. 25-26 of the Interview Schedule). Each card carries a statement about the behavior of a father or mother or about a child's feelings about his father or mother.

Guided by the literature on adolescent-parent relationships, we extracted sets of items from the total of 24 which focussed either on affective aspects or on control aspects of the relationship. Factor analyses on NSY '67 data and on data from NSY '72 identified four relevant factors:

#### -Father affection

my father gives me the right amount of affection  
 my father accepts and understands me as a person  
 my father and I do things together than we both enjoy doing  
 I agree with my father's ideas and opinions about things  
 I want to be like my father  
 my father makes it easy for me to confide in him  
 I feel close to my father

The factor loadings on these items were similar enough so that we judged there was no need to weight them differentially in an index; we merely summed the responses to them, assigning no score to respondents who omitted any items.

-Mother affection. Factor analysis generated almost the identical set of items--worded for "mother"--as an index of mother affection. This index includes the item, "as I was growing up my mother tried to help me when I was scared or upset," instead of the second item under father affection (above).

Two indices of parental control, as perceived by the youngster, emerged from factor analysis. Items referring to both fathers and mothers are on each of these, but they differ as to the domain of control or autonomy.

#### -Autonomy I

my father lets me dress in any way I please  
 my mother lets me dress in any way I please  
 my father tells me how to spend my spare time  
 my mother tells me how to spend my spare time

#### -Autonomy II

if I want to go someplace I have to ask my father if it's all right  
 if I want to go someplace I have to ask my mother if it's all right  
 my father makes rules that I have to obey  
 my mother makes rules that I have to obey

Again, the results of factor analyses of the data revealed factor loadings similar enough so that simple summation of responses to items would be fair indications of the degree of autonomy that respondents reported that they enjoyed.

Affective relationships with fathers and mothers are unrelated to Autonomy I ( $r = .01, .02$ ); but they are negatively related to Autonomy II ( $r = -.26, -.31$ ).

#### Scholastic Achievement

In order to get some objective measures of respondents' scholastic performance, we asked them to tell us what grades they had earned in the most recent complete term (see p. 8 of the Interview Schedule). Average school grades were computed in a common manner: each "A" was given a weight of 4; each "B," 3, etc. At least four grades were required before an average was computed. We have self-reported school grades for 81% of the sample.

With the respondents' permission and their parents', we also mailed requests to their schools for the same information. By telling respondents in advance that we intended also to get such reports from their schools we hoped to get more valid reports than we got in 1967. We apparently achieved this: in a sub-sample of NSY '67 respondents ( $N = 60$ ) whose school records we checked, youngsters' reports and school records correlated  $r = .63$ ; the correlation among the 916 NSY '72 respondents for whom we have data from both sources is .85. (Our intention is to report this strategy in the literature so that other researchers may profit from our experience.)

Chapter 5  
Data Management<sup>2</sup>

Following the translation of interview responses into numbers through content analysis, these numeric data were keypunched and verified. When this process was completed, the data decks were transferred to magnetic tape by computer. At this point began the lengthy process of data cleaning and data file construction. A great deal of effort was devoted to building "clean" and easy to use data files for subsequent construction of derived variables and data analysis.

Because of the large amount of data we have (over 3,000 variables) and certain computer software limitations, there have been several special problems to deal with. The largest inconvenience was the necessity of dividing the data into three sections for the entire data cleaning process; this meant that every step had to be repeated three times. Data cleaning included checking for inconsistencies and incorrect codes, then making necessary corrections. Each of these steps required a considerable expenditure of time for computer programming and processing. In addition, a special program had to be written to combine the three files into one large, complete file. This large file contains all information pertaining to the individual incidents of delinquent behavior (i.e., three incidents for each of the 17 offenses).

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<sup>2</sup>The data processing upon which this report is based employed the OSIRIS computer software system, which was jointly developed by the component Centers of the Institute for Social Research, University of Michigan, using funds from the NSF, the Inter-university Consortium for Political Research and other sources. (See Barge, S. J., and Marks, G. A. (Eds.) OSIRIS III. Ann Arbor, Mich.: Institute for Social Research, 1973; and Rattenbury, J., and VanEck, N. OSIRIS: Architecture and Design. Ann Arbor: Institute for Social Research, 1973.)

Upon completion of necessary data management, work on the construction of derived variables was begun. This work was carried out largely in two stages: (1) construction of the indices of delinquent behavior, and (2) construction of all other indices. (See Chapter 4 for detailed descriptions of the derived variables.) After construction of derived variables, further data management was required to combine into a single file scores on derived variables with scores on variables taken directly from the interview.

Following the completion of all data management and construction of derived variables for the data collected in NSY '72, work was begun on the revision of a number of variables from NSY '67 and on the construction of a series of new computer files combining comparable data from '67 and '72. These combined files have been used in carrying out the extensive comparative analyses of '67 and '72 data, the principal focus of this report. The work on the revision of '67 variables involved primarily the indices of delinquent behavior, which are discussed below.

#### Revisions of '67 Indices of Delinquent Behavior

Indices of the frequency and seriousness of delinquent behavior had, of course, been constructed from the data collected in the '67 National Survey of Youth, but we realized that some of these indices were not strictly comparable to the indices we had built from the '72 data (see Chapter 4). Therefore, several new indices were constructed from the '67 data that are more equivalent to the '72 indices of delinquent behavior.

As indicated earlier, the '72 survey included procedures, involving both the interviewers and the content analysts, for distinguishing trivial and serious incidents of delinquent behavior. An effort to make this kind of discrimination was also carried out in 1967, but a different procedure, which only involved the content analysts, was used. During content analysis of the '67 data, a "global seriousness" rating, which ranged from "0" ("not a delinquent act") to "3" ("seriously delinquent"), was assigned to each incident by one of three content analysts specially trained for this task; however, the raters did not have specific criteria for judging the triviality/seriousness of each offense, as in 1972. It seems that the criteria they used were largely personal or subjective. Through examination of a sample of '67 offense forms (the interviewer's description of a specific incident), covering all offenses, we attempted to determine the correspondence between

the "global seriousness" ratings assigned in '67 and the criteria used to discriminate trivial and serious incidents in '72. For six offenses we concluded that incidents rated "0" on "global seriousness" in '67 would in most cases be judged trivial according to the '72 guidelines; these offenses are: Property Destruction, Fraud, Confidence Game, Theft, Threat, and Concealed Weapon. Few of the instances of other offenses were judged trivial in either year. Thus, we concluded that an index of total frequency of significant incidents for '67 respondents which excluded these six incidents if rated "0" on "global seriousness" would be closely equivalent to the '72 index. Likewise, deletion of these incidents from the frequency scores for the six offenses would produce indices closely comparable to those constructed from '72 data.

An index of total seriousness of delinquency, based on the weights suggested by Sellin and Wolfgang (1964), had also been constructed for the '67 respondents. However, we discovered that the procedures used in constructing the '72 total seriousness index were slightly different than those used in '67, and we felt that the '72 procedures were most appropriate. Therefore, a new total seriousness score was computed for the '67 respondents, following the '72 procedures. The correlation (gamma) between the original '67 total seriousness index and the new '67 index is .83. At the same time, seriousness scores for each of the eight offenses listed in Figure 4:1 were also computed for '67 respondents. It should also be pointed out that these new seriousness scores for '67 respondents do not include incidents identified as trivial according to the '72 guidelines (see the previous paragraph).

Chapter 5  
A Note on Statistics

Analyses of data reported below employed a wide variety of statistics and two features should be pointed out. The first is the frequent use of non-parametric statistics such as Mann-Whitney U-tests and the Goodman-Kruskal gamma. Non-parametric statistics were used whenever delinquent behavior figured in the analysis. The reason for this is that the distribution of delinquent behavior departs widely from normality (see Figures 7:1, 7:2, 7:5, 7:6), violating one assumption for the use of generally more powerful parametric statistics. We assume that this severe departure from a normal or rectangular distribution is not peculiar to delinquency in our sample; being a measure of deviant behavior, its J-curve distribution is the one to be expected in the population generally (Allport, 1934). Any attempt to normalize the data would distort the analysis by truncating the variance out on the tail of the distribution; it would diminish the distinctiveness of youngsters.

The second feature of the statistical analysis to note is the probability levels which we regard as indicators of reliable differences or associations. We have been conservative, taking seriously findings at the .03 level of reliability (or "significance") and above in the case of indices of total delinquency; but for the individual offenses only results reliable at the .01 level or less are taken seriously. (In general, we are less interested in the latter results, preferring to focus on the summary indices since they provide the most reliable measures of delinquent behavior.) However, we do sometimes pay attention to a less reliable difference if it falls into a pattern of results in which the criteria for statistical reliability are generally satisfied. The choice of these levels of reliability is dictated by the nature of the sample and the large number of statistical tests computed. Our samples of adolescents are markedly more clustered than a simple random sample would have been. And, of course, the probability levels associated with statistical tests assume simple random sampling. A suitable

accomodation to this clustering is to multiply the reliability levels presented in the standard statistical tables by 1.2 to 1.5 depending on sample size (Stuart, 1963:89).

Comparisons between the 1967 and 1972 samples (each sample having been stratified in various ways--by sex, age, race, etc.) have been made over 17 different delinquent acts and 8 suboffenses. It is well known that the computation of a large number of statistical tests increases the likelihood of obtaining seemingly reliable results which may have occurred by chance --i.e., results which do not represent true population differences (for a comprehensive discussion of this and related problems see Morrison and Henkel, 1970). An obvious method for minimizing the occurrence of such spurious results is the use of more conservative reliability levels. Thus, in evaluating differences in the frequency of specific offenses we decided that the .01 level criterion would be appropriate. We should like to emphasize that we regard statistical reliability as only the minimum criterion for taking seriously a shift in delinquency or a correlation between a delinquency measure and another variable. It is more important we feel to consider the magnitude of the shift or the strength of the association.

## Chapter 7 Findings and Discussion

The principal objectives of the analyses reported here were: (1) to identify changes in the nature and frequency of delinquent behavior among boys and girls age 13 through 16 from 1967 to 1972 and to identify the subpopulations in which these changes have occurred; (2) to attempt to explain changes in delinquent behavior by searching for and analyzing correlates of such changes; and (3) to investigate both the individual and combined effects of variables found to be correlated with delinquent behavior in the 1972 sample.

### Changes in Delinquent Behavior from 1967 to 1972

The most important result emerging from our comparison of delinquent behavior among 13 to 16 year olds from 1967 to 1972 is not that the amount of delinquency has changed, but that the style has changed. Boys in that age cohort in 1972 reported less delinquent behavior than their peers in the 1967 survey did; but they admitted to markedly different frequencies of certain offenses. Specifically, more of the '72 male respondents reported more frequent use of illicit drugs--mostly marijuana--than the 1967 respondents did, and less larceny, threatened assault, trespassing, forcible and non-forcible entry, and gang fighting. The girls in '72 also reported greater use of drugs--mostly marijuana but including alcohol--than girls did in '67, while reporting less larceny, property destruction, and breaking and entering. But the decline of the latter kinds of offenses among the girls in 1972 does not balance their greater use of drugs, so the girls in '72 reported more delinquent behavior overall.

Comparisons of the delinquent behavior of respondents interviewed in NSY '67 and in NSY '72 have been based on measures of total frequency of significant incidents (henceforth referred to as total frequency), total seriousness, and frequency of significant incidents of 24 specific offenses and subcategories of offenses, and an index of total frequency of significant incidents not including drinking or the use of marijuana or drugs (sometimes referred to as "Tot Freq - DD"). No comparisons of the frequency

of trivial incidents have been made.

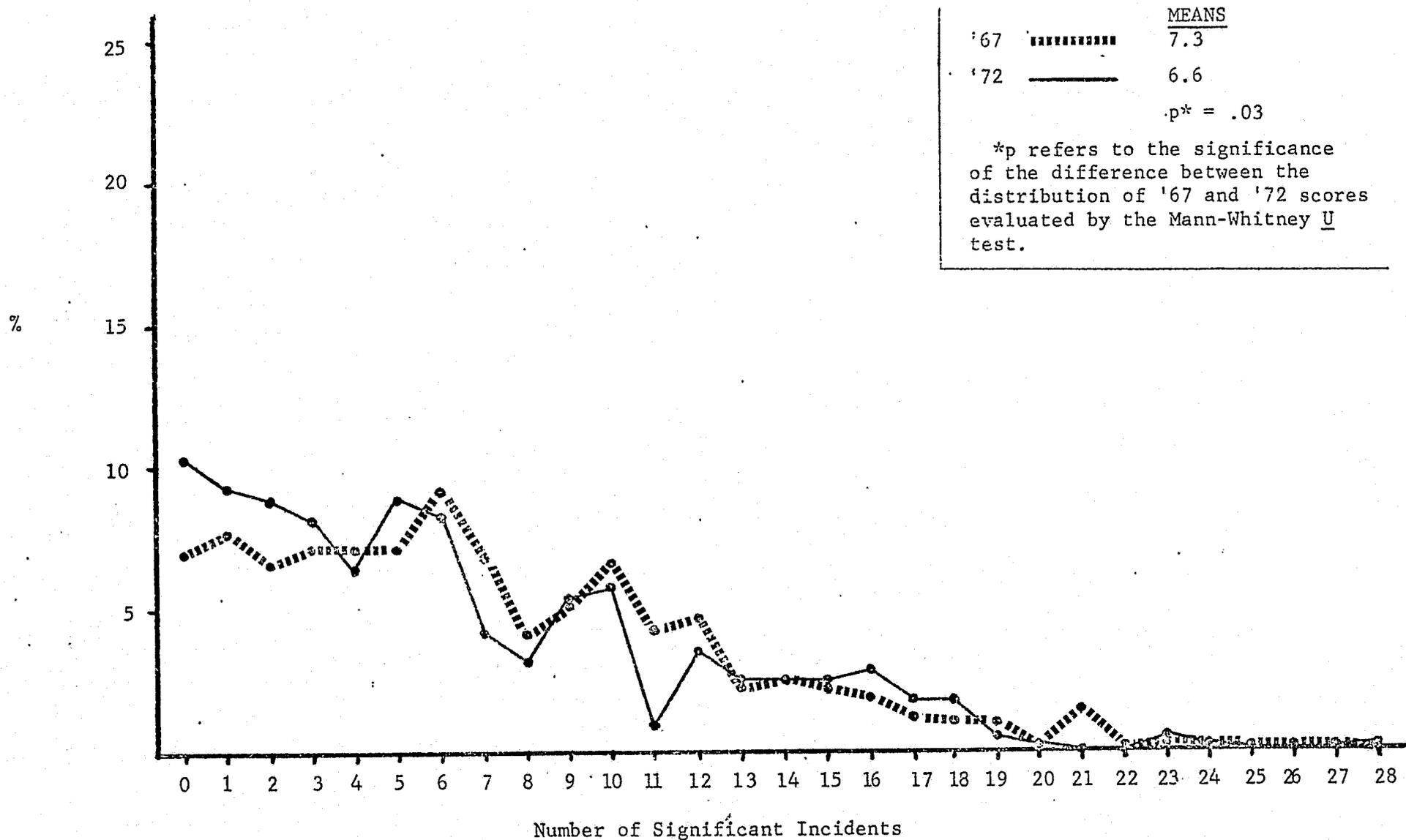
For each comparison of '67 with '72 cohorts, two types of summary statistics were computed, the mean score on each delinquency index and the percentage of respondents whose score is greater than zero on each index. (In the case of the frequency indices, the mean scores indicate the number of incidents per capita, and the percentage scores indicate the number of respondents who reported one or more incidents.) Mean scores are reported for all comparisons, but percentage scores are provided only for the '67 to '72 comparisons of all males and of all females. The Mann-Whitney U test has been used throughout to determine the statistical reliability of the differences between '67-'72 subgroups; formally stated, the null hypothesis tested by the Mann-Whitney U test is that the distribution of scores on a given index of delinquent behavior are alike in the '67 and '72 samples being compared. The probability levels for the Mann-Whitney U's are reported with the means.

It is well to point out again that in order to assure an unbiased comparison between delinquent behavior in the '67 and '72 samples, equalization of the age and race composition of the samples is necessary--see Chapter 1, pp. 7-8. Such equalization was achieved by deleting 48 thirteen year olds and 11 black females from the '72 sample. These deletions were made for all comparisons except where the samples are stratified by age and by race, where one of the sources of possible bias is removed by the stratification. Thus, for the comparisons within age groups, only black females are deleted, and for the comparisons within racial groups, only 13 year olds are deleted.

Comparisons between the 1967 and 1972 cohorts are reported below, always separately for males and females. After all males and all females in the two years are compared, then comparisons are reported for sub-sets of the cohorts defined by race, age, socioeconomic status, and place of residence (urban/suburban/rural).

Males. The graphs of the total frequency and total seriousness of delinquency scores in Figures 7:1 and 7:2 demonstrate that the level of delinquency among boys had declined from 1967 to 1972 on both measures. At the same time, there is a general similarity in the shapes of the '67 and '72 distributions of scores, lower scores being much more frequent than higher ones. Translating the declines into percentage terms, we find that the number of incidents per capita decreased by a little more than 9% and that

DISTRIBUTIONS OF '67 AND '72 SCORES OF FREQUENCY  
OF SIGNIFICANT DELINQUENCY - MALES



67

FIGURE 7:2

DISTRIBUTIONS OF '67 AND '72 SCORES OF SERIOUSNESS OF DELINQUENCY - MALES

	MEANS
'67 - [dashed line]	3.6
'72 - [solid line]	3.1
	p* = .08

\*p refers to the significance of the difference between the distribution of '67 and '72 scores evaluated by the Mann-Whitney U test.

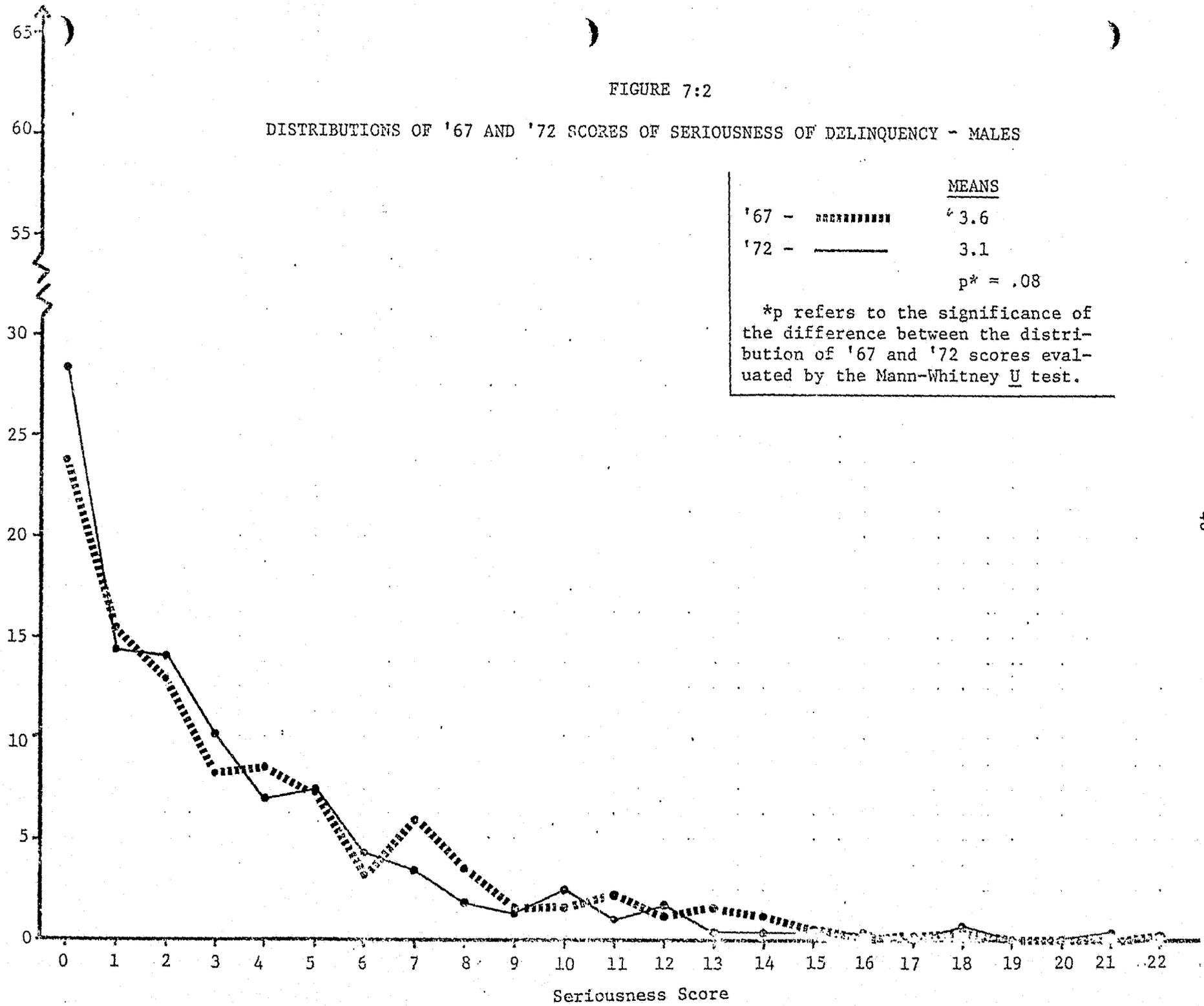
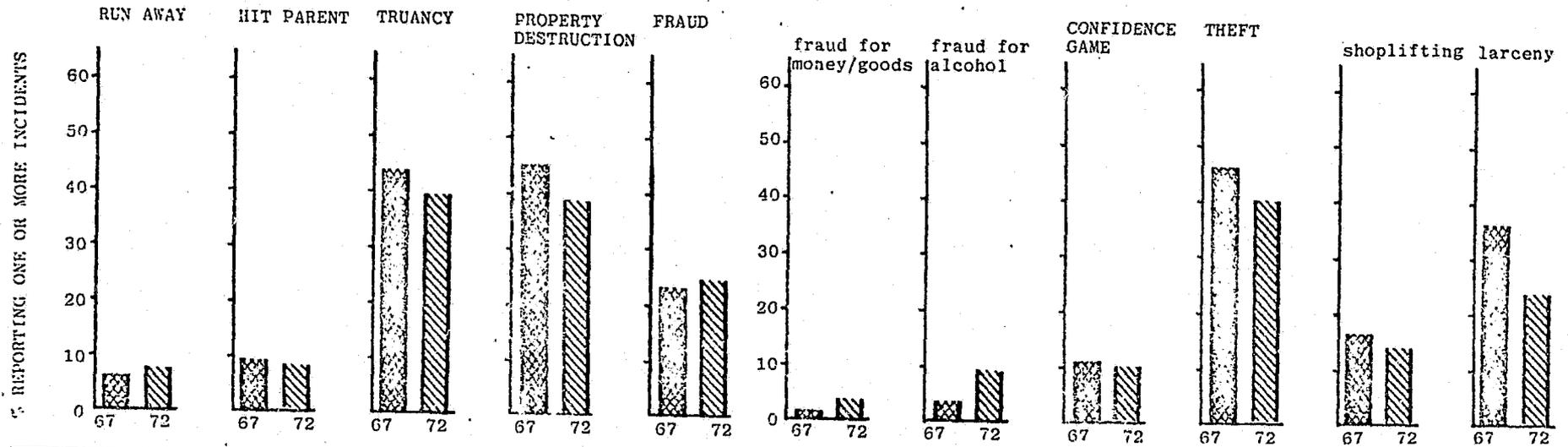


FIGURE 7:3

'67-'72 COMPARISON OF FREQUENCY OF SIGNIFICANT INCIDENTS OF DELINQUENT BEHAVIOR BY OFFENSE<sup>1</sup>-- MALES

Percent Reporting One or More Incidents  
and  
Mean Number of Incidents per Respondent



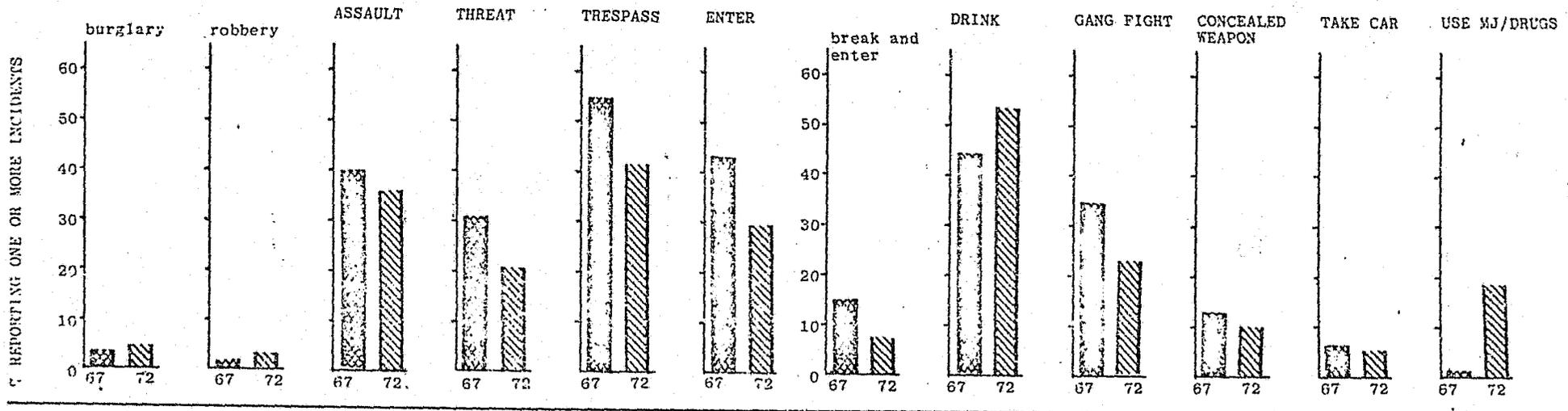
$\chi^2$											
67	.07	.11	.84	.66	.35	.02	.05	.15	.74	.24	.50
72	.10	.11	.76	.54	.34	.03	.12	.14	.66	.21	.30
$p^3$	.35	.61	.29	.06	.79	.39	.005	.90	.20	.30	.001

1. Offenses have been omitted when the percentage of their frequencies for both '67 and '72 are less than 2%.
2. Mean number of incidents per respondent by year and significance of differences between years.
3. p refers to the significance of the difference between the distribution of '67 and '72 scores, evaluated by the Mann-Whitney U test.

FIGURE 7:3  
(continued)

'67-'72 COMPARISON OF FREQUENCY OF SIGNIFICANT INCIDENTS OF DELINQUENT BEHAVIOR BY OFFENSE<sup>1</sup> -- MALES

Percent Reporting One or More Incidents  
and  
Mean Number of Incidents per Respondent



$\bar{x}_{67}^2$	.04	.03	.63	.51	.97	.65	.20	.91	.45	.18	.09	.04
$\bar{x}_{72}^2$	.06	.03	.54	.26	.70	.43	.10	1.0	.30	.14	.12	.40
$p^3$	.64	.85	.22	.001	.001	.001	.001	.11	.001	.39	.96	.001

1. Offenses have been omitted when the percentage of their frequencies for both '67 and '72 are less than 2%.
2. Mean number of incidents per respondent by year and significance of differences between years.
3.  $p$  refers to the significance of the difference between the distribution of '67 and '72 scores, evaluated by the Mann-Whitney  $U$  test.

52

FIGURE 7:4

DISTRIBUTIONS OF '67 AND '72 SCORES OF FREQUENCY OF SIGNIFICANT DELINQUENCY, EXCLUDING DRINKING AND USING DRUGS - MALES

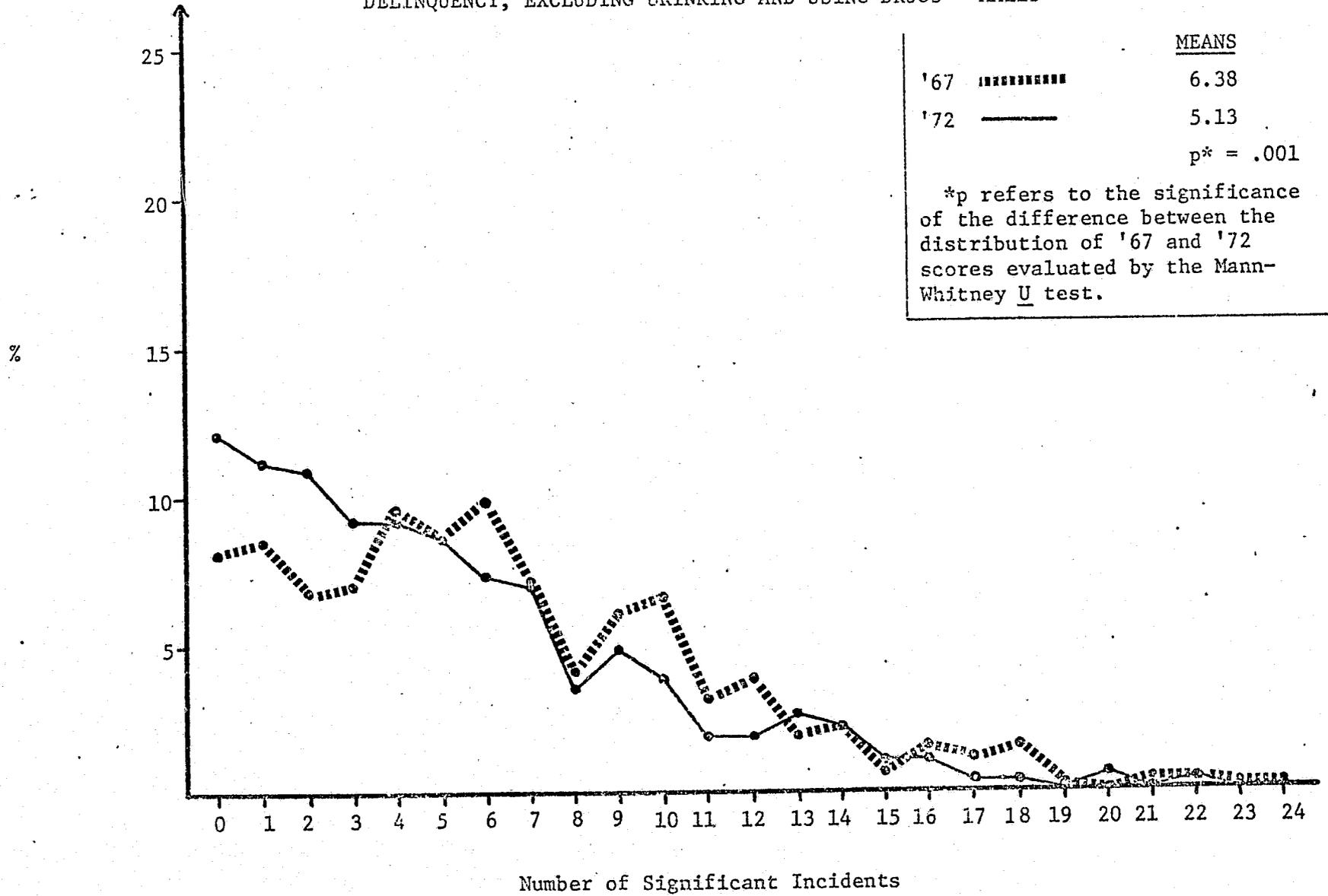
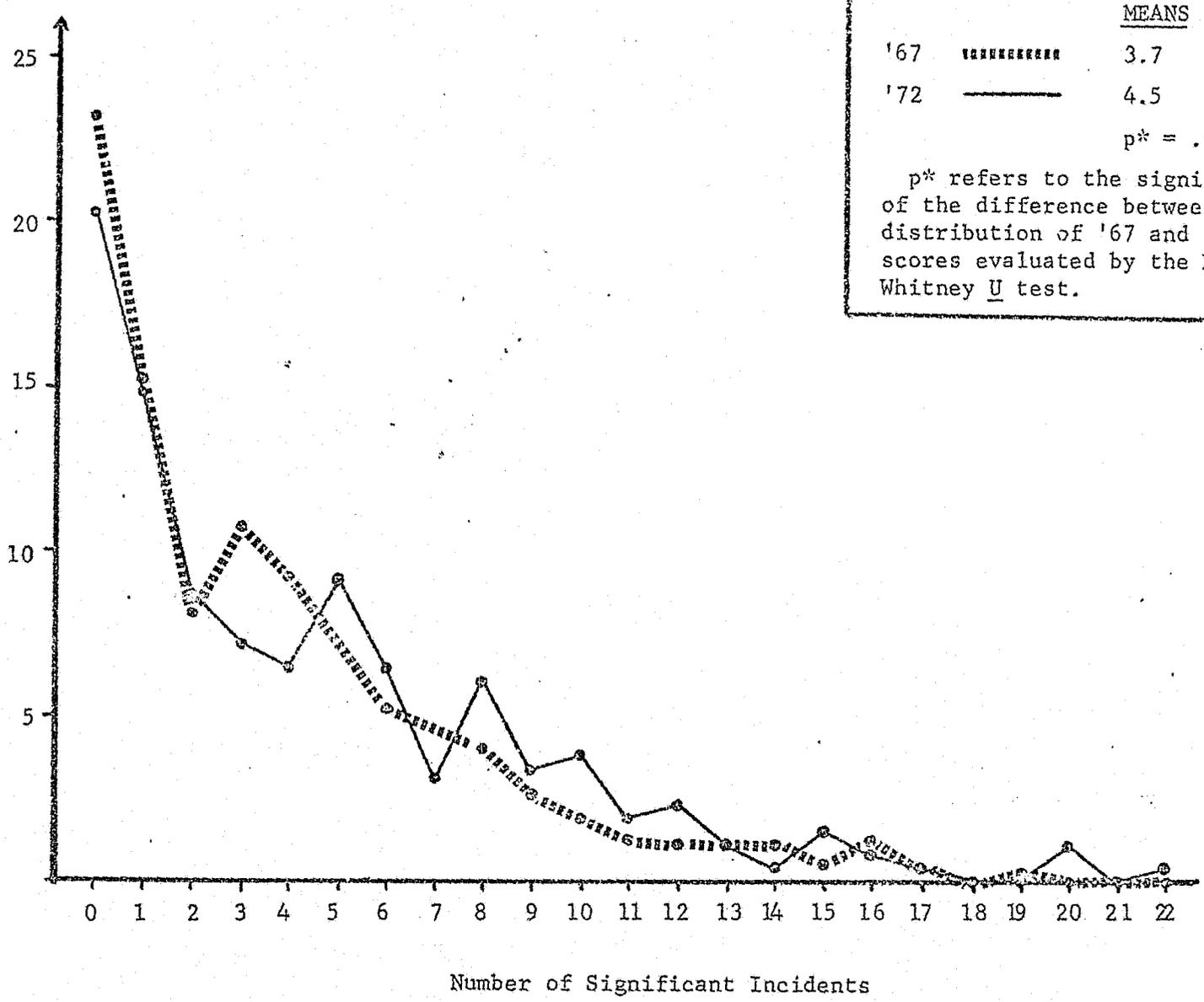


FIGURE 7:5

DISTRIBUTIONS OF '67 AND '72 SCORES OF FREQUENCY OF SIGNIFICANT DELINQUENCY - FEMALES



54

FIGURE 7:6

DISTRIBUTIONS OF '67 AND '72 SCORES OF SERIOUSNESS OF DELINQUENCY - FEMALES

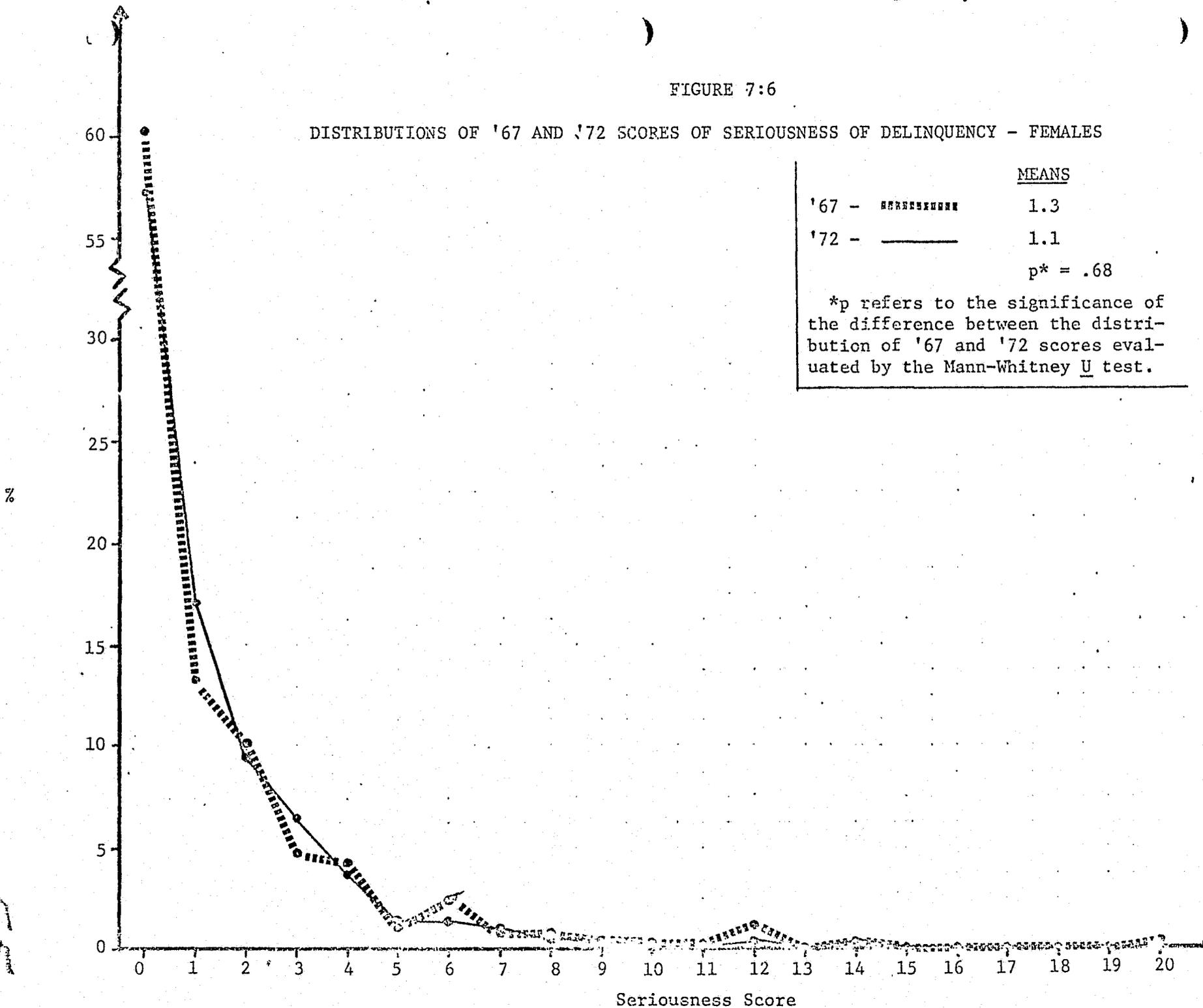
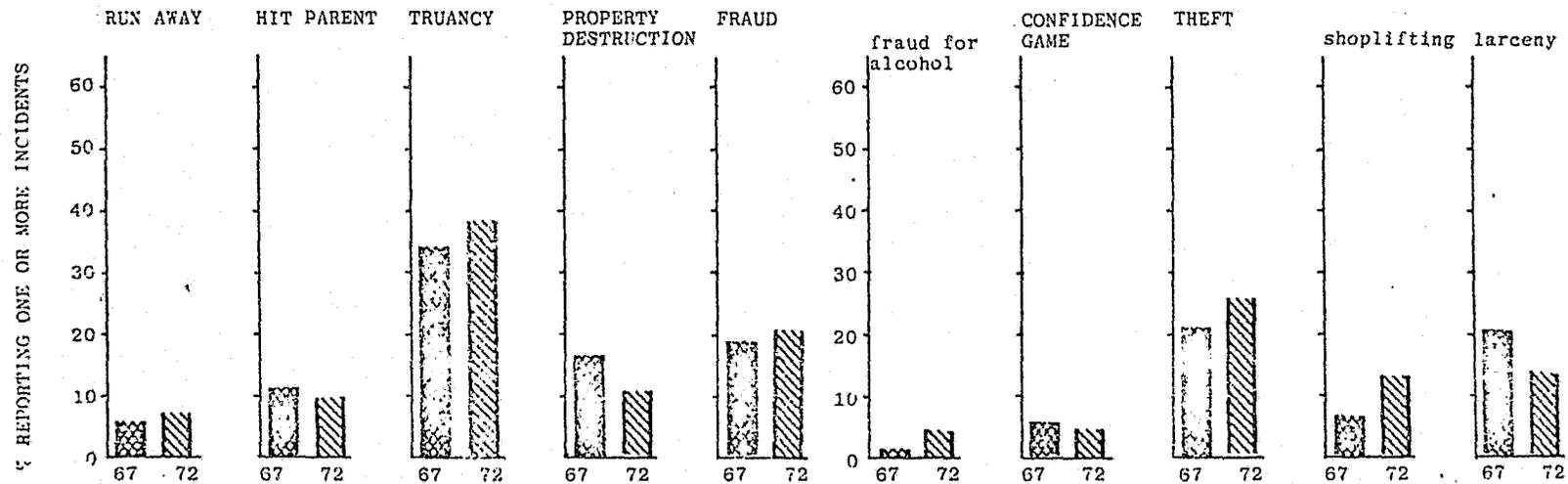


FIGURE 7:7

'67-'72 COMPARISON OF FREQUENCY OF SIGNIFICANT INCIDENTS OF DELINQUENT BEHAVIOR BY OFFENSE<sup>1</sup>-- FEMALES

Percent Reporting One or More Incidents  
and  
Mean Number of Incidents per Respondent



$\bar{x}_{67}^2$	.07	.13	.61	.25	.29	.02	.07	.32	.10	.27
$\bar{x}_{72}^2$	.08	.11	.70	.15	.37	.08	.07	.39	.18	.17
$p^3 \leq$	.42	.73	.25	.04	.46	.02	.75	.19	.03	.03

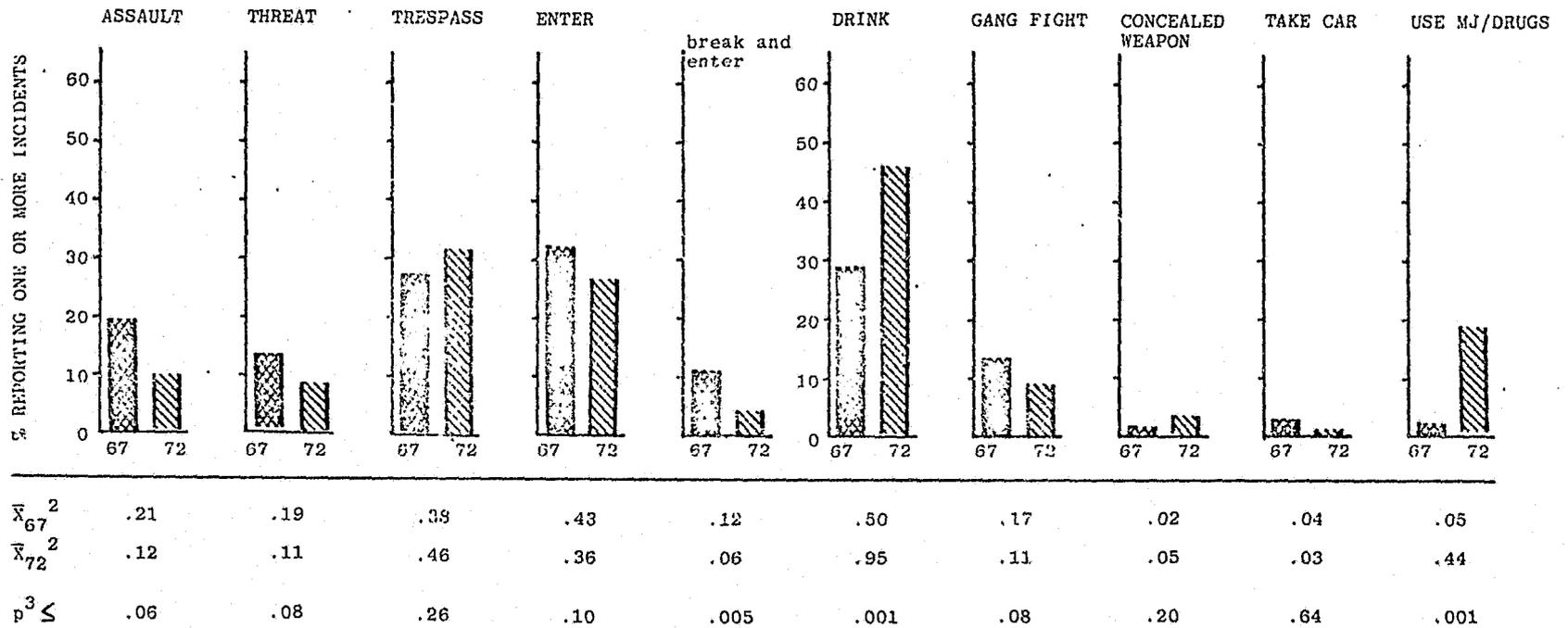
1. Offenses have been omitted when the percentage of their frequencies for both '67 and '72 are less than 2%.
2. Mean number of incidents per respondent by year and significance of differences between years.
3. p refers to the significance of the difference between the distribution of '67 and '72 scores, evaluated by the Mann-Whitney u test.

(cont. →)

FIGURE 7:7  
(continued)

'67-'72 COMPARISON OF FREQUENCY OF SIGNIFICANT INCIDENTS OF DELINQUENT BEHAVIOR BY OFFENSE<sup>1</sup>-- FEMALES

Percent Reporting One or More Incidents  
and  
Mean Number of Incidents per Respondent

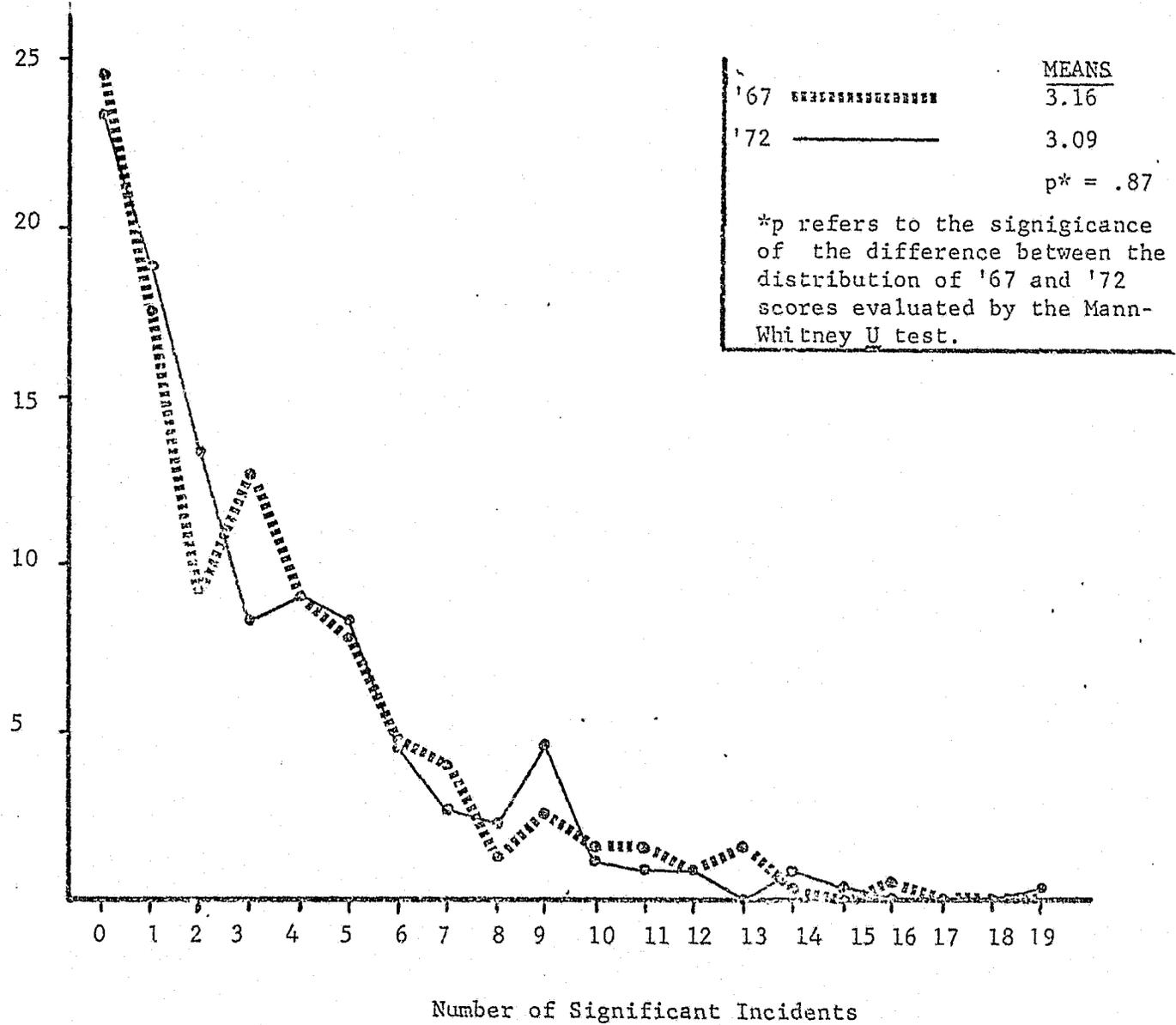


1. Offenses have been omitted when the percentage of their frequencies for both '67 and '72 are less than 2%.
2. Mean number of incidents per respondent by year and significance of differences between years.
3. p refers to the significance of the difference between the distribution of '67 and '72 scores, evaluated by the Mann-Whitney U test.

57

FIGURE 7:8

DISTRIBUTIONS OF '67 AND '72 SCORES OF FREQUENCY OF SIGNIFICANT DELINQUENCY, EXCLUDING DRINKING AND USING DRUGS - FEMALES



5/28

seriousness scores decreased by almost 14%. Boys in 1972 were committing most of the specific offenses less frequently or at about the same frequency as in 1967 (see Figure 7:3); six offenses and sub-offenses show a marked decrease ( $p = .001$ )--larceny, threat, trespass, enter, break and enter, and gang fighting. Declines in reporting major categories of offenses range from 28% for trespassing to 49% for incidents of threatening assault. Only two acts, fraud to obtain alcohol and use of marijuana and drugs, were engaged in more frequently (at a statistically reliable level) by males in '72. The tenfold increase in marijuana and drug use represents by far the greatest change in the commission of specific offenses. Males in the two years were also compared on an index of total frequency of delinquency which does not include incidents of drinking or marijuana and drug use (see Figure 7:4). This measure reveals a 20% decline ( $p = .001$ ) in the number of incidents per capita from '67 to '72.

Females. The results for females, presented in Figures 7:5-8, are both similar and dissimilar to the males' results. The mean number of incidents of all offenses committed by girls in '72 is 22% higher than in '67 (see Figure 7:5), but the comparison of scores on the total seriousness index (see Figure 7:6) reveals no difference between the two years. There are only a few offenses which show marked changes (see Figure 7:7), the most significant being increases in the frequency of drinking and marijuana and drug use; the frequency of drinking is nearly doubled, and per capita use of marijuana and drugs is nine times greater among females in '72 than in '67. It is clear that the sharp increases in the frequencies of these two offenses are completely responsible for the higher total frequency scores in '72. When drinking and marijuana and drug use are excluded, we find no change over the five years in per capita frequency of offenses among girls (see Figure 7:8).

So, the use of drugs (including girls' use of alcohol) is the only delinquent behavior that has increased sharply among 13 to 16 year old boys and girls from 1967 to 1972. There are two things we wish to point out in order to give the reader a clearer understanding of this change. First, the reason that the increase in marijuana and drug use is so dramatic--nine times greater in '72 than in '67, far exceeding any other increase or decrease in delinquent behavior--lies largely in the extremely low incidence of drug use in the '67 sample. Only 2.1% of boys (ten respondents) and 2.4% of girls (nine respondents) admitted to using drugs in 1967. Consequently, even though less than 20% of boys and girls in the '72 sample admit to using

marijuana and/or drugs, the increase relative to the '67 levels is marked. Second, it is important we believe to document the frequency of marijuana use compared with the frequency of use of other drugs. (For the '67-'72 comparison, it has been necessary to combine use of marijuana and other drugs because the NSY '67 delinquent behavior card sort included only one item asking about both; see Figure 4:2.) The data reported in Figures 7:3 and 7:7 on the frequency of marijuana and other drug use of males and females reflects mostly marijuana use. The proportion of NSY '72 respondents (male and female results are highly similar) who report ever using marijuana is close to two and one-third times greater than the proportion reporting other drug use. Almost 17% of '72 respondents have used marijuana, but only 7.2% have used other drugs; the total number of incidents of each is 106 and 45, respectively. Thus, the reader should keep in mind that when "marijuana and drug use" is referred to, this means mostly marijuana use.

We turn next to the '67-'72 comparisons of various subgroups of males and females, defined by major variables such as age, race and socioeconomic status. These comparisons identify more precisely among whom changes in delinquent behavior have taken place. We consider below the mean levels of delinquent behavior in a number of relatively small subgroups. The reader should bear in mind that these subgroup means do not provide as reliable estimates of the true level of delinquent behavior in the subpopulations they represent as do the total sample means (for all males and females in '67 and '72) which are based on much larger numbers of respondents. Their smaller numbers are taken into account in the statistical tests, however.

Race. We report here comparisons of the delinquent behavior of whites and of blacks in 1967 and 1972, separately for boys and girls; respondents belonging to other racial groups were excluded from this analysis. These results are presented in Tables A:1 and A:2.<sup>3</sup> There was not a great deal of difference in the changes from '67 to '72 among blacks and whites on the indices of total frequency and total seriousness of delinquency, nor at the level of specific offenses. The decline in total frequency is about

<sup>3</sup>Tables A:1 to A:8 appear in Appendix 2.

the same for blacks and whites although total seriousness has declined only among whites. It seems that the latter result is at least partly due to the decrease in the number of assault and threat incidents among white males, while among black males assault was reported more frequently in '72, and the frequency of threat remained about the same. Looking at the reports of girls, we note that the increase in total frequency was greater among whites, due largely to the sharper rise in drinking and use of marijuana and drugs among white girls; but the total seriousness results for black and white females are almost the same: neither racial group changed markedly from '67 to '72.

Changes in the commission of specific offenses occur differentially in the black and white samples, but these differential shifts do not seem to follow any clear pattern. Changes in the frequency of carrying a concealed weapon among blacks--males showing a statistically reliable decrease and females a reliable increase--are especially curious (note that among white males and females there was virtually no change from '67 to '72); but we are unable to suggest any explanation for these contrasting shifts.

Age. In order to compare age-specific changes in delinquent behavior from '67 to '72, the samples were stratified into four yearly cohorts: 13, 14, 15, and 16. These results appear in Tables A:3 and A:4. The larger differences in the frequencies of delinquent behavior between '67 and '72 occur among the 15 and 16 year old girls. This trend is due mainly to the greater increase in the use of alcohol, marijuana and other drugs by 15 and 16 year old girls. On the other hand, the seriousness of delinquent behavior and Tot Freq-DD change little from age 13 to 16 in the female samples. Among males, the '67-'72 changes across age groups show a somewhat different pattern. At ages 13, 14, and 16 the differences in total frequency and total seriousness at each age level are very similar to the differences in the total sample--i.e., delinquency levels are lower in '72; however, at age 15 we have found that '72 males were slightly more delinquent. While the rise in delinquency at age 15 is not statistically reliable, this result still constitutes an important exception to the dominant trend among males. Again we have found that the picture changes somewhat when drinking and marijuana and other drug incidents are deleted from the total frequency score: the difference between '67 and '72 fifteen year old males disappears, but at age 13, 14, and 16, the decline in delinquency becomes more striking.

At the level of specific offenses, there is one trend that stands out in both the male and female comparisons. This is the association between age and the increase in the use of alcohol, marijuana and other drugs between 1967 and 1972; these increases are much more pronounced at ages 15 and 16.

Socioeconomic status. Tables A:5 and A:6 show the comparison between '67 and '72 males and females at three levels of family socioeconomic status (SES).<sup>4</sup> Although the pattern of results observed for all males and females remain substantially unchanged when controlled for SES, some variations are evident within the male sample. Among males there is a drop in overall delinquency from '67 to '72 (as measured by the total frequency, total seriousness and Tot Freq-DD indices) at all SES levels, but the declines tend to be greatest in the lowest SES stratum and smallest in the highest SES stratum. The offense whose frequency changed the most is the use of marijuana and drugs, which increased reliably ( $p < .01$ ) at each SES level; but the increase was considerably larger in the medium SES stratum than in the lowest SES stratum--in the former group, the number of respondents who reported using marijuana or drugs increased from 2.4 to 26.7%, while in the latter group the increase was from 0.7 to 7.8%. Among females, on the other hand, the rise in marijuana and drug use is fairly uniform across the three SES strata; and shifts in overall delinquency among females also differ very little or follow no consistent pattern from one SES stratum to another.

Area of residence. The last set of comparisons made in an effort to identify the location of changes in delinquent behavior in the total male and female samples were based on subgroups defined by area of residence.

<sup>4</sup>Socioeconomic status derives from a rating of the respondent's father's or mother's (if data for father was not available) occupation. The Duncan Socioeconomic Index was used to establish SES level. For a complete discussion of the index, see Reiss, A. J., Occupations and Social Status. New York: Free Press, 1961. The three SES groups are defined as follow: Low SES, 0 to 29; Medium SES, 30 to 59; High SES, 60 to 96. Examples of some occupations represented in each group are: Low SES, truck drivers and mechanics; Medium SES, policemen and sales clerks; High SES, dentists and teachers.

Four categories of residence have been distinguished: (1) urban (or central city), places in Standard Metropolitan Statistical Areas (SMSAs) with a population of 50,000 or greater; (2) suburban, places in SMSAs with a population of 2,500 to 50,000; (3) towns, places not in SMSAs with a population of 2,500 to 50,000; (4) rural, places not in SMSAs with a population under 2,500. The results of the comparisons within these subgroups are presented in Tables A:7 and A:8. One deviation from the overall pattern of results occurs among the males from towns. Males in '72 generated slightly higher mean scores on all three summary measures of delinquency, while in the other residence subgroups the '67 mean scores are always higher. However, the increase in delinquency in the town subgroup is far from being statistically reliable; the most that we have been able to conclude is that the level of delinquent behavior in town areas appears to have remained constant, even when drinking and marijuana use are not counted. The division of the samples by area of residence has also revealed a very striking difference in the change in the use of marijuana and other drugs from '67 to '72. Among males residing in rural areas, the level of marijuana and drug use had not changed and the increase among rural girls was smaller than in any of the other categories. It is also noteworthy that among rural girls there was almost no change in the frequency of drinking, while in other areas the rise in drinking among girls was highly significant.

Summary: Changes--1967-1972

The frequency and seriousness of delinquent behavior among American boys 13 to 16 years old in 1972 was lower than the delinquent behavior of that age group in 1967; but the delinquent behavior of girls may have been more frequent in 1972. The substance of the behavior of American adolescents had changed markedly, more of these young people using drugs--mostly marijuana--more frequently in 1972 than their counterparts did in 1967. Indeed, except for this more frequent use of drugs (including alcohol), the delinquent behavior of girls had not increased and the delinquent behavior of boys had actually declined.

The increased use of drugs is most marked among 15 and 16 year olds; among girls the increase is probably limited to that age group. Adolescents from all social strata gave evidence of the same trend, but the increase in the use of drugs seems most sharp among boys in middle status. Rural boys

and girls do not seem to have participated in this shift to drug use.

#### Reasons for the Change

Noting that there has been a change in the style of delinquent behavior from 1967 to 1972, the question arises of why. What other changes have taken place among adolescents in that period that might help to explain the shift to drug use from other kinds of delinquent behavior? Our data provide some clues. They suggest that at least part of the increase in young people's use of drugs--and it is important that the reader remember here that we are discussing primarily the use of marijuana--is due to a greater, albeit tacit, tolerance by their parents of such behavior as part of adolescents' social life. Drug use in 1972 became less a symptom of adolescent rebellion than it was in 1967 and more an aspect of typical adolescent activity.

The use of drugs, especially marijuana, is more closely related to heavy involvement in adolescent social life than other kinds of delinquent behavior. In 1972 the correlations between drug use and dating were higher than the correlations between other delinquent behaviors and dating, although more frequent dating is more characteristic of more delinquent adolescents generally (see Table 7:1). The frequency of dating did not change

Table 7:1

Frequency of Dating and Its Relationship to Delinquent Behavior  
Particularly to Use of Drugs (by sex, age, and year)

	Boys		Boys (15-16)		Girls (15-16)	
	1967	1972	1967	1972	1967	1972
<b>Gammas:</b>						
Frequency of dating by:						
Tot Freq-DD	.39	.28	.39	.24	.21	.23
p-level	<.01	<.01	<.01	<.01	<.01	<.01
Use MJ/Drugs	.50	.52	.31	.35	.59	.46
p-level	<.01	<.01	.16	<.01	.06	<.01
<b>Means:</b>						
Frequency of dating	1.96*	1.73	2.88	2.55	3.13	3.69
p-level (by t test)	<.20		.18		.05	
N =	468	350	256	177	214	155

\*These figures reflect a scale of dates per month, but should not be interpreted literally since the scale is truncated at its high end.

reliably among boys from 1967 to 1972, so it was probably not more involvement in adolescent social life itself that generated the increase in drug use among them. Rather, it seems to have been the relevance of those activities to adolescents' relationships with their parents and peers. But we shall see that the effect of parental and peer relationships was felt only among those who reported more frequent dating.

The amount of autonomy that parents permitted their sons increased significantly from 1967 to 1972 (see Table 7:2).<sup>5</sup> Our male respondents in the

Table 7:2

Boys' Autonomy from Parents and Its Relationship to Delinquent Behavior Particularly to Use of Drugs  
(by age, frequency of dating, and year)

	Boys		Boys (15-16)		Boys (15-16)			
	1967	1972	1967	1972	low daters		high daters	
					1967	1972	1967	1972
<b>Gammas:</b>								
Autonomy by:								
Tot Freq-DD	.03	.10	-.01	.03	.13	-.04	-.17	.01
p-level	*	.05	*	*	*	*	.05	*
Use MJ/Drugs	-.13 <sup>†</sup>	.20 <sup>†</sup>	-.17	.17	.13	-.09	-.40	.25
p-level	*	.03	*	.12	*	*	.17	.07
P-level of difference between 1967 and 1972 gammas for Use MJ/Drugs								
		†		.21		*		.05
<b>Means:</b>								
Autonomy	10.9	12.0	11.3	12.4	11.3	12.2	11.3	13.0
p-level of 1967-1972 difference		<.01		<.01		<.05		<.05
N =	432	312	234	159	116	91	117	65

\*p-level >.50

<sup>†</sup>These gammas are less meaningful because age, which is positively correlated with both autonomy and use of drugs, was not controlled. Therefore, the reliability of the difference between the '67 and '72 gamma was not computed.

<sup>5</sup>The measure of autonomy in Table 7:2 is the index called Autonomy I described on page 37 of Chapter 4.

1972 survey reported that they had more freedom to dress as they pleased and to decide how to spend their spare time than did their '67 counterparts. Furthermore, the relationship between using drugs and relationships with parents changed. The significant fact is that, whereas in 1967 greater autonomy was related to less use of drugs among the boys, in 1972 it was related to more use of drugs. These are the data which suggest that use of drugs among adolescent boys was in 1967 a symptom of rebellion, but not so in 1972.

More striking is the effect of greater autonomy among 15 and 16 year old boys who dated a great deal. These were the boys for whom the relationships between autonomy and drug use shifted most sharply from negative to positive from 1967 to 1972. And, of course, these were the boys who accounted for most of the drug use in both surveys (see Table 7:1).

But the effect of greater parental autonomy on drug use is specific to the boys in our samples, and it is not crucial for the girls. While girls also reported greater autonomy in 1972, that was not related in either 1967 or 1972 to their use of drugs (gammas of .03 and .01). What then accounts for the sharp increase in drug use among the 15 and 16 year old girls from 1967 to 1972?

First of all, we note that these girls may have been dating more frequently in 1972 than their counterparts did in 1967 (Table 7:1). It should also be pointed out that girls' use of drugs was much more dependent on their association with boys than boys' use was on their association with girls (see Table 7:3). Relatively few girls used drugs when there were no

Table 7:3

Sex of Companions in the Use of Marijuana and of Other Drugs--1972

	Boys (13-18)	Girls (13-18)
<u>Marijuana</u>		
Alone	8%	3%
With others of same sex	68	23
With others of opposite sex	26	74
	<u>100 (N=132)</u>	<u>100 (N=107)</u>
<u>Other Drugs</u>		
Alone	25	20
With others of same sex	72	43
With others of opposite sex	3	37
	<u>100 (N=46)</u>	<u>100 (N=40)</u>

boys with them; the majority of boys' drug use was in the absence of girls. Furthermore, girls usually got their drugs from boys (see Table 7:4). It

Table 7:4

Sex of Source of Marijuana and of Other Drugs--1972\*

	Boys (13-18)	Girls (13-18)
<u>Marijuana</u>		
Male	87%	68%
Female	13	32
	<u>100 (N=104)</u>	<u>100 (N=98)</u>
<u>Other Drugs</u>		
Male	91	65
Female	9	35
	<u>100 (N=34)</u>	<u>100 (N=34)</u>

\*Table does not include Rs who said they bought marijuana (27 boys and 2 girls) or other drugs (15 boys and 4 girls).

seems the case that more frequent drug use among girls was in part on account of what the boys they went with were doing more often; so the girls went along.

It is likely that the behavior of the 15 and 16 year old boys that we have described was not so relevant to the behavior of the 15 and 16 year old girls, because these girls were probably mixing socially with older boys. That possibility does not weaken our argument that the dependency of girls' use of marijuana and other drugs on the behavior of boys can account for girls' greater use of drugs in 1972. For older boys, 17 and 18 year olds, almost undoubtedly used drugs more in 1972 than they did in 1967. Since no boys over 16 were questioned in the National Survey of Youth '67, all our data can demonstrate directly is that in 1972, 17 and 18 year olds were heavier drug users than younger boys were--52% of these boys used drugs compared to 27% of the 15 and 16 year olds. More direct evidence of increasing drug use among older boys in the years up to 1972 comes from the National Commission on Marijuana and Drug Abuse (1973) and from the Institute for Social Research project, Youth in Transition (Johnston, 1973). The former study documented an increase of 15% more drug users among 18 to 21 year olds (boys and girls) from 1971 to 1972; the latter study found only 21% of male high schools seniors (most 18 years old) interviewed in

1967 had ever used drugs, compared to the 52% of the 17 and 18 year old males in the National Survey of Youth '72. It seems reasonable to conclude then that more of the boys dating the 15 and 16 year old girls were into drugs in 1972 than in 1967.

But that is not the whole picture. Among girls as well as among boys, the use of drugs--and again we should remind the reader that we are discussing mostly the use of marijuana--came to be perceived as a more normal adolescent activity. Adolescents' perceptions of how many teenagers used drugs shifted with the change in behavior from 1967 to 1972, so that the later sample reported more drug use among other teenagers (see Table 7:5).

Table 7:5

Perception of Drug Use among Teenagers and Its Relationship to Own Drug Use (by sex, age, frequency of dating, and year)

	Boys		Boys (15-16)		Boys (15-16)		Girls (15-16)	
	1967	1972	1967	1972	low daters 1967	high daters 1972	1967	1972
<u>Gamma's:</u>								
Perception of drug use among teenagers by Use MJ/Drugs	-.27	.12	-.21	.14	-.19	-.04	-.24	.38
p-level	.20	.19	.35	.15	*	*	.42	<.01
Difference between 1967 and 1972 gamma	.05		.12		*		.07	
<u>Means:</u>								
Perception of drug use among teenagers	3.5	5.4	3.3	5.2	3.0	5.4	3.6	5.1
p-level of 1967-1972 difference	<.01		<.01		<.01		<.01	
N =	465	348	256	178	124	102	131	73
							214	160

\*p-level >.50

Furthermore, the implications of those perceptions for boys who were dating a great deal shifted from 1967 to 1972: in the earlier sample drug use bore no reliable relationship to perceptions of what teenagers generally were doing, although users and non-users all tended in 1967 to perceive themselves as outside the typical adolescent pattern. By 1972 this relationship had changed markedly; frequency of drug use by socially active teenagers had become consonant with their perceptions of what other teenagers were doing. The significant indication here is that by 1972, socially active American adolescents who used drugs more heavily believed that to be typical teenager behavior; they did not seem to perceive themselves as outsiders.

#### A Check on the Data: The Rural-Urban Case

We have identified some background conditions and some changes among American adolescents that help to explain why there had been so marked an increase in their use of drugs from 1967 to 1972. The data indicate that the increase in the use of drugs is largely accountable to the behavior of boys and especially girls whose frequent dating demonstrate that they are heavily involved in adolescent social life. Furthermore, the greater drug use among boys in 1972 is reliably correlated with the greater autonomy that they report their parents were granting them, compared to boys in 1967; and with their perception that drug use is more frequent among--typical of--American teenagers.

We may check the importance to drug use of variables such as autonomy from parents, dating behavior, and the perceptions of drug use among teenagers generally by taking another approach to our data. So far we have concerned ourselves only with age and sex differences when comparing respondents in 1967 with those in 1972. We have tested the strength of our analysis partly by determining what variables account for greater change among the older than the younger boys and girls. Having identified certain variables that seem to help us to understand not only the overall changes from 1967 to 1972 but also the differential change by age groups, we may now see if these variables can help account for the fact that adolescents living in rural areas apparently did not participate in the increased use of drugs (see Tables A:7 and 7:8). We find that indeed certain variables that seem crucial in the previous analysis took a different course among rural adoles-

cents between 1967 and 1972.

To begin with, we have suggested that dating boys is especially important to girls' use of drugs, and that greater use of drugs by girls in 1972 may be a function not only of their dates' heavier use but also more frequent dating by the 15 and 16 year old girls. Now we find that rural 15 and 16 year old girls showed less than half the increase of the others in that time between 1967 and 1972 (see Table 7:6)

Table 7:6

Per Capita Dates of 15-16 Year Old Girls (by rurality and by year)

	1967	1972	p
Urban-suburban-town	3.2 (157)	3.9 (110)	<.05
Rural	3.0 (54)	3.3 (39)	>.50
p of rural-other difference	>.50	.25	

We have pointed to a greater autonomy among 15 to 16 year old boys in 1972 than in 1967 as a factor in boys' greater use of drugs. Now we find that rural boys in the more recent survey did not experience greater autonomy; while their counterparts in nonrural areas reported significantly more, among the rural boys there was essentially no difference in the levels of autonomy granted boys in 1967 and in 1972 (see Table 7:7).

Table 7:7

Parental Autonomy of 15-16 Year Old Boys (by rurality and by year)

	1967	1972	p
Urban-suburban-town	11.1 (184)	12.6 (122)	<.01
Rural	11.8 (49)	11.6 (30)	>.50
p of rural-other difference	.22	.10	

Furthermore, boys' perceptions of more frequent drug use by teenagers in 1972 suggests that drug use had become more normative since 1967 and that that had encouraged their indulgence. Among rural boys, however, that perception had not increased so markedly (see Table 7:8). It might be argued

Table 7:8

Perception of Teenagers' Drug Use among 15-16 Year Old Boys (by rurality and by year)

	1967	1972	p
Urban-suburban-town	3.2 (203)	5.3 (140)	<.01
Rural	3.7 (52)	4.8 (31)	.06
p of rural-other difference	.20	.25	

that this pattern of data is merely a reflection of the facts rather than a cause. That may be so, of course, but the wording of the question put to our respondents referred to "all teenagers," not the ones they knew personally. We were trying here to gauge adolescents' perceptions of delinquent norms as they were shaped not only by their direct observation but also by hearsay among their peers and by the mass media. It seems plausible that rural boys compared to their urban peers had not come by 1972 to believe that using drugs was the teenage thing to do.

This examination of rural-urban differences together with some correlates of drug use help to confirm our interpretation of the shift to drug use from 1967 to 1972. For just those variables which help to account for the shift among the 15 and 16 year old boys and girls, among whom the shift is most marked, also show no relevant change among the rural adolescents whose drug use was not markedly greater in 1972.

#### Another Check: Drug Use Compared to Other Delinquent Behavior

It is important to demonstrate that these shifting patterns of variables are associated specifically with drug use rather than with delinquent behavior generally because we are trying to account for a shift from other kinds of delinquency to the use of drugs.

We have already pointed out that drug use seems to have been more embedded in heterosexual adolescent activities than other delinquent behaviors

were; drug use is more closely related to the frequency of dating than other kinds of delinquency are, especially in the 1972 data.

And among the 15 and 16 year old boys who reported dating a great deal, autonomy from parents is not so highly related to other kinds of delinquent behavior as it is to using drugs. So the greater autonomy of boys in 1972 could not have contributed to an increase in delinquent behavior generally, as it seems to have contributed to increased use of drugs.

#### Provocations to Drug Use and Delinquency

So far we have suggested that the use of drugs is more characteristic of boys and girls who dated heavily than among those less active socially; and that by 1972 these adolescents had come to believe that their drug using behavior conformed to the behavior of teenagers generally. The boys' greater use of drugs in 1972 seems to have been encouraged by the apparent greater tolerance of their parents for such behavior (probably limited to smoking marijuana) as indicated by its correlation with the autonomy that their parents grant them. And the girls followed the boys' lead.

But of course, not all adolescents indulged in drugs. Indeed, only a minority of them did in the age range under consideration (over half of American adolescents have at least tried drugs--overwhelmingly marijuana --by age 18). Why should some have done so while others did not? And what light might this shed on the shift to drugs from 1967 to 1972?

One of the correlates of boys' delinquent behavior in 1967 was their school grades; the lower their grades, the higher their delinquency (see Table 7:9). But those grades did not relate to drug taking specifically; relatively few of them were using drugs then, it was simply not a delinquent behavior of choice. But this picture changed by 1972 when drug-taking had become negatively correlated with scholastic failure; that is, it had become a delinquent behavior of choice for those boys who had reasons--like scholastic failure--to be delinquent at all. It should be pointed out that boys' school grades did not decline from 1967 to 1972, but taking drugs became a closer correlate of poor grades in that time.

Of course there are other correlates of delinquent behavior besides scholastic performance. One of these is adolescents' relationships with their parents; and on the average, boys in 1972 (but not girls) reported

Table 7:9  
Boys' School Grades and Their Relationship to Delinquent Behavior  
Particularly to Use of Drugs (by age, year, and frequency of dating)

	Boys		Boys (15-16)		Boys (15-16)			
	1967	1972	1967	1972	low daters		high daters	
					1967	1972	1967	1972
<u>Gammas:</u>								
School grades by								
Tot freq - DD	-.26	-.15	-.21	-.16	-.23	-.19	-.15	-.18
p-level	<.01	<.01	<.01	.02	<.01	.05	.06	.13
Use MJ/Drugs	.05	-.27	.17	-.16	.22	-.23	.12	-.18
p-level	*	<.01	*	.17	*	.15	*	.27
<u>Means:</u>								
School grades	4.5	4.7	4.5	4.6	4.7	4.6	4.4	4.8
p-level of 1967-1972 differences		.11		*	.42		.09	
N =	461	298	252	149	121	87	130	160

\*p-level >.50

less close relationships than their counterparts did in 1967 (see Table 7:10).<sup>6</sup> This worsening in adolescent-parent relationships might have been expected to increase the delinquent behavior of boys over the time period, but we have seen that overall there was a decline in the frequency of delinquent behavior--except that boys shifted to more drug taking in that time. That shift--and parents' apparent attitudes toward it--may have been responsible for reducing the general level of delinquent behavior despite less close rela-

<sup>6</sup>The measures of closeness in Table 7:10 are similar but not identical to the father affection and mother affection indices described on page 22, Chapter 4. In order to construct comparable '67 and '72 indices (i.e., indices based on items used in both surveys) it was necessary to delete five of the items (two for father and three for mother) included in the original NSY '72 indices (see page 37, Chapter 4).

Table 7:10

Closeness of Boys' Relationships to their Fathers and Mothers and Its Relationship to Delinquent Behavior Particularly to Use of Drugs (by age and year)

	Boys				Boys (15-16)			
	Father		Mother		Father		Mother	
	1967	1972	1967	1972	1967	1972	1967	1972
<u>Gammas:</u>								
Closeness of relationships to parents								
Tot Freq - DD	-.17	-.21	-.15	-.19	-.19	-.23	-.12	-.13
p-level	.01	.01	.01	.01	.01	.01	.06	.07
Use MJ/Drugs	-.51	-.28	-.51	-.29	-.61	-.23	-.59	-.21
p-level	<.01	<.01	<.02	<.01	<.01	.04	.02	.05
<u>Means:</u>								
Closeness of relationships to parents	19.4	18.4	15.1	14.2	18.9	17.9	15.0	13.7
p-level of 1967-1972 difference	<.01		<.01		.03		<.01	
N =	434	315	467	346	236	162	255	176

tionships with parents. What appears to have happened is that at the same time that boys' relationships with their parents were becoming less close, the effect of a poor relationship on that and using drugs was weakening; whereas in 1967 there were strong negative correlations between using drugs and relationships with parents, in 1972 those correlations were only a little stronger than those between relationships with parents and other offenses. We interpret these data to mean that drug-taking was by 1972 no longer so expressive of adolescent boys' conflicts with their parents.

It may seem curious then that, in the face of worsening relationships with their parents, boys should take to drugs rather than choose some other behavior more expressive of that conflict. But we may find in this an important clue to the generation of particular forms of deviancy.

Sutherland (1947), in his theory of differential association, proposed that much of what is considered deviant is in reality conformity to the norms of some reference group. We find evidence for this view in our analysis of the trends in delinquent behavior from 1967 to 1972. The major change, the increase in drug-taking, seems best understood in the dual

context of adolescents' perceptions of what their peers are doing and their active involvement in adolescent social life. Drug-taking is most prevalent among those who indicate they have social support for it in the sense of active involvement with others who are doing the same.

The data pertaining to boys' relationships with their parents may contain the same message. That is, while parents in 1972 could not be said to have supported or approved of their sons using drugs, the data suggest that their sons believed that their parents were not so vehemently against that as parents seemed to be to the boys in the 1967 survey. We have seen that the boys in the 1972 survey reported having more autonomy--greater freedom to participate in adolescent activities--than boys in 1967 reported. So the boys who were motivated to be deviant in some way--for example, those doing poorly in school--more often than before chose that behavior which, while clearly deviant, had become tolerable at least to this important reference group, their parents. We are arguing that using drugs--primarily smoking marijuana--had in 1972 come to occupy a more preferred position in the range of deviant behavior than it had in 1967: deviant enough to be recognized as such but not so deviant as to seriously disaffect their parents or their peers.

We suspect that a shift in the tolerance of marijuana has occurred at least partly because the fright has gone out of "dope." An earlier mysteriousness surrounding the substance has given way to distant acquaintance; its earlier identification with the alien has been replaced by suspicion of its not infrequent use in mainstream America; the belief in its horrible consequences has melted into a recognition of its relatively mild effects. In short, Science and experience have eroded the marijuana stereotype. We believe that this has occurred among American adults and most pertinent here, among American parents. If it had not, we doubt that adolescents would have taken up drug use to the degree that they had by 1972.

There may be in this analysis of the situation some indications of the general function parents play in the etiology of delinquent behavior. Generally speaking, relationships with parents, like many other variables, may serve either to provoke delinquent behavior or to restrain it. The increase in drug use while the incidence of other kinds of delinquency declined (among boys) or remained stable suggests that it figures more strongly as a factor of restraint than as one of provocation. While there may be some

delinquent behaviors which depend more heavily on parental provocation --running away comes to mind--most delinquency may be provoked by forces other than relationships with parents; delinquency may involve parents primarily insofar as relationships with them permit it. Relationships with parents may permit delinquent behavior in two ways: they may be so poor that they provide weak restraints; or they may not be threatened very much by delinquent behavior. It is mostly in the latter way that we believe parents figure in the greater frequency of drug use in 1972, by not seeming to their adolescents to be so vehemently opposed to it then. We suggest that boys' relationships with their parents were not so provocative of drug use in 1972 as they were permissive.

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APPENDIX I

NATIONAL SURVEY OF YOUTH, 1972  
INTERVIEWER INSTRUCTION BOOKLET

TABLE OF CONTENTS

<u>Section</u>		<u>Page</u>
1	Lists of All Materials You Should Have .....	1-1
2	What to Do When You Get to a New PSU .....	2-1
3	Listing and Sampling .....	3-1
4	Calling at Housing Units .....	4-1
5	Before and After the Interview .....	5-1
6	Conducting the Interview .....	6-1
	Respondents Who Cannot Read or Who Have Trouble Reading .....	6-1
	List of Standard Definitions .....	6-3
	Interview Question Objectives .....	6-4
	Interview Objectives for Delinquency Questions .....	6-13
	Guidelines for Trivial Delinquency .....	6-16
	School Grades and Wrist X-ray Procedures .....	6-19
7	Administrative Matters .....	7-1

LISTS OF MATERIALS YOU SHOULD HAVE

LIST OF MATERIALS USED IN THE INTERVIEW

- Interview Schedules
- Response Booklets
- Delinquency Forms #60-76 (17 different forms)
- Peer Check List
- Three Card Sorts (yellow, pink, green)
- Card Sort Envelopes (yellow, pink, green)
- Body-Image Chart (in plastic cover)
- School Grades Permission Slip
- X-ray Packet
- Choice Cards (five)
- Large manila envelope for mailing the interview
- Pencils
- Tape recorder
- Tape cassette (four)

LIST OF MATERIALS USED FOR LISTING, SAMPLING, AND CALLING

Listing Sheets

Cover Sheets

Sample Address Summary Forms

PSU Packet (maps, cluster information and sketch forms, sampling instructions, Listing and Sampling Summary Form)

Letters to Housing Unit

Envelopes for letter to HU

Introductory Pamphlets (grey)

Calling Cards

MISCELLANEOUS MATERIALS

Business Envelopes for interviewer-ISR correspondence

Pencils (#2)

Pencil Sharpeners (small, plastic)

Stamps (8¢)

X-ray Instructions (will be mailed)

Interviewer Labels

ISR Labels

MEMO Forms (bright yellow-orange)

Travel Vouchers

Carbon Paper

Location Materials (from local interviewers)

Credit Cards (3)

Itinerary and Schedule of Expected Car Rentals

Helpful Person Cards

Interviewer Time Sheets

Press Release about NSY

82

SRC Interviewer's Manual

Expanding Portfolio

Clear Plastic Page Covers

List of Interview Identification Numbers

Rating of "College Atmosphere" Form

Instruction Booklet

83

WHAT TO DO WHEN YOU GET TO A NEW PSU

If you travel by air, your first move upon arriving at a new PSU will be to pick up at least one rental car, since the Avis agency will be at your arrival airport. If you are scheduled to pick up two cars at that same agency, it's up to you to decide whether it will be more efficient to pick up both cars right away or to use only one car while looking around and drive back for the second one later. If you drive to the PSU in your own car and are not using it to interview, pick up the first car when you are ready to start in on "company" business.

Use the agency whose name we have given you; our contract specifies which agencies we will use. You will also know what rate our contract specifies for that agency. If the agent doesn't have a car at that rate: (1) During working hours (Detroit time) call (313) 962-9600, collect, and speak to Mr. Forhan or to Nancy Wolff; (2) at other times take the next most economical car available and notify us. (Our contract with national Avis specifies that if cars usually rented at the quoted rate are not available, other available cars will be rented at that rate.)

Decline CDW (Collision Damage Waiver) and decline STI (Safe Trip Insurance or Accident Insurance); neither is worth the cost.

Study the maps of your PSU and the location of your clusters before you arrive, so that you have an idea where to look for accommodations. You should, of course, try to find a motel/hotel which is convenient to your clusters; however, if your clusters are widely separated, you may find it more efficient (in terms of driving) to change motels in the middle of your stay. We recommend you don't waste a lot of time looking for the "ideal" place to stay when you first arrive; you can always relocate after 2 or 3 days if you find a better place. In some cases, the local ISR interviewer has made suggestions about places to stay which you will find in your packet of location materials.

Once you are settled in your motel, call Ann Arbor. Between the hours of 9 a.m. and 5 p.m. call (collect, station-to-station) (313) 764-8382. Tell us where you are staying and how we can contact you (your phone number and mailing address). Whenever you change location, let us know.

Your next task is to get in touch with the local ISR interviewer; this person's name, address, and phone number is on a card in your packet of location materials. The local ISR interviewer knows approximately when you will be arriving and expects you to give him/her a call when you arrive. The local interviewers are valuable persons--they can put you in touch with the appropriate local authorities (such as the Chamber of Commerce or Better Business Bureau, and local police) and help you with problems that may arise. Do your best to express your appreciation to the local interviewers for they have put in many hours laying the ground work for your visit.

Enclosed in your package is a press release about NSY for you to pass along to local newspapers. A space has been left for you to put in your names so that you will be identified personally in the newspaper. In smaller communities, especially, it is recommended that you make a personal visit to the local newspaper office.

**CONTINUED**

**1 OF 3**

84

Also in your packet of location materials you will find information about neutral sites, which was obtained by the local SRC interviewer 2 or 3 months earlier. When you see the local interview, be sure to ask about the neutral sites and find out what has to be done to "firm up" or confirm the arrangements. If the local interviewer was not able to arrange local sites in some of your clusters, this is something you will have to work on. Keep in mind that before you begin calling at housing units the neutral site arrangements in that cluster must be definite, so that you will be able to inform your respondent of the site. In case you have to find some of your own neutral sites, here is some relevant information:

Privacy: The layout should permit you to be alone with the respondent during the course of the interview, without interruption and with reasonable assurance of not being overheard.

Neutrality: It is not appropriate for the site to be associated with police, court, or school authorities.

Availability: The site should be available during the hours after school until about 9 p.m. and all day Saturday; availability on Sunday afternoon and evening may also be desirable.

The kinds of places that are frequently suitable neutral sites are community centers, youth recreation centers, libraries, commercial establishments (e.g., banks, real estate offices), and hospitals. Churches are a little less desirable, but are acceptable if you can't find a convenient site elsewhere. We find that it is seldom necessary to pay for using a site, but if it cannot be avoided, it is all right to rent office space or pay for the use of other facilities.

Before you begin interviewing check the interviewing site carefully. Make sure that appropriate persons know why you are there, and that you have a clear understanding about when the site will be available for your use. Have valuable materials that you would not like to be responsible for removed from the site before you begin interviewing. Become familiar with how to get to and from the site or at least know exactly where it is (street address and name of place) so that you can ask directions.

For written communication we have provided you with a bright yellow-orange MEMO form. But if you have an urgent problem or in the event of an emergency (we leave the definition to you), please call us. Between the hours of 9 a.m. and 5 p.m., call ISR ((313) 764-8382). At other times call one of the following persons (the names are listed in the order of calling priority):

David Reimer (313) 769-0319  
 Martin Gold (313) 426-3248  
 Rick Fuller (313) 762-4182

Always call collect, station-to-station (this applies to all of the numbers). Routine calls should only be made between 9 a.m. and 5 p.m., to ISR.

Start keeping your log (Interviewer Time Sheet) on the day you arrive in your first PSU.

Don't forget Interviewer Helper Cards for those who help you in those first days.

If when you first call Ann Arbor (see above), you don't have a mailing address that will be stable for the first week or so, call us as soon as you do have one. Please let the proprietor of your motel, etc., know that you may be receiving mail and find out the accurate mailing address of the place.

## SECTION 3--LISTING AND SAMPLING

Before you start listing review Chapters 8, 9, and 10 in the Interviewer's Manual. Material in these chapters which does not apply and amendments to the Manual are indicated below.

CHAPTER 8 - SAMPLING PRINCIPLES AND PROCEDURES

Everything in this chapter applies to NSY, except for Step 4, Step 5 and Step 6 (page 8-3) and items 4 and 5 in the Summary (page 8-4).

The terms "chunk", "segment", and "dwelling unit (DU)"--which are used throughout chapters 9, 10, and 11--do not apply to our study. In our study the term "cluster" will be used to designate the geographical area which contains the "housing units (HUs)"--this term is defined below--that interviewers will list and visit. Therefore, whenever you encounter the term "chunk" or "segment" substitute "cluster."

CHAPTER 9 - GENERAL LISTING PROCEDURES

Page 9-1, skip "Definition of Dwelling Unit". Whenever you encounter the term "dwelling unit" (or DU), substitute "housing unit" (or HU).

Definition of housing unit: A housing unit (HU) is a group of rooms or a single room occupied as separate living quarters, that is, (1) when the occupants do not live and eat with any other persons in the same structure, and (2) when there is either (a) direct access from the outside or through a common hall, or (b) complete kitchen facilities for this unit only.

Living quarters have direct access if there is either: (1) an entrance to the living quarters directly from the outside of the structure, or an entrance to the living quarters from a hall, lobby, or vestibule used by the occupants of more than one unit. This means that the hall, lobby, or vestibule is not part of any unit but must be clearly separate from all units in the structure.

A unit has complete kitchen facilities when it has all three of the following: an installed sink, a range or cook stove, and a mechanical refrigerator or ice box. These facilities must be for the exclusive use of the occupants of the unit, whether used or not.

Additional Deletions: Page 9-4, skip the last two lines on this page.  
Page 9-8, skip the second and third paragraphs--  
"Show location of structures on chunk sketch" and  
"Copying listings onto listing form S210."  
Page 9-11, skip the last sentence (last four lines)  
under "Trailer courts or parks" (top of page).

## CHAPTER 10 - SAMPLING PROCEDURES WHEN INTERVIEWING SEGMENTS

Most of the material in this chapter does not apply; however, there are a few parts which are applicable. Read only the following:

Page 10-8, "SAMPLE ADDRESS SUMMARY FORMS"--but disregard the part about "single white sheets" and about how the "green sheet" is used. Page 10-11, "Make out a cover sheet for each (HU) designated for the current study"--but substitute "NSY Listing Sheet" for S210 Listing Sheet.

Pages 10-11 & 10-12, "Mailing respondent letters" and "Proceed to Interview".

Pages 10-12 to 10-14, "Check for unlisted (HUs)"--but disregard the "NOTE" under "Case 1" (page 10-14) and disregard everything under "Case 2" (page 10-14) except the first sentence.

### LISTING

In your PSU Packet there is a list of all the clusters in that PSU; this list appears on the Listing and Sampling Summary Form, and includes an estimate of the number of housing units in each cluster. If you have time, we would like you to fill in all or part of the summary data called for on this form.

The boundaries of the clusters are outlined in red on the maps contained in your PSU Packet. You should also find in the PSU Packet a detailed sketch and an information sheet (stapled together) for each cluster; these sheets are labeled Form 126S or Form 127M, some of them are white and some are yellow. These materials were prepared by the local ISR interviewers, so if there is something which is not clear, the local interviewer may be able to help you. But don't hesitate to contact Ann Arbor if there is something the local interviewer cannot resolve to your satisfaction.

Fill out the upper portion of the Listing Sheet before you begin listing in a cluster. In most clusters you will need to use more than one sheet to complete your listing. When you use more than one sheet, be sure to record the page number in the space provided at the bottom of the Listing Sheet, and be sure to write the tens digit on each line on all pages after the first page.

The best time of day to list is in the morning (when things are quiet). Don't go out listing in the evening. As you list (and when you call) HUNT FOR HOUSING UNITS!! Every HU missed diminishes the representativeness of the sample.

### SAMPLING

In most clusters every HU that is listed falls into the study population and will be visited. Thus, there is no sampling of HUs. These are called "take-all" clusters. In some clusters, however, only some of the listed HUs will be visited. These are called "take-part" clusters. (Take-part clusters

will usually be located in urban areas). If you have been assigned a take-part cluster, you will find an extra form in the PSU Packet (for this cluster) with a list of the "sample lines" (the line numbers on the Listing Sheet) where you will call. These sample line numbers are covered by black tape. When you finish listing in a take-part cluster, remove the black tape to find out the line numbers of the HUs you will visit. In take-part clusters a HU (or HUs) which is not discovered during listing and is added to a sample line automatically becomes part of the sample (and would be visited)--see page 10-13.

### MAILING LETTERS TO HOUSING UNITS

After listing the HUs in a cluster (and determining the sample lines in take-part clusters) you will mail the letter about NSY to each HU. Note the space for writing your names at the bottom of the letter, below the sentence "The names of the interviewers who will be visiting you are:". Putting your names on the letter is important because it introduces you personally to the HU occupants. Address the envelope for the letter: "Head of Household." You must buy stamps for the letters.

In some instances you may not be able to mail the letter to a HU. As indicated in the Interviewer's Manual (pp. 10-11 and 10-12) there are certain restrictions on the delivery of mail addressed to "Head of Household"; or you may have some HUs for which you do not have an adequate address (e.g., no street number) so that it would be risky to mail the letter. If you cannot mail the letter, deliver the letter personally; leave it where it will be found, but not in the mail box (this is a violation of postal laws). If you cannot find a suitable place to leave the letter, knock on the door and give to an occupant.

CALLING AT HOUSING UNITS

The chapters in the Interviewer's Manual to be read before you begin calling at HUs are Chapters 3, 7, and 11. Disregard the chart on page 11-6.

After you mail the letters, you should probably wait about two days before you begin calling, but we suggest that you check with the local post office to find out how long local mail delivery takes.

USING THE COVER SHEET

Make out a Cover Sheet for every sample line before you begin calling. Fill in the information called for in Items 1 through 10 (except Items 3 and 5) on Page 1 of the Cover Sheet. In doing this, it is important to begin with the first sample line on the Listing Sheet and to use the Cover Sheets in the order you find them in your package of materials. The reason for this is that the Cover Sheets have been collated in a prescribed sequence according to the selection table (which you will recall is not the same in every Cover Sheet); the collation sequence is indicated by the number in the upper left-hand corner of the first page (next to the box), which runs from 1 to 12.

Use the first line of the household composition table (Page 3) for "Head of household." The "Head of household" is the head of the primary family unit (see Section 11.1 of the Manual). If there is more than one family unit in the HU, be sure to indicate what family unit each occupant belongs to. It is essential to determine the household composition of all HUs, whether there is an adolescent associated with the household or not. This information will be used to check the representativeness of the sample and the accuracy of the original sampling estimates. Make sure you always ask about adolescents associated with the household who live somewhere else (Item 15); and if there are such persons, get their addresses and determine as best you can what kind of living quarters they are in. This applies to all persons 11 through 18 years of age who are temporarily or permanently absent from the HU.

Only one person associated with a HU will be selected for an interview, regardless of the number of eligible persons. Who are the eligible persons in a household? Most of the time the eligible person(s) will be (a) person(s) 11- through 18-years-old living or visiting in the HU when you call; visitors are to be considered eligible if they are staying long enough for an interview. However, in some cases (a) person(s) who is absent from the HU may be eligible. (A) person(s) who is absent is eligible if: He/She is living or staying in living quarters which do not fit the HU definition, e.g., college dormitory, fraternity/sorority house, hospital, penal institution, military living quarters, YM/YWCA (see Pages 9-9 and 9-10 of the Manual).

In the event that the person chosen for an interview is absent and will not return to the HU while you are in the PSU, we want you or another NSY interviewer to attempt to contact the person where he/she is staying and to conduct the interview. If the person is staying in a place which is in your PSU or within a one-hour drive of the place where you are staying, we want you to contact the person. If the person is not in your PSU or within one-hour

**ISR**

RESEARCH CENTER FOR GROUP DYNAMICS / INSTITUTE FOR SOCIAL RESEARCH / THE UNIVERSITY OF MICHIGAN / ANN ARBOR, MICHIGAN 48106

Dear Sir or Madam:

Within the next few days a team of interviewers (a man and a woman) will call on you. They are from the Institute for Social Research at The University of Michigan, and are interviewing for the second National Survey of Youth. Your address has been selected at random from a representative sample of households in 40 different areas of the United States.

When they call, our interviewers will ask if there are any young people 11- to 18-years-old associated with your family. If there is such a person, we would like to interview him or her about growing up in this country. The interview covers many topics, including school, friends, family, and things young people enjoy doing as well as things they might do that could get them into trouble. All information given in the interview is, of course, completely confidential; every young person interviewed is identified only by a code number.

The Institute for Social Research is a national research organization whose reputation is based on 25 years of experience in interviewing for scientific purposes. We want to let you know in advance about our interviewers' visit so that you will not mistake them for salespersons. Each of our interviewers carries an University of Michigan identification card and will be glad to show it to you.

The young people who participated in our first National Survey of Youth in 1967 found the interview enjoyable and interesting.

Our interviewers will be happy to answer any questions you may have about the survey.

Sincerely,

*David Reimer*

David Reimer  
Study Director

DR:te

The names of the interviewers who will be visiting you are:

90

91

from you, notify Ann Arbor so that we can, if possible, arrange to have another NSY interviewer contact the person and conduct the interview.

At the door . . . (Review "Introductory Procedures," pp. 3-2 to 3-4, in the Manual.)

Tell the person who answers the door who you are. Ask if they received the letter. Have your copy of the letter (in the transparent cover) ready to show. Give out another copy of the letter, if necessary. If the person has not had a chance to read the letter, it may be better to leave your calling card (don't forget to put your name on it) and say you'll come back later.

#### SELLING NSY

As soon as you can, show the person(s) you are talking to the Introductory Pamphlet, summarize the points it makes. The purpose of this pamphlet is to sell (and to tell people about) NSY. Be prepared to convince the parent or adolescent you are talking to. Here are some statements you might find useful:

Today's youth face many problems. The purpose of NSY is to gather information which will help us to gain a better understanding of the problems of youth and to deal more effectively with these problems.

The results of this study will be published in various journals, magazines, and books--for the benefit of the different kinds of persons and programs that work with young people, such as educators, teachers, counselors, coaches, schools, recreation programs, etc.

By combining the findings from this survey with the results of the first National Survey of Youth (conducted in 1967) it will be possible to see how American youth are changing in terms of their aspirations, attitudes, and activities. A third NSY is planned for 1977 and a fourth for 1982, ten years from now. Thus, the findings from this survey will not stand alone, but will become part of a series of national surveys designed to reveal patterns of change in the young people of America.

This study will tell us a great deal about what young people in America look forward to in the future and about what kinds of lives they hope to lead. Understanding how today's youth want to live and what they want to achieve in the future is very important for the leaders in government and in schools who are involved in planning for the future.

#### SOME QUESTIONS YOU MAY BE ASKED

Why is the interview conducted outside the home? The reason for conducting the interview in a neutral site is to make the environment for the interviews as similar as possible. We want to compare interviews conducted all across the country and to compare the present interviews with the interviews done in 1967. The places where the interviews are conducted around the country will not be exactly the same, but they will definitely be much more similar than the homes of 1600 different respondents.

What difference does it make if (I/my child) participate(s)? In a survey such as this one each house or dwelling and each adolescent in a particular dwelling is scientifically selected to represent thousands of other people (each respondent represents about 40,000 adolescents). Once a house or a young person associated with a particular household has been selected, it is not possible to substitute a different house or person. So if we cannot interview (you/your child), the segment of the population (you/he/she) represents is permanently lost.

BEFORE AND AFTER THE INTERVIEW

BEFORE

We remind you again to check your neutral site and to confirm your arrangements for using the site before the interview. Don't forget to tell the respondent's parent(s) where the site is. Before you go to pick up your respondent, call to confirm the appointment--this is especially important if the appointment was set up several days ago.

Go over the list of interview materials (see Section 1) before you leave your motel, to be sure you have everything. Make sure you have a good supply of Delinquency Forms. Check the three card sort decks to make sure each deck is complete and in the proper order. If any of the three decks in the packet has a missing card, replace it with another packet--don't substitute individual cards. Put each card sort in its envelope; don't use rubber bands.

We want you to tape record four interviews, #2, #6, #10, and #16; you have four cassettes for this purpose. If you can't get the whole interview on one cassette, that's all right. In the event your 2nd, 6th, 10th, or 16th respondent refuses to have the interview recorded, record the next interview (but make a note of the refusal on the interview that was supposed to be recorded). Listen to your tape before you send it to Ann Arbor--for your own benefit and to make sure the recording is adequate. If you find your recording was bad, try again on your next interview. You shouldn't have any trouble obtaining a good quality recording if you remember to place the mike away from the recorder (so that it doesn't pick up motor noise); also, it is better not to put the recorder on a hard surface--slip a magazine or blank interview under it. We will listen to your tapes as soon as they arrive and give you feedback as fast as possible.

If you are going to ask R to get an x-ray, check the x-ray packet. Be sure it contains a green x-ray question card. On the instruction sheet for the respondent, fill in the name and address of the x-ray facility; the dates, days of the week, and hours when the respondent may have the x-ray taken; and the name of the person to whom the respondent should report.

AFTER

You should edit your interview (and delinquency forms), write your Interview Identification Number on all interview forms, and mail the interview to Ann Arbor without delay.

Follow the editing instructions in Chapter 6 of the Interviewer's Manual. The time you spend to carefully edit your interview and to check the legibility of responses, probes, and comments will make a great deal of difference to the coders.

When you finish an interview you should immediately assign it a number from your list of Interview Identification Numbers. This number is also assigned to the Cover Sheet pertaining to R's housing unit. On the Cover Sheet,

the Interview Schedule, and the Response Booklet, there is a blank labeled "Your Interview No." in which to record the number. To identify the Delinquency Forms, the Peer Check List, and the School Grades Permission Slip, write the number in the upper right hand corner. For each of the card sorts, write the number on the front of the envelope. If you asked the respondent about having a wrist x-ray, put the number on the green card; if the respondent is going to get an x-ray, write the number in the box on the white post card. We urge you to be very careful about assigning the ID number. To make it easier for you, we have listed your Interview Identification Numbers on one sheet (in ascending order) so that you can cross off each number as you use it.

The Interview Schedule, the Response Booklet, and the Cover Sheet also have a space for you to put one of your Interviewer Labels (the self-adhesive label with your name and social security number). Be sure to attach this label at the same time you write your Interview Identification Number.

Mail your interview, one per envelope, to Ann Arbor in the large business reply envelope (addressed to Field Office) as soon as possible. If you let completed interviews accumulate in your motel, you are likely to get them mixed up, and it would not be good if someone was snooping around (such as the local police). If you tape recorded an interview, don't forget to enclose the tape when you mail the interview.

91

95

SECTION 6--CONDUCTING THE INTERVIEW

Before you begin, talk briefly with the respondent about the interview in general, trying not to give any cues that might bias R's answers, but emphasizing the need to know how R thinks and feels to find out his/her ideas and opinions. Assure R that you will be glad to hear comments, and answer questions after the interview.

Make sure that R understands the confidential nature of the interview--this is covered in the Introductory Statement; but you don't have to limit your remarks to the statement, and don't hesitate to reemphasize the matter of confidentiality during the interview.

Before starting, the interviewer should stress to the respondent the importance of comprehension; let R know that he/she should tell you if there is anything which is not clear or any words which are not understood. Anytime R asks for clarification during the interview you should, of course, make a note of it and indicate what you did.

Your basic guide for interviewing procedures is the SRC Interviewer's Manual, especially Chapter 4 (Using the Questionnaire), Chapter 5 (Stimulating Discussion--Probing), and Chapter 6 (Recording and Editing the Interview). It is a good idea to review this material frequently.

To indicate the response to a fixed-choice question where the possible responses are in boxes, mark a large "X" over the center of the box; make sure the "X" is clearly over the box and not between two boxes. Whenever an answer is incomplete or inappropriate, probe until you understand R's response. If you omit a question that would ordinarily be asked, indicate why it is omitted. Any cards from the card sorts which are not sorted by R should be marked according to the instructions in the interview, and placed on top of all the other cards.

RESPONDENTS WHO CANNOT READ OR WHO HAVE TROUBLE READING

Because the response booklet items are not all reproduced in the interview, we suggest that you take along an extra response booklet to all your interviews so you can read the response booklet instructions easily to R who have reading problems.

Dealing with respondents who can't read requires delicacy, both in spotting the problem and dealing with it. Condescension or unnecessary help would undoubtedly be resented, but it is essential for R to know what the response booklet, the card sorts, and the choice cards say. Remember that a great deal of pride is involved in not admitting reading problems. So one cannot ask outright if R can read or has reading problems.

Before the first choice card, the questions on schooling and grades may give you a rough indication of R's reading ability. Question 20, how much R likes (liked school, is accompanied by the beige choice card. Because the

two questions immediately following 20 and 20a are in the response booklet you will need to use R's reaction to the choice card to make your decision about reading items in the response booklet. Therefore, do not read the card to R as you show it. Allow a few seconds pause, then if R does not give a response, read the choices slowly in order. If you are interrupted or if R is impatient, reading may not be a problem.

On the basis of this rough guess, proceed (after question 20a) to items E1-5 and question 21 (p. 10 of the interview). If you have doubts about R's reading ability, read E1-E5 to R slowly allowing time for R to think through his answer. It is important when you read these items that you do so as if it is normal procedure. These five items should indicate to you in terms of impatience or "jumping the gun", if R does not have a reading problem. After reading these five items, doubts can be confirmed by asking, "Is it all right if I read these things to you?" The questions must be phrased in this way so that the easiest, simplest answer (yes) allows you to continue to read. The respondent who cannot read well and wants it read will usually not admit a reading problem. Therefore, the question must carry the least possible risk of exposure.

Question 21, the job list in the response booklet, can be dealt with by pointing correctly to the different columns as you read the directions (1-dislike, 7-like, and don't know). Then read each job, allowing R time after each one to circle a number.

For all choice cards after this point, read the question then read the choices. Do this for all of the questions to which a choice card applies. R may learn the choices in a list after five repetitions, but if not, don't show your impatience with re-reading the choices. You must not make R feel inferior because of his/her problem.

With the list of adjective pairs to describe "myself", "myself as I would like to be", "the ideal man", and "the ideal woman", each pair of words should be read slowly, allowing time between pairs for R to make a choice. When you read the first few pairs on the list, point to R's right and left as you read the choices until you are sure he/she understands the direction of the scale. This should be done at the beginning of each of these exercises.

The card sorts will have to be read to R in the following manner: Read and follow the instructions up to (not including) the paragraph that begins, "Here are the cards...". At that point, do not hand R the item cards, but read the first one with an appropriate lead such as "The first one is...", and then hand R the card to sort. Do this reading and handing of the individual cards for all the card sort items. Attempt to ignore where R sorts them. Remember that the card sort is intended to allow R a feeling of privacy as he/she responds. Don't watch R sorting and behave as though this is the usual way to do this.

For the Ziller items (Question 44) the response booklet should be handed to R and the instructions read to him from an extra response booklet. If you forgot to bring along the extra booklet, read the instructions upside down if

9/6

17

you must. This should be avoided since the procedure should look as normal as possible. If you read on your side of the table and do not look at his/her response booklet, except to check that you're both on the same page, it will increase the sense of privacy.

The risk sheet (question 71) also requires that you have an extra copy of the response booklet and that you point to the different columns as you read instructions pertaining to each one. After reading the instructions, read the first item on the page and watch R to see that the instructions are understood. Then read the other items one by one allowing time for his responses.

The important thing to remember about these respondents is that often a reading problem is a source of embarrassment and therefore, it should be handled as smoothly as possible with as little obvious extra effort as possible. Note in the thumbnail sketch how much help was given and whether or not R seemed to understand.

#### LIST OF STANDARD DEFINITIONS

If you have to define or explain any of the following words or phrases, use the definition given below. Be sure to note on the interview schedule whenever you define any word. When you use one of the standard definitions, record "st. def." on the interview.

Affection (CS2)	love, friendliness, warm, cares about you, nice to you
Confide (CS2)	tell secrets to, tell something important you don't want a lot of people to know
Customs (CS1)	the way people usually do something because they are supposed to do it that way
Delicate (Myself, etc.)	not very strong, easily hurt, good looking in a small and beautiful way
Harsh (Myself, etc.)	rough, sometimes hurts others, quick to get back at someone else
Helpless (Myself, etc.)	someone who needs help, can't help himself
Respect for Authority (CS1)	listening to and doing what the people say who make rules and laws, such as parents, teachers, policemen, government leaders, etc.
Rugged (Myself, etc.)	tough, strong, doesn't get hurt very easily
Sturdy (Myself, etc.)	strong, hard to wear down, big and tough
Youth	young people, teenagers, anyone under 20 years old

If your respondent doesn't understand the "Myself" adjective pair "depends on others-independent" (either or both words), tell him/her to skip this item (we are unable to come up with a simple but suitable definition).

#### INTERVIEW QUESTION OBJECTIVES

- Q. 1, 2 We are interested here in geographical mobility as a factor affecting an adolescent's development and behavior. It may represent family disorganization, or a lack of commitment to the norms of the area of residence.
- Q. 1 Vacations don't count as time away from home. If R's situation is unusual, like R lived with grandparents for six months, then moved back with parents, note circumstances in margin.
- Q. 2 A change of apartments in the same building is a change in Housing Unit. Record it if R mentions it. If R forgot to mention such a move, however, we would not be bitterly disappointed.
- Q. 3 A measure of farm experience, which may be related to delinquent behavior, identification with parents etc. In our definition, a farm or ranch must raise a cash crop (animal or vegetable) to qualify. Living in the country and having a pet cow in the barn is not enough.
- Q. 3a We want to know when and for how long R had this kind of rural experience. We want it in terms of ages R lived on a farm, say, 3 years old-10 years old.
- Q. 6 This question finds out who resides in the dwelling unit at the time you interview. It may be that a brother or sister is away at college at the time of the interview and will be home within a week for the summer. If this information is volunteered you should record it but, it does not call for a probe.
- Asking "Is that your real (mother/father)?" out of the blue may somewhat upset an R who must answer "no", but theorizing about broken homes and delinquency requires that we ask.
- If R does not mention mother or stepmother and/or father or stepfather, we want to find out if R lives with anyone who plays the role of (mother/father)--i.e., a surrogate (mother/father) or guardian. If you encounter this type of situation, record the details. Also find out how R refers to (his/her) surrogate parent(s), so that during the interview you can refer to the surrogate parent the way R does. There is a blank space in some of the subsequent questions which refer to parents (e.g., Q. 17) to remind you to insert the name R uses.
- Q. 7 Whether the loss of a parent was due to death, divorce, disappearance or whatever, it may be hard for R to talk about. However, the answer is important, particularly in those cases where it is important to R. If you are moved by R's story

you need not hide your sympathy, although it is important to be restrained about it. This question also tells if R has moved out of his parental home and is on his own.

- Q. 8 Unlike Q. 6, this includes brothers and sisters not presently living with R. Siblings are important because we get an indication about parents' experience raising kids, because it says something about R's opportunity to associate with older and younger kids. Therefore, if R volunteers, "Sam died when I was three." please make a note. If, "Betty is living with my uncle," find out how old R was when Betty left. However, we assume every sib eventually leaves the home as a matter of course, so it is only striking differences from the normal pattern we are interested in.
- Qs. 8a & 8b In these questions we want you to list brothers and sisters separately.
- Q. 9 If school vacation has begun (heaven forbid!) we want to know how R would have answered these questions a few weeks before the end of the just-completed term. Was R in school then? If not, why not? etc...
- Q. 9a We will need as close to the full and official name as possible in order to send for grades.
- Q. 9b Grade school? Middle school? Jr. High school? Is it private and/or parochial school? Is it a special school of some kind?
- BOX B This is tricky, be careful. By the time you reach Q. 16, everyone but college students and high school drop-outs will have been asked about college plans. This will all be pretty abstract to the younger kids, of course. If R has not started high school, R has not finished it either, and you should ask Q. 10.
- Q. 10a If R does not even understand "a 50-50 chance", R probably won't finish high school, but do your best to get his estimate in his own words, and write it in the margin.
- Q. 10b R might leave school to work to support a family, or because the school was about to expel R, or because R was sick of school. We can infer something about R's attitude toward school from R's reason for leaving. We don't mean for you to sound judgemental when you ask this question. If it gives you too much trouble, rephrase it and write in what you said.
- Q. 11-16 Two kinds of information are generated by these questions about college and employment plans. One concerns R's aspirations in terms of social mobility. The other is a measure of R's interests as they are reflected in the choice of a college major or of a job.

- Q. 11 R may answer "yes" here, and when you get to 11c it will turn out R meant "barber college" or "secretarial college". Just play it straight, record whatever trade courses R intends to take, and go to BOX C. We will straighten it out when we code the interview.
- Q. 11b & 13 If R responds in terms of getting a particular degree, ask how many years he/she expects that will take. Record multiple answers (e.g., more than one degree).
- Q. 11c & 14 We are interested in the substance and specificity of R's academic preference(s) and orientation(s). Is he/she interested in social science, humanities, math, biology, music, history (for example)? Of course, if R responds in terms of vocational preparation or interests, record this, but probe for academic interest(s).
- Q. 12a It is expected that these plans will usually be oriented toward vocational training rather than academic interests, but record the latter if given.
- Q. 16 We are interested in R's expectation(s)--i.e., in a realistic prediction about his/her future work; although for some Rs expectation and aspiration may in fact coincide. Try to determine the nature of the work as specifically as possible; responses such as "work in a store/office/factory" are too vague, and should be probed.
- Q. 17 How successful is R at one of the major roles laid upon youth in American society--achieving in school? If R needs a little coaxing, feel free. If you have to twist R's arm to get permission, DON'T. You can point out that you will never see his grades; that we (the office staff) will never know who he is; that none of us thinks grades say anything about whether someone is a "good" person or not; that hundreds of other kids, this year and in '67, did it; that R's interview is not really complete without this data; whatever seems appropriate. Note your blandishments.
- Note the blank in the first line of this question, "(parents/mother/father/\_\_\_\_)". This is to remind you to use the appropriate term to refer to R's "parent(s)".
- Q. 17a-e An "A" in cooking gets recorded just like an "A" in solid geometry.

- Q. 18-19 Again, to measure R's attitudes toward school. It is important to get a list of the specific pros and cons in order to count the number of each. If R gives you a long monologue here, just get the main points.
- Q. 20 We want a general, overall feeling about school. Thus, if R hates school except for R's history teacher, whom R would like to marry, agree that it is difficult to make a single judgement, but say you want to know how R feels about school in general. Same goes for this-semester-compared-with-all-other-semesters.
- Q. 20a If R demands a reference group of students, say something like, "compared with most other students in R's th grade at your school."
- Q. E1-5 Here is a chance for R to reveal whether he/she prefers feeling or knowing as a mode for discovering reality. "Don't know" is a legitimate answer--revealing that R is on the fence over this, or hasn't thought about it, or just doesn't understand. (Try to estimate R's reading ability. The words here are not difficult but the sentences are long, and the younger or slower kids may need help.)
- Q. 21 Again, a question with the dual purpose of discovering, through occupational preference, R's aspiration for status, R's interests--and in addition, sex-role identity. Try to make sure that R understands the 1 to 7 scale; we have noted that young Rs sometimes use only the numbers "1" and "7". It is all right to clarify a job, but avoid giving definitions. If R basically doesn't understand a job, it is better that he/she check "don't know."
- Q. 22 Any sort of work for which R gets paid should be recorded (e.g., baby sitting, delivering newspapers, cutting lawns). If R helps around home or with the family business, find out if R is paid. Volunteer work does not count. If the job is seasonal or occasional, note this. Don't settle for vague responses, such as "I work in a store"--probe for the specific task.
- Q. 23-27 We aim to learn about R's general level of anxiety as it may be experienced in somatic symptoms. We hope Rs will have their own definitions and will respond in terms of them. If R asks you about one of the items, appeal to R's own judgement and experience, somewhat as the following definitions do.
- Headaches: You know, your head hurts, a pain that seems to come from behind your forehead or above your neck, or somewhere else in your head.

- Trouble sleeping: You know, when you lie in bed for quite a while trying to sleep, but you stay awake just the same.
- Stomach problems: You know, your stomach hurts, or you feel like you might throw up.
- Tense or nervous: Like when you feel jumpy and can't sit still, or you sweat a lot for no reason that you can tell.
- Getting up: You know, when you know it is time to get up, but for some reason, you can't bring yourself to get out of bed.
- Qs. 28,29 If R's estimate seems to deviate a lot from reality, put down what R says, but give your estimate beside it later, when you edit the interview.
- Q. 28 If R does not know his or her height, both of you stand up and you estimate using your own as a gauge.
- Q. 30 This is a measure of sexual identity as expressed in the perception of body image.
- Give no help here and make no comment about the chart to R.
- Qs. 31,32 These will give some indication of R's self-concept and self-esteem.
- Q. 31 If R asks, "compared to who?", the answer is, of course, compared to other people of R's age and sex.
- If you have to define a word circle the word defined and note this in the interview schedule after R is finished. If the word is not defined on our list, indicate the definition you gave.
- Q. 32 If R gives you, "Sometimes tall, sometimes short, depending on who I am with," or some variation on that theme, tell R to imagine he or she could change say, height to whatever R preferred, but only once. After that, nature would take its course. In that situation, should R choose tall-short, etc.
- Q. 33 Here is another measure of R's general anxiety level, expressed as R's self-image as troubled. What is a personal problem? "Any problem in your life that bothers you a lot, problems in school, problems with (girls/boys), or problems with a friend or a member of your family."

6-9

- Q. 34 Here we try to discover if R has any close relationships and with whom. We are especially interested in the parent/peer choices of confidants, and in the presence of a close extra familial adult.
- First Card Sort These items are intended to measure several dimensions: general alienation, relationships with parents, dedication to ideology of the "youth culture".
- Q. 35 This measures relative allegiance to parents and other adults or to peers, so push for a choice by stressing "usually", if R stands on the fence.
- Q. 36 We hope to code from your verbatim recordings the kinds of reasoning behind when parents are thought to be right and when kids are.
- Q. 37 Gets at relationships with parents and R's independence from them. Don't probe a "no" answer, but give R enough time for second thoughts before asking the next question.
- Q. 37a Are the issues political, personal autonomy, or what?
- Qs. 38 & 39 The objective here is to find out how much and in what way(s) R shares his/her parents' ideas, values, and goals about how to live (during adulthood)--e.g., what to achieve in life, how to bring up children, how much money to earn, where to live. Thus, we are primarily interested in reasons that stem from R's personal preferences and values. If R responds in terms of anticipated environmental or societal changes and developments, you should, of course, record such responses; but if this is the initial response, probe for additional reasons. In any case, take your time on this question. Give R a chance to think about the question and to express himself.
- Qs. 40-42 To what degree does R's family make politics important? And to what degree does politics infuse R's peer relationships?
- Qs. 40 & 41 Beyond the phrase ". . . things the President, the Governor, or the Congress have done," the definition of "politics" is left to R. If you were to ask us, we would say something is political if it has to do with the government, directly or indirectly. Laws, executive actions, court decisions, elections, appointments, and commentary by anybody on such events clearly qualify. Also qualifying are things with which the government may get involved--prices, important business and labor activities, and other consumer matters. "Ecology" is an interesting case; "Fight pollution: don't litter" is a slogan without political (as we define it) implications. "Fight"pollution: keep your eye on industrial polluters" is political, because a reported violation has serious legal

Qs. 43, 43a,  
43d, 43f

Q. 44a-h

Q. 44d,e

Qs. 46-47

Q. 48

Q. 48a

Q. 49

Q. 49a

implications. If R were to ask you for an expanded definition of politics, you might say, "Things having to do with the government and politicians." You could give a more sophisticated answer if you think R would understand.

To what degree is R politicized? If R says "yes" I have gone to a political meeting" and it turns out the meeting was the Girl Scouts or something else we would not usually define as political, go ahead and write it down, we will change the "yes" to a "no" when we code the interview.

These are projective measures of R's self-esteem, feelings of belongingness, sexual identity, and stability.

When R is finished with a page, each of the six circles should have one, and only one, of the six letters in it.

If R's father is unknown or unacknowledged, and there is no surrogate-father, skip directly from the circles in the response booklet to BOX F on page 22.

Throughout this section there will be questions about occupation. They are intended primarily to place R's family--and hence, R--in the social status order. In order to have full information for coding occupations, probe. Appropriate probes are: what does a (job title) do?; what kind of job is that?; and so forth. For example, you would probe the following: sanitary engineer, pilot, engineer, teacher, works in a factory, works for the state, etc.

These questions enable coders to place R's breadwinner in the Census Code of Occupations. You can skip Q. 47 if this information was given when you asked Q. 46, or if "kind of business or industry" does not apply.

Contractors (building, electrical, etc.) and people with franchises (Colonel Sanders Chicken, Honda, A & P) are self-employed. If you can not tell for sure, note in the margin and ask 48a.

"Working for him" means "employed by him". Volunteer help, family or otherwise doesn't count.

Try to find out if time off was a seasonal or routine layoff, and papa returned to the same job, or whether papa was out of a job, as well as out of work.

A measure of family security

105

- Q. 51 If it turns out that papa does have a job currently, and that he is not working because of sickness, vacation, or seasonal layoff, go back to Q. 47, page 19 and continue from there, asking about what he does when he is working on his job.
- Q. 52 Same instructions for probing as Q. 46.
- Q. 53 See objectives for Q. 47.
- Q. 54 See objectives for Q. 48
- Q. 54a See objectives for Q. 48a.
- Q. 55 We are interested in jobs the mother might have either in the home or outside the home that provide income and help to determine the family's social status.
- Q. 55b See Q. 47.
- Q. 55d,e See Q. 48, 48a.
- Q. 56a-e The usual guidelines.
- Second Card Sort If R does not have father/stepfather and/or mother/stepmother, but does have a surrogate parent(s), tell him/her to think about this person(s). If R does not live with his parents at present (because he is in college, in an institution, visiting relatives, etc.), tell R to think about the last time he stayed with his parents; but if R has not stayed with his parents in the last six months, don't administer the card sort. Write on top card why you did not administer it.
- Qs. 59 & 60 As in the card sort (above), if R is away from home, tell him/her to think about the last time he was at home (with parents), unless it has been more than six months.
- Q. 61-66 These questions explore the extent of R's involvement and social interaction with peers.
- Q. 66h This question asks age at which R first went steady with anyone at all.
- Third Card Sort It is important that the introduction to the delinquency card sort not be read from the interview schedule. You should memorize this introduction so that you can make a smooth delivery, but your wording doesn't have to be exactly like the written introduction.
- Note the change in the introduction: the R should understand that it is better for him/her not to go through the card sort unless he/she can be honest about it.

You will go through the card sort and take out the appropriate Delinquency Forms while R is answering the Risk Sheet Q. 71). WHILE CHECKING THE CARD SORT, BE CAREFUL NOT TO GET THE CARDS OUT OF THE ORDER R HAS PUT THEM IN. For cards sorted "once in the last three years" take out one appropriate Delinquency Form. For cards sorted "more than once in the last three years" take out three appropriate Delinquency Forms.

- Q. 71 (Risk Sheet) One thing the Risk Sheet tells us is R's perception of the level of delinquency of his/her friends relative to adolescents in general. We are interested in R's perception of how many delinquent adolescents get caught by the police, because there is evidence that contact with police resulting from delinquent behavior is related to background variables such as race and social class.

The Delinquency Forms are covered last (see below).

- Q. 72 By analyzing the answers to this question in connection with other data we hope to find out why some adolescents come to think of themselves as "delinquents"; we suspect it may be related to getting caught by the police.

- Qs. 73-85 This series of questions gets at a general tolerance for deviation from the letter of the law. Four of the items (75, 80, 82, 85) give "radical" political reasons for not conforming to the law. We hope to isolate a group of kids who give disproportionately agreeable answers to these four items.

INTERVIEW OBJECTIVES FOR DELINQUENCY QUESTIONS

The information we want to record on the Delinquency Form is WHO, WHAT, WHEN, WHERE, HOW, and WHY.

WHO? We are interested in whether R was alone or with others during an offense or in planning an offense. If R was with others, we want to know how many, their ages, their sexes, and their closeness to R. The Peer Check List is designed for collecting this information, but at the same time protecting the anonymity of persons mentioned by R.

HOW TO USE THE PEER CHECK LIST: The first time R mentions the involvement of other persons in delinquent acts he has committed, take out the Peer Check List and give it to R. Ask R to keep a record--using initials, names, or any other code--of his/her companions, and to also indicate the age, sex, and closeness of his/her relationship to each companion (using the 4-point scale provided). Make sure R understands that each companion is to be recorded on the list only once. At the time R adds a companion to the list, age, sex, and closeness should be indicated immediately. Tell R to indicate the person's age and closeness now, not when the offense occurred. As you go through the Delinquency Forms, R is to refer to his companions (if any) by the number of the line on which the companion's name has been written. When you first give R the Peer Check List, tell him/her that when you are finished he/she may tear off the part where he has written the names and keep it, but that you will keep the other part. You can explain that the reason for asking about his/her companions is because we want to find out if kids break rules alone, with certain other kids, or with any of their friends.

WHAT? What has R done to violate rules at home, school, and in the community? We want to get at specifics--such as what he stole, from whom he stole it, and what he did with it.

WHEN? We are interested in how long ago the offense occurred, what time of year (delinquency is supposed to be seasonal), month, what time of the week, and what time of day.

WHERE? Where was R when he/she committed an offense (in school, on the playground, at home, in a store)? Or if R ran away from home or skipped school, where did he/she go? If the act involved specific "things," such as alcohol or drugs, where did R get them?

HOW? What skills or techniques did R need to master to commit the acts? Was the act planned in advance--if so, how much before, or was it done on the spur of the moment, on impulse?

WHY? Can R's act be considered as utilitarian or nonutilitarian? Did R derive any material gain from what he/she did, or was it only for thrills? Was the act motivated or stimulated by something specific? What led up to the act?

We also want to know if anyone found out about the act, whether R told anyone about it, and whether R was caught by his parents or the police. If R was caught or if other people found out, what were the consequences?

QUESTIONS ON THE DELINQUENCY FORMS

Since questions on the Delinquency Forms are repeated from one form to another, we will not attempt to give detailed question objectives for each form. We will go through Form 62 (Skipped a day of school . . .) in detail, then discuss only special questions on other forms.

Incident #      This number is to count the number of incidents of each type, from 1 to 3. You will always begin with "1" when you come to a new offense.

Q. 1      With the initial question we want to get R's spontaneous description of the particular incident, in as much detail as possible. You don't have to record every word, just get the main points of the story. Use standard probes (e.g., "Could you tell me more about . . .", "Anything else?") and "who? what? when? where? how? and why?" probes to elicit a complete account from R of what happened. You should feel free to ask as many of the questions from the inside pages as seems appropriate. Inside questions which R answers at this point can be skipped, but be sure not to skip over an inside question unless you're sure you already have a complete answer.

Don't hesitate to probe or repeat questions if the information R has given is in some way unclear or inconsistent.

Q. 2      This question is to determine the alternatives to being in school which may indicate R's motivation for not going to school; what was it that R preferred to do rather than go to school? R's answer(s) should be examined to see if it fills up the time he/she would ordinarily have been in school. Watch for vague statements like "we messed around"--probe on these. It is possible that R will respond to probing with a description of a delinquent act which would come up later, when you were on another form. Whenever an offense is mentioned while describing another offense, make a mental note of it. If R has already had an opportunity to describe it to you and did, fine. If the two of you have already discussed this class of offenses but R did not mention this offense, perhaps R described three more recent offenses to you and the one R just mentioned was appropriately skipped. If the offense was skipped, check to make sure this is why it was skipped. If this was not the reason, pull another blank form and discuss the offense at this point. If R mentions in passing an offense which is further down the list, make sure you discuss that particular offense when you reach the appropriate offense forms, whether R sorted a card for it or not, unless R has committed three other offenses of that type in the interval since the offense mentioned earlier occurred.

Let us say R describes a theft in the course of telling you about a day R spent out of school. You have been faithfully

copying R's description of school skipping on Form 62. Just copy references to the theft in with all the other details on Form 62. Later, when you get to the theft forms and this incident is the focus of discussion, note that this is the theft mentioned in Form 62 above; then on Form 66 (theft) you need only ask about details not fully covered in the previous reporting.

- Q. 3 What kind of place or places? Store, movie theater, friend's house, home, etc.?
- Q. 4, 4a The question probes further into motivation, as well as planning. We would like to know if the R's activity provoked skipping school or was an afterthought.
- Q. 5a We are interested in whether the act is a group affair or an individual one. If R had companions, use the Peer Check List to keep track of them; record the number(s) of any companions.
- Q. 6 This question helps us to pin down the recency of the act. We will settle for a seasonal response ("in the early spring") if R cannot remember the month. We will also settle for weekend (check both Sat. and Sun. spaces). This question deliberately overspecifies in order to get as accurate timing as possible.
- Q. 7 Here we are interested in finding out how spontaneous the act was and the planning that went into it.
- Q. 8, 8a Here we are interested in whether delinquent acts are done for their own sake or for their social impact.
- Q. 9-9c How was R caught? Did he get caught in the act? Did somebody squeal? Does the school have a built-in attendance system which catches skippers? Was R punished? What kind of punishment, by whom?
- Q. 10-10b If R's parents (or guardians) found out, we are interested in how they found out and in their reactions.
- Q. 11-11b If R became involved with the police or other civil authorities because of his delinquent behavior, we want to know how it happened and how the police or other authorities reacted.

#### SPECIAL QUESTIONS FROM OTHER DELINQUENCY FORMS

- Form 61, Q. 4a; Form 67, Q. 6 The purpose of this question is to determine the extent of the injury inflicted. Did the person injured require medical attention (a doctor), stitches, hospitalization, etc.?
- Form 68, Q. 2 Find out the sex and approximate age and relationship to R of the person threatened. Relationship here refers to categories like "complete stranger," "acquaintance," "person in

school," "friend," or "family member." It is important to find out how well R knew the person threatened, and how well the "victim" knew R.

- Form 70, Q. 2 It is important here not only to indicate the type of house or building entered (barn, cabin, shed, cottage, etc.), but also whether it was being used by the owner or was abandoned.
- Form 73, Q. 2 Try to get an accurate description of the drug or chemical --the slang expression for it (e.g., "pot," "goof balls," "speed").
- Form 75, Q. 3 In most places it is illegal to carry a knife whose blade is longer than 3 inches. A switchblade is also illegal, except if its bearer has lost an arm, or uses it in his occupation.
- Form 76, Q. 2 Here we are interested in the relationship between R and the car owner. If R did not know whose car it was, we assume they were "strangers." If R did know, then it is necessary to determine if the owner was a relative, friend, acquaintance, just somebody R knew but who did not know R, or what. We are interested in whether R knew the owner at the time of the theft, not if they became acquainted as a result of the theft.

#### GUIDELINES FOR DECIDING NOT TO PURSUE DETAILS ABOUT A DELINQUENT ACT BECAUSE THE ACT IS TRIVIAL

This guideline for interviewers on NSY '72 is intended to be used cautiously. It sets forth a few conditions which would mark a "delinquent" act admitted by a respondent as so trivial that interviewing time need not be taken to obtain a full description of it. Such acts would be discarded at the coding stage in any case. But if there is any doubt in an interviewer's mind as to the triviality of an act, then a full description of the act should be obtained. It is better to err on the side of too much than too little.

In any case, all these partly completed delinquency forms should also be sent in to ISR along with the rest of the interview. Then it will be clear to coders why there are acts confessed to in the card sort which have no completed form and why further questioning about an act was foregone.

- Form 60 (Runaway) R returned of his own volition before parents/guardians realized he had run away, and R had not been out overnight; or R spent every night with relatives (e.g., grandparents, aunts/uncles, older brothers/sisters/cousins) who also knew where R was during the days after he arrived at their home; or R informed his parents (or had someone else inform them) where he was before the time he was next expected home (e.g., suppertime, bedtime) and obtained their permission to stay there.

- Form 61  
(Striking Parents) The blow was delivered accidentally or playfully, whether R's parents understood it that way or not; or the blow was struck so lightly that the parent did not realize it was one.
- Form 62  
(Truancy) R skipped school with parents'/guardians' consent.
- Form 63  
(Property Destruction) The item destroyed was trivial (e.g., a pencil was broken, a piece of paper ripped) or the damage done was negligible (e.g., a pencil mark). (If the item belonged to a close relative (e.g., parent, sibling), then somewhat more damage is tolerated (e.g., a doll broken, a book ripped).)
- Form 64  
(False Identification) R pretended he was younger in order to pay a reduced fee (e.g., admission price to a movie, fare on a bus); or R pretended that he was older only in order to buy cigarettes; or R pretended to be older or to be someone else in order to get a date or otherwise to impress another young person; or R falsely identified himself as the owner of trivial property (e.g., a pencil, a hairpin, a quarter) in order to obtain it.
- Form 65  
(Fraud) R offered a trade of trivial property or services with no intention of keeping the bargain.
- Form 66  
(Theft) R borrowed trivial property for so brief a period of time that its owner was unaware it had been taken; or R took trivial property from a close relative.
- Form 67  
(Assault) R's victim was a close relative (e.g., sibling) or close friend, and the injury was negligible (e.g., a scratch, minor bruise); or the "injury" was hurt feelings, regardless of R's relationship to victim.
- Form 68  
(Threatened Assault) The threat was directed at a close relative or peer, and the threat was colloquial (e.g., "I'll break your neck," "I'll kill you," "You wanna fat lip?"); or R's threat was real, but minor (e.g., "I'll pound you one"), and R had been provoked by the one threatened.
- Form 69  
(Trespass) R had no reason to believe that the owner/renter/manager of the property would mind (e.g., crossing a lawn without having ever been told not to)--strictly speaking, Rs should not report such incidences if they consider the original question carefully: ". . . when you knew you were not supposed to," but they frequently do not and report such trivia; or R trespassed on property belonging to a close relative who had told him to stay off, and did no damage and took nothing.
- Form 70  
(Entering) R entered the home or other structure belonging to a close relative who had told him to stay out, and did not have to break in, and did no damage and took nothing.

- Form 71  
(Drinking) R drank with the permission of some responsible adult other than his parents (e.g., adult aunt/uncle old enough to be R's parent, parent of friend); or R only tasted or sipped the drink.
- Form 72  
(Marijuana Use) Take all.
- Form 73  
(Drug Abuse) Take all.
- Form 74  
(Gangfighting) Take all.
- Form 75  
(Carrying a Weapon) R was on a hunting or camping trip, and he was properly licensed to carry the gun; or R carried an air rifle (BB gun), and there was no ordinance against carrying an air rifle where R was carrying it.
- Form 76  
(Joyriding, Auto Theft) R drove the car belonging to a close relative only on the property of close relatives (e.g., up and down the driveway, on the farm); or R drove a car belonging to a close relative under the supervision of another adult close relative.

## SCHOOL GRADE AND WRIST X-RAY PROCEDURES

After question 85 you will find Box Y, a checkpoint to remind you about the School Grades Permission Slip. If R agreed to have his school grades released, have him sign the School Grades Permission Slip, and when you take him home ask his/her parent or guardian to sign also. If either refuses to sign, record the refusal on the interview page. If you know before the interview that you will not have a chance to see one of R's parents/guardians after the interview, because they will not be at home or for some other reason, you should mention the school grades matter and ask for the signature of the parent/guardian beforehand--when you make the appointment or when you pick the respondent up.

Box Z is a reminder to ask the R for a wrist x-ray (if this R lives in a place with an x-ray facility). While still at the neutral site, take out the x-ray packet and ask the question on the green x-ray question card. Record R's answer and interview number on the green card, and return the green card with the interview. If R agrees to have an x-ray taken, discuss the procedures with him. He should understand where to go and when; he should understand that he will need to present both the white and blue cards and the parents' X-ray Permission Form at the x-ray facility in order to have an x-ray taken and receive the \$5 payment. Fill in the right-hand side on the back of the white card. When you get to R's home, get the parents' or guardians' signature on the X-ray Permission Form and leave the packet, containing: (1) Directions for Respondents; (2) Blue card; (3) White card; and (4) X-ray Permission Form; with R or the parent of a young R.

We are asking for x-rays from a subsample, about 50%, of the total sample. The subsample will consist of PSU's or places where there is a suitable and cooperative x-ray facility at a reasonable distance from the respondents' homes. We are aiming for about 60% participation from the subsample. The \$5 payment is offered to provide incentive to R's who have already given us an interview and will have to go to some trouble to have the x-ray taken.

It seems better to discuss the procedure for the x-ray with the R while you are still at the neutral site, since the procedures are somewhat complicated. You may have to explain again to the parent at home; this should be easier if R already understands. However, if the interview has been long, you may decide to put off the x-ray question entirely until you get back to R's home.

If you know you will not see the parent after the interview, you should ask for the parent's signature before the interview, or give the Letter to Parents to R and let R ask the parent to sign it. (You could offer to telephone at a time when the parent is available to discuss the x-ray.)

The wrist x-ray will give us data on the relative physical maturity of the respondents. Wristbone development is a reliable indicator of physical maturational stage. Please don't omit the birth date and sex on the white postcard. Dr. Maresh needs his data to grade the x-rays. She will report her results to us by interview number.

ADMINISTRATIVE MATTERSAIRPLANE TICKETS

Please keep airline ticket stubs and return them to us. We need them to attach to your travel vouchers. Airplane tickets we have purchased can be turned in on flights to other destinations if your itinerary changes. If the new flight costs more, pay the difference and submit it on a travel voucher with a receipt; if it costs less, a refund will be sent by the airline to us.

BUSINESS ENVELOPES

Plain white or air-mail envelopes have been furnished you for use in mailing time sheets, travel vouchers, gasoline charge slips, memos, etc. to us. If you run out, buy more; don't use the letterhead envelopes. Preprinted labels with the ISR address have been provided for your use on these envelopes. Don't use your interviewer label on them for return address--you don't have enough of them.

GASOLINE CREDIT CARDS

These should be used only for gas (except in case of emergency). After checking for accuracy and legibility, save and send in all gasoline charge slips. Bring or mail in (registered mail) your credit cards as soon as you have finished working. In case of loss, notify us immediately; we will report the loss and arrange for a replacement.

INSURANCE

If you have a work-related accident or illness, you are covered by Workmen's Compensation. Report such an accident or illness to us promptly in order to be covered.

If you have an automobile accident which is your fault while you are driving on business: persons in the other car are covered by Avis' liability insurance; a respondent passenger is covered by University liability insurance; you are covered by Workmen's Compensation; the other car is covered by Avis' property damage insurance; your Avis car is covered by Avis' collision coverage. If you are not at fault, you are covered by Workmen's Compensation but neither Avis nor the University is liable; the insurance company of the other driver would be liable.

(Decline Avis' CDW and STI--neither is worth the cost.)

In any such eventualitv, notify us at once, please. Please also notify us if you have a nonwork-related or insurance-related problem: We are concerned with your welfare!

INTERVIEWER TIME SHEET

Please fill out one of these for each week you work, beginning with departure from Detroit Metro., or arrival at your PSU if you drive. Consider the space marked "No. of Hrs. Worked" as your time sheet: This is the number of hours you expect to be paid for. In "How Time Was Spent," include number of interviews taken, if this was a day when you interviewed. "Personal Reminders" might be a convenient place to jot down incidental expenses, but remember, they still must be reported on a travel voucher in order for you to be reimbursed. (The "Memo" form should be used for messages which need our prompt attention.) Your reports of relative time spent on different aspects of the job, comments, etc. will be helpful to us in budgeting and answering interviewers' questions in 1977.

If you use your own car for interviewing, keep an accurate record of business-related mileage on this or another sheet, and submit weekly travel vouchers for mileage at 10¢ per mile. (You pay for gas and oil in that case.)

Mail this sheet in promptly at the end of each week.

KEEP AND SEND IN OR RETURN

Airplane ticket folders with unused tickets  
 Airplane ticket stubs  
 Clippings about NSY from local newspapers  
 Credit cards (3)  
 Feedback and comments  
 Gasoline charge slips  
 Information about PSU's that we give you  
 Interviewer time sheets  
 Prestamped envelopes  
 Receipts for expenses claimed on travel vouchers  
 Rental agreements with Avis (after car has been returned)  
 Tape recorders  
 Unused forms, card sorts, etc.  
 X-ray materials

MEMO FORMS

These are provided for messages you don't consider urgent enough for a telephone call. Feel free to use them--we want your news! Don't write messages on interview forms as they might not be seen quickly enough. Information necessary for understanding what went on in the interview should be recorded in the interview form. To call attention to or ask a question about a particular interview, add a Memo form when sending the interview in, referring to the pertinent part of the interview.

RENTAL CARS

Our contract with Avis specifies which agencies we will use; don't use other agencies except in an emergency. Be sure to hang onto your copy of the

rental agreement and send it to us after you have turned in the car. You will know what sort of car our contract specifies at each agency. If that sort of car isn't available, follow the instructions given for arrival at a new PSU. Decline CDW (Collision Damage Waiver) and STI (Safe Trip Insurance or Accident Insurance)--neither is worth the cost.

When you know your arrival date in your second PSU, call the nearest Avis agency to you, which will teletype your reservation ahead.

Be sure to use your credit card in all dealings with Avis so that billings will be made properly.

In case of problems you can't settle with the help of the local agent, call collect (313) 962-9600 and speak to Mr. Forhan or to Nancy Wolff, or call us.

Bring or mail in (registered mail) your Avis card as soon as you have turned in your last car. If you lose it, call us immediately and we will report it lost and arrange for a replacement.

If your car needs minor repairs, such as addition of oil, windshield wiper repair, etc., have them done, get a receipt, and take it to the Avis agent. He should give you a cash refund or credit on your rental bill. For anything more than minor repairs, check with the Avis agent.

Please ask the respondent to fasten his/her safety belt when riding with you.

PARKING

We will pay necessary short-term parking costs; report them on a travel voucher (receipt not required from a parking meter). If you are in an area where overnight parking is difficult and/or expensive, try to get living accommodations which include parking. If necessary, we will pay overnight parking charges for the rental cars or for your car if you are using it to interview. We cannot pay parking ticket or traffic ticket costs.

TRAVEL VOUCHERS

Your per diem, airplane tickets provided before you left Ann Arbor, or payment in lieu of airplane tickets will be paid on the travel vouchers you made out in training sessions. Other expenses chargeable to the project should be submitted on travel vouchers by you.

Directions for making out travel vouchers are given, with an example, at the end of this manual. As far as possible, expenses over \$1.00 claimed on travel vouchers should be supported by receipts. Please try to mark "anonymous" receipts, such as cash register slips, so that we can tell which receipt goes with which claimed expense. The Post Office will give a receipt when you buy stamps. Make the entry on the travel voucher as self-explanatory as possible.

1/10

1/7

HOW TO FILL OUT A TRAVEL VOUCHER FOR EXPENSES NOT COVERED BY PER DIEM

- (1) Type or use ball-point pen (preferably black), writing on a hard surface so all the copies will be legible. Do not use pencil.
- (2) White copy must be an original on both sides.
- (3) White and yellow copies must bear original signatures.
- (4) Hand in white, yellow, and blue copies; keep pink copy for your notes and records.
- (5) Fill in name, social security number, home address, and city legibly-- checks are keypunched directly from this form.  
  

**NOTE:** If you want us to pick up your travel check at the Cashier's Office and deposit it for you, use zip code "99999" instead of your correct zip code. (Your address is still needed.)

If you use the usual zip code, the check will be mailed to the address shown, as it was this spring.
- (6) Leave "departure," "return," and "destination" blank.
- (7) Leave midportion of front page blank, from "expenses claimed" through "balance due to(from) traveler."
- (8) "Purpose of trip" = "Interviewing on location for NSY '72."
- (9) Date and sign white and yellow copies (both original signatures).
- (10) Switch carbons to fill out the back of the form.
- (11) List expenses by date, itemized description and total.
- (12) See example on next two pages.
- (13) Mail to Ann Arbor using a business envelope and one of the labels provided.

118

**TRAVEL EXPENSE REPORT**

THE UNIVERSITY OF MICHIGAN, ANN ARBOR, MICHIGAN

(Submit in Triplicate to the TRAVEL OFFICE)

Traveler's Vendor Number (1-6) \_\_\_\_\_ Cashier's Vendor Number (1-6) C18053 Bank Code (7-8) 51

Name of Traveler (9-23) Smith, Mary J. Departure \_\_\_\_\_  
Last First Middle Date Time

Social Security No. 555-66-7788

Home Address 9 Applecider Ct. Return \_\_\_\_\_  
Date Time

City, State, Zip Ann Arbor, Michigan (48104) Destination \_\_\_\_\_  
(24-38)

		Amount	- FOR ACCOUNTING DEPARTMENT USE -	
Expenses Claimed	_____	_____	Amount Due U of M Cashier	
Less Advances From Cashier	_____	_____	Account Number (39-44)	Amount (45-53)
	Account Number (39-44)	(45-53)	_____	_____
Balance Due To (From) Traveler	_____	_____	_____	_____
	_____	_____	Trip Number (54-62)	_____
	_____	_____	Class Code (63-66)	2800

Purpose of Trip  
Interviewing on location for NSY '72.

The above information is correct: May 20, 1972 Mary J. Smith  
Date Signature of Traveler

Approved for payment: \_\_\_\_\_  
Date Authorized Signer

(If you have any questions, please call the Travel Office at 764-6253)



NATIONAL SURVEY OF YOUTH 1972

INTERVIEW SCHEDULE

<b>N S Y '72</b>	RESEARCH CENTER FOR GROUP DYNAMICS INSTITUTE FOR SOCIAL RESEARCH THE UNIVERSITY OF MICHIGAN ANN ARBOR, MICHIGAN 48106	<i>(Do not write in above space)</i>
------------------------------	--	--------------------------------------

1. Interviewer's Label

- 2. PSU \_\_\_\_\_
- 3. Your Interview No. \_\_\_\_\_
- 4. Date \_\_\_\_\_  
 Time begun \_\_\_\_\_  
 Time ended \_\_\_\_\_
- 5. Length of Interview \_\_\_\_\_  
 (Minutes)

(INTRODUCTORY STATEMENT)

Before we begin the interview, I want to make sure you understand that everything you tell me is completely confidential. Your name is not written on the interview booklet or on any of the other materials that are used during the interview, so no one will ever see your name together with your answers.

122

I'd like to begin by asking you about the places you've lived.

- 1. How long have you lived in the home you're living in now? \_\_\_\_\_

- 2. How many different homes have you lived in since you were born? (THIS MEANS NUMBER OF DIFFERENT "HOUSING UNITS.")

5. MORE THAN ONE HOME:  
 SPECIFY NO. \_\_\_\_\_

1. ONE HOME ONLY  
 GO TO Q. 3

2a. Where have you lived most of your life? (IF R MENTIONS MORE THAN ONE PLACE, BECAUSE R LIVED ABOUT SAME LENGTH OF TIME IN TWO OR MORE PLACES, <u>RECORD THESE PLACES TOO.</u> )	2b. How long (did you live/have you lived) in (RESPONSE[S] TO PREVIOUS QUESTION)?
1. _____ CITY/TOWN (NEAREST CITY/TOWN, IF RURAL)  _____ STATE (AND COUNTY, IF RURAL)	1. _____   2. _____
2c. Where was the place you lived that is furthest away from where you're living now?  _____ CITY/TOWN (NEAREST CITY/TOWN, IF RURAL) _____ STATE (AND COUNTY, IF RURAL)	

- 3. Did you ever live on a farm or ranch?

1. YES

5. NO      TURN TO Q. 4, P. 2

3a. When was that? \_\_\_\_\_

123

4. I'd like to know the month and year in which you were born.

\_\_\_\_\_ MONTH \_\_\_\_\_ YEAR

5. So you are now \_\_\_\_\_ years old?

6. Who are you living with now? (PROBE ABOUT MOTHER AND FATHER: Is that your real mother/father?)

MOTHER

STEPMOTHER

SPOUSE

FATHER

STEPFATHER

BROTHERS: NO. OF \_\_\_\_\_

SISTERS: NO. OF \_\_\_\_\_

OTHER: SPECIFY BY RELATIONSHIP TO R (ROOMER, ROOMMATE, FRIEND OF FAMILY) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

BOX A

INTERVIEWER CHECKPOINT:

- 1. R LIVES WITH BOTH NATURAL PARENTS--GO TO Q. 8
- 5. R DOES NOT LIVE WITH BOTH NATURAL PARENTS

7. Can you tell me why you're not living with your (mother/father/mother and father)?

\_\_\_\_\_  
\_\_\_\_\_

7a. How old were you when you last lived with your (mother/father/mother and father)? (IN THE CASE OF DIVORCE OR SEPARATION, FIND OUT R's AGE AT THE TIME OF THE SEPARATION.)

\_\_\_\_\_

8. How many brothers and sisters do you have? (INCLUDE STEP-SIBLINGS IF MENTIONED.)

\_\_\_\_\_ NUMBER OF BROTHERS

\_\_\_\_\_ NUMBER OF SISTERS

NONE

TURN TO Q.9,  
P.4

8a. How many of your brothers or sisters are older than you?

\_\_\_\_\_

8b. How many of your brothers or sisters are younger than you?

\_\_\_\_\_

9. Next I'd like to ask you some questions about school. Are you going to school now?

1. YES

5. NO

9a. What school do you attend?  
\_\_\_\_\_

9b. What kind of school is that?  
\_\_\_\_\_

9c. What (grade/year) are you in now?  
\_\_\_\_\_

9d. Can you tell me why you're not going to school now?  
(IF REASON IS "DROPPED OUT," PROBE: Why did you drop out?)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(IF R NOT IN SCHOOL BECAUSE SCHOOL NOT IN SESSION, GO TO Q. 9a.)

9e. How old were you when you (left/finished/dropped out of) school?  
\_\_\_\_\_

(IF R NOT IN SCHOOL BECAUSE HE/SHE HAS GRADUATED, TURN TO BOX B, P. 5.)

9f. What grade were you in then?  
\_\_\_\_\_

BOX B

INTERVIEWER CHECKPOINT:

- 1. R HAS GRADUATED FROM HIGH SCHOOL, BUT IS NOT IN COLLEGE-- GO TO Q. 11, P. 6.
- 3. R IS IN COLLEGE--TURN TO Q. 13, P. 7.
- 5. R HAS NOT FINISHED HIGH SCHOOL.

10. Do you plan to finish high school?

1. YES

8. DON'T KNOW

5. NO

10a. If you had to rate your chances for finishing high school in terms of the numbers "1" up to "10"--that is, from one chance out of ten up to ten chances out of ten--what number would you pick?

(IF R DOESN'T SEEM TO UNDERSTAND, SAY: If you are certain that you will finish high school, then you would pick the number 10, but if you think there is only a 50-50 chance that you will finish high school, then you would pick number 5.)

\_\_\_\_\_

TURN TO Q. 11, P. 6

10b. Why don't you plan to finish high school?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TURN TO Q. 16, P. 7

126

127

11. Do you plan to go to college?

1. YES

8. DON'T KNOW

5. NO

GO TO Q. 12

11a. If you had to rate your chances of going to college in terms of the numbers "1" up to "10"--that is, from one chance out of ten up to ten chances out of ten, what number would you pick?

(IF R DOESN'T SEEM TO UNDERSTAND, SAY: If you are certain that you will go to college, then you would pick the number 10, but if you think there is only a 50-50 chance that you will go to college, then you would pick number 5.)

11b. How many years do you think you will go to college? \_\_\_\_\_

11c. If you go to college, what do you plan to study? (PROBE: What subject do you think you will major in? What type of program do you have in mind?)

TURN TO BOX C, P. 7

12. Do you think you will go to another kind of school, other than college?

1. YES

5. NO

8. DON'T KNOW

TURN TO Q. 16, P. 7

12a. What do you plan to study? (PROBE FOR SPECIFIC SKILL[S] R WANTS TO LEARN.)

TURN TO Q. 16, P. 7

(ASK IF R IS IN COLLEGE)

13. How many years do you think you will go to college? \_\_\_\_\_

14. What do you plan to study in college? \_\_\_\_\_

BOX C

INTERVIEWER CHECKPOINT:

1. R EXPECTS TO FINISH LESS THAN FOUR YEARS OF COLLEGE OR DOESN'T KNOW HOW MANY YEARS HE WILL GO TO COLLEGE--GO TO Q. 16.

5. R EXPECTS TO FINISH COLLEGE, OR TO ATTEND COLLEGE FOR FOUR YEARS.

15. Do you think you will/would go on to a graduate or professional school after you finish college?

1. YES

5. NO

8. DON'T KNOW

OTHER: \_\_\_\_\_

(ASK EVERYONE)

16. Thinking about the future--say five or ten years from now, when you are 20 or 25 years old--what kind of work do you think you're most likely to be doing? (PROBE FOR SPECIFIC OCCUPATION. IF R EXPECTS TO BE IN SCHOOL THEN, PROBE FOR WORK AFTER FINISHING SCHOOL. RECORD MULTIPLE RESPONSES.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. If it's all right with your (parents/mother/father/\_\_\_\_\_) too, will you give us permission to have your most recent school grades sent to the National Survey of Youth headquarters in Michigan to add to this interview? We'll ask the school to put your interview code number on your grade record and to delete your name before they are sent to Michigan. Will that be O.K.?

1. YES

5. NO

Just in case your school is not able to send your most recent grades for some reason, I'd like to ask you about the grades you got in school (last term/the last term you were in school)?

All right. Then will you tell me what grades you got in school (last term/the last term you were in school)?

17a. How many A's did you get? \_\_\_\_\_

17b. How many B's? \_\_\_\_\_

17d. How many D's? \_\_\_\_\_

17c. How many C's? \_\_\_\_\_

17e. How many (E's or F's)? \_\_\_\_\_

(IF R'S SCHOOL USES A DIFFERENT GRADING SYSTEM, INDICATE R'S GRADES ACCORDING TO THIS OTHER SYSTEM IN THE SPACE BELOW.)

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

BOX D

INTERVIEWER CHECKPOINT:

1. R IS IN COLLEGE OR NOT IN SCHOOL AT ALL

5. ALL OTHER RESPONDENTS

Next I want to find out how you felt about (high) school.

Next I want to find out how you feel about school.

18. Is there anything you especially (do/did) not like about (high) school? (PROBE: Anything else?)

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

19. Is there anything you especially (like/liked) about (high) school? (PROBE: Anything else?)

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

20. (When you were in school) How much (do/did) you like school in terms of the choices on this card (SHOW BEIGE CHOICE CARD)

1. NOT AT ALL

2. NOT VERY MUCH

3. SOMEWHAT

4. PRETTY WELL

5. A GREAT DEAL

20a. Would you say you (like/liked) school more than most other students, less than most other students, or about the same as most other students?

1. MORE

3. ABOUT THE SAME

5. LESS

(HAND R RESPONSE BOOKLET OPEN TO Q. E1-5, P. 2)

E1-5. Next I'd like to find out how you feel about a few things. On this page are five pairs of sentences. Read both sentences in each pair, then put an "X" in the box next to the sentence you agree with most. There are no right or wrong answers. Tell me if you have any questions about any of the sentences.

(WHEN R IS FINISHED, TURN TO Q. 21, P. 3, IN THE RESPONSE BOOKLET AND HAND IT BACK TO R.)

21. On this page is a list of jobs. Suppose that in the future you had a chance to work in any of these jobs, for a short time or for a long time, which ones do you think you might like or dislike. To the right of each job are the numbers 1 to 7. Over number one it says "dislike" and over number seven it says "like." For each job I want you to circle the number that indicates how you feel about that job. Circle any number between 1 ("dislike") and 7 ("like"). But if you come to a job that you really don't know enough about to say how you feel about it, check the space under "don't know," on the right-hand side of the page.

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| 1. School teacher                 | 12. Truck or bus driver            |
| 2. Carpenter                      | 13. Scientist                      |
| 3. Engineer                       | 14. Farmer/Work on a farm          |
| 4. Waiter/Waitress                | 15. Auto mechanic                  |
| 5. Writer or Journalist           | 16. Factory worker                 |
| 6. Clerk in a store               | 17. Medical doctor                 |
| 7. Artist or Musician             | 18. Cook or Chef                   |
| 8. Take care of home and children | 19. Manager of a store or business |
| 9. Airplane pilot                 | 20. Lawyer                         |
| 10. Police work                   | 21. College professor              |
| 11. Nurse                         | 22. Work with computers            |

22. Do you have a job now?  1. YES  5. NO TURN TO Q. 22, P. 11

22a. What do you do? (PROBE: What kind of business or industry is that?)

\_\_\_\_\_

\_\_\_\_\_

22b. How many hours a week do you work?

1. 1-5 HRS.  2. 6-10 HRS.  3. 11-20 HRS.

4. 21-30 H. S.  5. 31 HRS. OR MORE

There are a few questions I'd like to ask you about your health and things like that. For each question, please choose one of the answers on this card. (SHOW ORANGE CHOICE CARD)

23. How often do you have headaches or pains in the head?

- |  |   |
|--|---|
| <input type="checkbox"/> 1. SEVERAL TIMES A WEEK | <input type="checkbox"/> 3. A FEW TIMES A MONTH |
| <input type="checkbox"/> 2. ABOUT ONCE A WEEK    | <input type="checkbox"/> 4. A FEW TIMES A YEAR  |
| <input type="checkbox"/> 5. ONCE A YEAR OR LESS  |   |

24. How often do you have trouble getting to sleep or staying asleep?

- |  |   |
|--|---|
| <input type="checkbox"/> 1. SEVERAL TIMES A WEEK | <input type="checkbox"/> 3. A FEW TIMES A MONTH |
| <input type="checkbox"/> 2. ABOUT ONCE A WEEK    | <input type="checkbox"/> 4. A FEW TIMES A YEAR  |
| <input type="checkbox"/> 5. ONCE A YEAR OR LESS  |   |

25. How often are you bothered by a stomach ache or upset stomach?

- |  |   |
|--|---|
| <input type="checkbox"/> 1. SEVERAL TIMES A WEEK | <input type="checkbox"/> 3. A FEW TIMES A MONTH |
| <input type="checkbox"/> 2. ABOUT ONCE A WEEK    | <input type="checkbox"/> 4. A FEW TIMES A YEAR  |
| <input type="checkbox"/> 5. ONCE A YEAR OR LESS  |   |

26. How often do you feel tense or nervous?

- |  |   |
|--|---|
| <input type="checkbox"/> 1. SEVERAL TIMES A WEEK | <input type="checkbox"/> 3. A FEW TIMES A MONTH |
| <input type="checkbox"/> 2. ABOUT ONCE A WEEK    | <input type="checkbox"/> 4. A FEW TIMES A YEAR  |
| <input type="checkbox"/> 5. ONCE A YEAR OR LESS  |   |

27. How often do you find it difficult to get up in the morning?

- |  |   |
|--|---|
| <input type="checkbox"/> 1. SEVERAL TIMES A WEEK | <input type="checkbox"/> 3. A FEW TIMES A MONTH |
| <input type="checkbox"/> 2. ABOUT ONCE A WEEK    | <input type="checkbox"/> 4. A FEW TIMES A YEAR  |
| <input type="checkbox"/> 5. ONCE A YEAR OR LESS  |   |

28. Could you tell me how tall you are in feet and inches? \_\_\_\_\_ FEET \_\_\_\_\_ INCHES

29. And how much do you weigh? \_\_\_\_\_ POUNDS

30. Next I'd like you to describe yourself by using this set of figures. (SHOW BODY-IMAGE CHART.) Which of the figures on the chart looks most like you?

No. \_\_\_\_\_

(HAND R RESPONSE BOOKLET OPEN TO P. 4, Q. 31.)

31. Now describe yourself using the pairs of words on this page, If you think you are tall, put a check here (POINT TO LEFT-MOST SPACE); if you think you are short, check here (POINT TO RIGHT-MOST SPACE); if you think you are in between, this is the space to check (POINT TO MIDDLE SPACE). If you think you are somewhat tall but not very tall, check here (POINT TO SECOND SPACE FROM LEFT) or here (POINT TO THIRD SPACE FROM LEFT) depending on how tall you think you are. You can use any of the spaces between the two words to describe how tall or short you are. Does that make sense to you?

(REEXPLAIN IF R IS CONFUSED BY ASKING HOW TALL R IS IN COMPARATIVE TERMS, NOT IN FEET AND INCHES, AND DETERMINE WITH R THE CORRECT PLACEMENT OF THE RESPONSE ON THE VERY-TALL/IN-BETWEEN/VERY-SHORT SCALE.)

Go ahead and do the same with all the words. Tell me if you have any questions or if you come to a word you don't understand.

(WHEN R IS FINISHED, TAKE THE RESPONSE BOOKLET AND TURN TO P. 5, Q. 32.)

32. Next, describe yourself as you would really like to be now using the same set of words.

33. Now I want to ask you a couple of questions about personal problems. Some people your age have personal problems that bother them. How about you? Compared to other people about your age, would you say you have more, less, or about the same amount of problems?

- 1. MORE
- 3. ABOUT THE SAME
- 5. LESS

OTHER (SPECIFY): \_\_\_\_\_

34. When you have a personal problem, do you go to other people for help or for advice?

- 1. YES
- 3. SOMETIMES
- 5. NO

TURN TO P. 14

34a. Who do you usually go to for help when you have a personal problem? (RECORD ALL PERSONS MENTIONED--UP TO FOUR, SPECIFYING RELATIONSHIP TO R, OR INDICATING PEER, ADULT, FRIEND, TEACHER, COACH, MINISTER, ETC.)

FIRST PERSON MENTIONED	NO. OF TIMES IN 30 DAYS
SECOND PERSON MENTIONED	NO. OF TIMES IN 30 DAYS
THIRD PERSON MENTIONED	NO. OF TIMES IN 30 DAYS
FOURTH PERSON MENTIONED	NO. OF TIMES IN 30 DAYS

34b. How many times in the last 30 days have you talked with (EACH PERSON MENTIONED) about personal problems you've had? (RECORD NUMBER OF TIMES FOR EACH PERSON IN SPACE ABOVE.)

I'd like to find out how you feel about a number of things. On each card in this stack (SHOW R ITEM CARDS), there is a sentence which you may or may not agree with. I'd like you to sort these cards into five stacks according to how much you agree with them. Here are five cards to mark the stacks (PUT EACH RESPONSE CARD ON THE TABLE AS YOU READ IT): "strongly agree," "somewhat agree," "undecided," "somewhat disagree," and "strongly disagree." Put each card in this stack (ITEM CARDS) under the card on the table that tells how you feel.

(IF R SEEMS CONFUSED OR UNCLEAR: For example, if you agree strongly that "The life of the average person is getting worse, not better," you would put that card under the card that says "strongly agree.")

Here are the cards. Tell me if you have any questions about any of them, or if there are any words that you don't understand.

6. The life of the average person is getting worse, not better.
7. The world would be a better place if people had more respect for authority.
8. A person should obey only those laws which seem fair.
9. Most people would take advantage of you if they had a chance.
10. There are many things about the world today that young people understand better than adults.
11. On the whole policemen are honest and fair.
12. These days a person doesn't really know whom he can depend on.
13. Something may still be important and worthwhile even if it doesn't do human beings any good.
14. I would be unhappy living away from my parents when I get older.
15. Most young people know enough to understand the problems facing the country.
16. It is all right to get around the law if you can get away with it.
17. Most people can be trusted.
18. A person shouldn't hope for too much in life.
19. In order to live together, we need law, government, police, and so on; or else, things would be a mess.
20. The rules and customs of our society keep people from being their good natural selves.
21. Younger people and older people will never completely trust or understand one another.
22. The only reason for working is to make money.
23. Most people are just looking out for themselves.
24. No one should be punished for breaking a law he feels is wrong.
25. When young people make important decisions they should think first about their parents' wishes.
26. Adults don't listen to youth: they'd rather tell young people what to do.
27. Human beings are the most important things in the universe.

AFTER R IS FINISHED, CHECK THAT ALL ITEM CARDS ARE UNDER THE FIVE CHOICE CARDS, THEN PICK UP THE STACKS--PLACING THE SECOND STACK UNDER THE FIRST, THE THIRD STACK UNDER THE SECOND, ETC.--IN THE FOLLOWING ORDER: strongly agree, somewhat agree, undecided, somewhat disagree, strongly disagree. PUT ANY CARDS WHICH R DOES NOT SORT ON TOP OF ALL THE OTHER CARDS. ANY CARD NOT SORTED BY R BECAUSE HE/SHE DID NOT UNDERSTAND IT SHOULD BE MARKED WITH A LARGE "X". ANY CARD R REFUSED TO SORT SHOULD BE MARKED WITH A LARGE "R". PUT THE STACK OF CARDS BACK IN THE YELLOW ENVELOPE.

35. Young people are often criticized by parents or teachers, or other adults because of their ideas or what they do. Do you think the adults are usually right . . . or are the young people usually right?

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36. Why do you feel this way? \_\_\_\_\_

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---



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37. Do your (parents/mother/father/\_\_\_\_\_) have some ideas or opinions that you disagree with?

1. YES                      5. NO                      GO TO Q. 38

37a. What do you disagree with your (parents/mother/father/\_\_\_\_\_) about?

---



---



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38. These days some young people have ideas about the way they expect to live when they get older that are different from their parents' ideas . . . . that is, some young people want to follow a different life style when they are adults than the life style of their parents. Do you think your life style as an adult will be like that of your (parents/mother/father/\_\_\_\_\_) or different?

1. SAME                      5. DIFFERENT

39. In what way will it be the (same/different)? \_\_\_\_\_

---



---



---

40. Does your family ever talk about politics, such as things the President, the Governor, or the Congress have done?

1. YES

5. NO  
GO TO Q. 41

40a. How often would you say they talk about national and international matters, such as things the President or Congress may have done, or that some other world leader may have done? (SHOW ORANGE CHOICE CARD.)

1. SEVERAL TIMES A WEEK

3. A FEW TIMES A MONTH

2. ABOUT ONCE A WEEK

4. A FEW TIMES A YEAR

5. ONCE A YEAR OR LESS

40b. How often would you say they talk about state and local matters, such as things the state legislature may have done, or the Mayor, or the City Council? (SHOW ORANGE CHOICE CARD.)

1. SEVERAL TIMES A WEEK

3. A FEW TIMES A MONTH

2. ABOUT ONCE A WEEK

4. A FEW TIMES A YEAR

5. ONCE A YEAR OR LESS

41. Do you ever talk about politics with your friends?

1. YES

5. NO  
TURN TO Q. 42, P. 17

41a. How often? (SHOW ORANGE CHOICE CARD.)

1. SEVERAL TIMES A WEEK

3. A FEW TIMES A MONTH

2. ABOUT ONCE A WEEK

4. A FEW TIMES A YEAR

5. ONCE A YEAR OR LESS

41b. Do you and your friends talk more about state and local politics or national and international politics?

1. NATIONAL AND INTERNATIONAL

2. STATE AND LOCAL

3. BOTH ABOUT THE SAME

42. In the last couple of months have you gotten into any political arguments with your family, friends, or others, or tried to convince anyone of your political ideas?

1. YES

5. NO

43. Have you ever gone to any political meetings, rallies, demonstrations, or things like that?

1. YES

5. NO  
TURN TO Q. 44, P. 18

43a. What was the last one you went to about? \_\_\_\_\_

43b. Did you do anything besides watch and listen?

1. YES

5. NO  
GO TO Q. 43d

43c. What did you do? \_\_\_\_\_

43d. Have you gone to any other political meetings, rallies, or demonstrations?

1. YES

5. NO  
TURN TO Q. 44, P. 18

43e. How many altogether would you guess? (COUNT THE ONE ALREADY MENTIONED.)

1. 2-4

2. 5-10

3. MORE THAN 10

43f. Can you tell me about the two most recent times, before the one you just mentioned? (JUST GET GENERAL TOPIC. IF R SAYS THEY WERE REGULAR MEETINGS, PLEASE NOTE.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

44. Next I'd like you to do something that is sort of an experiment. On several pages in this booklet (OPEN RESPONSE BOOKLET TO Q. 44, P. 6), you are asked to put labels inside some circles arranged in different ways. There are no right or wrong answers. Tell me if you have any questions.

Next I'd like to ask you some questions about your (father/stepfather/\_\_\_\_\_).

BOX E

INTERVIEWER CHECKPOINT:

5. R'S FATHER IS DECEASED AND R HAS NO STEPFATHER, TURN TO Q. 52, P. 21.
1. ALL OTHER RESPONDENTS.

(THE FOLLOWING QUESTIONS REFER TO R'S OWN, NATURAL FATHER, UNLESS R LIVES WITH A STEPFATHER OR FOSTER FATHER; IN THAT CASE, REFERENCE IS TO THE STEPFATHER OR FOSTER FATHER R LIVES WITH.)

45. Is your (father/stepfather/\_\_\_\_\_) working now?

1. YES GO TO Q. 46, P. 19       5. NO TURN TO Q. 51, P. 21

(R'S FATHER/STEPFATHER WORKING NOW)

46. What is his occupation? (PROBE: What exactly does he do?)
- \_\_\_\_\_
- \_\_\_\_\_

(IF FATHER/STEPFATHER IS A FARMER OR RANCHER, TURN TO Q. 50, P. 20.)

47. What kind of business or industry is that? \_\_\_\_\_
- \_\_\_\_\_

48. Does he work for himself, or for someone else?

1. FOR HIMSELF (SELF-EMPLOYED)

5. FOR SOMEONE ELSE  
GO TO Q. 49

- 48a. How many people does he have working for him?

0. NONE

3. 100-499

1. 1-9

4. 500-999

2. 10-99

5. 1000 +

8. DON'T KNOW

49. Has your (father/stepfather) been out of work in the last three years not counting vacations?

1. YES

5. NO TURN TO BOX F, P. 22

- 49a. For about how many weeks, or months, has he been out of work during the last three years?

\_\_\_\_\_ MONTHS

\_\_\_\_\_ WEEKS

TURN TO BOX F, P. 22

50. Does he own, rent or just work on the (farm/ranch)?

- 1. OWN
  - 2. RENT
  - 3. WORKER
- TURN TO BOX F, P. 22

50a. How many acres does he operate? \_\_\_\_\_ ACRES

50b. Does he own livestock?

- 1. YES
- 5. NO

GO TO 50e

50c. What kind? (LIST) \_\_\_\_\_ 50d. How many? \_\_\_\_\_

\_\_\_\_\_ How many? \_\_\_\_\_

\_\_\_\_\_ How many? \_\_\_\_\_

\_\_\_\_\_ How many? \_\_\_\_\_

50e. How many people does he have working for him?

- 0. NONE
- 3. 100-499
- 1. 1-9
- 4. 500-999
- 2. 10-99
- 5. 1000 +
- 8. DON'T KNOW

TURN TO BOX F, P. 22

142

(R's FATHER/STEPFATHER IS NOT WORKING NOW)

51. Is he retired, unemployed, or what?

- 1. RETIRED
- 2. UNEMPLOYED

OTHER: \_\_\_\_\_

52. What was your (father/stepfather)'s last job? (PROBE: What exactly did he do?)

\_\_\_\_\_

\_\_\_\_\_

53. What kind of business or industry was that? \_\_\_\_\_

\_\_\_\_\_

54. Did he work for himself or for someone else?

- 1. FOR HIMSELF (SELF-EMPLOYED)
  - 5. FOR SOMEONE ELSE
- TURN TO BOX F, P. 22

54a. How many people did he have working for him?

- 0. NONE
- 3. 100-499
- 1. 1-9
- 4. 500-999
- 2. 10-99
- 5. 1000 +
- 8. DON'T KNOW

143

INTERVIEWER CHECKPOINT:

- 5. R's MOTHER IS DECEASED AND R HAS NO STEPMOTHER, TURN TO BOX G, P.23
- 1. ALL OTHER RESPONDENTS.

(THE FOLLOWING QUESTIONS REFER TO R'S OWN NATURAL MOTHER, UNLESS R LIVES WITH A STEPMOTHER OR FOSTER MOTHER; IN THAT CASE REFERENCE IS TO THE STEPMOTHER OR FOSTER MOTHER R LIVES WITH.)

55. Does your (mother/stepmother/\_\_\_\_\_) work?

- 1. YES
  - 5. NO
- TURN TO BOX G, P. 23

55a. What is her occupation? (PROBE: What exactly does she do?)

\_\_\_\_\_

\_\_\_\_\_

(IF MOTHER IS A FARMER OR RANCHER, AND R HAS NO FATHER/STEP-FATHER, ASK ALL QUESTIONS ON P. 20, THEN GO TO BOX G, P. 23.)

55b. What kind of business or industry is that? \_\_\_\_\_

\_\_\_\_\_

55c. About how many hours a week does she work?

- 1. 1-10 HRS.
- 2. 11-20 HRS.
- 3. 21-30 HRS.
- 4. 31 OR MORE HRS.
- 8. DON'T KNOW

55d. Does she work for herself, or for someone else?

- 1. FOR HERSELF (SELF-EMPLOYED)
  - 5. FOR SOMEONE ELSE
- TURN TO BOX G, P. 23

55e. How many people does she have working for her?

- 0. NONE
- 1. 1-9
- 2. 10-99
- 3. 100-499
- 4. 500-999
- 5. 1000 +
- 8. DON'T KNOW

144

INTERVIEWER CHECKPOINT:

- 1. FATHER/STEPFATHER AND/OR MOTHER/STPMOTHER WORK, TURN TO Q. 57, P.24
- 5. NEITHER FATHER/STEPFATHER NOR MOTHER/STPMOTHER WORKS.

56. How is your family supported? (RECORD MULTIPLE RESPONSES)

PERSON(S): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(SPECIFY RELATIONSHIP TO R)

- INSTITUTION:
- 1. WELFARE
  - 2. SOCIAL SECURITY
  - 3. OTHER: \_\_\_\_\_

IF ONLY SUPPORT IS INSTITUTIONAL, TURN TO Q. 57, P. 24.

56a. What does (he/she) do? \_\_\_\_\_

\_\_\_\_\_

56b. What kind of business or industry is that? \_\_\_\_\_

\_\_\_\_\_

56c. Does (he/she) work for himself or for someone else?

- 1. FOR HIMSELF (SELF-EMPLOYED)
- 5. FOR SOMEONE ELSE

TURN TO Q. 57, P. 24

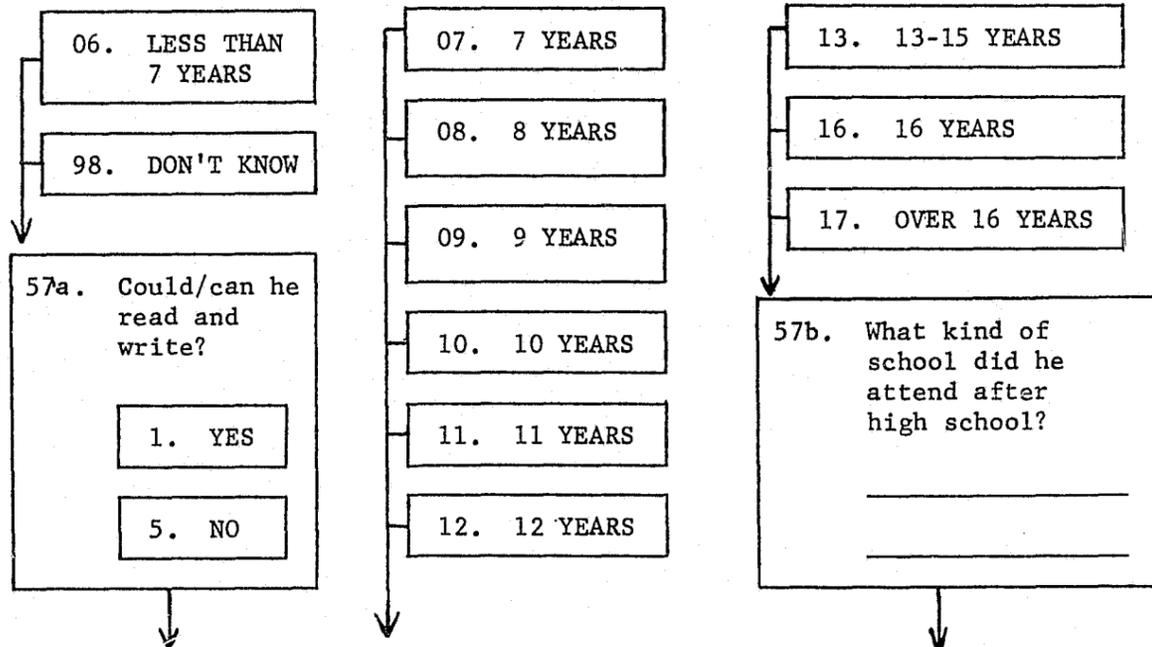
56d. How many people does (he/she) have working for (him/her)?

- 0. NONE
- 1. 1-9
- 2. 10-99
- 3. 100-499
- 4. 500-999
- 5. 1000 +
- 8. DON'T KNOW

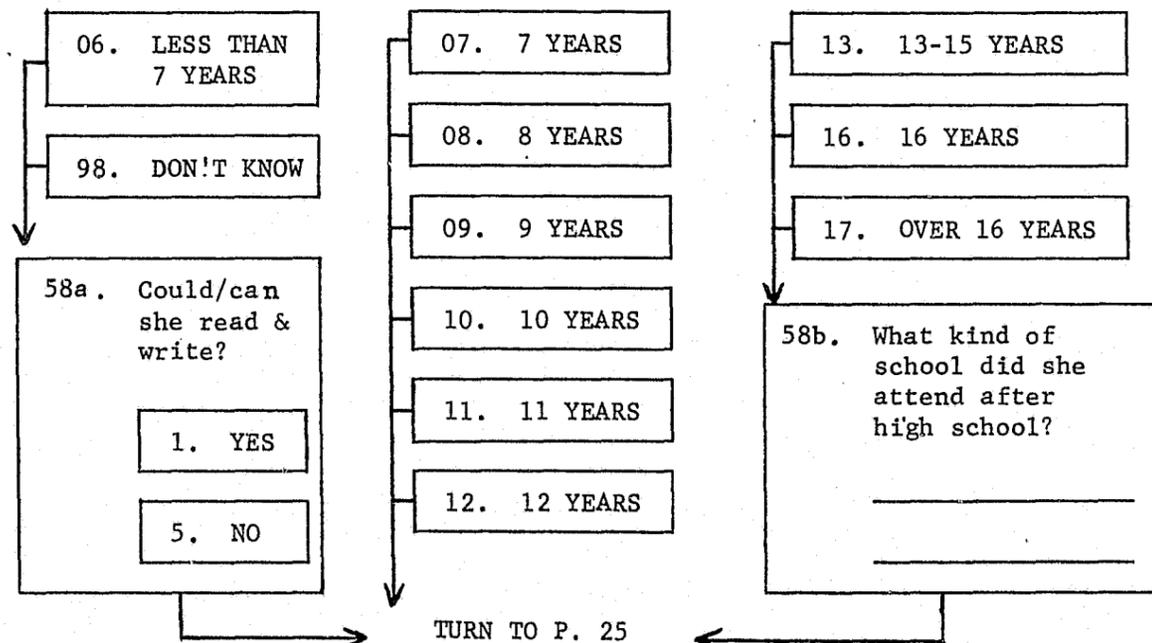
149

ASK EVERYONE:

57. How many years of school did your (father/stepfather) complete?



58. How many years of school did your (mother/stepmother) complete?



TURN TO P. 25

SECOND CARD SORT--PINK CARDS

(IF R IS NOT LIVING WITH FATHER OR STEPFATHER, REMOVE CARDS 33-44 AND MARK EACH ONE WITH FM, FOR "FATHER MISSING.")

(IF R IS NOT LIVING WITH MOTHER OR STEPMOTHER, REMOVE CARDS 45-56 AND MARK EACH ONE WITH MM, FOR "MOTHER MISSING.")

We are interested in how young people get along with their parents. Each card in this stack (SHOW R ITEM CARDS) has a sentence on it about your (father/stepfather) and (mother/stepmother). I'd like you to sort them according to how true the sentence is of you and your (parents/father/mother).

(IF R IS LIVING WITH STEPMOTHER AND/OR STEPFATHER, HE SHOULD RESPOND IN TERMS OF HIS RELATIONSHIP WITH THEM.)

IF STEPFATHER: The cards say father, but we'd like you to think about your stepfather (the one you are living with) while you do this.

IF STEPMOTHER: The cards say mother, but we'd like you to think about your stepmother (the one you are living with) while you do this.

Here are five cards to mark the stacks (PUT EACH RESPONSE CARD ON THE TABLE AS YOU READ IT): "almost always true," "often true," "sometimes true," "seldom true," and "never true." Put each card in this stack (ITEM CARDS) under the card on the table that tells how you feel.

Here are the cards. Tell me if you have any questions about any of the cards, or if there are any words that you don't understand.

33. My father gives me the right amount of affection.
34. My father lets me dress in any way I please.
35. My father accepts and understands me as a person.
36. My father tells me how to spend my spare time.
37. My father and I do things together that we both enjoy doing.
38. I agree with my father's ideas and opinions about things.
39. I want to be like my father.
40. If I want to go someplace I have to ask my father if it's all right.
41. My father makes it easy for me to confide in him.
42. My father makes rules that I have to obey.
43. I feel close to my father.
44. My father hits or spansks me.
45. As I was growing up my mother tried to help me when I was scared or upset.
46. My mother and I do things together than we both enjoy doing.
47. My mother makes it easy for me to confide in her.
48. My mother tells me how to spend my spare time.
49. If I want to go someplace I have to ask my mother if it's all right.
50. My mother gives me the right amount of affection.
51. My mother makes rules that I have to obey.
52. I want to be like my mother.
53. I agree with my mother's ideas and opinions about things.
54. I feel close to my mother.
55. My mother lets me dress in any way I please.
56. My mother hits or spansks me.

AFTER R IS FINISHED, CHECK THAT ALL ITEM CARDS ARE UNDER THE FIVE CHOICE CARDS, THEN PICK UP THE STACKS--PLACING THE SECOND STACK UNDER THE FIRST, THE THIRD STACK UNDER THE SECOND, ETC.--IN THE FOLLOWING ORDER: almost always true, often true, sometimes true, seldom true, never true. PUT ANY CARDS WHICH R DOES NOT SORT ON TOP OF ALL THE OTHER CARDS. ANY CARDS NOT SORTED BY R BECAUSE HE/SHE DID NOT UNDERSTAND IT SHOULD BE MARKED WITH A LARGE "X". ANY CARD R REFUSED TO SORT SHOULD BE MARKED WITH A LARGE "R". PUT THE STACK BACK IN THE PINK ENVELOPE.

## BOX H

## INTERVIEWER CHECKPOINT:

5. R DOES NOT LIVE WITH MOTHER/STEPMOTHER OR FATHER/STEPFATHER, GO TO Q. 61
1. R LIVES WITH MOTHER/STEPMOTHER OR FATHER/STEPFATHER

59. Does your (mother or father/mother/father) know where you are when you are away from home? (SHOW BLUE CHOICE CARD.)

1. ALWAYS

2. USUALLY

3. SOMETIMES

4. USUALLY NOT

5. NEVER

60. Does your (mother or father/mother/father) know whom you are with when you are away from home? (SHOW BLUE CHOICE CARD.)

1. ALWAYS

2. USUALLY

3. SOMETIMES

4. USUALLY NOT

5. NEVER

61. Now I'd like to talk to you about the times you get together with your friends. How many afternoons did you get together with your friends--boys or girls--in the last 7 days, (IF R IS IN SCHOOL) not counting the times you got together during school hours?

\_\_\_\_\_

62. How many evenings in the last 7 days did you get together with friends--boys or girls?

\_\_\_\_\_

63. How many hours would you estimate you spent with friends in the last 7 days, (IF R IS IN SCHOOL) not counting the time you were with your friends during school hours? (HELP R ADD UP THE HOURS IF HE/SHE HAS DIFFICULTY. TIME SPENT TALKING ON THE TELEPHONE SHOULD NOT BE COUNTED--IF R ASKS.)

\_\_\_\_\_

64. Would you say that the amount of time you spent with friends in the last seven days was more than you usually spend, less than you usually spend, or about the same as what you usually spend?

- 1. MORE THAN USUAL
- 3. ABOUT THE SAME
- 5. LESS THAN USUAL

65. Are the friends you usually spend your time with mostly boys, mostly girls, or both boys and girls?

- 1. MOSTLY BOYS
- 2. MOSTLY GIRLS
- 3. BOTH BOYS AND GIRLS

BOX I

INTERVIEWER CHECKPOINT:

- 1. R NOT MARRIED--TURN TO Q. 66, P. 29.
- 5. R MARRIED AND LIVING WITH SPOUSE--TURN TO Q. 67, P. 30.

66. Have you been out on any dates?

- 1. YES
- 5. NO

TURN TO Q. 67, P. 30

66a. About how many in the past month? \_\_\_\_\_

66b. When you date, is it usually in groups or usually just you and your date?

- 1. IN GROUPS
- 2. WITH DATE

66c. Do you date different (boys/girls) or always the same one?

- 1. DIFFERENT
- 5. SAME

66d. Have you ever gone "steady?"

- 1. YES
  - 5. NO
- TURN TO  
Q. 67, P.30

66e. How old were you when you started going steady with anybody?

\_\_\_\_\_ YRS.

( \_\_\_\_\_ MOS.)

66f. Do you two go steady?

- 1. YES
  - 5. NO
- TURN TO  
Q. 67, P.30

66g. For how long have you 2 been going steady?

\_\_\_\_\_ YRS.

( \_\_\_\_\_ MOS.)

66h. How old were you when you started going steady for the first time?

\_\_\_\_\_ YRS.

( \_\_\_\_\_ MOS.)

(HAND R RESPONSE BOOKLET OPEN TO Q. 67, P. 14.)

67. Next I'd like you to describe the ideal man in the same way you did before using the pairs of words on this page.

(WHEN R IS FINISHED, TAKE THE RESPONSE BOOKLET AND TURN TO Q. 68, P. 15.)

68. Now, would you describe the ideal woman in the same way using the same sets of words.

69. Here is another way of describing the ideal man (SHOW BODY-IMAGE CHART)  
Which one of these figures looks most like the ideal man to you?

No. \_\_\_\_\_

70. Which figure looks most like the ideal woman?

No. \_\_\_\_\_

**CONTINUED**

**2 OF 3**

## THIRD CARD SORT--GREEN CARDS

Now I'd like to turn to a different topic. Young people sometimes do things that are against the law or things that would get them into trouble if they were caught. On each card in this stack is a sentence about something like that--such as, "skipped a day of school" or "took something that didn't belong to you." I'd like to know which of the things on these cards you have done in the last three years whether you were caught or not. If you think that you can't tell me about this kind of thing honestly, then it is better that you don't try to answer at all.

Let me remind you at this point that everything you tell me is completely confidential; no one will ever see your name together with your answers.

Shall we go ahead?

1. YES

5. NO

TURN TO P. 33

Here are three cards to mark the stacks (PUT EACH RESPONSE CARD ON THE TABLE AS YOU READ IT): "never in the last three years," "once in the last three years," and "more than once in the last three years." Put each card in this stack (ITEM CARDS) under the card on the table that tells how often you have done what it says on the card.

When you are finished, I'd like to ask you some questions about the things you've done.

Here are the cards. Tell me if you have any questions.

60. Ran away from home.
61. Hit one of your parents.
62. Skipped a day of school without a real excuse.
63. Purposely damaged or messed up something not belonging to you.
64. Tried to get something by lying about who you were or how old you were.
65. Tried to get something by lying to a person about what you would do for him.
66. Took something not belonging to you, even if returned.
67. Hurt or injured someone on purpose.
68. Threatened to hurt or injure someone.
69. Went onto someone's property when you knew you were not supposed to.
70. Went into a house or building when you knew you were not supposed to.
71. Drank beer, wine, or liquor without your parents permission.
72. Smoked marijuana.
73. Used any drugs or chemicals to get high or for kicks, except marijuana.
74. Took part in a fight where a bunch of your friends were against another bunch.
75. Carried a gun or knife besides an ordinary pocketknife.
76. Took a car without the permission of the owner even if the car was returned.

AFTER R IS FINISHED, CHECK THAT ALL ITEM CARDS ARE UNDER THE THREE CHOICE CARDS; THEN PICK UP THE STACKS--PLACING THE SECOND STACK UNDER THE FIRST, AND THE THIRD STACK UNDER THE SECOND--IN THE FOLLOWING ORDER: Never in the last three years, once in the last three years, more than once in the last three years. PUT ANY CARDS WHICH R DOES NOT SORT ON TOP OF ALL THE OTHER CARDS. ANY CARD NOT SORTED BY R BECAUSE HE/SHE DID NOT UNDERSTAND IT SHOULD BE MARKED WITH A LARGE "X". ANY CARD R REFUSED TO SORT SHOULD BE MARKED WITH A LARGE "R".

BEFORE PUTTING THE CARDS BACK IN THE GREEN ENVELOPE, LOOK THROUGH THE CARD SORT TO SEE WHICH, AND HOW MANY, DELINQUENCY FORMS ARE NEEDED. DO THIS WHILE R IS ANSWERING THE RISK SHEET.

(GO OVER THE INSTRUCTIONS FOR ALL THREE PARTS OF Q. 71 ON P. 16 OF THE RESPONSE BOOKLET BEFORE R RESPONDS. IT IS RECOMMENDED THAT R ANSWER THE THREE QUESTIONS FOR EACH DELINQUENCY ITEM AT ONE TIME, THEN GO ON TO THE NEXT ITEM.)

71. The next thing I'd like to ask you is how many young people you think do things that might get them into trouble or that are against the law. (HAND R RESPONSE BOOKLET OPEN TO PAGE 16, Q. 71) On this page is a list of some of the sentences you have just sorted. Of all young people, how many do you think do these things? I want you to answer this question by circling one of the numbers in this column (POINT TO FIRST COLUMN); how many young people out of ten do you think do each thing? For example, if you think that five out of ten young people run away from home, you would put a circle around "5", but if you think only one out of ten young people runs away from home, you would put a circle around "1".

The second question about each sentence is just like the first one, but this time I want you to tell me how many out of ten of your friends do you think do these things. Indicate your answer for your friends by circling one of the numbers in the middle column (POINT TO MIDDLE COLUMN). (IF R SAYS HE DOESN'T HAVE TEN FRIENDS, SAY "Think of ten people you know at school or in your neighborhood.")

The third question on this page is just like the first two, but in this one I want you to make a guess about how many young people who do these things get caught by the police--that is, how many out of ten who do each thing do you think get caught.

(WHILE R IS ANSWERING THE RISK SHEET, LOOK THROUGH THE CARD SORT AND TAKE OUT THE APPROPRIATE DELINQUENCY FORMS.)

BOX J

INTERVIEWER CHECKPOINT:

- 1. R SORTED ALL CARDS UNDER NEVER IN THE LAST THREE YEARS.  
TURN TO Q. 72, P. 34.
- 5. R SORTED SOME CARDS UNDER ONCE AND/OR MORE THAN ONCE IN THE LAST THREE YEARS.

↓  
At this point I want to ask you about the things you have done in the last three years. When you sorted the cards you said that you (FIRST ITEM ADMITTED TO) . . .

(GO THROUGH ALL APPROPRIATE DELINQUENCY FORMS)

72. Kids who do things that are against the law or that would get them into trouble if they were caught are sometimes called delinquents. Do you think of yourself as a delinquent? How would you answer in terms of the choices on this card? (SHOW GREEN CHOICE CARD)

1. ALL THE TIME

3. SOMETIMES

2. OFTEN

4. ONCE IN A WHILE

5. NEVER

People do things such as lying or taking things that don't belong to them for lots of different reasons. Sometimes the reasons are pretty bad ones, but sometimes it seems O.K. to do something if the reason is good enough. I'd like to ask you what things you think it is all right to do, and what things it is not, using these choices. (SHOW GOLD CHOICE CARD.)

Here's the first one:

73. What about if someone steals something from a counter in a store, just for the thrill of it. Would you say that is all right?

1. ALWAYS ALL RIGHT

2. OFTEN ALL RIGHT

3. ALL RIGHT ONCE IN A WHILE

4. ALMOST NEVER ALL RIGHT

5. ABSOLUTELY NEVER ALL RIGHT

74. What if someone steals something like medicine from a store because (he/she) really needs it and (he/she) can't get money to pay for it?

1. ALWAYS ALL RIGHT

2. OFTEN ALL RIGHT

3. ALL RIGHT ONCE IN A WHILE

4. ALMOST NEVER ALL RIGHT

5. ABSOLUTELY NEVER ALL RIGHT

75. What if someone steals from a store because (he/she) feels that stores are always cheating people and charging them too much?

1. ALWAYS ALL RIGHT

2. OFTEN ALL RIGHT

3. ALL RIGHT ONCE IN A WHILE

4. ALMOST NEVER ALL RIGHT

5. ABSOLUTELY NEVER ALL RIGHT

76. Imagine someone steals from a store because the person who runs the store is mean to (him/her).

1. ALWAYS ALL RIGHT

2. OFTEN ALL RIGHT

3. ALL RIGHT ONCE IN A WHILE

4. ALMOST NEVER ALL RIGHT

5. ABSOLUTELY NEVER ALL RIGHT

77. Suppose someone steals from a store in order to show (her/his) friends (she/he) can do it without getting caught?

1. ALWAYS ALL RIGHT

2. OFTEN ALL RIGHT

3. ALL RIGHT ONCE IN A WHILE

4. ALMOST NEVER ALL RIGHT

5. ABSOLUTELY NEVER ALL RIGHT

78. Some people lie about their ages to get into movies cheaper.

1. ALWAYS ALL RIGHT

2. OFTEN ALL RIGHT

3. ALL RIGHT ONCE IN A WHILE

4. ALMOST NEVER ALL RIGHT

5. ABSOLUTELY NEVER ALL RIGHT

79. Some people tell lies in order to keep their friends from getting into trouble.

1. ALWAYS ALL RIGHT

2. OFTEN ALL RIGHT

3. ALL RIGHT ONCE IN A WHILE

4. ALMOST NEVER ALL RIGHT

5. ABSOLUTELY NEVER ALL RIGHT

80. Some people say there are too many unnecessary laws and regulations, and they lie to get around them.

1. ALWAYS ALL RIGHT

2. OFTEN ALL RIGHT

3. ALL RIGHT ONCE IN A WHILE

4. ALMOST NEVER ALL RIGHT

5. ABSOLUTELY NEVER ALL RIGHT

81. Some people go on other people's property just to take a short-cut instead of going the long way around.

1. ALWAYS ALL RIGHT

2. OFTEN ALL RIGHT

3. ALL RIGHT ONCE IN A WHILE

4. ALMOST NEVER ALL RIGHT

5. ABSOLUTELY NEVER ALL RIGHT

82. Some people say all the land should really belong to everybody, and so they never pay any attention to "no trespassing" signs.

1. ALWAYS ALL RIGHT

2. OFTEN ALL RIGHT

3. ALL RIGHT ONCE IN A WHILE

4. ALMOST NEVER ALL RIGHT

5. ABSOLUTELY NEVER ALL RIGHT

83. Sometimes a person hurts another because that person purposely hurt (him/her) first.

1. ALWAYS ALL RIGHT

2. OFTEN ALL RIGHT

3. ALL RIGHT ONCE IN A WHILE

4. ALMOST NEVER ALL RIGHT

5. ABSOLUTELY NEVER ALL RIGHT

84. Sometimes someone hurts another person in order to make that person do something for (her/him).

1. ALWAYS ALL RIGHT

2. OFTEN ALL RIGHT

3. ALL RIGHT ONCE IN A WHILE

4. ALMOST NEVER ALL RIGHT

5. ABSOLUTELY NEVER ALL RIGHT

85. Sometimes a person who has had a raw deal most of (his/her) life hurts someone, even a stranger, just to get back.

1. ALWAYS ALL RIGHT

2. OFTEN ALL RIGHT

3. ALL RIGHT ONCE IN A WHILE

4. ALMOST NEVER ALL RIGHT

5. ABSOLUTELY NEVER ALL RIGHT

That's all . . . Thank you very much for your time and cooperation.

BOX Y--GRADE RELEASE FORM

INTERVIEWER CHECKPOINT:

5. R DID NOT AGREE TO HAVE SCHOOL GRADES RELEASED. GO TO BOX Z BELOW.

1. R AGREED TO HAVE SCHOOL GRADES RELEASED.

↓  
HAVE R AND R'S PARENTS SIGN GRADE RELEASE PERMISSION FORM.

BOX Z--X-RAY INSTRUCTIONS

INTERVIEWER CHECKPOINT:

5. THIS R DOES NOT LIVE IN A PLACE WITH PARTICIPATING X-RAY FACILITY.

1. THIS R LIVES IN PLACE WITH PARTICIPATING X-RAY FACILITY.

↓  
TURN TO X-RAY FORMS AND PROCEED WITH THOSE INSTRUCTIONS.

(DON'T FORGET OBSERVATION PAGE!)

## RATINGS BY OBSERVATION ONLY

1. R's sex:  1. MALE  2. FEMALE
2. R's race:  1. WHITE  2. BLACK
3. Rate R's physical appearance:
1. STRIKINGLY HANDSOME OR BEAUTIFUL  2. GOOD LOOKING (ABOVE AVERAGE FOR AGE AND SEX)
3. AVERAGE LOOKS FOR AGE AND SEX  4. QUITE PLAIN (BELOW AVERAGE FOR AGE AND SEX)
5. HOMELY
4. Rate R's skin:  1. FAIRLY CLEAR  2. SOMEWHAT BLEMISHED  3. SEVERELY BLEMISHED
5. Overall, how great was R's interest in the interview?
1. HIGH  3. SO-SO  5. LOW
6. Overall, how sincere and honest did R seem to be in his answers, especially to the delinquency questions?
1. COMPLETELY SINCERE  3. USUALLY SINCERE  5. OFTEN INSINCERE
7. How well kept and in what condition are the housing units (structures) and yards in the immediate neighborhood (within 100 yards of R's HU)?
1. GOOD CONDITION--WELL KEPT
2. MIXED--SOME COULD USE A PAINT JOB
3. POOR CONDITION--NEED MINOR REPAIRS, PAINTING
4. DILAPIDATED--NEED MAJOR REPAIRS AND FIXING UP
8. How well kept and in what condition is R's housing unit and yard compared to other HUs and yards in the immediate neighborhood?
1. ABOVE AVERAGE  3. AVERAGE  5. BELOW AVERAGE

CANNOT RATE BECAUSE \_\_\_\_\_

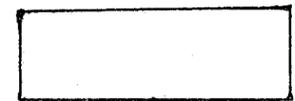
\_\_\_\_\_

## THUMBNAIL SKETCH

Anything about the respondent or the interview situation that seems important to note in interpreting responses.

NATIONAL SURVEY OF YOUTH 1972

RESPONSE BOOKLET



1. Interviewer's Label

- 2. PSU \_\_\_\_\_
- 3. Your Interview No. \_\_\_\_\_
- 4. Date \_\_\_\_\_

- E1.  1. My chance to live the kind of life I want to live is going to depend mostly on how well I learn to understand myself and how I feel about things.
- 2. My chance to live the kind of life I want to live is going to depend mostly on how well I learn the facts about how the world really is and how things work.
- E2.  1. The kind of reading which interests me most is the kind that makes me feel different than I have felt before.
- 2. The kind of reading which interests me most is the kind that tells me facts.
- E3.  1. The most valuable people in the world today are the people who know how to get the facts and understand them.
- 2. The most valuable people in the world today are the people who have a lot of good feelings for other people.
- E4.  1. The people who know the most are the ones who read a lot of different things and listen to what different people have to say.
- 2. The people who know the most are the ones who have had a lot of different personal experiences themselves.
- E5.  1. A country that wants to make the best kind of life for its citizens will make sure that it supports the work of its artists and writers.
- 2. A country that wants to make the best kind of life for its citizens will make sure that it supports the work of its scientists.

21. JOBS	DISLIKE							DON'T KNOW
a. School teacher	1	2	3	4	5	6	7	_____
b. Carpenter	1	2	3	4	5	6	7	_____
c. Engineer	1	2	3	4	5	6	7	_____
d. Waiter/Waitress	1	2	3	4	5	6	7	_____
e. Writer or Journalist	1	2	3	4	5	6	7	_____
f. Clerk in a store	1	2	3	4	5	6	7	_____
g. Artist or Musician	1	2	3	4	5	6	7	_____
h. Take care of home and children	1	2	3	4	5	6	7	_____
i. Airplane pilot	1	2	3	4	5	6	7	_____
j. Police work	1	2	3	4	5	6	7	_____
k. Nurse	1	2	3	4	5	6	7	_____
l. Truck or bus driver	1	2	3	4	5	6	7	_____
m. Scientist	1	2	3	4	5	6	7	_____
n. Farmer/Work on a farm	1	2	3	4	5	6	7	_____
o. Auto mechanic	1	2	3	4	5	6	7	_____
p. Factory worker	1	2	3	4	5	6	7	_____
q. Medical doctor	1	2	3	4	5	6	7	_____
r. Cook or Chef	1	2	3	4	5	6	7	_____
s. Manager of a store or business	1	2	3	4	5	6	7	_____
t. Lawyer	1	2	3	4	5	6	7	_____
u. College professor	1	2	3	4	5	6	7	_____
v. Work with computers	1	2	3	4	5	6	7	_____

106

31 MYSELF

a.	TALL	_____	_____	_____	_____	_____	_____	SHORT
b.	STURDY	_____	_____	_____	_____	_____	_____	EASILY INJURED
c.	DELICATE	_____	_____	_____	_____	_____	_____	RUGGED
d.	SMART	_____	_____	_____	_____	_____	_____	NOT SMART
e.	SLOW	_____	_____	_____	_____	_____	_____	QUICK
f.	NOT GOOD LOOKING	_____	_____	_____	_____	_____	_____	GOOD LOOKING
g.	TOUGH	_____	_____	_____	_____	_____	_____	MILD
h.	DEPENDS ON OTHERS	_____	_____	_____	_____	_____	_____	INDEPENDENT
i.	STRONG	_____	_____	_____	_____	_____	_____	WEAK
j.	BRAVE	_____	_____	_____	_____	_____	_____	TIMID
k.	HELPLESS	_____	_____	_____	_____	_____	_____	POWERFUL
l.	GENTLE	_____	_____	_____	_____	_____	_____	HARSH
m.	SMOOTH	_____	_____	_____	_____	_____	_____	ROUGH
n.	RICH	_____	_____	_____	_____	_____	_____	POOR

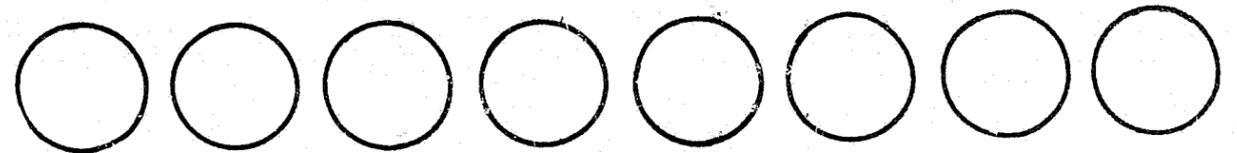
111

32. MYSELF AS I WOULD LIKE TO BE NOW

- a. TALL \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ SHORT
- b. STURDY \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ EASILY INJURED
- c. DELICATE \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ RUGGED
- d. SMART \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ NOT SMART
- e. SLOW \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ QUICK
- f. NOT GOOD LOOKING \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ GOOD LOOKING
- g. TOUGH \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ MILD
- h. DEPENDS ON OTHERS \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ INDEPENDENT
- i. STRONG \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ WEAK
- j. BRAVE \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ TIMID
- k. HELPLESS \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ POWERFUL
- l. GENTLE \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ HARSH
- m. SMOOTH \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ ROUGH
- n. RICH \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ POOR

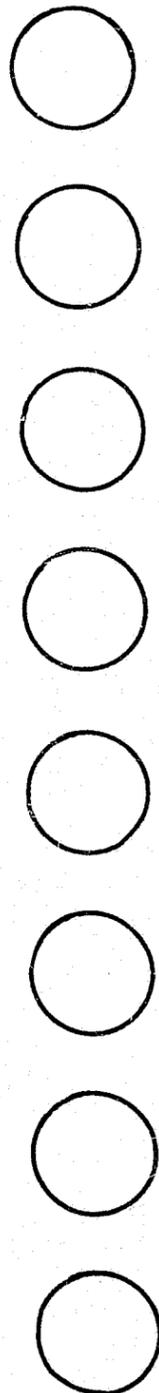
44a.

The circles below stand for people. Choose one of the circles below to stand for yourself, and place a Y in it.



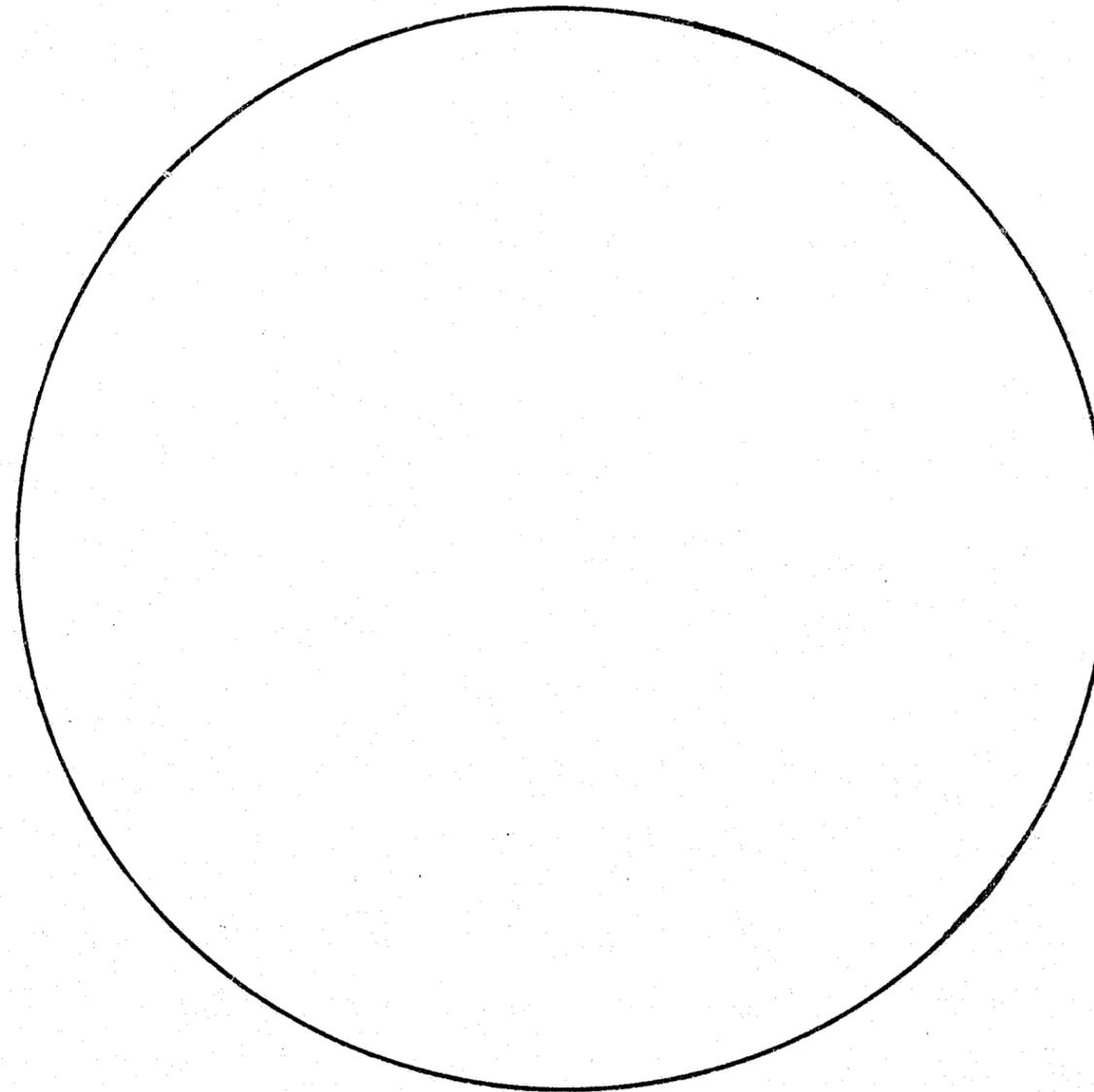
44b.

The circles below stand for people. Choose one of the circles below to stand for yourself, and place a Y in it.



44c.

In the large circle below, draw a small figure--like one of the figures at the bottom of the page--to stand for yourself. Place the figure anywhere you like, but try to make it about the same size as the one at the bottom of the page, and put a Y inside it.

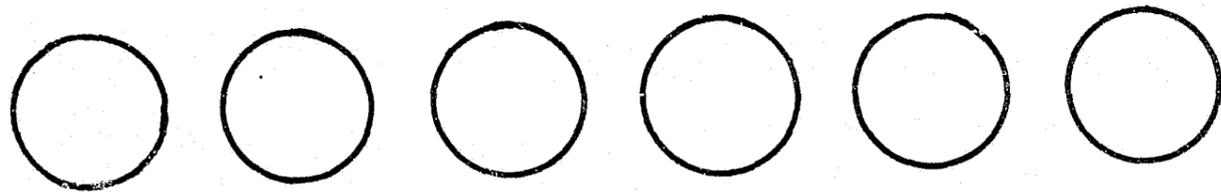


44d.

The circles below stand for people. Mark each circle with the letter standing for one of the people in the list. Do this in any way you like, but use each person only once and do not leave anyone out.

- U - someone you know who is unhappy
- F - someone you know who is failing
- P - someone you know who is popular

- H - someone you know who is happy
- S - someone you know who is successful
- Y - yourself

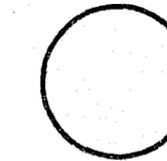
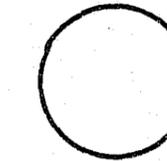
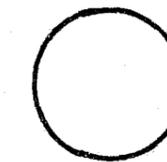
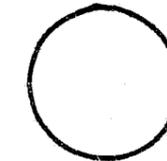
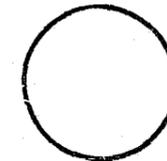
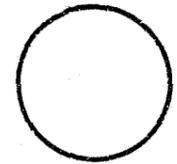


44e.

The circles below stand for people. Mark each circle with the letter standing for one of the people in the list. Do this in any way you like, but use each person only once and do not leave anyone out.

- U - someone you know who is unhappy
- F - someone you know who is failing
- P - someone you know who is popular

- H - someone you know who is happy
- S - someone you know who is successful
- Y - yourself



1/2

1.2

44f.

The circles below stand for you and important people in your life. The circle with a Y in it stands for yourself. Choose any one of the other circles to stand for your father and place an F within it.



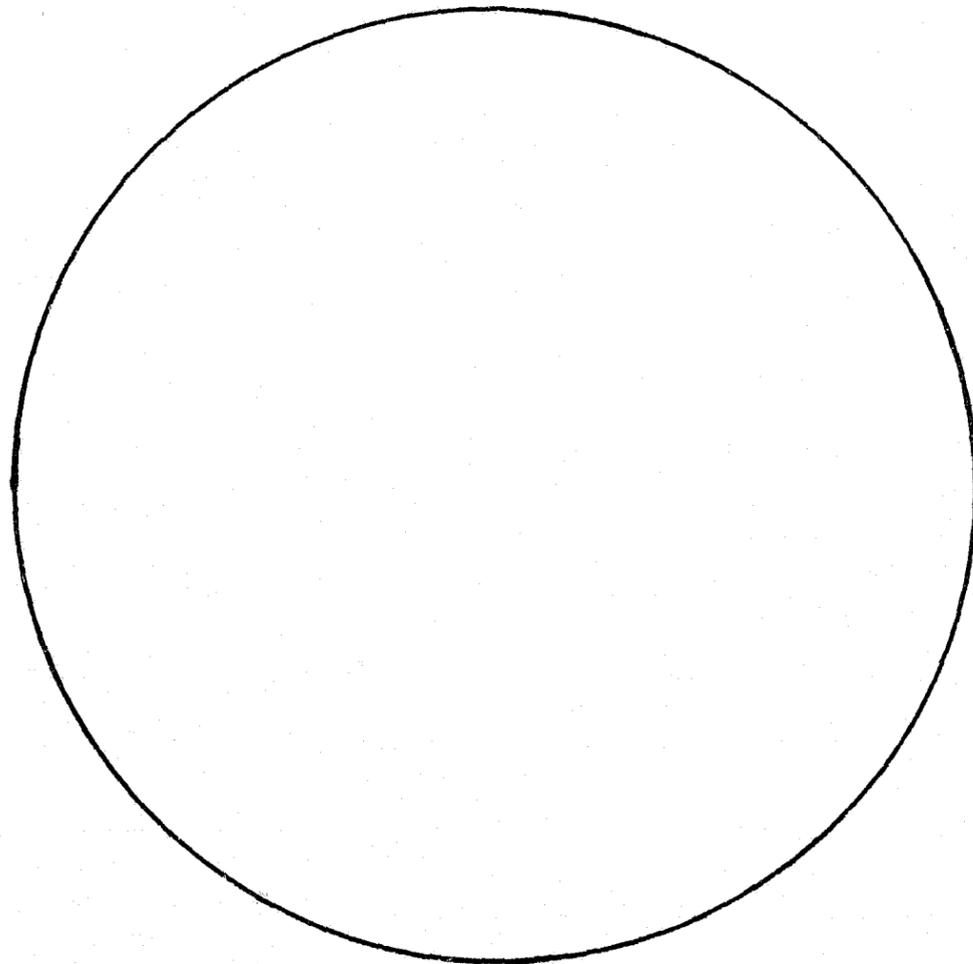
44g.

The circles below stand for you and important people in your life. The circle with a Y in it stands for yourself. Choose any one of the other circles to stand for your mother and place an M within it.



44h.

In the large circle below, draw two figures--one to stand for a friend and a second to stand for yourself. You may use 2 circles or 2 squares or one of each. Try to draw your figures about the same size as the figures at the bottom of the page. Place an F in the figure for your friend and a Y in the figure for yourself.



1:6

67. THE IDEAL MAN IS....

- a. TALL \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ SHORT
- b. STURDY \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ EASILY INJURED
- c. DELICATE \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ RUGGED
- d. SMART \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ NOT SMART
- e. SLOW \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ QUICK
- f. NOT GOOD LOOKING \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ GOOD LOOKING
- g. TOUGH \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ MILD
- h. DEPENDS ON OTHERS \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ INDEPENDENT
- i. STRONG \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ WEAK
- j. BRAVE \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ TIMID
- k. HELPLESS \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ POWERFUL
- l. GENTLE \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ HARSH
- m. SMOOTH \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ ROUGH
- n. RICH \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ POOR

1:1

## 68. THE IDEAL WOMAN IS....

- a. TALL \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ SHORT
- b. STURDY \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ EASILY INJURED
- c. DELICATE \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ RUGGED
- d. SMART \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ NOT SMART
- e. SLOW \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ QUICK
- f. NOT GOOD LOOKING \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ GOOD LOOKING
- g. TOUGH \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ MILD
- h. DEPENDS ON OTHERS \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ INDEPENDENT
- i. STRONG \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ WEAK
- j. BRAVE \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ TIMID
- k. HELPLESS \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ POWERFUL
- l. GENTLE \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ HARSH
- m. SMOOTH \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ ROUGH
- n. RICH \_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_:\_\_\_\_\_ POOR

71.	Of all teenagers, how many out of ten do this?	Of your friends, how many out of ten do this?	Of all teenagers who do this how many out of ten get caught by police?
1. run away from home	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
2. hit one of their parents	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
3. skip a day of school without a real excuse	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
4. damage or mess up someone else's property on purpose	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
5. lie about who they are or how old they are	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
6. lie to a person about what they would do for him	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
7. take something not belonging to them	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
8. hurt or injured someone on purpose	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
9. threaten to hurt or injure someone	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
10. go onto someone's property when they know they are not supposed to	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
11. go into a house or building when they know they are not supposed to	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
12. drank beer or liquor without their parents' permission	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
13. use drugs or chemicals to get high or for kicks	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
14. take part in a fight of their friends against another bunch of kids	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
15. carry a gun or a knife (besides an ordinary pocketknife)	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
16. take a car without permission of the owner	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
17. go all the way with a member of the opposite sex	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10

APPENDIX II

Table A:1. Comparison of Number of Incidents Per Capita by Race<sup>1</sup>

Offense/Index	Males			
	White		Black	
	67	72	67	72
	n = 408	270	53	33
Run Away	.06	.11	.06	.06
Hit Parent	.11	.12	.06	.06
Truancy	.78	.73	1.1	.94
Property Destruction	.63	.56	.87	.49(b)
Fraud	.35	.32	.40	.46
for money/goods	.02	.02	.06	.15(a)
for alcohol	.05	.12(d)	.04	.15
Confidence Game	.13	.12	.21	.30
Theft	.75	.66	.64	.79
Shoplifting	.26	.23	.11	.15
Larceny	.50	.30(d)	.43	.27
Burglary	.03	.06	.11	.09
Robbery	.03	.01	-0-	.24(d)
Assault	.65	.52(a)	.49	.76
Threat	.52	.26(d)	.36	.30
Extortion	.01	-0-	-0-	.03
Trespass	.99	.72(d)	.79	.64
Enter	.65	.45(d)	.57	.27(b)
Break and Enter	.20	.10(d)	.19	.09
Drink	.93	1.1(a)	.64	.73
Gang Fight	.42	.29(d)	.66	.30(c)
Concealed Weapon	.14	.14	.49	.15(c)
Take Car	.09	.13	.08	.06
Use MJ/Drugs	.04	.42(d)	.06	.33(b)
Total Frequency	7.2	6.6(b)	7.5	6.6
Total Frequency-Drink and MJ/Drugs	6.3	5.1(d)	6.8	5.6(a)
Total Seriousness <sup>2</sup>	3.5	3.0	4.1	4.1

<sup>1</sup>Differences which are significant at levels of .15 or lower, using the Mann-Whitney U test, are noted as follows: (a) p = .101 - .15, (b) p = .051 - .10, (c) p = .011 - .05, (d) p ≤ .01.

<sup>2</sup>This index is an exception to the title--it does not simply reflect the number of incidents per capita; see pp. 20-22 for documentation.

Table A:2. '67-'72 Comparison of Number of Incidents Per Capita by Race<sup>1</sup>

Females

Offense/Index	White		Black	
	67	72	67	72
Run Away	.08	.11	.04	.04
Hit Parent	.14	.11	.04	.04
Truancy	.62	.69	.48	.69
Property Destruction	.22	.17	.44	.20(a)
Fraud for money/goods	.29	.37	.29	.40
Fraud for alcohol	.02	.01	-.01	-.01
Confidence Game	.06	.05	.10	.18
Theft	.32	.40	.27	.42
Shoplifting	.11	.20(c)	.06	.16
Larceny	.26	.16(b)	.38	.24
Burglary	.02	.01	-.01	-.01
Robbery	.02	.01	-.01	-.02
Assault	.18	.08(c)	.35	.24
Threat	.19	.08(c)	.21	.27
Extortion	-.01	-.01	.02	-.01
Trespass	.38	.50(a)	.31	.27
Enter	.44	.38	.42	.29
Break and Enter	.12	.06(c)	.17	.07
Drink	.53	1.0(d)	.23	.51(b)
Gang Fight	.10	.09	.54	.20(c)
Concealed Weapon	.02	.02	-.01	.27(d)
Take Car	.04	.03	.02	.02
Use MJ/Drugs	.05	.51(d)	-.01	.09(b)
Total Frequency	3.1	3.0	3.5	3.7
Total Frequency-Drink and MJ/Drugs	1.1	1.0	2.3	2.0
Total Seriousness <sup>2</sup>	1.1	1.0	2.3	2.0

<sup>1</sup>Differences which are significant at levels of .15 or lower, using the Mann-Whitney U test, are noted as follows: (a) p = .101 - .15, (b) p = .051 - .10, (c) p = .011 - .05, (d) p ≤ .01. <sup>2</sup>This index is an exception to the title--it does not simply reflect the number of incidents per capita; see pp. 20-22 for documentation.

Table A:3. '67-'72 Comparison of Number of Incidents Per Capita by Age<sup>1</sup>

Males

Offense/Index	13		14		15		16	
	67	72	67	72	67	72	67	72
	n = 84	85	128	83	132	85	125	89
Run Away	.04	.05	.05	.08	.07	.15(a)	.10	.10
Hit Parent	.14	.15	.09	.08	.13	.11	.08	.11
Truancy	.43	.47	.57	.42	.84	.97	1.4	1.1(c)
Property Destruction	.57	.39	.71	.45(c)	.55	.73(c)	.78	.57(b)
Fraud	.21	.22	.29	.13(a)	.35	.35	.51	.63
for money/goods	-.01	.04(b)	.05	.01	.02	.04	.02	.02
for alcohol	-.01	.04	.02	.01	.05	.12	.10	.30(d)
Confidence Game	.12	.07	.14	.21	.15	.11	.16	.14
Theft	.73	.61	.70	.43(c)	.70	.86	.83	.70
Shoplifting	.25	.21	.23	.12(c)	.27	.28	.23	.24
Larceny	.54	.28(b)	.59	.22(d)	.37	.39	.50	.29(c)
Burglary	-.01	.01	.02	.02	.05	.11	.08	.09
Robbery	.02	.06	.05	.04	.01	-.01	.04	.05
Assault	.62	.57	.62	.61	.63	.55	.64	.44(a)
Threat	.44	.29	.55	.25(c)	.56	.25(d)	.45	.23(c)
Extortion	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
Trespass	.61	.65(c)	1.0	.81	.96	.77	.97	.57(d)
Enter	.66	.41(c)	.74	.36(d)	.51	.58	.69	.43(d)
Break and Enter	.20	.06(c)	.24	.04(d)	.13	.17	.23	.12(a)
Drink	.39	.53	.52	.58	.96	1.5(d)	1.6	1.4(a)
Gang Fight	.36	.27	.34	.27(a)	.51	.38	.55	.36(c)
Concealed Weapon	.16	.07	.16	.08(a)	.17	.19	.24	.18
Take Car	.01	.01	.07	-.01(c)	.07	.19	.19	.21
Use MJ/Drugs	-.01	.12(c)	.01	.11(c)	.08	.69(d)	.06	.61(d)
Total Frequency	5.8	4.9(b)	6.6	4.9(d)	7.2	8.3(a)	9.3	7.7(c)
Total Frequency-Drink and MJ/Drugs	5.4	4.2(c)	6.1	4.2(d)	6.2	6.2	7.6	5.7(d)
Total Seriousness <sup>2</sup>	3.0	2.4(a)	3.3	2.5(c)	3.5	4.0	4.5	3.4

<sup>1</sup>Differences which are significant at levels of .15 or lower, using the Mann-Whitney U test are noted as follows: (a) p = .101 - .15, (b) p = .051 - .10, (c) .011 - .05, (d) p ≤ .01.

<sup>2</sup>This index is an exception to the title--it does not simply reflect the number of incidents per capita; see pp. 20-22 for documentation.

Table A:2. '67-'72 Comparison of Number of Incidents Per Capita by Race<sup>1</sup>

Offense/Index	Females <sup>2</sup>			
	White		Black	
	67	72	67	72
	n = 328	211	48	34
Run Away	.08	.08	.04	.04
Hit Parent	.14	.11	.04	.04
Truancy	.62	.69	.48	.69
Property Destruction	.22	.17	.44	.20(a)
Fraud	.29	.37	.29	.40
for money/goods	.02	.01	-0-	-0-
for alcohol	.02	.10(c)	-0-	.02
Confidence Game	.06	.05	.10	.18
Theft	.32	.40	.27	.42
Shoplifting	.11	.20(c)	.06	.16
Larceny	.26	.16(b)	.38	.24
Burglary	.02	.01	-0-	-0-
Robbery	.02	.01	-0-	.02
Assault	.18	.08(c)	.35	.24
Threat	.19	.08(c)	.21	.27
Extortion	-0-	-0-	.02	-0-
Trespass	.38	.50(a)	.31	.27
Enter	.44	.38	.42	.29
Break and Enter	.12	.06(c)	.17	.07
Drink	.53	1.0(d)	.23	.51(b)
Gang Fight	.10	.09	.54	.20(c)
Concealed Weapon	.02	.02	-0-	.27(d)
Take Car	.04	.03	.02	.02
Use MJ/Drugs	.05	.51(d)	-0-	.09(b)
Total Frequency	3.7	4.6(c)	3.8	4.1
Total Frequency-Drink and MJ/Drugs	3.1	3.0	3.5	3.7
Total Seriousness <sup>2</sup>	1.1	1.0	2.3	2.0

<sup>1</sup>Differences which are significant at levels of .15 or lower, using the Mann-Whitney U test, are noted as follows: (a) p = .101 - .15, (b) p = .051 - .10, (c) p = .011 - .05, (d) p ≤ .01.

<sup>2</sup>This index is an exception to the title--it does not simply reflect the number of incidents per capita; see pp. 20-22 for documentation.

Table A:3. '67-'72 Comparison of Number of Incidents Per Capita by Age<sup>1</sup>

Offense/Index	Males							
	13		14		15		16	
	67	72	67	72	67	72	67	72
	n = 84	85	128	83	132	85	125	89
Run Away	.04	.05	.05	.08	.07	.15(a)	.10	.10
Hit Parent	.14	.15	.09	.08	.13	.11	.08	.11
Truancy	.43	.47	.57	.42	.84	.97	1.4	1.1(c)
Property Destruction	.57	.39	.71	.45(c)	.55	.73(c)	.78	.57(b)
Fraud	.21	.22	.29	.13(a)	.35	.35	.51	.63
for money/goods	-0-	.04(b)	.05	.01	.02	.04	.02	.02
for alcohol	-0-	.04	.02	.01	.05	.12	.10	.30(d)
Confidence Game	.12	.07	.14	.21	.15	.11	.16	.14
Theft	.73	.61	.70	.43(c)	.70	.86	.83	.70
Shoplifting	.25	.21	.23	.12(c)	.27	.28	.23	.24
Larceny	.54	.28(b)	.59	.22(d)	.37	.39	.50	.29(c)
Burglary	-0-	.01	.02	.02	.05	.11	.08	.09
Robbery	.02	.06	.05	.04	.01	-0-	.04	.05
Assault	.62	.57	.62	.61	.63	.55	.64	.44(a)
Threat	.44	.29	.55	.25(c)	.56	.25(d)	.45	.23(c)
Extortion	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Trespass	.91	.65(c)	1.0	.81	.96	.77	.97	.57(d)
Enter	.66	.41(c)	.74	.36(d)	.51	.58	.69	.43(d)
Break and Enter	.20	.06(c)	.24	.04(d)	.13	.17	.23	.12(a)
Drink	.39	.53	.52	.58	.96	1.5(d)	1.6	1.4(a)
Gang Fight	.36	.27	.34	.27(a)	.51	.38	.55	.36(c)
Concealed Weapon	.16	.07	.16	.08(a)	.17	.19	.24	.18
Take Car	.01	.01	.07	-0-(c)	.07	.19	.19	.21
Use MJ/Drugs	-0-	.12(c)	.01	.11(c)	.08	.69(d)	.06	.61(d)
Total Frequency	5.8	4.9(b)	6.6	4.9(d)	7.2	8.3(a)	9.3	7.7(c)
Total Frequency-Drink and MJ/Drugs	5.4	4.2(c)	6.1	4.2(d)	6.2	6.2	7.6	5.7(d)
Total Seriousness <sup>2</sup>	3.0	2.4(a)	3.3	2.5(c)	3.5	4.0	4.5	3.4

<sup>1</sup>Differences which are significant at levels of .15 or lower, using the Mann-Whitney U test are noted as follows: (a) p = .101 - .15, (b) p = .051 - .10, (c) .011 - .05, (d) p ≤ .01.

<sup>2</sup>This index is an exception to the title--it does not simply reflect the number of incidents per capita; see pp. 20-22 for documentation.

Table A:4. '67-'72 Comparison of Number of Incidents Per Capita by Age<sup>1</sup>

Females

Offense/Index	13		14		15		16	
	67	72	67	72	67	72	67	72
	n = 71	78	92	59	110	77	105	75
Run Away	.06	.09	.01	.03	.07	.12	.13	.07
Hit Parent	.04	.08	.08	.12	.16	.12	.20	.11
Truancy	.37	.30	.42	.39	.56	.87(b)	.97	1.0
Property Destruction	.20	.24	.17	.12	.34	.10(c)	.25	.17
Fraud	.18	.18	.19	.42(a)	.34	.33	.41	.52
for money/goods	.03	-0-(a)	.01	-0-	.02	.01	.02	-0-
for alcohol	.01	-0-	.02	.05(a)	.01	.05	.03	.20(b)
Confidence Game	.07	.06	.07	.03	.06	.05	.08	.12
Theft	.18	.31	.28	.27	.36	.62(c)	.40	.37
Shoplifting	.09	.13	.09	.15	.09	.26(c)	.14	.20
Larceny	.11	.17	.29	.09(c)	.29	.27	.34	.17(b)
Burglary	.04	-0-(a)	.01	-0-	.03	.03	.01	-0-
Robbery	.01	-0-	.04	-0-(a)	.01	.05	-0-	-0-
Assault	.20	.12	.22	.12	.26	.18	.14	.08
Threat	.16	.09	.11	.10	.26	.09(b)	.22	.15
Extortion	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Trespass	.23	.55(a)	.47	.32	.53	.40	.25	.49(d)
Enter	.45	.27(a)	.34	.27	.44	.36	.51	.43
Break and Enter	.16	.05(a)	.10	.07	.12	.01(d)	.12	.10
Drink	.28	.40	.28	.83(d)	.41	1.1(d)	.91	1.3(b)
Gang Fight	.20	.15	.25	.12(b)	.16	.12	.08	.05
Concealed Weapon	.01	.01	.02	.09	.02	.07	.02	.04
Take Car	-0-	-0-	.01	.02	.03	.07	.10	.01(b)
Use MJ/Drugs	.03	.06	.05	.37(b)	-0-	.71(d)	.10	.59(d)
Total Frequency	2.6	2.9	3.0	3.5	4.0	5.3(b)	4.8	5.5
Total Frequency-Drink and MJ/Drugs	2.3	2.5	2.6	2.4	3.6	3.5	3.7	3.6
Total Seriousness <sup>2</sup>	.89	.92	.84	.81	1.7	1.4	1.4	1.3

<sup>1</sup>Differences which are significant at levels of .15 or lower, using the Mann-Whitney U test, are noted as follows: (a) p = .101 - .15, (b) p = .051 - .10, (c) p = .011 - .05, (d) p ≤ .01.

<sup>2</sup>This index is an exception to the title--it does not simply reflect the number of incidents per capita; see pp. 20-22 for documentation.

Table A:5. '67-'72 Comparison of Number of Incidents Per Capita by Socio-Economic Status<sup>1 2</sup>

Males

Offense/Index	Low SES		Medium SES		High SES	
	67	72	67	72	67	72
	n = 143	115	168	101	107	90
Run Away	.05	.11(a)	.06	.08	.08	.09
Hit Parent	.09	.10	.13	.12	.09	.11
Truancy	.77	.80	.89	.77	.65	.62
Property Destruction	.68	.40(d)	.67	.67	.60	.61
Fraud	.33	.35	.40	.46	.38	.21(c)
for money/goods	.04	.04	.03	.04	.01	.01
for alcohol	.04	.12(c)	.05	.20(c)	.07	.04
Confidence Game	.11	.19	.17	.19	.14	.02(d)
Theft	.63	.53	.86	.69	.79	.77
Shoplifting	.19	.12	.32	.30	.20	.26
Larceny	.39	.26(c)	.55	.26(d)	.63	.38(c)
Burglary	.06	.04	.02	.09(a)	.05	.07
Robbery	.04	.04	.04	.03	.03	-0-
Assault	.67	.50(a)	.66	.55	.52	.59
Threat	.46	.27(a)	.55	.28(b)	.51	.22
Extortion	.02	-0-(a)	.01	.01	-0-	.01
Trespass	1.0	.63(d)	1.1	.63(d)	.94	.86
Enter	.50	.37	.74	.36(d)	.65	.62
Break and Enter	.18	.08(b)	.19	.08(c)	.22	.14
Drink	.75	.91	.94	1.1	1.0	1.0
Gang Fight	.48	.43	.39	.26(b)	.32	.17(c)
Concealed Weapon	.21	.11	.12	.15	.17	.18
Take Car	.06	.05	.10	.18	.11	.13
Use MJ/Drugs	.01	.17(d)	.06	.68(d)	.06	.38(d)
Total Frequency	6.8	5.9	7.8	7.2	7.0	6.6
Total Frequency-Drink and MJ/Drugs	6.1	4.8(c)	6.8	5.4(c)	5.9	5.2
Total Seriousness <sup>3</sup>	3.4	2.8	3.9	3.5	3.3	3.1

<sup>1</sup>Differences which are significant at levels of .15 or lower, using the Mann-Whitney U test are noted as follows: (a) p = .101 - .15, (b) p = .051 - .10, (c) p = .011 - .05, (d) p ≤ .01.

<sup>2</sup>The Duncan Socio-economic Index was used to establish SES level. For a discussion of the index, see Reiss, A. J. Occupations and Social Status. New York: Free Press, 1961.

<sup>3</sup>This index is an exception to the title--it does not simply reflect the number of incidents per capita; see pp. 20-22 for documentation.

Table A:6. '67-'72 Comparison of Number of Incidents Per Capita by Socio-Economic Status<sup>1 2</sup>

Females

Offense/Index	Low SES		Medium SES		High SES	
	67	72	67	72	67	72
	n = 137 102		120	63	89	79
Run Away	.15	.10	.04	.06	.01	.05
Hit Parent	.14	.09	.12	.11	.14	.13
Truancy	.64	.61	.64	.83	.64	.61
Property Destruction	.26	.15	.23	.18	.27	.13
Fraud	.18	.32	.42	.38	.33	.41
for money/goods	.01	-0-	.01	-0-	.06	.01(a)
for alcohol	.02	.12(b)	.02	.10(c)	.02	.05
Confidence Game	.08	.06	.07	.10	.08	-0-(c)
Theft	.26	.37	.30	.43	.40	.29
Shoplifting	.09	.14	.09	.24(a)	.14	.17
Larceny	.24	.21	.31	.14(b)	.30	.11(b)
Burglary	.03	.02	-0-	-0-	.05	-0-(a)
Robbery	.02	-0-	.01	.02	.02	-0-
Assault	.27	.12	.18	.11	.16	.08
Threat	.20	.10	.27	.13(a)	.09	.04
Extortion	.01	-0-	-0-	-0-	-0-	-0-
Trespass	.39	.42	.38	.37	.34	.56(a)
Enter	.34	.28	.47	.40	.58	.38
Break and Enter	.08	.06	.18	.08(b)	.10	.03(a)
Drink	.39	.82(d)	.58	1.0(c)	.53	1.0(c)
Gang Fight	.26	.14(b)	.12	.11	.08	.08
Concealed Weapon	.03	.02	.03	.05	-0-	.03
Take Car	.02	.02	.08	.03	.03	.04
Use MJ/Drugs	.03	.35(d)	.04	.54(d)	.07	.52(d)
Total Frequency	3.6	4.0	3.9	4.8	3.7	4.4
Total Frequency-Drink and MJ/Drugs	3.2	2.8	3.3	3.3	3.2	2.8
Total Seriousness <sup>3</sup>	1.4	.97	1.2	1.3	.99	.75

<sup>1</sup>Differences which are significant at levels of .15 or lower, using the Mann-Whitney U test are noted as follows: (a) p = .101 - .15, (b) p = .051 - .10, (c) p = .011 - .05, (d) p ≤ .01.

<sup>2</sup>The Duncan Socio-economic Index was used to establish SES level. For a discussion of the index, see Reiss, A. J. Occupations and Social Status. New York: Free Press, 1961.

<sup>3</sup>This index is an exception to the title--it does not simply reflect the number of incidents per capita; see pp. 20-22 for documentation.

Table A:7. '67-'72 Comparison of Number of Incidents Per Capita for Urban, Suburban, and Rural Groups<sup>1</sup>

Males

Offense/Index	Central City		Suburban		Small Cities, Towns		Rural	
	67	72	67	72	67	72	67	72
	n = 172 112		88	74	102	54	104	64
Run Away	.08	.14	.10	.03	.05	.17(a)	.04	.08
Hit Parent	.10	.11	.07	.05	.10	.11	.14	.17
Truancy	1.0	.90	.74	.65	.61	.74	.88	.61
Property Destruction	.71	.53	.74	.60	.48	.69	.68	.38(c)
Fraud	.46	.39	.49	.39	.21	.33(b)	.20	.17
for money/goods	.03	.04	.05	.03	.02	.06	-0-	-0-
for alcohol	.04	.14	.06	.12	.06	.15	.04	.08
Confidence Game	.17	.18	.15	.04(c)	.15	.17	.10	.17(a)
Theft	.84	.96	.88	.55(a)	.59	.48	.60	.42
Shoplifting	.27	.24	.39	.26	.11	.17	.20	.17
Larceny	.53	.46	.60	.26(d)	.48	.20(c)	.39	.16(c)
Burglary	.06	.10	.02	.01	.04	.07	.03	.06
Robbery	.02	.08	.03	-0-(a)	.01	.02	.07	-0-(a)
Assault	.73	.71	.68	.54	.47	.56	.58	.23(c)
Threat	.55	.23	.59	.19(c)	.51	.41	.37	.22
Extortion	-0-	.01	.03	-0-(a)	-0-	.02	.02	-0-
Trespass	1.1	.65(d)	.91	.78	.89	.85	.96	.52(d)
Enter	.72	.43	.63	.41(c)	.64	.43(b)	.56	.42
Break and Enter	.22	.13	.23	.05(c)	.18	.04(c)	.17	.16
Drink	1.1	1.3	1.0	.95	.56	1.1(d)	.83	.64
Gang Fight	.56	.29	.31	.27	.38	.33	.46	.33
Concealed Weapon	.28	.19	.15	.12	.17	.18	.07	.06
Take Car	.15	.14	.05	.08	.08	.19(c)	.06	.06
Use MJ/Drugs	.08	.66	.06	.37(d)	-0-	.41(d)	.01	.02
Total Frequency	8.6	7.8	7.5	6.0	5.9	7.1	6.5	4.5(d)
Total Frequency-Drink and MJ/Drugs	7.4	5.9(d)	6.5	4.7(c)	5.3	5.6	5.7	3.8(d)
Total Seriousness <sup>2</sup>	4.4	3.7	3.9	2.6(a)	2.7	3.7	3.1	2.1

<sup>1</sup>Differences which are significant at levels of .15 or lower, using the Mann-Whitney U test are noted as follows: (a) p = .101 - .15, (b) p = .051 - .10, (c) p = .011 - .05, (d) p < .01.

<sup>2</sup>This index is an exception to the title--it does not simply reflect the number of incidents per capita; see pp. 20-22 for documentation.

Table A:8. '67-'72 Comparison of Number of Incidents Per Capita for Urban, Suburban, and Rural Groups<sup>1</sup>  
 Females

Offense/Index	Central City		Suburban		Small Cities, Towns		Rural	
	67	72	67	72	67	72	67	72
	n = 131	91	82	58	79	42	81	60
Run Away	.06	.09	.05	.09	.09	.07	.10	.07
Hit Parent	.14	.11	.11	.16	.11	.12	.15	.07
Truancy	.63	.73	.77	.85	.49	.76	.53	.43
Property Destruction	.32	.19	.20	.17	.19	.12	.25	.12
Fraud	.31	.27	.38	.71(c)	.27	.19	.20	.20
for money/goods	.04	-0-(b)	.01	.02	-0-	-0-	-0-	-0-
for alcohol	.02	.05	.02	.19(c)	.01	-0-	.03	.10
Confidence game	.09	.11	.05	.03	.08	-0-(b)	.05	.08
Theft	.30	.42	.43	.45	.29	.24	.27	.33
Shoplifting	.11	.21(a)	.13	.26(c)	.11	.14	.06	.08
Larceny	.26	.14(b)	.39	.19	.23	.07(b)	.21	.20
Burglary	.02	.01	-0-	-0-	-0-	-0-	.06	.02
Robbery	.02	.04	-0-	-0-	.04	-0-	.01	-0-
Assault	.26	.19	.16	.05(a)	.22	.19	.17	.05(a)
Threat	.17	.21	.18	.02(d)	.23	.02(c)	.22	.12
Extortion	.01	-0-	-0-	-0-	.01	-0-	-0-	-0-
Trespass	.41	.44	.40	.64	.32	.33	.38	.42
Enter	.46	.31(a)	.37	.33	.38	.31	.52	.45
Break and Enter	.15	.08(b)	.09	.03	.14	.07	.11	.02(b)
Drink	.46	.96(d)	.73	1.2(c)	.23	.74(d)	.61	.83
Gang Fight	.17	.12	.17	.05(b)	.20	.17	.14	.12
Concealed Weapon	.02	.05	.04	.02	.01	-0-	-0-	.13(c)
Take Car	.05	.01	.02	-0-	.04	.12(b)	.03	.02
Use MJ/Drugs	.03	.47	.12	.78(d)	.01	.31(d)	.03	.18(a)
Total Frequency	3.9	4.7	4.2	5.5(a)	3.2	3.7	3.6	3.6
Total Frequency-Drink and MJ/Drugs	3.4	3.2	3.3	3.6	2.9	2.6	3.0	2.6
Total Seriousness <sup>2</sup>	1.5	1.5	1.1	.76	1.2	1.1	1.2	.90

<sup>1</sup>Differences which are significant at levels of .15 or lower, using the Mann-Whitney U test are noted as follows: (a) p = .101 - .15, (b) p = .051 - .10, (c) p = .011 - .05, (d) p ≤ .01.

<sup>2</sup> This index is an exception to the title--it does not simply reflect the number of incidents per capita; see pp. 20-22 for documentation.

END