

THE ONLINE “DIVERSITY DIVIDE”: PUBLIC OPINION DIFFERENCES AMONG INTERNET USERS AND NONUSERS

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ABSTRACT

[\(Data Available\)](#)

In this analysis of the year 2000 GSS data of attitudinal differences between Internet users and nonusers, particular attention was devoted to the issue of whether Internet use is associated with more or less diverse political opinions. In general, it was found that where differences existed, they were in the direction of Internet users being more supportive of diverse and tolerant points of view than nonusers. However, the differences were often non-monotonic—that is tolerance did not always increase the more one used the Internet. Moreover, the differences occurred for some racial/family/sexual/political items but not others, and they do not fit easily under standard labels like liberal, conservative or even libertarian.

Internet users also expressed slightly more optimistic and sociable attitudes on certain other GSS questions. On most GSS items, however, either there were no differences between Internet users and nonusers, or the differences could be explained by age, education, race, gender or income effects.

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One way of understanding the social impact of IT is to examine attitudinal differences between users and nonusers. With the diffusion of IT, what types of people, with what types of opinions, are likely to go online? The impacts of two-way communication formats, like the Internet and the telephone, become incorporated into social relationships, forming new infrastructures that enable different patterns of opinion formation (de Sola Pool 1981; Robinson and Kestnbaum 1999).

Speculation and publications on the impact of the Internet have tended to focus on people's social life and personal communication behavior and not on opinions and attitudes. Thus two widely publicized studies of early Internet impact reported results consistent with the hypothesis (Kraut *et al.* 1998; Nie and Erbring 2000) that one can expect declines in certain aspects of social life.

However, studies that have used a less ambitious set of questions and research designs have produced somewhat different results. Based on 1995 Pew Center data, Robinson, Barth and Kohut (1997) found that 1995 Internet and IT users were significantly *more* likely to use print media, radio newscasts and movies than nonusers, and not significantly less likely to be television viewers of either entertainment or news content. In Robinson and Kestnbaum's (1999) analysis of 1997 national data, general IT users were significantly more likely to read books and literature and to use the media for arts content, even after control for other factors. Users were also more likely to attend arts events and to participate in a wide variety of other leisure-time activities, like attending sports events or movies, playing sports and doing home improvements.

Nonetheless, the results from the early Kraut *et al.* and Nie-Erbring studies do raise questions about the constrained nature of social life brought about by the Internet and suggest that it may lead to less open and more constrained opinions. Opposite to that are the demographic characteristics of early Internet users, in particular, their greater years of education and higher incomes. Indeed, well-publicized studies of the "digital divide" in government reports have made it clear that these are the main ways in which Internet users differ from nonusers. Outside of these factors, however, can one expect the social opinions of Internet users to differ significantly from nonusers?

These features are clearly to be expected from the literature on the diffusion of innovations, as summarized in Rogers' (1995) classic work on the topic. Early adopters of innovations are notably distinguished by their higher levels of education (this is associated with greater awareness of social changes, mainly via their greater attention to news media) and higher levels of income (being able to afford purchasing the innovation).

In addition to education and income (and often younger age), Rogers (1995) noted the greater "cosmopolitanism" of earlier adopters that prompted them to adopt innovations:

The innovators' networks are more likely to be outside, rather than within, their social system. They travel widely and are involved in matters beyond the boundaries of their local system. . . . Cosmopolitanism is the degree to which an individual is oriented outside the social system. (P. 258–259)

Rogers also hypothesized that earlier adopters would be less dogmatic, better able to deal with abstractions, more change oriented, more favorable toward science and more intelligent. He further described them as having more social connections, more empathy, more opinion leadership and exposure to both mass and interpersonal communication channels. According to this view, then, one should expect that earlier Internet users would be more "open" to and tolerant of deviant or nonconforming individuals in society, as well as more positive on other social characteristics.

In contrast, and in particular reference to the Internet and its potentially isolating features, Sunstein (2001) has raised concerns about its ability to constrain political dialogue. In particular, he questions whether the "Daily Me" production of Internet content (that is only of interest to a user) would isolate that user from opposite points of view. This he sees as completely antithetical to the goal of America's Founding Fathers to use such public forums to provoke and promote political dialogue in which opposing views could be fully and fairly aired. The Internet in this model promotes more "group polarization," in which like-minded people in isolated groups reinforce each other's opinions, thus leading to extremist and less tolerant views. As the role of traditional media diminishes, "the customization of the communications universe increases, society is in danger of fragmenting, shared communities in danger of dissolving." This pessimistic assessment stands in marked contrast to earlier upbeat speculations about how the Internet could provide national "town meetings" at which everyone gets to speak—and to Rogers' positive depiction of new technology users.

The General Social Survey provides a comprehensive national public opinion data set which allows these contrasting points of view to be examined.

FIELD PROCEDURES

The General Social Survey (GSS) has been used to collect national public opinion data about social issues regularly since 1972. The year 2000 GSS was a personal in-home interview that usually took about 90 minutes to complete with a national probability sample of 2817 respondents aged 18 and older. At each selected household, one adult person was interviewed using random sampling procedures. Interviewing took place between February and mid-June of 2000. The GSS is conducted by the National Opinion Research Center (NORC) at the University of Chicago and is generally considered the premier social science instrument for monitoring social life and trends in the United States.

Further details of sampling, questionnaires and interviewing are covered in the Neustadtl and Robinson article on social contacts, article 6 in this issue.

GSS INTERNET USE QUESTIONS

The main Internet questions used in the present analysis are the usage questions asked of all respondents at the outset of most versions (1, 2 and 6). Respondents were first asked if they used a computer at all at home, work or other location. If not, they were asked if they had access to the Internet via WebTV. If they said "no" to both questions, they were coded as having zero hours and minutes of both email use per week and World Wide Web use per week, that is they were categorized as nonusers in the analyses that follow. Roughly just over half of the 2353 GSS respondents fell into this category.

Those who said "yes" to either the general use or WebTV question were then asked to estimate how many hours/minutes a week they used their computer/WebTV to send or receive email. They were then asked whether they also used the World Wide Web—outside of the email use they had just described. If they said "yes," they were then asked to estimate how many hours/minutes per week they used the Web.

To estimate the total time spent per week for both email and Web use, their hour figures were added to their minute figures (divided by 60) to arrive at a total hourly amount of use of both features. To arrive at a total amount of net usage, the email figures were added to the Web figures. Thus if a respondent estimated 2 hours of email use and 2.5 hours of Web use, their hourly net time figure would be 4.5 hours; if they used email for 6 hours but had no Web usage, their figure would be 6 hours.

In the analyses that follow, correlations with GSS questions were calculated using the simple hourly figures for Web time, email time and net time described above. For the MCA adjustment described below, the following categories of weekly usage were calculated with the approximate number of GSS respondents in each category shown in parentheses:

Nonusers	(<i>n</i> =1,189)
0.1–1.9 hrs	(255)
2.0–4.9 hrs	(260)
5.0–9.9 hrs	(250)
10–60 hrs	(324)

(The total of 2278 respondents is smaller than the sample of 2353 respondents because of missing responses on either the email or Web use question.)

Moreover, in the calculations that follow, the sample sizes are usually smaller than those above because the GSS attitude questions were usually asked of only subsets of the questions depending on which version of the GSS questionnaire was employed.

The general plan in the following analyses, then, is to see how the various GSS questions dealing with openness, tolerance and diversity differ by extent of Internet use. Do Internet users report more open and tolerant attitudes as expected under Rogers' diffusion model, or are they less open and intolerant as suggested by Sunstein's arguments? If there are differences, do they increase monotonically indicating that it is the extent of usage that is important, or do the most important differences show up for *all* users versus nonusers, with extent of usage being unimportant? The former finding would at least suggest the possibility that Internet affects vary by degree and possibly could be responsible for the differences that are found. Nonetheless, one would need panel data to test for causal linkages and there are only one-time data here.

GSS ATTITUDE QUESTIONS

Of particular interest in the GSS data set is the set of questions on tolerance, questions that provided a main impetus for conducting the GSS in its first years. These involved the questions developed by Stouffer (1956) in his classic study of political tolerance conducted in the 1950s' "McCarthy era." Stouffer found that levels of public tolerance at that time were disturbingly low (e.g., about 90 percent felt that a communist teacher should be fired and two-thirds that communists should not be allowed to make speeches or have their books in public libraries).

However, he also found that tolerance was strongly related to a respondent's level of education. Since increasing numbers of young Americans were now attending college than in previous generations, Stouffer hypothesized that tolerance in the U.S. would likely increase in the future. This Stouffer hypothesis of an increasingly politically tolerant America by the process of "generation replacement" was subsequently confirmed by Davis (1975). Further evidence of the continuation of this process into the 1990s is found in Robinson (1999), who found 7 to 24 percentage point increases in tolerance responses in the 18 GSS questions asked since 1972. A full account of the various ideological and methodological controversies that have accompanied academic debates on this topic can be found in Finkel, Sigelman and Humphries (1999).

Additional GSS items related to tolerance include attitudes toward blacks and other minorities, as well as toward immigration of new ethnic and racial groups to this country. In addition, GSS respondents were asked about attitudes toward traditional roles for women, especially in relation to work, child rearing and family expectations. Other GSS questions inquired into attitudes toward sexual relations, such as premarital sex and pornography, another area involving tolerance of what might be considered "deviant" behavior.

Further tolerance-related items more directly addressed legal and justice-related issues, such as capital punishment and drug usage. Included

here are questions about support for various police actions, gun ownership and general court lenience. Broader questions were raised about whether the government should legislate help to disadvantaged and less affluent segments of society. Related questions examined what respondents thought was equitable pay for various professions in society. New GSS questions in 2000 asked about government clearances and punishments for government and military employees who are involved in breaking government regulations on these matters. New questions as well were asked about respondent perception of various freedoms in this country—presumably people on the Internet may feel more “free” because they have such new and open channels of communication.

Further afield, but still connected to concerns about the Internet politics, are the GSS questions on government “agendas.” These ask whether the government should spent more or less on its programs to support education, the military or crime reduction among 10 other spending priorities. To the extent that these issues connect to the libertarian outlook presumably embodied in the Internet (Borsook 2000), Internet-connected respondents should be more supportive of reduced government spending in most areas. Similarly, they may express lower confidence in government than in private institutions in terms of the people running them.

Each of these sets of questions was correlated with the three measures of Internet exposure described in the previous section, and these simple bivariate correlations are shown in the [Appendix Tables A–I](#). Since these bivariate correlations could be simply due to common background correlations with Internet use, in the text tables that follow the extent to which these common correlations are changed is shown when adjusted by Multiple Classification Analysis (MCA) for age, education and gender, as well as for differences in race and income. MCA was developed by survey statisticians (Andrews, Morgan and Sonquist 1973) to perform the function of adjusting differences in bivariate analysis for one predictor variable (for example, age) for other predictors (for example, education, income) in that model. In other words, MCA shows whether older people give answers of a particular type if they had the same education, income, etc., levels as younger people.

This function of making “other factors equal” is, moreover, accomplished by allowing the analyst to examine each category of the predictor variable (that is, each individual age group) to see how the other predictors affect it. Thus in the analyses that follow, one can see some Internet differences are “monotonic,” that is values of the dependent variable steadily increase (decrease) as the amount of Internet use increases. Such differences suggest that the Internet itself could underlie the relation. On the other hand, most of the patterns below are found to be non-monotonic, that is with highest values found among moderate or light users. That indicates that amount of Internet use is less important than the differences between users and nonusers.

RESULTS

Tolerance: The 2000 GSS included the fifteen questions on tolerance shown in Appendix A (along with their bivariate correlations with Internet use) and outlined in Table 1. These fifteen items involve basically three types of tolerance situations (making a public speech, teaching in a college and having a book in a public library) crossed by five types of political spokespersons (atheists, racists, communists, militarists and homosexuals), which cover both the political "right" and "left" in content. All questions were asked in simple dichotomous terms: e.g., should the person be allowed to speak, teach, or have a book in the library. For purposes of simplicity, they have been recoded to a score of 1 for a straight tolerant response and 0 for nontolerant response (including don't knows and qualified responses).

With some exceptions, it can be seen that the majority of GSS respondents gave tolerant responses to each of the fifteen items in Table 1. Moreover, at the simple bivariate level (in the "Unadjusted" left columns in Table 1), it can be seen that support for tolerant positions is higher for all categories of Internet users compared to nonusers for all fifteen items. For some items, like letting a communist speak or teach or allowing a militarist's book in the library, the differences in Internet users' greater tolerance are consistently higher by 20 percentage points or more.

However, these original, bivariate differences are seriously reduced when adjusted by MCA for the respondent's age, education, race, income and gender. In the case of the militarist's giving a speech in the community, the original 25-, 26-, 24- and 25-point greater tolerance among the four Internet user groups (compared to the 52 percent of nonusers who agreed) are reduced to 8-, 11-, 8- and 8-point differences, respectively, after MCA adjustment in the right columns of Table 1. On average, then, the original average 25 point gap is reduced to 9 points after MCA adjustment—a drop of nearly 60 percent. In other words, most of the difference in Internet users' more tolerant responses is due to differences in background characteristics—and not Internet use per se. It can be seen that this is much the case for the other 14 items as well.

Another feature of this set of comparisons in Table 1 is the lack of monotonicity in responses as levels of Internet use increase. In both the adjusted and unadjusted figures, heaviest Internet users (10+ hours per week) are no more tolerant than lightest Internet users (1–2 hours per week) in allowing militarists to speak; before adjustment both are 77 percent supportive and after adjustment both are 68 percent supportive. This lack of monotonicity is evident for almost all of the other 14 items in Table 1, a point to be noted in later tables since it indicates that amount of Internet use is less important than the simple presence of Internet use in relation to more tolerant attitudes.

This idea can be tested further by combining all 15 items in Table 1 into a single index. That is justified because, as in previous GSS studies of these items, they are found to tap essentially a single dimension of tolerance when the

**TABLE 1: DIFFERENCES IN TOLERANCE ATTITUDES BY EXTENT OF INTERNET USE
(ENTRIES ARE PROPORTIONS GIVING A TOLERANT RESPONSE, BEFORE AND AFTER MCA
ADJUSTMENT FOR AGE, EDUCATION, GENDER, RACE AND INCOME)**

Internet use/week	Unadj.	MCA Adj.	Unadj.	MCA Adj.	Unadj.	MCA Adj.
Homosexual	Speak?		Teach?		Library Book?	
Nonusers (n=658)	74%	77%	71%	77%	65%	69%
Under 2 hrs/wk. (174)	88	84	82	77	74	70
2-4.9 hrs. (155)	97	94	90	85	84	79
5-9.9 hrs. (141)	90	86	86	80	80	76
10+ hrs. (194)	92	88	90	84	87	82
Anti-Religion	Speak?		Teach?		Library Book?	
Nonusers	67%	72%	48%	55%	60%	65%
Under 2 hrs/wk.	81	75	69	62	73	68
2-4.9 hrs.	86	81	68	62	80	75
5-9.9 hrs.	81	76	67	61	78	73
10+ hrs.	87	81	72	65	83	77
Militarist	Speak?		Teach?		Library Book?	
Nonusers	52%	60%	39%	46%	55%	61%
Under 2 hrs/wk.	77	68	64	56	73	68
2-4.9 hrs.	78	71	63	57	78	71
5-9.9 hrs.	76	68	65	58	78	71
10+ hrs.	77	68	62	55	76	69
Racist	Speak?		Teach?		Library Book?	
Nonusers	56%	62%	45%	50%	58%	62%
Under 2 hrs/wk.	63	59	50	45	63	59
2-4.9 hrs.	71	67	56	53	77	73
5-9.9 hrs.	68	63	56	52	71	67
10+ hrs.	71	64	54	50	78	73
Communist	Speak?		Teach?		Library Book?	
Nonuser	56%	63%	49%	55%	56%	63%
Under 2 hrs/wk.	77	70	65	53	71	66
2-4.9 hrs.	81	74	75	70	81	75
5-9.9 hrs.	73	67	73	68	76	70
10+ hrs.	82	74	73	68	82	75

items are factor analyzed. That is, responses to each item inter-correlate at about the same level (from about 0.30 to 0.50) with each other. That means that GSS respondents who are tolerant of atheists speaking in public are also significantly more tolerant of having racist books in a public library. There is some tendency for the items about books in the library to correlate more closely than the speaking or teaching questions; but that does not undermine the finding that the fifteen items can be treated as a single dimension, nor the gist of the central findings presented below.

Thus, respondent responses were added into a single additive index, with one point for each tolerant response. The resulting scale has an average score of 10.2 positive responses, higher than the 7.5 score if respondents had given tolerant responses to half of the items. Scores on that scale were then entered into a Multiple Classification Analysis (MCA) as the dependent variable, with the same five major predictor variables of tolerance included as predictors. While it is male, white, and higher income respondents who generally give more tolerant responses, the major two predictors of tolerance are the same as for Internet use—namely education and age. Are the differences found in the first columns of Table 1, then, simply a function of Internet users being younger and more highly educated?

When the average scores on the 15-item index are statistically adjusted for the respondent's age, education, income, gender and race, there is an average three-point difference in tolerance scores (with users being significantly more tolerant). That is cut to just over a one-point difference after MCA adjustment for these demographic predictors, with the original correlation of 0.29 reduced to 0.13. Thus, as with the example of the single item above, most of the difference in tolerance scores can be accounted for by common demographic background predictors of Internet usage.

Nonetheless, the Internet difference is still statistically significant after this adjustment ($F = 8.4$, 4/1,047, $p = 0.004$), although here again the relation is not monotonic—heaviest users are above average in tolerance after adjustment, but not as tolerant as those who are moderate Internet users (2-5 hours per week). At the same time, both show up as notably more tolerant than those who are lightest Internet users (0.1- 2 hours a week) or who are nonusers. Clearly, then, Internet users do give more tolerant responses, even though their tolerance levels do not increase as a simple function of more Internet exposure. These differences, moreover, are not a simple function of a common correlation with the basic demographic predictors of Internet use. Internet users in general, then, do tend to be significantly more tolerant on these GSS items.

The same pattern of results is found for various sub-components of the 15 item scale, such as for the 5 items dealing with speaking, with teaching and with the library book—perhaps not surprising since the three scales inter-correlate 0.71, 0.59 and 0.62 with each other. That is, it is the moderate Internet users who are highest in tolerance after adjustment for each item type, but the more significant differences are between users and nonusers.

Racial/Ethnic Attitudes: The GSS has also regularly examined the public's attitudes toward racial and ethnic minorities, particularly attitudes toward blacks. These questions were largely developed during the 1960s and 1970s and involve opposition to mixed-race marriages, blacks "pushing" for equal rights, open housing and perceived reasons for black inequality with whites. In 2000, GSS included more than 100 new questions on ethnic and race relations, including the contributions of various ethnic/racial groups to the

country, opposition to increased immigration of various groups and extent/degree of contact with various groups as shown in Appendix B.

Turning first to the GSS questions asked in previous surveys, more positive orientations to blacks are correlated with increased Internet use, such as support for interracial marriage and opposition to black "pushiness," along with explanations for black inequality in terms of less in-born ability or lack of will power (but not discrimination or educational opportunity). Heavier Internet use is also correlated with perceptions that blacks' condition has not improved over the years; with the feeling that blacks can work their way out of poverty like white immigrant groups; and with support for living in an integrated neighborhood. At the same time, no differences by Internet usage can be found in support for affirmative action or for generally feeling closer to whites or to blacks as a group.

However, after MCA adjustment for race, education, age and gender, about half of these correlations no longer hold significantly. In particular, the relations with attitudes toward interracial marriage, blacks' lives not improving, blacks living in a nonintegrated neighborhood and feeling that blacks cannot work their way up like whites are explained by correlation with demographic factors. The only relations that remain significant after MCA adjustment are shown in Table 2, and these are for opposition to racial pushiness and for rejecting explanation for blacks' poorer position in terms of in-born inability to learn and lack of motivation or will power. These are the only three racial questions that remain as being significantly predicted by Internet use. With the exception of the slight increases for the "will power" item, the relations are far from monotonic.

A large number of new racial/minority/immigrant questions were added to the GSS 2000 survey, and about a quarter of them are significantly correlated with Internet use. These are mainly clustered in three areas of questioning: contributions of various groups to American life, opposition to immigration and personally knowing members of various minorities. In general, almost all of these correlations in Appendix B are explained by the demographic predictors after control. The main exception is the lower feelings that immigration causes Americans to lose jobs among Internet users. At the same time, there is still clearly and consistently (if not significantly) lower opposition to immigration among Internet users, particularly among heaviest users.

Moreover, Internet users are generally more positive about the contribution of various minorities and this relation is monotonic among Internet users, although lightest Internet users are slightly less positive than nonusers.

**TABLE 2: DIFFERENCES IN GSS RACIAL ATTITUDES BEFORE AND AFTER MCA ADJUSTMENT
(FOR EDUCATION, INCOME, AGE, RACE, AND GENDER)**

Internet Use per Week	Racial Push OK		Don't Lack In-born Ability		Don't Lack Will Power	
	Unadjusted	MCA adj.	Unadjusted	MCA adj.	Unadjusted	MCA adj.
Total (1,053)	57%	57%	87%	87%	50%	50%
1. Nonuser (500)	43	46	82	84	42	47
2. 0.1-1.9 hours (136)	69	65	96	91+	55	53
3. 2-4.9 hours (123)	74	69+	94	91+	59	54
4. 5-9.9 hours (136)	74	69+	92	89+	60	54
5. 10+ hours (158)	68	64	94	90+	64	58+
Difference (5-1)	+25	+18	+12	+6	+22	+11
Correlation (<i>eta</i>)	0.29	0.17	0.14	0.07	0.20	0.10

Adding up the responses for the nine non-white groups (Chinese, Mexicans, Muslims, etc.) shows the following pattern by usage:

Nonusers	25.7
0.1-1.9hrs	25.6
2-4.9 hrs	26.2
5-9.9 hrs	26.4
10+ hrs	27.2

While these adjusted differences are again not significant, they do show increasingly more appreciation of minority and non-white contributions among heavier Internet users.

At the same time, it is more important to note all the questions in this series for which no significant correlations with racial/ethnic perceptions are found among Internet users—such as perceptions of intelligence, proneness to violence, commitment to family life, and fairness to other minorities. Moreover, Internet users do *not* differ significantly in their ability to speak other languages, have different attitudes toward various language policies, nor estimate different proportions of minorities in the country, in one's community, workplace, school and other locations.

In brief, Internet users do express more tolerant attitudes of blacks and immigrants on a few selected issues. On most such minority/immigrant questions, however, differences are either nonexistent or explained by basic demographic variables. The rather strong and consistent pattern of more tolerant responses to civil liberties situations, in other words, does not carry over either as consistently or as well to minority/ethnic/racial issues.

Gender and Family: Traditional GSS questions in this area cover three general areas: (1) working wives and mothers, (2) abortion, and (3) child rearing

values and physical discipline. The questions and their correlations with Internet use for these items are shown in Appendix C.

It can be seen that all of the items related to women's employment are significantly correlated with Internet use (except for special hiring practices), in that users are more likely to espouse more "liberated" attitudes as far as women's employment is concerned. Internet users are more likely to say that working mothers can have just as close a relationship with their children, that preschool children don't suffer, that the benefits are not better if the wife simply stays at home, and that women are not less suited to politics than men. However, only two of these correlations remain significant after adjustment by MCA—(1) disagreeing that it is best for the family if the wife stays at home and (2) for women being suited for politics—with the MCA results shown in the first two pairs of columns of Table 3.

The seven items related to abortion all show Internet users being more supportive of it, with generally increasing support the greater the usage. The differences are smallest for the items concerning serious defects, mother's health being endangered and rape—but that may be a function of more than 75–90 percent being in favor under these conditions, a so-called "ceiling effect." For the other conditions, support is closer to 50 percent and the gradients with Internet usage notably sharper. Moreover, these hold up after MCA adjustment as shown in the third pair of columns of Table 3.

Only two of the six correlations with child-rearing values and practices are significant in Appendix Table C, but both do remain significant after MCA adjustment, as shown in the fourth and fifth pair of columns in Table 3. Internet users place a notably lower value on obedience in child rearing (again after taking education and age differences into account) and higher value on independent "thinking for oneself." Usage is unrelated to wanting children to be popular, to work hard or to help others—or to use of spanking as a means of controlling children. Internet usage is also unrelated to attitudes about providing birth control pills to teenagers. Another family-related issue (covered elsewhere) concerned the respondent's feelings that they were currently not spending enough time with their own children, if they were parents. While the initial correlation was significant, that was not true after MCA adjustment—although the heaviest user group was above average in feeling this way.

As with race issues, Internet users tend toward more tolerant or liberal views on gender and family issues, but only selectively on certain issues.

Sex Attitudes: The GSS has asked seven questions on sex attitudes over the years. Four of them concern the acceptability of sexual relations under different conditions (premarital, extramarital, teenage and homosexual); the other GSS questions ask about sex education, divorce laws and pornography laws. In addition, there is a question about attending X-rated movies.

**TABLE 3: DIFFERENCES IN GENDER ROLE ATTITUDES BEFORE AND AFTER MCA
ADJUSTMENTS CONTROLLING FOR EDUCATION, AGE, RACE AND GENDER**

		Disagree		Women OK		Women Can		Obey Not		Think for Self	
		Wives Stay at Home		for Politics		Obtain Legal Abortion		Important for Child		Important for Child	
		UnAdj.	Adj.	UnAdj.	Adj.	UnAdj.	Adj.	UnAdj.	Adj.	UnAdj.	Adj.
Total	(n=1053)	60%	60%	76%	76%	40%	40%	78%	78%	47%	47%
Internet Use per Week											
Nonuser	(500)	48	55	69	74	33	36	71	75	38	42
0.1–1.9 hours	(136)	70	63	76	74	39	38	79	75	54	51
2.0–4.9 hours	(123)	72	65	86	84+	45	43	91	87+	56	53
5.0–9.9 hours	(136)	71	63	86	83+	60	48	84	79	59	55+
10+ hours	(158)	75	68+	83	82+	52	50+	88	82	56	52
Difference (5–1)		+27	+13	+14	+11	+19	+14	+17	+7	+18	+10
Correlation (<i>eta</i>)		0.25	0.21	0.17	0.13	0.16	0.12	0.20	0.10		

On all of these questions, Internet users are more tolerant or supportive of various sexual practices—more accepting of various sexual practices not being “wrong,” and more liberal on pornography, divorce laws and sex education. The questions and correlations are shown in Appendix D.

However, after MCA adjustment, four of these eight correlations (for extramarital sex, teen sex, divorce laws and attending X-rated movies) no longer hold. As shown in Table 4, four of them continue to hold after MCA adjustment. The strongest of these is for acceptability of homosexual relations, although again the relation is not monotonic across extent of usage—with the 5–10 hour group being below the 2–5 hour group in support. The differences for the items on premarital sex, pornography laws and sex education are monotonic but smaller between nonusers and heaviest Internet users.

Confidence in Institutions: GSS regularly asks questions about public confidence in the thirteen institutions shown in Appendix Table E and using the three point response scale shown there. It can be seen that Internet use correlates significantly with higher trust in four of them—major companies, science, TV and the Supreme Court. Internet use was not significantly correlated with confidence in religion, education, labor, Congress or the military. Of the four correlations that are significant, the three shown in Table 5 remain significant after MCA adjustment. Of the three, the strongest relation is with confidence in science, perhaps reflecting the role science played in constructing the Internet. After MCA adjustment, 53 percent of the heaviest Internet users reported a great deal of confidence in science compared to 38 percent of nonusers. Smaller but still incrementally increasing confidence was found for the Supreme Court, but highest confidence in companies was found among least active Internet users (less than 2 hours per week).

**TABLE 4: DIFFERENCES IN SEX-RELATED ATTITUDES BEFORE AND AFTER MCA
ADJUSTMENT (FOR EDUCATION, AGE, RACE AND GENDER)**

	Premarital Sex OK		Homosexual Sex OK		Pornography Laws		Sex Education	
	UnAdj.	Adj.	UnAdj.	Adj.	UnAdj.	Adj.	UnAdj.	Adj.
Total (n=1053)	72%	72%	41%	41%	63%	63%	87%	87%
Internet Use per Week								
1. Nonuser (500)	65	69	29	35	54	59	82	84
2. 0.1–1.9 hours (136)	73	69	46	40	63	60	91	89+
3. 2.0–4.9 hours (123)	75	70	59	53+	72	66	91	89+
4. 5.0–9.9 hours (136)	83	79+	50	44	73	69+	93	91+
5. 10+ hours (158)	84	79+	60	52+	78	71+	93	91+
Difference (5-1)	+19	+10	+31	+11	+24	+12	+11	+7
Correlation (<i>eta</i>)	.17	.09	.27	.15	.20	.09	.15	.09

**TABLE 5: DIFFERENCES IN INSTITUTIONAL CONFIDENCE BEFORE AND AFTER MCA
ADJUSTMENT (FOR EDUCATION, AGE, RACE AND GENDER)**

	Confidence in Companies		Confidence in Supreme Court		Confidence in Science	
	UnAdj.	Adj.	UnAdj.	Adj.	UnAdj.	Adj.
TOTAL (n=1,053)	27%	27%	32%	32%	44%	44%
Internet Use per Week						
1. Nonuser (675)	21	23	27	29	35	38
2. 0.1–1.9 hours (139)	36	36+	32	31	45	44
3. 2.0–4.9 hours (161)	29	27	36	33	52	49
4. 5.0–9.9 hours (157)	33	32	38	36+	55	53+
5. 10+ hours (186)	33	31	42	39+	60	53+
Difference (5-1)	+12	+8	+15	+10	+25	+15
Correlation (<i>eta</i>)	.14	.10	.12	.08	.19	.13

Government Spending Priorities: In order to test whether Internet users take a more antigovernment libertarian stand on the role of government spending, one can examine the sixteen areas of government spending in Appendix Table F. Two sets of correlations are shown, one for when the "too much" item is mentioned first, the other when the "too little" is mentioned first. It can be seen that roughly the same correlations are found in both cases. In particular, there is a relatively strong correlation with increased spending for the space program on both forms, with significant correlations with (negative) arms spending and increased spending on mass transport on one of the forms.

None of these correlations remain significant after MCA adjustment, however. In other words, Internet usage is generally unrelated to government spending in any area—either positively or negatively.

Moreover, it is also unrelated to feelings that one is paying too much taxes or that the government should do more to reduce the income gap between rich and poor. Thus, there is no support for Borsook's (2000) "libertarian" ideology being associated with Internet use, at least in these GSS government spending questions.

Freedom: The year 2000 GSS included fourteen new questions of attitudes toward freedom beginning with respondent definitions of what the word freedom meant to them, and then moving on to estimates of how much freedom they felt Americans and they had today—whether it was more or less than in previous years, and their satisfaction with that freedom. They were then asked about six definitional statements about freedom (e.g., "Freedom is being left alone to do what I want to do.") and how important that statement was to them. Finally, they were asked about freedom of the press, about a few people having a great deal of wealth in a free society, and how much freedom and control they had over their own lives.

As shown in Appendix Table G, only one of these questions was significantly correlated with Internet use—the amount of freedom they felt they had now. Moreover, after MCA adjustment, even this relation did not hold.

SOCIABILITY ATTITUDES

In addition to the sociopolitical attitudes discussed above, the GSS includes several questions related more directly to sociability. These include questions on trust in people and several aspects of well-being.

General Trust in People: In contrast to the scattered pattern of Internet correlations with institutions, users reported significantly more trust in people in the three items in Appendix Table H used to tap that construct. This was true as well after MCA adjustment, as shown in Table 6. The overall pattern is somewhat curvilinear, however, with highest overall trust (3.3) found among those who use the Internet from 0.1 to 10 hours a week, and intermediate trust among those using it 10+ hours a week (3.0) versus lowest trust among nonusers (2.6) after adjustment. That means that heaviest Internet users are less trustful than intermediate users.

Examining the individual three items on the left side of Table 6, it can be seen that that pattern is evident in each of the three trust items making up the scale. The overall differences are greater for the "fair" item and the "trust" item and less so for the "helpful" items. In all three, however, lowest general trust is found among the heaviest group of users in relation to lighter users, although they still show more trust than nonusers.

**TABLE 6: DIFFERENCES IN GENERAL TRUST BEFORE AND AFTER MCA ADJUSTMENT
(FOR EDUCATION, AGE, INCOME, RACE AND GENDER)**

	Trust		Fair		Helpful		Overall Trust Index	
	UnAdj.	Adj.	UnAdj.	Adj.	UnAdj.	Adj.	UnAdj.	Adj.
Total (1289)	35%	35%	54%	54%	47%	47%	2.9	2.9
Internet Use per Week								
1. Nonuser (500)	27	30	47	49	42	43	2.5	2.6
2. 0.1–1.9 hours (136)	40	40	58	58	58	54+	3.4	3.3+
3. 2.0–4.9 hours (123)	44	41	69	67+	52	51	3.5	3.4+
4. 5.0–9.9 hours (136)	49	47+	61	58	52	50	3.4	3.3+
5. 10+ hours (158)	40	36	57	59	48	48	3.1	3.0
Difference (5–1)	+13	+6	+10	+5	+6	+5	+6	+4
Correlation (<i>eta</i>)	0.17	0.13	0.16	0.12	0.11	0.11	.19	.14

Well-Being: Finally, there are differences in the GSS questions dealing with health, happiness, and other aspects of the GSS respondents' well-being. In particular are the GSS single items asking respondents to rate their health, their happiness, the happiness with their marriage (if married), their life as exciting or dull, and their satisfaction with their financial situation. These questions are shown in Appendix I, along with their correlations with the amount of Internet use. Only the correlations with health, exciting life and financial satisfaction are significant statistically.

Table 7 shows the pattern of responses before and after MCA adjustment. In the case of physical health, it can be seen that the major difference after MCA adjustment is between users and nonusers, with the highest proportions rating their health as "excellent" among the lightest Internet using group (38%) and then declining the more the Internet is used, with the heaviest using group (30% rating excellent) only slightly higher than nonusers (27%).

A similar nonmonotonic pattern is found for ratings of one's life as "exciting," with highest levels found among moderate Internet users (55%); the 44 percent rating by heaviest users, however, is barely higher than the 41 percent rating by nonusers.

In terms of ratings of one's financial situation as "above average," highest ratings found for moderate and high users (30%, 27% and 28% respectively) compared to 25 percent among lightest users and 20 percent among nonusers. It is important to note that annual income has been added to the MCA as a crucial control variable. In other words, Internet users rate their financial situation as slightly above average taking their actual income level into account; poor and rich Internet users rate their financial situations as slightly above average more than poor and rich nonusers.

TABLE 7: DIFFERENCES IN WELL-BEING INDICATORS BY INTERNET USAGE

Internet Use Per Week	Health Excellent		Life Exciting		Finances > Avg.	
	UnAdj.	Adj.	UnAdj.	Adj.	UnAdj.	Adj.
Total Sample (2350)	30%	30%	46%	46%	24%	24%
1. Nonusers (1110)	21	27	37	41	14	20
2. 0.1–1.9hours (241)	44	38+	55	52	29	25
3. 2.0–4.9hours (249)	41	34	59	55+	36	30+
4. 5.0–9.9hours (243)	37	31	59	56+	33	27+
5. 10+ hours (317)	37	30	50	44	37	28+
Difference(5–1)	+16	+3	+13	+3	+23	+8
Correlation (<i>eta</i>)	0.20	0.09	0.19	0.12	0.26	0.10

Overall, then, Internet users in Table 7 do appear to feel healthier and more upbeat about their lives than nonusers, although moderate users feel that way more than heaviest users. That is not true, however, for marital happiness—or for several other new mental health indicators added to the GSS in 2000, dealing with feelings of depression, inactivity and nonsocial behavior.

SUMMARY AND CONCLUSIONS

In this analysis of the year 2000 GSS attitude differences between Internet users and nonusers, particular attention has been devoted to questions about whether Internet use may mean that the American public is becoming less or more diverse politically. The analysis is limited because GSS respondents were interviewed at a single point in time, precluding causal inferences (a liability that will be overcome when GSS respondents are re-interviewed). Nonetheless, it seems likeliest that these are pre-existing differences that made the Internet an attractive new information technology for these users, rather than the effects of Internet use *per se*.

In general, it was found that where differences existed, they were in the direction of Internet users being more supportive of diverse and tolerant points of view than nonusers. However, the differences were often nonmonotonic—that is tolerance did not always increase the more one used the Internet. Moreover, the differences occurred for some racial/family/sexual/political items and for not others.

Thus the differences are often subtle and don't hold for all issues. They do not fit easily under standard labels like liberal, conservative or libertarian. To summarize, those GSS questions on which Internet users gave more pro-diversity responses (not accounted for by differences in education, age or other demographic factors) show Internet users supporting the following the views:

- Atheist, communist, racist and militarist writings should be available in public libraries and their adherents allowed to express their views publicly.
- Children should be taught to think for themselves and not simply to be obedient.
- Blacks are *not* pushing too hard for equality.
- Blacks' lower social status *cannot* be attributed to genetic factors or lack of motivation.
- There should be greater tolerance for premarital and homosexual sex (but not extramarital or teenage sex).
- Sex education should be taught in public schools, though not providing birth control for teenagers.
- One should have greater confidence in science and the Supreme Court.

Again, it is important to stress that these are the only items that distinguish Internet users from nonusers, out of the several hundred attitude items included in the 2000 GSS.

On attitude matters more related to sociability, Internet users also tended to express slightly more optimistic views of their lives, describing themselves as healthier, their lives as more exciting and their financial situations as "above average." They were more trusting of their fellow citizens.

In many ways, the upbeat portrait of GSS Internet users in this study resembles that of museum goers in how they differ from the rest of the public, both in terms of mindset and education (DiMaggio 2001; Robinson 1998). Clearly, there is little, if any, support for more antisocial sentiments being expressed by Internet users.

One final note on these findings concerns whether the relations with more positive attitudes might be higher for Internet users who use the medium for *personal* communication via email than for those who use the Internet for more impersonal web browsing. As can be seen in the Appendix correlations, there is virtually no difference in more positive or more prosocial attitudes among heavier email users versus heavier web surfers. In other words, the extent of "personal" use of the Internet is not associated with more "personal" or "sociable" attitudes.

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[APPENDIX A-I](#)

Appendix Tables to "Diversity Divide" Article in Issue 1 of IT and Society: General Social Survey (GSS 2000)

netime = total time on internet (etim + wtim)

etime = email time

wtim = web time

A Tolerance

Number	Variable	Question	NETI	ETI	WTIM
37A	SPKATH	There are always some people whose ideas are considered bad or dangerous by other people. For instance, somebody who is against all churches and religion. If such a person wanted to make a speech in your (city/town/community) against churches and religion, should he be allowed to speak, or not? 1 Yes, allowed 2 Not allowed	-.1032**	-.0747*	-.1057**
37B	COLATH	There are always some people whose ideas are considered bad or dangerous by other people. For instance, somebody who is against all churches and religion. Should such a person be allowed to teach in a college or university, or not? 4 Yes, allowed 5 Not allowed	-.1033**	-.0473	-.0887**
37C	LIBATH	There are always some people whose ideas are considered bad or dangerous by other people. For instance, somebody who is against all churches and religion. If some people in your community suggested that a book he wrote against churches and religion should be taken out of your public library, would you favor removing this book, or not? 1 Favor 2 Not favor	.1313**	.1033**	.1397**
38A	SPKRAC	Consider a person who believes that Blacks are generally inferior. If such a person wanted to make a speech in your community claiming that Blacks are inferior, should he be allowed to speak, or not? 1 Yes, allowed 2 Not allowed	-.0531	-.0436	-.0568
38B	COLRAC	Consider a person who believes that Blacks are generally inferior. Should such a person be allowed to teach in a college or university, or not? 4 Yes, allowed 5 Not allowed	-.0408	-.0140	-.0315
38C	LIBRAC	Consider a person who believes that Blacks are generally inferior. If some people in your community suggested that a book he wrote which said Blacks are inferior should be taken out of your public library, would you favor removing this book, or not? 1 Favor 2 Not favor	.0893**	.0838*	.1025**
39A	SPKCOM	Now, I would like to ask you some questions about a man who admits he is a Communist. Suppose this admitted Communist wanted to make a speech in your community. Should he be allowed to speak, or not? 1 Yes, allowed to speak 2 Not allowed	-.1303**	-.0851*	-.1268**
39B	COLCOM	Now, I would like to ask you some questions about a man who admits he is a Communist. Suppose he is teaching in a college. Should he be fired, or not? 4 Yes, fired 5 Not fired	.1212**	.1196**	.1439**

39C	LIBCOM	Now, I would like to ask you some questions about a man who admits he is a Communist. Suppose he wrote a book which is in your public library. Somebody in your community suggests that the book should be removed from the library. Would you favor removing it, or not? 1 Favor 2 Not favor	.1358**	.1200*	.1521**
40A	SPKMIL	Consider a person who advocates doing away with elections and letting the military run the country. If such a person wanted to make a speech in your community, should he be allowed to speak, or not? 1 Yes, allowed 2 Not allowed	-.0900**	-.1072*	-.1172**
40B	COLMIL	Now, I would like to ask you some questions about a man who admits he is a Communist. Should such a person be allowed to teach in a college or university, or not? 4 Yes, allowed 5 Not allowed	-.0734*	-.1041*	-.1056**
40C	LIBMIL	Consider a person who advocates doing away with elections and letting the military run the country. Suppose he wrote a book advocating doing away with elections and letting the military run the country. Somebody in your community suggests that the book be removed from the public library. Would you favor removing it, or not? 1 Favor 2 Not favor	.0907**	.0943**	.1107**
41A	SPKHOMO	And what about a man who admits that he is homosexual. Suppose this admitted homosexual wanted to make a speech in your community. Should he be allowed to speak, or not? 1 Yes, allowed 2 Not allowed	-.1169	-.1055*	-.1324**
41B	COLHOMO	And what about a man who admits that he is homosexual. Should such a person be allowed to teach in a college or university, or not? 4 Yes, allowed 5 Not allowed	-.1102**	-.1147*	-.13445*
41C	LIBHOMO	And what about a man who admits that he is homosexual. If some people in your community suggested that a book he wrote in favor of homosexuality should be taken out of your public library, would you favor removing this book, or not? 1 Favor 2 Not favor	.1086**	.1158**	.1342**

B Racial/Ethnic Attitudes

Number	Variable	Question	NETI	ETI	WTIM
102	HSWHT	Was the high school/last school you attended all white, mostly white, about half white and half other races, mostly other races, or all other races? 1 All White 2 Mostly White 3 About half white half other races 4 Mostly other races 5 All other races 6 Not all white	.0071	.0734	.0366
103	HSETH	IF NOT ALL WHITE, ASK A: Besides Whites, What was the largest racial group in your high school/the last school you attended - Blacks/African Americans, Hispanics, Asians, or American Indians? 1 Blacks.African-American 2 Hispanics 3 Asians 4 American Indians 5 All, mixed 6 2 or more groups	.0870	.0473	.1029
13b	IMMCRMUP	What do you think will happen as a result of more immigrants coming to this country? 1 Very likely 2 Somewhat likely 3 Not too likely 4 Not likely	.1520**	.0185	.1153*
13c	IMMNEW	What do you think will happen as a result of more immigrants coming to this country? Making the country more open to new ideas and cultures: 1 Very likely 2 Somewhat likely 3 Not too likely 4 Not likely	-.1184**	-.0732	-.1209**
13e	IMMNOJOB	What do you think will happen as a result of more immigrants coming to this country? People born in the U.S. losing their jobs: 1 Very likely 2 Somewhat likely 3 Not too likely 4 Not likely	.1829**	.1199**	.1640**
15a	USWHT	Just your best guess what percentage of the United States population is each group? (White)	-.0010	-.0246	-.0170
15B	USBLK	Just your best guess what percentage of the United States population is each group? (Blacks)	-.0956*	-.0476	-.0993*

15C	USJEWS	Just your best guess what percentage of the United States population is each group? (Jewish)	-.0715	-.0483	-.0947*
15d	USHISP	Just your best guess what percentage of the United States population is each group? (Hispanic/Latin American)	-.0327	-.0256	-.0394
15e	USASN	Just your best guess what percentage of the United States population is each group? (Asian-American)	-.0170	-.0406	-.0347
15f	USAMIND	Just your best guess what percentage of the United States population is each group? (American Indian)	-.0993*	-.1080*	-.1307**
15g	USMIXED	Just your best guess what percentage of the United States population is each group? (Mixed Heritage)	-.0165	-.0552	-.0438
17a	WHTCHNG	In the next 25 years, which of these groups do you think will increase their share of the population by a lot, which will increase by a little, which will stay the same, which will decrease by a little, and which will decrease by a lot? (Whites) 1 Increase a lot 2 Increase a little 3 Stay the same 4 Decrease a little 5 Decrease a lot	.0471	.0269	.0446
17b	BLKCHNG	In the next 25 years, which of these groups do you think will increase their share of the population by a lot, which will increase by a little, which will stay the same, which will decrease by a little, and which will decrease by a lot? (Blacks) 1 Increase a lot 2 Increase a little 3 Stay the same 4 Decrease a little 5 Decrease a lot	.0828	.0560	.0692
17c	JEWSCHNG	In the next 25 years, which of these groups do you think will increase their share of the population by a lot, which will increase by a little, which will stay the same, which will decrease by a little, and which will decrease by a lot? (Jewish) 1 Increase a lot 2 Increase a little 3 Stay the same 4 Decrease a little 5 Decrease a lot	.0391	.0443	.0539

17d	HISPCHNG	In the next 25 years, which of these groups do you think will increase their share of the population by a lot, which will increase by a little, which will stay the same, which will decrease by a little, and which will decrease by a lot? (Hispanic/Latin American)	-.0745	-.0637	-.0771
		<ol style="list-style-type: none"> 1 Increase a lot 2 Increase a little 3 Stay the same 4 Decrease a little 5 Decrease a lot 			
17e	ASNCHNG	In the next 25 years, which of these groups do you think will increase their share of the population by a lot, which will increase by a little, which will stay the same, which will decrease by a little, and which will decrease by a lot? (Asian-American)	-.0858	-.1156*	-.1153*
		<ol style="list-style-type: none"> 1 Increase a lot 2 Increase a little 3 Stay the same 4 Decrease a little 5 Decrease a lot 			
18	ETHCHNG	When you think about these changes in the racial and ethnic make-up of the country in the next 25 years, do you think they will be a very good thing for the country, a good thing, neither good nor bad, a bad thing, or a very bad thing?	-.0758	-.0382	-.0719
		<ol style="list-style-type: none"> 1 Very good thing 2 Good thing 3 Neither good nor bad 4 Bad thing 5 Very bad thing 			
19a	COMWHT	Just your best guess: what percentage of the people who live in your local community are White?	.0153	.0036	.0067
19b	COMBLK	Just your best guess: what percentage of the people who live in your local community are Black?	-.0255	-.0130	-.0226
19c	COMJEWS	Just your best guess: what percentage of the people who live in your local community are Jewish?	.0841	.0420	.0505
19d	COMHISP	Just your best guess: what percentage of the people who live in your local community are Hispanic or Latin American?	-.0083	.0243	.0119
19e	COMASN	Just your best guess: what percentage of the people who live in your local community are Asian-American?	.0792	.0515	.0873

19f	COMAMIND	Just your best guess: what percentage of the people who live in your local community are American Indian?	-.0468	-.0649	-.0690
20	HISPPWRK	How many of the people who work where you work are Hispanic? 1 All Hispanic 2 Almost all Hispanic 3 Most Hispanic 4 About half Hispanic 5 Most not Hispanic 6 Almost no Hispanic 7 No Hispanics	-.0550	-.0438	-.0632
21a	KNWWHT	Do you personally know any Whites? 1 Yes 2 No	-.0415	.0219	-.0272
21b	KNWBK	Do you personally know any Blacks? 1 Yes 2 No	-.0990*	-.0658	-.0991*
21c	KNWJEW	Do you personally know any Jews? 1 Yes 2 No	-.1276**	-.1190*	-.1530**
21d	KNWHISP	Do you personally know any Hispanics or Latin Americans? 1 Yes 2 No	-.1618**	-.1025*	-.1562**
21e	KNWASN	Do you personally know any Asian-Americans? 1 Yes 2 No	-.2038**	-.1202*	-.1927**
22a	WHTSCHL	Do you know any of these Whites from when you went to school or college? 1 Yes 2 No	.3073	-.0478	-.2441
22b	WHTCOM	Do you know any of these Whites from the community where you live? 1 Yes 2 No	-.1499	-.2814	-.2661
22c	WHTREL	Do you know any of these Whites as a relative? 1 Yes 2 No	.2297	-.1553	.1192
22d	WHTWRK	Do you know any of these Whites from the place where you work? 1 Yes 2 No	.	.	.

22e	WHTCLS	Are any of these Whites people that you feel close to?	.3406	-.2694	.1483
		1 Yes			
		2 No			
23a	BLKSCHL	Do you know any of these Blacks from when you went to school or college?	-.0564	-.0823	-.0796
		1 Yes			
		2 No			
23b	BLKCOM	Do you know any of these Blacks from the community where you now live?	-.0026	.0880	.0508
		1 Yes			
		2 No			
23c	BLKREL	Do you know any of these Blacks as a relative?	.0178	.0461	.0430
		1 Yes			
		2 No			
23d	BLKWRK	Do you know any of these Blacks from the place where you work?	-.1588**	-.0898	-.1493*
		1 Yes			
		2 No			
23e	BLKCLS	Are any of these Blacks people that you feel close to?	-.454	-.0937	-.0861
		1 Yes			
		2 No			
24a	JEWSSCHL	Do you know any of these Jews from when you went to school or college?	.0230	-.0151	-.0306
		1 Yes			
		2 No			
24b	JEWCOM	Do you know any of these Jews from the community where you now live?	-.0706	-.0027	-.0124
		1 Yes			
		2 No			
24c	JEWSREL	Do you know any of these Jews as a relative?	.0638	-.0058	.0134
		1 Yes			
		2 No			
24d	JEWSWRK	Do you know any of these Jews from the place where you work?	-.0920	.0014	-.0517
		1 Yes			
		2 No			
24e	JEWSCLS	Are any of these Jews people that you feel close to?	.0295	-.0750	-.0260
		1 Yes			
		2 No			
25a	HISPSCHL	Do you know any of these Hispanics from when you went to school or college?	.0216	-.0834	-.0362
		1 Yes			
		2 No			

25b	HISPCOM	Do you know any of these Hispanics from the community where you now live? 1 Yes 2 No	-.0467	.0475	-.0116
25c	HISPREL	Do you know any of Hispanics as a relative? 1 Yes 2 No	.0583	-.0157	.0700
25d	HISPWRK	Do you know any of these Hispanics from the place where you work? 1 Yes 2 No	-.0212	.0315	.0100
25e	HISPCLS	Are any of these Hispanics people that you feel close to? 1 Yes 2 No	-.0228	-.0676	-.0954
26	MOSTCOM	Of these groups - whites, blacks, Jews, Hispanic and Latin Americans, Asian Americans, if you had to say, which one (other than your own) do you feel you have the most in common with? 1 Whites 2 Blacks/ African-Americans 3 Jews 4 Hispanics 5 Asians 6 Equal in common to all 7 Nothing in common with any	-.0367	.0170	.0138
26a	ASNSCHL	Do you know any of these Asians from when you went to school or college? 1 Yes 2 No	-.0687	-.1389*	-.1240*
26b	ASNCOM	Do you know any of these Asians from the community where you now live? 1 Yes 2 No	-.1181*	.0080	-.0305
26c	ASNREL	Do you know any of Asians as a relative? 1 Yes 2 No	-.0137	.0362	.0163
26d	ASNWRK	Do you know any of these Asians from the place where you work? 1 Yes 2 No	-.1546*	-.0733	-.1419*
26e	ASNCLS	Are any of these Asians people that you feel close to? 1 Yes 2 No	-.0312	.0237	-.0205

27	LEASTCOM	Of these groups - whites, blacks, Jews, Hispanic and Latin Americans, Asian Americans, if you had to say, which one (other than your own) do you feel you have the least in common with? 1 Whites 2 Blacks/African-Americans 3 Jews 4 Hispanics 5 Asians 6 Equal in common with all 7 Nothing in common with any	-.0917	-.0216	-.0362
54A	RACPUSH	Here is an opinion other people have expressed in connection with (Black/African-American)-White relations. Which statement on the card comes closest to how you feel? Blacks/African-Americans shouldn't push themselves where they're not wanted. 1 Agree strongly 2 Agree slightly 3 Disagree slightly 4 Disagree strongly 8 No opinion	.1446**	.1132**	.1536**
55	RACMAR	Do you think there should be laws against marriages between Blacks/African Americans and Whites? 1 Yes 2 No	.0775*	.0625	.0825*
56	RACLIVE	Are there any Whites/(Blacks/African Americans) living in this neighborhood now. (asked in terms of the opposite race) 1 Yes 2 No	-.0627*	-.0426	-.0618
57A	RACDIF1	On the average (Blacks/African-Americans) have worse jobs, income, and housing than white people. Do you think these differences are mainly due to discrimination? 1 Yes 2 No	.0194	.0468	.0412
57B	RACDIF2	On the average (Blacks/African-Americans) have worse jobs, income, and housing than white people. Do you think these differences are because most (Blacks/African-Americans) have less in-born ability to learn? 1 Yes 2 No	.0845**	.0664*	.0894**
57C	RACDIF3	On the average (Blacks/African-Americans) have worse jobs, income, and housing than white people. Do you think these differences are because most (Blacks/African-Americans) don't have the chance for education that it takes to rise out of poverty? 1 Yes 2 No	-.0765**	-.0395	-.0679
57D	RACDIF4	On the average (Blacks/African-Americans) have worse jobs, income, and housing than white people. Do you think these differences are because most (Blacks/African Americans) just don't have the motivation or will power to pull themselves up out of poverty? 1 Yes 2 No	.1149**	.0885**	.1211*

6	LANGCOM	How often do you hear languages other than English spoken in the local community where you live?	.0620	.0542	.0675
		1 Never			
		2 Less than once a week			
		3 Once a week			
		4 Several times a week			
		5 Once a day			
		6 Several times a day			
60	AFFRMACT	Some people say that because of past discrimination, Blacks should be given preference in hiring and promotion. Others say that such preference in hiring and promotion of Blacks is wrong because it discriminates against Whites. What about your opinion -- are you for or against preferential hiring and promotion of Blacks?	-.0039	-.0527	-.0329
		1 For racial preference			
		2 Against racial preference			
61	WRKWAYUP	Irish, Italians, Jewish and many other minorities overcame prejudice and worked their way up. Blacks should do the same without special favors.	.1041**	.0103	.0645*
		1 Agree strongly			
		2 Agree somewhat			
		3 Neither agree or disagree			
		4 Disagree somewhat			
		5 Disagree strongly			
62	BLKSIMP	In the past few years, do you think conditions for black people have improved, gotten worse, or stayed about the same?	.0724*	.0545	.0768**
		1 Improved			
		2 Gotten worse			
		3 Stayed about the same			
10	LETINHSP	What about the number of immigrants from Latin America (that is, Spanish-speaking countries of the Americas)---should it be increased a lot, increased a little, left the same as it is now, decreased a little, or decreased a lot	-.0962*	-.0858	-.1091*
		1 Increased a lot			
		2 Increased a little			
		3 Left the same as it is now			
		4 Decreased a little			
		5 Decreased a lot			
11	LET1NASN	What about the number of immigrants from Asia? (should it be increased a lot, increased a little, left the same as it is now, decreased a little, or decreased a lot)	-.1032*	-.1203*	-.1442**
		1 Increased a lot			
		2 Increased a little			
		3 Left the same as it is now			
		4 Decreased a little			
		5 Decreased a lot			
12	LET1NEUR	What about the number of immigrants from Europe? (should it be increased a lot, increased a little, left the same as it is now, decreased a little, or decreased a lot)	-.1005*	-.0677	-.0983
		1 Increase a lot			
		2 Increase a little			
		3 Left the same as it is now			
		4 Decreased a little			
		5 Decreased a lot			

1a	CONTENG	Since the beginning of our country people of many different races, nationalities, and religions have come here and settled. As I name some of these groups, please tell me if the group has made one of the most important positive contributions to this country, an important contribution, some contribution, or little positive contribution to this country? English.	-.0375	-.0011	-.0441
		<ol style="list-style-type: none"> 1 Most important contribution 2 Important contribution 3 Some contribution 4 Little positive contribution 			
1b	CONTITL	Since the beginning of our country people of many different races, nationalities, and religions have come here and settled. As I name some of these groups, please tell me if the group has made one of the most important positive contributions to this country, an important contribution, some contribution, or little positive contribution to this country? Italians.	-.0914*	-.0083	-.0671
		<ol style="list-style-type: none"> 1 Most important contribution 2 Important contribution 3 Some contribution 4 Little positive contribution 			
1c	CONTCHN	Since the beginning of our country people of many different races, nationalities, and religions have come here and settled. As I name some of these groups, please tell me if the group has made one of the most important positive contributions to this country, an important contribution, some contribution, or little positive contribution to this country? Chinese.	-.1394**	-.0583	-.1283**
		<ol style="list-style-type: none"> 1 Most important contribution 2 Important contribution 3 Some contribution 4 Little positive contribution 			
1d	CONTJEWS	Since the beginning of our country people of many different races, nationalities, and religions have come here and settled. As I name some of these groups, please tell me if the group has made one of the most important positive contributions to this country, an important contribution, some contribution, or little positive contribution to this country? Jews.	-.1037*	-.0752	.1068*
		<ol style="list-style-type: none"> 1 Most important contribution 2 Important contribution 3 Some contribution 4 Little positive contribution 			
1e	CONTRBLK	Since the beginning of our country people of many different races, nationalities, and religions have come here and settled. As I name some of these groups, please tell me if the group has made one of the most important positive contributions to this country, an important contribution, some contribution, or little positive contribution to this country? Blacks.	-.1529**	-.1211*	-.1880**
		<ol style="list-style-type: none"> 1 Most important contribution 2 Important contribution 3 Some contribution 4 Little positive contribution 			
1f	CONTMEX	Since the beginning of our country people of many different races, nationalities, and religions have come here and settled. As I name some of these groups, please tell me if the group has made one of the most important positive contributions to this country, an important contribution, some contribution, or little positive contribution to this country? mexicans.	-.1582**	-.0931	-.1613**
		<ol style="list-style-type: none"> 1 Most important contribution 2 Important contribution 3 Some contribution 4 Little positive contribution 			

1g	CONEVN	Since the beginning of our country people of many different races, nationalities, and religions have come here and settled. As I name some of these groups, please tell me if the group has made one of the most important positive contributions to this country, an important contribution, some contribution, or little positive contribution to this country? Vietnamese.	-.1047*	-.0961*	-.1337**
		1 Most important contribution 2 Important contribution 3 Some contribution 4 Little positive contribution			
1h	CONTCUBA	Since the beginning of our country people of many different races, nationalities, and religions have come here and settled. As I name some of these groups, please tell me if the group has made one of the most important positive contributions to this country, an important contribution, some contribution, or little positive contribution to this country? Cubans.	-.1092	-.0785	-.1195*
		1 Most important contribution 2 Important contribution 3 Some contribution 4 Little positive contribution			
1i	CONTIRSH	Since the beginning of our country people of many different races, nationalities, and religions have come here and settled. As I name some of these groups, please tell me if the group has made one of the most important positive contributions to this country, an important contribution, some contribution, or little positive contribution to this country? Irish.	*.0496	-.0111	-.0480
		1 Most important contribution 2 Important contribution 3 Some contribution 4 Little positive contribution			
1j	CONTPR	Since the beginning of our country people of many different races, nationalities, and religions have come here and settled. As I name some of these groups, please tell me if the group has made one of the most important positive contributions to this country, an important contribution, some contribution, or little positive contribution to this country? Puerto Ricans.	-.1346**	-.0789	-.1348**
		1 Most important contribution 2 Important contribution 3 Some contribution 4 Little positive contribution			
1k	CONTJPN	Since the beginning of our country people of many different races, nationalities, and religions have come here and settled. As I name some of these groups, please tell me if the group has made one of the most important positive contributions to this country, an important contribution, some contribution, or little positive contribution to this country? Japanese.	-.1430**	-.0803	-.1491**
		1 Most important contribution 2 Important contribution 3 Some contribution 4 Little positive contribution			
1l	CONTMSLM	Since the beginning of our country people of many different races, nationalities, and religions have come here and settled. As I name some of these groups, please tell me if the group has made one of the most important positive contributions to this country, an important contribution, some contribution, or little positive contribution to this country? Muslims.	-.1259*	-.0880	-.1363**
		1 Most important contribution 2 Important contribution 3 Some contribution 4 Little positive contribution			

2	OTHLANG	Can you speak a language other than English? 1 Yes 2 No	-.0322	-.0410	-.0585
2a1	OTHLANG1	What other languages do you speak? 1 Enter language	-.0667	-.0948	-.1024
2a2	OTHLANG2	What other languages do you speak? 1 Enter language	.2339	-.0245	.0948
2b	OTHBEST	Which of these languages other than English do you speak most fluently? 1 Enter language	.2265	.3583	.3869*
2c	SPKLANG	How well do you speak that language? 1 Very well 2 Well 3 Not well 4 Poorly/hardly at all	.0202	.1357	.1035
2d	USELANG	How often do you use that language in your everyday life? 1 Never 2 Less than once a week 3 Once a week 4 Several times a week 5 Once a day 6 Several times a day	-.0819	-.1233	-.1286
3	GETLANG	Is that a language that you first learned as a child at home, in school, or is it one that you learned elsewhere? 1 Childhood home 2 School 3 Elsewhere	.0708	.1055	.1133
4	PARLANG	Did/do one or both of your parents speak a language other than English at home? 1 Yes 2 No	.0256	.0832	.0728
5	GRANLANG	Did/do one or more of your grandparents speak a language other than English? 1 Yes 2 No	-.0286	.0329	-.0025

63Ca	INTLWHTS	In the next statement a score of 1 means that you think almost all of the people in the group are "intelligent." A score of 7 means that you think almost everyone in the group is "not intelligent." A score of 4 means that you think that the group is not towards one end or the other, and of course you may choose any number in between that comes closest to where you think people in the group stand. Where would you rate Whites in general on this scale?	-0.04	-0.05	-0.01
		<ul style="list-style-type: none"> 1 Intelligent 2 ... 3 ... 4 Not towards one end or the other 5 ... 6 ... 7 Not Intelligent 			
63Cb	INTLBLKS	In the next statement a score of 1 means that you think almost all of the people in the group are "intelligent." A score of 7 means that you think almost everyone in the group is "not intelligent." A score of 4 means that you think that the group is not towards one end or the other, and of course you may choose any number in between that comes closest to where you think people in the group stand. Where would you rate Blacks in general on this scale?	0.03	0.03	0.02
		<ul style="list-style-type: none"> 1 Intelligent 2 ... 3 ... 4 Not towards one end or the other 5 ... 6 ... 7 Not intelligent 			
63Cc	INTLJEWS	In the next statement a score of 1 means that you think almost all of the people in the group are "intelligent." A score of 7 means that you think almost everyone in the group is "not intelligent." A score of 4 means that you think that the group is not towards one end or the other, and of course you may choose any number in between that comes closest to where you think people in the group stand. Where would you rate Jews in general on this scale?	-0.01	-0.02	0
		<ul style="list-style-type: none"> 1 Intelligent 2 ... 3 ... 4 Not towards one end or the other 5 ... 6 ... 7 Not intelligent 			
63Cd	INTLHSPS	In the next statement a score of 1 means that you think almost all of the people in the group are "intelligent." A score of 7 means that you think almost everyone in the group is "not intelligent." A score of 4 means that you think that the group is not towards one end or the other, and of course you may choose any number in between that comes closest to where you think people in the group stand. Where would you rate Hispanics or Latin Americans in general on this scale?	0.06	0.06	0.04
		<ul style="list-style-type: none"> 1 Intelligent 2 ... 3 ... 4 Not towards one end or the other 5 ... 6 ... 7 Not Intelligent 			

63Ce	INTLASNS	In the next statement a score of 1 means that you think almost all of the people in the group are "intelligent." A score of 7 means that you think almost everyone in the group is "not intelligent." A score of 4 means that you think that the group is not towards one end or the other, and of course you may choose any number in between that comes closest to where you think people in the group stand. Where would you rate Asian Americans in general on this scale?	0.05	0.03	0.04
		<ul style="list-style-type: none"> 1 Intelligent 2 ... 3 ... 4 Not towards one end or the other 5 ... 6 ... 7 Not intelligent 			
63Da	VIOLWHTS	In the next statement a score of 1 means that you think almost all of the people in the group are "prone to violence." A score of 7 means that you think almost everyone in the group is "not violent prone." A score of 4 means that you think that the group is not towards one end or the other, and of course you may choose any number in between that comes closest to where you think people in the group stand. Where would you rate Whites in general on this scale?	-0.03	0.01	-0.04
		<ul style="list-style-type: none"> 1 Violence prone 2 ... 3 ... 4 Not towards one end or the other 5 ... 6 ... 7 Not violence prone 			
63Db	VIOLBLKS	In the next statement a score of 1 means that you think almost all of the people in the group are "prone to violence." A score of 7 means that you think almost everyone in the group is "not violent prone." A score of 4 means that you think that the group is not towards one end or the other, and of course you may choose any number in between that comes closest to where you think people in the group stand. Where would you rate Blacks in general on this scale?	-0.02	0.04	-0.05
		<ul style="list-style-type: none"> 1 Violence prone 2 ... 3 ... 4 Not towards one end or the other 5 ... 6 ... 7 Not violence prone 			
63Dc	VIOLJEWS	In the next statement a score of 1 means that you think almost all of the people in the group are "prone to violence." A score of 7 means that you think almost everyone in the group is "not violent prone." A score of 4 means that you think that the group is not towards one end or the other, and of course you may choose any number in between that comes closest to where you think people in the group stand. Where would you rate Jews in general on this scale?	0	0.03	-0.02
		<ul style="list-style-type: none"> 1 Violence prone 2 ... 3 ... 4 Not towards one end or the other 5 ... 6 ... 7 Not violence prone 			

63Dd	VIOLHSPS	In the next statement a score of 1 means that you think almost all of the people in the group are "prone to violence." A score of 7 means that you think almost everyone in the group is "not violent prone." A score of 4 means that you think that the group is not towards one end or the other, and of course you may choose any number in between that comes closest to where you think people in the group stand. Where would you rate Hispanics or Latin Americans in general on this scale?	-0.06	0.01	-0.08
		1 Violence prone 2 ... 3 ... 4 Not towards one end or the other 5 ... 6 ... 7 Not violence prone			
63De	VIOLASNS	In the next statement a score of 1 means that you think almost all of the people in the group are "prone to violence." A score of 7 means that you think almost everyone in the group is "not violent prone." A score of 4 means that you think that the group is not towards one end or the other, and of course you may choose any number in between that comes closest to where you think people in the group stand. Where would you rate Asians in general on this scale?	-0.03	0	-0.01
		1 Violence prone 2 ... 3 ... 4 Not towards one end or the other 5 ... 6 ... 7 Not violence prone			
66A	CLOSEBLK	In general, how close do you feel to Blacks?	.0227	-.0133	.0039
		1 Not at all close 2 ... 3 ... 4 ... 5 Neither one feeling or the other 6 ... 7 ... 8 ... 9 Very close			
66B	CLOSEWHT	In general, how close do you feel to Whites?	-.0145	.0033	-.0063
		1 Not at all close 2 ... 3 ... 4 ... 5 Neither one feeling nor the other 6 ... 7 ... 8 ... 9 Very close			

7	LANGWRK	How often do you hear languages other than English spoken in the place where you work?	.0788	.0562	.0831
		1 Never			
		2 Once a day			
		3 Several times a day			
		4 Less than once a week			
		5 Once a week			
		6 Several times a week			
8	ENGOFF1	Do you favor a law making English the official language of the United States, or do you oppose such a law?	.1122*	.0202	.0836
		1 Favor			
		2 Oppose			
8a	TWOLANG	Now please tell us whether you strongly agree, agree, disagree or strongly disagree with each of these statements: children in the U.S. should learn a second language fluently before they finish high school	-.0331	-.0024	-.0378
		1 Strongly agree			
		2 Agree			
		3 Disagree			
		4 Strongly disagree			
8b	NOBILLING	Now please tell us whether you strongly agree, agree, disagree or strongly disagree with each of these statements: Bilingual education programs should be eliminated in American public schools	.0427	-.0153	-.0122
		1 Strongly agree			
		2 Agree			
		3 Disagree			
		4 Strongly disagree			
8c	ENGUNITE	Now please tell us whether you strongly agree, agree, disagree or strongly disagree with each of these statements: Speaking English as the common national language is what unites all Americans	.0651	.0779	.0798
		1 Strongly agree			
		2 Agree			
		3 Disagree			
		4 Strongly disagree			
8d	FORLANG1	Now please tell us whether you strongly agree, agree, disagree or strongly disagree with each of these statements: Learning a foreign language is as valuable as learning math and science in school	-.0784	.0090	-.0678
		1 Strongly agree			
		2 Agree			
		3 Disagree			
		4 Strongly disagree			
8e	ENGTHRTN	Now please tell us whether you strongly agree, agree, disagree or strongly disagree with each of these statements: English will be threatened if other languages are frequently used in large immigrant communities in the U.S.	.1012*	.0665	.1031*
		1 Strongly agree			
		2 Agree			
		3 Disagree			
		4 Strongly disagree			

8f

ENGVOTE

Now please tell us whether you strongly agree, agree, disagree or strongly disagree with each of these statements: Election ballots should be printed in other languages in areas where lots of people don't speak English.

-.0022

.0082

-.0263

- 1 Strongly agree
- 2 Agree
- 3 Disagree
- 4 Strongly disagree

C Gender/Family

Number	Variable	Question	NETI	ETI	WTIM
7A	FECHLD	A working mother can establish just as warm and secure a relationship with her children as a mother who does not work 1 Strongly agree 2 Agree 3 Disagree 4 Strongly disagree	-0.09	-0.07	-0.09
7B	FEPRESCH	A preschool child is likely to suffer if his or her mother works 1 Strongly agree 2 Agree 3 Disagree 4 Strongly agree	0.09	0.04	0.08
7C	FEFAM	It is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family. 1 Strongly agree 2 Agree 3 Disagree 4 Strongly agree	0.15	0.16	0.19
82	PILLOK	Do you strongly agree, agree, disagree, or strongly disagree that methods of birth control should be available to teenagers between the ages of 14 and 16 if their parents do not approve 1 Strongly agree 2 Agree 3 Disagree 4 Strongly disagree	-0.05	-0.07	-0.07
8A1	FEHIRE	Some people say that because of past discrimination, women should be given preference in hiring and promotion. Others say that such preference in hiring and promotion of women is wrong because it discriminates against men. What about your opinion - are you for or against preferential hiring and promotion of women. 1 For 2 Against	0.02	0.05	0.04
8A2	BLANK	Do you favor preference in hiring and promotion strongly or not strongly? 1 Strongly 2 Not strongly	0	0	0
76A	ABDEFECT	Please tell me whether or not you think it should be possible for a pregnant woman to obtain a legal abortion if there is a strong chance of serious defect in the baby? 1 Yes 2 No	0.05		
76B	ABNOMORE	Please tell me whether or not you think it should be possible for a pregnant woman to obtain a legal abortion if she is married and does not want any more children? 1 Yes 2 No	0.15	0	0

76C	ABHLTH	Please tell me whether or not you think it should be possible for a pregnant woman to obtain a legal abortion if the woman's own health is seriously endangered by the pregnancy? 1 Yes 2 No	0.08	0	0
76D	ABPOOR	Please tell me whether or not you think it should be possible for a pregnant woman to obtain a legal abortion if the family has a very low income and cannot afford the children? 1 Yes 2 No	0.13	0	0
76E	ABRAPE	Please tell me whether or not you think it should be possible for a pregnant woman to obtain a legal abortion if she becomes pregnant as a result of rape? 1 Yes 2 No	0.09	0	0
76F	ABSINGLE	Please tell me whether or not you think it should be possible for a pregnant woman to obtain a legal abortion if she is not married and does not want to marry the man? 1 Yes 2 No	0.18	0	0
76G	ABANY	Please tell me whether or not you think it should be possible for a pregnant woman to obtain a legal abortion if the woman wants it for any reason 1 Yes 2 No	0.16	0	0
47(1)	OBEY	If you had to choose, which thing on this list would you pick as the most important for a child to learn to prepare him or her for life: To obey 1 Most important 2 2nd most 3 3rd most 4 4th most 5 Least important	0.11	0.11	0.14
47(2)	POPULAR	If you had to choose, which thing on this list would you pick as the most important for a child to learn to prepare him or her for life: to be well-liked or popular 1 Most important 2 2nd most 3 3rd most 4 4th most 5 Least important	-0.03	-0.03	-0.04
47(3)	THINKSELF	If you had to choose, which thing on this list would you pick as the most important for a child to learn to prepare him or her for life: to think for himself or herself 1 Most important 2 2nd most 3 3rd most 4 4th most 5 Least important	-0.07	-0.06	-0.08

47(4)	WORKHARD If you had to choose, which thing on this list would you pick as the most important for a child to learn to prepare him or her for life: To work hard	0.01	-0.02	0
	1 Most important 2 2nd most 3 3rd most 4 4th most 5 Least important			
47(5)	HELPOTH If you had to choose, which thing on this list would you pick as the most important for a child to learn to prepare him or her for life: to help others when they need help	-0.06	-0.04	-0.06
	1 Most important 2 2nd most 3 3rd most 4 4th most 5 Least important			
83	SPANKING Do you strongly agree, agree, disagree, or strongly disagree that it is sometimes necessary to discipline a child with a good, hard spanking?	0.07	0.03	0.06
	1 Strongly agree 2 Agree 3 Disagree 4 Strongly disagree			

D Sex Attitudes

Number	Variable	Question	NETI	ETI	WTIM
125	EQWLTH	Some people think that the government in Washington ought to reduce the income differences between the rich and the poor, perhaps by raising the taxes of wealthy families or by giving income assistance to the poor. Others think that the government should not concern itself with reducing this income difference between the rich and the poor. Here is a card with a scale from 1 to 7. Think of a score of 1 as meaning that the government ought to reduce the income differences between rich and poor, and a score of 7 meaning that the government should not concern itself with reducing income differences. What score between 1 and 7 comes closest to the way you feel? 1 Govt Reduce Action 7 No Govt Action	.0637*	.0394	.0604
1A1	NATSPAC	First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: space exploration 1 Too little 2 About right 3 Too much	-.1486**	-.1035*	-.1500**
1A2	NATSPACY	First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: space exploration 1 Too little 2 About right 3 Too much	-.0846*	-.1565*	-.1458**
1BB	NATENVYIY	First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: the environment 1 Too little 2 About right 3 Too much 8 Don't know	-.0776*	-.0563	-.0789*
1CA	NATHEAL	First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: health 1 Too little 2 About right 3 Too much	.0258	.0576	.0530

1CB	NATHEALY	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: health</p> <p>1 Too little 2 About right 3 Too much</p>	-.0053	-.0514	-.0339
1DA	NATCITY	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: assistance to big cities</p> <p>1 Too little 2 About right 3 Too much</p>	-.0023	.0007	.0008
1DB	NATCITYY	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: assistance to big cities</p> <p>1 Too little 2 About right 3 Too much</p>	-.0029	.0226	.0113
1EA	NATCRIME	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: law enforcement</p> <p>1 Too little 2 About right 3 Too much</p>	.0556	.0035	.0329
1EB	NATCRIMY	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: law enforcement</p> <p>1 Too little 2 About right 3 Too much</p>	.0252	.0211	.0270
1FA	NATDRUG	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: drug rehabilitation</p> <p>1 Too little 2 About right 3 Too much</p>	.0630	.0346	.0582

1FB	NATDRUGY	First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little , or about the right amount on: drug rehabilitation	.0433	.0475	.0530
		1 Too little 2 About right 3 Too much			
1GA	NATEDUC	First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little , or about the right amount on: education	-.0784*	-.0139	-.0520
		1 Too little 2 About right 3 Too much			
1GB	NATEDUCY	First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little , or about the right amount on: education	-.0256	.0546	-.0485
		1 Too little 2 About right 3 Too much			
1HA	NATRACE	First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little , or about the right amount on: assistance to blacks	.0829*	-.0256	-.0609
		1 Too little 2 About right 3 Too much			
1HB	NATRACEY	First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little , or about the right amount on: assistance to blacks	-.0119	.0361	.0146
		1 Too little 2 About right 3 Too much			
1IA	NATARMS	First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little , or about the right amount on: national defense	.1063**	.0672	.1017**
		1 Too little 2 About right 3 Too much			

1IB	NATARMSY	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: national defense</p> <p>1 Too little 2 About right 3 Too much</p>	.0091	.0456	.0324
1JA	NATAID	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: assistance to other countries</p> <p>1 Too little 2 About right 3 Too much</p>	.0060	.0106	.0101
1JB	NATAIDY	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: assistance to other countries</p> <p>1 Too little 2 About right 3 Too much</p>	-.0628	-.0548	-.0683
1KA	NATFARE	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: assistance to the poor</p> <p>1 Too little 2 About right 3 Too much</p>	-.0120	-.0077	-.0117
1KB	NATFAREY	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: assistance to the poor</p> <p>1 Too little 2 About right 3 Too much</p>	-.0105	-.0050	-.0092
1LA	NATROAD	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: highways and bridges</p> <p>1 Too little 2 About right 3 Too much</p>	.0012	.0114	.0081

1MA	NATSOC	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: social security</p> <p>1 Too little 2 About right 3 Too much</p>	.0361	.0623*	.0606*
1NA	NATMASS	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: mass transportation</p> <p>1 Too little 2 About right 3 Too much</p>	-.0859**	-.0503	-.0795**
1OA	NATPARK	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: parks and recreation</p> <p>1 Too little 2 About right 3 Too much</p>	-.0261	-.0066	-.0196
1PA	NATCHILD	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: assistance for childcare</p> <p>1 Too little 2 About right 3 Too much</p>	-.0136	-.0200	-.0205
85	TAX	<p>Do you consider the amount of federal income tax which you have to pay as too high, about right, or too low?</p> <p>1 Too high 2 About right 3 Too low</p>	.0340	.0209	.0329
B1A	NATENVIR	<p>First I would like to talk with you about some things people think about today. We are faced with many problems in this country, none of which can be solved easily or inexpensively. I'm going to name some of these problems, and for each one I'd like you to tell me whether you think we're spending too much, too little, or about the right amount on: The environment</p> <p>1 Too little 2 About right 3 Too much</p>	-.0463	-.0207	-.0387

E Confidence in Institutions

Number	Variable	Question	NETI	ETI	WTIM
79A	PREMARSX	There's been a lot of discussion about the way morals and attitudes about sex are changing in this country. If a man and a woman are having sex realtions before marriage, do you think it is always wrong, almost always wrong, wrong only sometimes, or not wrong at all? 1 Always wrong 2 Almost always wrong 3 Wrong only sometimes 4 Not wrong at all	0.1	0.1	0.12
79B	TEENSEX	What if they are in their early teens, say 14 to 16 years old? In that case, do you think it is always wrong, almost always wrong, wrong only sometimes, or not wrong at all? 1 Always wrong 2 Almost always wrong 3 Wrong only sometimes 4 Not wrong at all	0.09	0.09	0.11
80	XMARSEX	What is your opinion about a married person having sexual relations with someone other than the marriage partner- is it always wrong, almost always wrong, wrong only sometimes, or not wrong at all? 1 Always wrong 2 Almost always wrong 3 Wrong only sometimes 4 Not wrong at all	0.07	0.06	0.07
81	HOMOSEX	What about sexual relations between two adults of the same sex--do you think it is always wrong, almost always wrong, wrong only sometimes, or not wrong at all? 1 Always wrong 2 Almost always wrong 3 Sometimes wrong 4 Not wrong at all	0.18	0.13	0.18
74	SEXEDUC	Would you be for or against sex education in the public schools? 1 For 2 Against	-0.07	-0.06	-0.08
75	DIVLAW	Should divorce in this country be easier or more difficult to obtain than it is now? 1 Easier 2 More difficult 3 Stay as is (volunteered)	0.05	0.05	0.06

F Govt Spending Priorities

Number	Variable	Question	NETI	ETI	WTIM
-38A	CONBUS	I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?: Major companies 1 A great deal of confidence 2 Only some confidence 3 Hardly any confidence at all	-.0953**	-.0445	-.0806*
-38B	CONCLERG	I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?: Organized religion 1 A great deal of confidence 2 Only some confidence 3 Hardly any confidence at all	.0408	.0162	.0327
-38c	CONEDUC	I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?: Education 1 A great deal of confidence 2 Only some confidence 3 Hardly any confidence at all	.0251	.0524	.0471
-38D	CONFED	I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?: Executive branch of the federal government 1 A great deal of confidence 2 Only some confidence 3 Hardly any confidence at all	-.0209	.0022	-.0099
-38E	CONLABOR	I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?: Organized Labor 1 A great deal of confidence 2 Only some confidence 3 Hardly any confidence at all	.0344	.0317	.0388
-38F	CONPRESS	I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?: Press 1 A great deal of confidence 2 Only some confidence 3 Hardly any confidence at all	-.0270	-.0072	-.0194
-38G	CONMEDIC	I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?: Medecine 1 A great deal of confidence 2 Only some confidence 3 Hardly any confidence at all	-.0315	-.0461	-.0471

-38H	CONTV	I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?: TV	.0812*	.0555	.0799*
		1 A great deal of confidence 2 Only some confidence 3 Hardly any confidence at all			
-38I	CONJUDGE	I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?: U.S. Supreme Court	-.1022*	-.1071*	-.1247**
		1 A great deal of confidence 2 Only some confidence 3 Hardly any confidence			
-38J	CONSCI	I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?: Scientific community	-.1180**	-.0936*	-.1241**
		1 A great deal of confidence 2 Only some confidence 3 Hardly any confidence at all			
-38K	CONLEGIS	I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?: Congress	.0158	.0155	.0206
		1 A great deal of confidence 2 Only some confidence 3 Hardly any confidence at all			
-38L	CONARMY	I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?: Military	.0243	-.0137	.0043
		1 A great deal of confidence 2 Only some confidence 3 Hardly any confidence at all			
-38M	CONFINAN	I am going to name some institutions in this country. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, only some confidence, or hardly any confidence at all in them?: Banks and financial institutions	-.0375	-.0249	-.0350
		1 A great deal of confidence 2 Only some confidence 3 Hardly any confidence at all			

G Freedom

H Social Trust

Number	Variable	Question	NETI	ETI	WTIM
-45	TRUST	Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people? 1 Most people can be trusted 2 Can't be too careful 3 Depends	-.0704*	-.0519	-.0722*
-60	HELPFUL	Would you say that most of the time people try to be helpful, or that they are mostly just looking out for themselves 1 Try to be helpful 2 Just look out for themselves 3 Depends	-.0266	-.0309	-.0344
-61	FAIR	Do you think most people would try to take advantage of you if they got the chance, or would they try to be fair? 1 Would take advantage of you 2 Would try to be fair 3 Depends	.0371	.0137	.0284

I Personal/Health

Number	Variable	Question	NETI	ETI	WTIM
1	MODACT	Not being able to do moderate activities, such as moving a table, pushing a vacuum cleaner, bowling or playing golf. 1 Yes, limited a lot 2 Yes, limited a little 3 No, not limited at all	.0911*	.1210**	.1429**
10x	SOACTS	Physical and emotional social acts in the past 4 weeks 1 All of the time 2 Most of the time 3 A good bit of the time 4 Some of the time 5 A little bit of the time 6 None of the time	.0201	.0990**	.0982**
11x	TREAT1	Respondent seek treat moderate activities 1 Definitely go 2 Probably go 3 Probably not go 4 Definitely not go	.0355	.0541	.0529
12x	TREAT2	Respondent seek treat climbing stairs 1 Definitely go 2 Probably go 3 Probably not go 4 Definitely not go	.0020	.0210	.0118
13x	TREAT3	Respondent seek treat doing less than desired physical 1 Definitely go 2 Probably go 3 Probably not go 4 Definitely not go	.0236	.0262	.0288
14x	TREAT4	Respondent seek treat limited types of work 1 Definitely go 2 Probably go 3 Probably not go 4 Definitely not go	-.0248	-.0237	-.0291
15x	TREAT5	Respondent seek treat doing less than desired emotional 1 Definitely go 2 Probably go 3 Probably not go 4 Definitely not go	-.0188	-.0092	-.0177
16x	TREAT6	Respondent seek treat working less carefully 1 Definitely go 2 Probably go 3 Probably not go 4 Definitely not go	-.0001	.0037	.0011

17x	TREAT7	Respondent seek treat pain interfere with work			
		1 Probably go			
		2 Definitely go			
		3 Probably not go			
		4 Definitely not go			
19x	TREAT8	Seek treat not calm and peaceful	.0454	.0567	.0592
		1 Definitely go			
		2 Probably go			
		3 Probably not go			
		4 Definitely not go			
1x	STAIRS	Is the respondent limited in climbing stairs?	.0765*	.1018**	.1051**
		1 Yes, limited a lot			
		2 Yes, limited a little			
		3 No, not limited at all			
20x	TREAT9	Seek treat lack of energy	.0272	.0316	.0337
		1 Definitely go			
		2 Probably go			
		3 Probably not go			
		4 Definitely not go			
21x	TREAT10	Respondent seek treat downhearted and blue	-.0231	-.0271	.0553
		1 Definitely go			
		2 Probably go			
		3 Probably not go			
		4 Definitely not go			
22x	TREAT11	Respondent seek treat health interfere with social life	-.0608	-.0271	-.0553
		1 Definitely go			
		2 Probably go			
		3 Probably not go			
		4 Definitely not go			
23x	WAIT1	How long respondent wait treatment moderate activites	-.0594	-.0524	-.0650
24x	WAIT2	How long respondent wait treatment climbing stairs	-.0529	-.0369	-.0494
25x	WAIT3	How long respondent wait treatment doing less work physical	-.0438	-.0552	-.0551
26x	WAIT4	How long respondent wait treatment limited types of work	-.0513	-.0588	-.0625
27x	WAIT5	How long respondent wait treatment doing less work emotional	-.0662	-.0563	-.0690

28x	WAIT6	How long respondent wait treatment working less carefully	-.0633	-.0556	-.0658
29x	WAIT7	How long respondent wait treatment pain interfere with work	-.0530	-.0434	-.0541
2x	DIDLESSP	Has respondents health prevented them from doing a desired activity in the ast 4 weeks? 1 Yes 2 No	.0613	.1089**	.0998**
30x	WAIT8	How long respondent wait treatment not calm and peaceful	-.0150	.0074	-.0016
31x	WAIT9	How long respondent wait treatment lack of energy	-.0367	-.0093	-.0235
32x	WAIT10	How long respondent wait treatment downhearted and blue	-.0512	-.0179	-.0391
33x	WAIT11	How long respondent wait treatment health interfere social life	-.0682	-.0378	-.0607
34x	DOWNQOL	Treatment for downheartedness improve quality of life 1 Definitely expect 2 Probably expect 3 Probably not expect 4 Definitely not expect	-.0450	.0514	.0563
35x	DOWNFAM	Treatment for downheartedness improve family relations 1 Definitely expect 2 Probably expect 3 Probably not expect 4 Definitely not expect	.0123	.0620	.0380
36x	DOWNCURE	Treatment for downheartedness cure condition 1 Definitely expect 2 Probably expect 3 Probably not expect 4 Definitely expect	.1568*	.1352*	.1713*
37x	DOWNRELY	Treatment for downheartednes rely less on others 1 Definitely expect 2 Probably expect 3 Probably not expect 4 Definitely not expect	.0575	-.0100	.0336

38x	DOWNFEEEL	Treatment for downheartedness improve feeling self	.0496	.0684	.0673
		1 Definitely expect			
		2 Probably expect			
		3 Probably not expect			
		4 Definitely not expect			
39x	PAINQOL	Treatment for pain improve quality of life	.0124	.0061	.0103
		1 Definitely expect			
		2 Probably expect			
		3 Probably not expect			
		4 Definitely not expect			
3x	LIMITEDP	Has respondents health limited their type of work in the past 4 weeks?	.0938**	.1196**	.1272**
		1 Yes			
		2 No			
40x	PAINFAM	Treatment for pain improve family relations	.0350	.0948	.0809
		1 Definitely expect			
		2 Probably expect			
		3 Probably not expect			
		4 Definitely not expect			
41x	PAINCURE	Treatment for pain cure condition	.1013	-.0206	.0446
		1 Definitely expect			
		2 Probably expect			
		3 Probably not expect			
		4 Definitely not expect			
42x	PAINRELY	Treatment for pain rely less on others	.0520	.0458	.0587
		1 Definitely expect			
		2 Probably expect			
		3 Probably not expect			
		4 Definitely not expect			
43x	PAINFEEL	Treatment for pain improve feeling about self	.1041	.1598*	.1620*
		1 Definitely expect			
		2 Probably expect			
		3 Probably not expect			
		4 Definitely not expect			
44x	EMOTQOL	Treatment for emotion improve quality of life	.0226	-.0655	-.0252
		1 Definitely expect			
		2 Probably expect			
		3 Probably not expect			
		4 Definitely not expect			
45x	EMOTFAM	Treatment for emotion improve family relations	.0246	-.0818	-.0338
		1 Definitely expect			
		2 Probably expect			
		3 Probably not expect			
		4 Definitely not expect			

46x	emotcure	Treatment for emotion cure condition	.0494	-.0038	-.0275
		1 Definitely expect 2 Probably expect 3 Probably not expect 4 Definitely not expect			
47x	EMOTRELY	Treatment for emotion rely less on others	.0005	.0203	.0163
		1 Definitely expect 2 Probably expect 3 Probably not expect 4 Definitely not expect			
48x	emotfeel	Treatment for emotion improve feeling about self	-.0082	-.0579	-.0363
4x	DIDLESSE	Did respondents emotion prevent desired activity in the past 4 weeks?	.0065	.0166	.0088
		1 Yes 2 No			
5x	CRELESSE	Emotion work less carefully?	.0338	.0177	.0274
		1 Yes 2 No			
68	LIFE	In general, do you find life exciting, pretty routine, or dull?	-.0627	-.0412	-.0621
		1 Exciting 2 Routine 3 Dull			
6x	PAIN	Pain interfere with work past 4 weeks?	-.0638	-.1194*	-.1063**
		1 Not at all 2 A Little bit 3 Moderately 4 Quite a bit 5 Extremely			
70	HAPMAR	Taking things all together, how would you describe your marriage? Would you say that your marriage is very happy, pretty happy, or not too happy?	.0185	.0110	.0175
		1 Very Happy 2 Pretty Happy 3 Not too Happy 8 Don't Know			
71	HAPPY	Taken all together, how would you say things are these days-- would you say that you are very happy, pretty happy, or not too happy?	-.0727*	-.0360	-.0637
		1 Very Happy 2 Pretty Happy 3 Not too Happy			
72	HEALTH	Would you say your own health, in general, is excellent, good, fair, or poor?	-.0911**	-.1298*	-.1316**
		1 Excellent 2 Good 3 Fair 4 Poor 8 Don't Know			

7x	PEACEFUL	Feel peaceful in past 4 weeks	.0470	-.0136	.0287
		1 All of the time			
		2 Most of the time			
		3 A Good bit of the time			
		4 Some of the time			
		5 A little bit of the time			
		6 None of the the time			
8x	ENERGY	Have a lot of energy in past 4 weeks	-.0556	-.0996*	-.0880*
		1 All of the time			
		2 Most of the time			
		3 A good bit of the time			
		4 Some of the time			
		5 A little bit of the time			
		6 None of the time			
9x	DOWNBLUE	Feld down and blue in past 4 weeks	-.0523	.0208	.0059
		1 All of the time			
		2 Most of the time			
		3 A good bit of the time			
		4 Some of the time			
		5 A little bit of the time			
		6 None of the time			