Monitoring the Future: A
Continuing Study of American Youth (12th-Grade Survey), 2002

Codebook for Form 4 Data File
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## Data Collection Description

Principal Investigator(s): Lloyd D. Johnston, Jerald G. Bachman, Patrick M. O'Malley, and John E. Schulenberg

Title: Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey), 2002

ICPSR Study Number: 3753
Funding Agency: United States Department of Health and Human Services. National Institute on Drug Abuse

Grant Number: DA01411
Summary: This is the 28th annual survey in this series that explores changes in important values, behaviors, and lifestyle orientations of contemporary American youth. Students are randomly assigned to complete one of six questionnaires, each with a different subset of topical questions, but all containing a set of "core" questions on demographics and drug use. There are about 1,400 variables across the questionnaires. Drugs covered by this survey include tobacco, alcohol, marijuana, hashish, LSD, hallucinogens, amphetamines (stimulants), Ritalin (methylphenidate), Quaaludes (methaqualone), barbiturates (tranquilizers), cocaine, crack cocaine, GHB (gamma hydroxy butyrate), and heroin. Other items include attitudes toward religion, changing roles for women, educational aspirations, self-esteem, exposure to sex and drug education, and violence and crime (both in and out of school).

Universe: High school seniors in the contiguous United States.
Sample: Multistage area probability sample design involving three selection stages: (1) geographic areas or primary sampling units (PSUs), (2) schools (or linked groups of schools) within PSUs, and (3) students within sampled schools. Of the 72 PSUs, 8 were selected with certainty, 10 were selected with a probability of .50 , and the remainder were selected with probability proportionate to the size of the senior class. In schools with more than 350 seniors, a random sample of seniors or classes was drawn. In schools with less than 350 seniors, all seniors were asked to participate. Each school was asked to participate for two years so that each year one-half of the sample is replaced. Schools refusing participation were replaced with similar schools in terms of geographic location, size, and type of school (e.g., public, private/Catholic, private/non-Catholic). The total sample was divided into six subsamples consisting of an average of 2,300 respondents, and each subsample was administered a different form of the questionnaire, although all respondents answered the "core" drug and demographic questions. The participation rate among schools has been between 66 and 85 percent since the inception of the study.

Data Collection Notes: (1) To protect the privacy of respondents, all variables that could be used to identify individuals have been collapsed or recoded in the public use files. These modifications should not affect analytic uses of the public use files. (2) Variables omitted from the Western region questionnaires are noted in each codebook. (3) The codebooks are provided by ICPSR as Portable Document Format (PDF) files. The PDF file format was developed by Adobe Systems Incorporated and may be accessed using PDF reader software, such as the Adobe Acrobat Reader. Information on how to obtain a copy of the Acrobat Reader is provided on the ICPSR and SAMHDA Web sites.

Data Source: self-administered questionnaires
Extent of Collection: 7 data files + machine-readable documentation (PDF) + SAS data definition statements + SPSS data definition statements

Extent of Processing: CONCHK.PR/ UNDOCCHK.PR/ MDATA.ICPSR/ REFORM.DATA/ UNDOCCHK.ICPSR/ CDBK.ICPSR/ DDEF.ICPSR/ FREQ.ICPSR/ REFORM.DOC/ RECODE

Data Format: Logical Record Length with SAS and SPSS data definition statements

## File Specifications

| Part <br> No. | Part Name | File Structure | Case <br> Count | Variable <br> Count | LRECL | Records <br> Per Case |
| ---: | :--- | :--- | ---: | ---: | ---: | :---: |
| 1 | Core Data | rectangular | 13,544 | 108 | 224 | 1 |
| 2 | Form 1 Data | rectangular | 2,256 | 618 | 1,246 | 1 |
| 3 | Form 2 Data | rectangular | 2,267 | 332 | 671 | 1 |
| 4 | Form 3 Data | rectangular | 2,258 | 354 | 715 | 1 |
| 5 | Form 4 Data | rectangular | 2,241 | 280 | 569 | 1 |
| 6 | Form 5 Data | rectangular | 2,257 | 312 | 630 | 1 |
| 7 | Form 6 Data | rectangular | 2,265 | 331 | 669 | 1 |

## Related Publications

Johnston, Lloyd D., Patrick M. O'Malley, and Jerald G. Bachman. MONITORING THE FUTURE NATIONAL RESULTS ON ADOLESCENT DRUG USE: OVERVIEW OF KEY FINDINGS, 2002 (NIH Publication No. 03-5374). Bethesda, MD: National Institute on Drug Abuse, April 2003. http://www.monitoringthefuture.org/pubs/monographs/overview2002.pdf

Johnston, Lloyd D., Patrick M. O'Malley, and Jerald G. Bachman. MONITORING THE FUTURE NATIONAL SURVEY RESULTS ON DRUG USE, 1975-2002. Volume I: Secondary School Students (NIH Publication No. 03-5375). Bethesda, MD: National Institute on Drug Abuse, August 2003.

Bachman, Jerald G., Lloyd D. Johnston, and Patrick M. O'Malley. THE MONITORING THE FUTURE PROJECT AFTER TWENTY-SEVEN YEARS: DESIGN AND PROCEDURES. Monitoring the Future Occasional Paper 54. Ann Arbor, MI: University of Michigan, Institute for Social Research, 2001.http://monitoringthefuture.org/pubs/occpapers/occ54.pdf

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## INTRODUCTION

## DATA COLLECTION DESCRIPTION

MONITORING THE FUTURE: A CONTINUING STUDY OF AMERICAN YOUTH, 2002, which is conducted by the University of Michigan's Institute for Social Research and receives its core funding from the National Institute on Drug Abuse, is an unusually comprehensive research project in several respects: surveys are conducted annually on an ongoing basis; the samples are large and nationally representative; and the subject matter is very broad, encompassing some 1400 variables per year.

The Monitoring the Future Project is designed to explore changes in many important values, behaviors, and lifestyle orientations of contemporary American youth. Two general types of tasks may be distinguished. The first is to provide a systematic and accurate "description" of the youth population of interest in a given year, and to quantify the direction and rate of the changes taking place among them over time. The second task, more analytic than descriptive, involves the "explanation" of the relationships and trends observed to exist.

## DATA COLLECTION PROCEDURES

The basic research design involves annual data collections from high school seniors during the spring of each year, beginning with the class of 1975. Each data collection takes place in approximately 130 public and private high schools selected to provide an accurate crosssection of high school seniors throughout the United States.

One limitation in the design is that it does not include in the target population those young men and women who drop out of high school before graduation (or before the last few months of the senior year, to be more precise). This excludes a relatively small proportion of each age cohort -- between 15 and 20 percent -- though not an unimportant segment, since certain behaviors, such as illicit drug use and delinquency tend to be higher than average in this group. However, the addition of a representative sample of dropouts would increase the cost of the present research enormously, because of their dispersion and generally higher level of resistance to being located and interviewed.

For the purposes of estimating characteristics of the entire age group, the omission of high school dropouts does introduce certain biases; however, their small proportion sets outer limits on the bias. For the purposes of estimating "changes" from one cohort of high school seniors to another, the omission of dropouts represents a problem only if different cohorts have considerably different proportions who drop out. There is no reason to expect dramatic changes in those rates for the foreseeable future, and recently published government statistics indicate a great deal of stability in dropout rates since 1970.

Some may use this high school data to draw conclusions about changes for the entire age group. While the investigators do not encourage such extrapolation, they suspect that the conclusions reached often would be valid, since over 80 percent of the age group is in the surveyed segment of the population and changes among those not in school are likely to parallel the changes among those who are.

## SAMPLING INFORMATION

The procedure for securing a nationwide sample of high school seniors is a multi-stage one. Stage 1 is the selection of particular geographic areas, Stage 2 is the selection of one or more high schools in each area, and Stage 3 is the selection of seniors within each high school.

STAGE 1: GEOGRAPHIC AREAS. The geographic areas used in this study are the primary sampling units (PSUs) developed by the Sampling Section of the Survey Research Center for use in the Center's nationwide interview studies. Because these same PSUs are used for personal interview studies by the Survey Research Center (SRC), local field representatives can be assigned to administer the data collections in practically all schools.

STAGE 2: SCHOOLS. In the major metropolitan areas more than one high school is often included in the sampling design; in most other sampling areas a single high school is sampled. In all cases, the selections of high schools are made such that the probability of drawing a school is proportionate to the size of its senior class. The larger the senior class (according to recent records), the higher the selection probability assigned to the high school. When a sampled school is unwilling to participate, a replacement school as similar to it as possible is selected from the same geographic area.

STAGE 3: STUDENTS. Within each selected school, up to about 400 seniors may be included in the data collection. In schools with fewer than 400 seniors, the usual procedure is to include all of them in the data collection. In larger schools, a subset of seniors is selected either by randomly sampling classrooms or by some other random method that is convenient for the school and judged to be unbiased. Sample weights are assigned to each respondent so as to take account of variations in the sizes of samples from one school to another, as well as the (smaller) variations in selection probabilities occurring at the earlier stages of sampling. For a table of the sample size and student response rates see Appendix B.

One other important feature of the base-year sampling procedure should be noted here. All schools (except for half of the initial 1975 sample) are asked to participate in two data collections, thereby permitting replacement of half of the total sample of schools each year. One motivation for requesting that schools participate for two years is administrative efficiency; it is a costly and time-consuming procedure to secure the cooperation of schools, and a two- year period of participation cuts down that effort substantially. Another important advantage is that whenever an appreciable shift in scores from one graduating class to the next is observed, it is possible to check whether the shift might be attributable to some differences in the newly sampled schools. This is done simply by repeating the analysis using only the 60 or so schools which participated both years. Thus far, the half-sample approach has worked quite well and examination of drug prevalence data from the "matched half-samples" showed that the half
samples of repeat schools yielded drug prevalence trends which were virtually identical to trends based on all schools.

SCHOOL RECRUITING PROCEDURES. Early during the fall semester an initial contact is made with each sampled school. First, a letter is sent to the principal describing the study and requesting permission to survey seniors. The letter is followed by a telephone call from a project staff member, who attempts to deal with any questions or problems and (when necessary) makes arrangements to contact and seek permission from other school district officials. Basically the same procedures are followed for schools asked to participate for the second year.

Once the school's agreement to participate is obtained, arrangements are made by phone for administering the questionnaires. A specific date for the survey is mutually agreed upon and a local SRC representative is assigned to carry out the administration.

ADVANCE CONTACT WITH TEACHERS AND STUDENTS. The local SRC representative is instructed to visit the school two weeks ahead of the actual date of administration. This visit serves as an occasion to meet the teachers whose classes will be affected and to provide them with a brochure describing the study, a brief set of guidelines about the questionnaire administration, and a supply of flyers to be distributed to the students a week to 10 days in advance of the questionnaire administration. The guidelines to the teachers include a suggested announcement to students at the time the flyers are distributed.

From the students' standpoint, the first information about the study usually consists of the teacher's announcement and the short descriptive flyer. In announcing the study, the teachers are asked to stress that the questionnaires used in the survey are not tests, and that there are no right or wrong answers. The flyer tells the students that they will be invited to participate in the study, points out that their participation is strictly voluntary, and stresses confidentiality (including a reference to the fact that the Monitoring the Future project has a special government grant of confidentiality which allows their answers to be protected). The flyer also serves as an informative document which the students can show to their parents.

QUESTIONNAIRE ADMINISTRATION. The questionnaire administration in each school is carried out by the local SRC representatives and their assistants, following standardized procedures detailed in a project instruction manual. The questionnaires are administered in classrooms during normal class periods whenever possible, although circumstances in some schools require the use of larger group administrations. Teachers are not asked to do anything more than introduce the SRC staff members and (in most cases) remain in the classroom to help guarantee an orderly atmosphere for the survey. Teachers are urged to avoid walking around the room, so that students may feel free to write their answers without fear of being observed.

The actual process of completing the questionnaires is quite straightforward. Respondents are given sharpened pencils and asked to use them because the questionnaires are designed for automatic scanning. Most respondents can finish within a 45 minute class period; for those who cannot, an effort is made to provide a few minutes of additional time.

PROCEDURES FOR PROTECTING CONFIDENTIALITY. In any study that relies on voluntary reporting of drug use or other illegal acts, it is essential to develop procedures which guarantee the confidentiality of such reports. It is also desirable that these procedures be described adequately to respondents so that they are comfortable about providing honest answers.

The first information given to students about the survey consists of a descriptive flyer stressing the confidentiality and voluntary participation. This theme is repeated at the start of the questionnaire administration. Each participating student is instructed to read the message on the cover of the questionnaire, which stresses the importance and value of the study, notes that answers will be kept strictly confidential, states that the study is completely voluntary, and tells the student "If there is any question you or your parents would find objectionable for any reason, just leave it blank." The instructions then point out that in a few months a summary of nationwide results will be mailed to all participants and also that a follow-up questionnaire will be sent to some students after a year. The cover message explains that these are the reasons for asking that name and address be written on a special form which will be removed from the questionnaire and handed in separately. The message also points out that the two different code numbers (one on the questionnaire and one on the tear-out form) cannot be matched except by a special computer tape at the University of Michigan.

In order to protect the confidentiality of responses and the identity of respondents, a number of alterations have been made in the original dataset to prepare it for public release; these alterations are described later in the section "Processing Information."

## CONTENT AREAS AND QUESTIONNAIRE DESIGN

Drug use and related attitudes are the topics which receive the most extensive coverage in the Monitoring the Future project; but the questionnaires also deal with a wide range of other subject areas, including attitudes about government, social institutions, race relations, changing roles for women, educational aspirations, occupational aims, and marital and family plans, as well as a variety of background and demographic factors.

The following table shows the subject area codes and definitions which are used in the cross-time index of base year grade 12 questionnaire items provided separately in this archive.

## MEASUREMENT CONTENT AREAS

A. DRUGS. Drug use and related attitudes and beliefs, drug availability and exposure, surrounding conditions and social meaning of drug use. Views of significant others regarding drugs.
B. EDUCATION. Educational lifestyle, values, experiences, and environments
C. WORK AND LEISURE. Vocational values, meaning of work and leisure, work and leisure activities, preferences regarding occupational characteristics and type of work setting.
D. SEX ROLES AND FAMILY. Values, attitudes, and expectations about marriage, family structure, sex roles, and sex discrimination.
E. POPULATION CONCERNS. Values and attitudes about overpopulation and birth control.
F. CONSERVATION, MATERIALISM, EQUITY, ETC. Values, attitudes, and expectations related to conservation, pollution, materialism, equity, and the sharing of resources. Preferences regarding type of dwelling and urbanicity.
G. RELIGION. Religious affiliation, practices, and views.
H. POLITICS. Political affiliation, activities, and views.
I. SOCIAL CHANGE. Values, attitudes, and expectations about social change.
J. SOCIAL PROBLEMS. Concern with various social problems facing the nation and the world.
K. MAJOR SOCIAL INSTITUTIONS. Confidence in and commitment to various major social institutions (business, unions, branches of government, press, organized religion, military, etc.).
L. MILITARY. Views about the armed services and the use of military force. Personal plans for military service.
M. INTERPERSONAL RELATIONSHIPS. Qualitative and quantitative characteristics of cross-age and peer relationships. Interpersonal conflict.
N. RACE RELATIONS. Attitudes toward and experiences with other racial groups.
O. CONCERN FOR OTHERS. Concern for others; voluntary and charitable activities.
P. HAPPINESS. Happiness and life satisfaction, overall and in specific life domains.

Q OTHER PERSONALITY VARIABLES. Attitudes about self (including self-esteem), locus of control, loneliness, risk-taking, trust in others, importance placed on various life goals, counterculture orientation, hostility.
R. BACKGROUND. Demographic and family background characteristics, living arrangements.
S. DEVIANT BEHAVIOR AND VICTIMIZATION. Delinquent behaviors, driving violations and accidents (including those under the influence of drugs), victimization experiences.
T. HEALTH. Health habits, somatic symptoms, medical treatment.

Given this breadth of content, the study is not presented to respondents as a "drug use study," nor do they tend to view it as such.

Because many questions are needed to cover all of these topic areas, much of the questionnaire content is divided into different questionnaire forms which are distributed to participants in an ordered sequence. (Five forms were used in 1975-88; a sixth form was added in 1989.) This sequence produces five or six virtually identical subsamples. About one-third of each questionnaire form consists of key or "core" variables which are common to all forms. All demographic variables and some measures of drug use are included in this "core" set of measures. This use of the full sample for drug and demographic measures provides a more accurate estimation on these dimensions and also makes it possible to link them statistically to all the other measures which are included in a single form only.

## REPRESENTATIVENESS AND VALIDITY

The samples for this study are intended to be representative of high school seniors throughout the 48 coterminous states. We have already discussed the fact that this definition of the sample excludes one important portion of the age cohort: those who have dropped out of high school before nearing the end of the senior year. But given the aim of representing high school seniors, it will now be useful to consider the extent to which the obtained samples of schools and students are likely to be representative of all seniors and the degree to which the data obtained are likely to be valid.

It is possible to distinguish at least four ways in which survey data of this sort might fall short of being fully representative. First, some sampled schools refuse to participate, which could introduce some bias. Second, the failure to obtain questionnaire data from 100 percent of the students sampled in participating schools would also introduce bias. Third, the answers provided by participating students are open to both conscious and unconscious distortions which could reduce validity. Finally, limitations in sample size and/or design could place limits on the accuracy of estimates.

SCHOOL PARTICIPATION. As noted in the description of the sampling design, schools are invited to participate in the study for a two-year period. With very few exceptions, each school which has participated for one data collection has agreed to participate for a second. Thus far, from 66 percent to 80 percent of the original schools invited to participate have agreed
to do so each year; for each school refusal, a similar school (in terms of size, geographic area, urbanicity, etc.) was recruited as a replacement. The selection of replacement schools almost entirely removes problems of bias in region, urbanicity, and the like that might result from certain schools refusing to participate. Other potential biases are more subtle, however. For example, if it turned out that most schools with "drug problems" refused to participate, that would seriously bias the drug estimates derived from the sample. And if any other single factor were dominant in most refusals, that also might suggest a source of serious bias. In fact, however, the reasons for schools' refusals to participate are varied and largely a function of happenstance events of the particular year. Thus, the investigators feel fairly confident that school refusals have not seriously biased the surveys.

STUDENT PARTICIPATION. Completed questionnaires are obtained from threefourths to four-fifths of all students sampled. The single most important reason that students are missed is that they are absent from class at the time of data collection, and in most cases it is not workable to schedule a special follow-up data collection for them. Students with fairly high rates of absenteeism also report above-average rates of drug use; therefore, there is some degree of bias introduced by missing the absentees. That bias could be corrected through the use of special weighting; however, this course was not chosen because the bias in estimates (in drug use, where the potential effect was hypothesized to be largest) was determined to be quite small and because the necessary weighting procedures would have introduced undesirable complications. In addition to absenteeism, student nonparticipation occurs because of schedule conflicts with school trips and other activities which tend to be more frequent than usual during the final months of the senior year. Of course, some students refuse to complete or turn in a questionnaire. However, SRC representatives in the field estimate this proportion to be only about one percent.

VALIDITY OF SELF-REPORT DATA. Survey measures of delinquency and of drug use depend upon respondents reporting what are, in many cases, illegal acts. Thus, a critical question is whether such self-reports are likely to be valid. Like most studies dealing with these areas, the present study does not include direct, objective validation of the present measures; however, the considerable amount of inferential evidence which exists strongly suggest that the self-report questions produce largely valid data. A number of factors have given the investigators reasonable confidence about the validity of the responses to what are presumably among the most sensitive questions in the study: a low non-response rate on the drug questions; a large proportion admitting to some illicit drug use; the consistency of findings across several years of the present study; strong evidence of construct validity (based on relationships observed between variables); a close match between these data and the findings from other studies using other methods; and the findings from several methodological studies which have used objective validation methods.

As for others of the measures, a few have a long and venerable history -- as scholars of the relevant literature will recognize -- though some of these measures have been modified to fit the present questionnaire format. Many questions, however, have been developed specifically for this project through a process of question writing, pilot testing, pretesting, and question revision or elimination. Some have already been included in other publications from the study,
but many have not; therefore, there exists little empirical evidence of their validity and reliability.

ACCURACY OF THE SAMPLE. A sample survey never can provide the same level of accuracy as would be obtained if the entire target population were to participate in the survey -in the case of the present study, about 2.5-3.0 million seniors per year. But perfect accuracy of this sort would be extremely expensive and certainly not worthwhile considering the fact that a high level of accuracy can be provided by a carefully designed probability sample. The accuracy of the sample in this study is affected both by the size of the student sample and by the number of schools in which they were clustered. For the purposes of this introduction, it is sufficient to note that virtually all estimates based on the total sample have confidence intervals of $+/-1.5$ percentage points or smaller - sometimes considerably smaller. This means that, had the project been able to invite all schools and all seniors in the 48 contiguous states to participate, the results from such a massive survey would be within an estimated 1.5 percentage points from the present sample findings 95 times out of 100 . This is a quite high level of accuracy, and one that permits the detection of fairly small trends from one year to the next.

Because of the complex sampling design, standard means of assessing confidence intervals are not appropriate. The annual volumes from the project can provide information which allow the analyst to determine the confidence intervals around means and percentages for both the total sample and various subgroups. They also provide tables and guidelines for testing the statistical significance of differences between subgroups, and the significance of year-to-year changes.

CONSISTENCY AND THE MEASUREMENT OF TRENDS. One other point is worth noting in a discussion of the validity of the findings. The Monitoring the Future project is, by intention, a study designed to be sensitive to changes from one time to another. Accordingly, the measures and procedures have been standardized and applied consistently across each data collection. To the extent that any biases remain because of limits in school and/or student participation, and to the extent that there are distortions (lack of validity) in the responses of some students, it seems very likely that such problems will exist in much the same way from one year to the next. In other words, biases in the survey estimates should tend to be consistent from one year to another, which means that the measurement of trends should be affected very little by such biases.

INTERPRETING RACIAL DIFFERENCES. Ethnic identification is provided for the two largest racial/ethnic subgroups in the population -- those who identify themselves as white or Caucasian and those who identify themselves as black or African American. Identification is not given for the other ethnic categories (Native Americans, Asian Americans, Mexican American, Puerto Rican American, or other Latin American) since each of these groups comprises a small proportion of the sample in any given year, which means that their small Ns (in combination with their clustered groupings in a limited number of schools) would yield estimates which would be too unreliable. In fact, even African Americans -- who constitute approximately 12 percent of each year's sample -- are represented by only 350 to 425 respondents per year on any single questionnaire form. Further, because our sample is a stratified clustered sample, it yields less accuracy than would be yielded by a pure random sample of equal size (see Appendix B of
the annual volumes for details). Therefore, because of the limited number of cases, the margin of sampling error around any statistic describing African Americans is larger than for most other subgroups.

There exists, however, a way to determine the replicability of any finding involving racial comparisons. Since most questions are repeated from year to year, one can readily establish the degree to which a finding is replicated by looking at the results in prior and subsequent years. Given the relatively small Ns for African Americans, the analyst is urged to seek such replication before putting much faith in the reliability of any particular racial comparison.

There are factors in addition to reliability, however, which could be misleading in the interpretation of racial differences. Given the social importance which has been placed on various racial differences reported in the social science literature, the investigators would like to caution the analyst to consider the various factors which could account for differences. These factors fall into three categories: differential representation in the sample, differential response tendencies, and the confounding of race with a number of other background and demographic characteristics.

DIFFERENTIAL REPRESENTATION. Census data characterizing American young people in the approximate age range of those in this sample show somewhat lower proportions of African Americans than whites remain in school through the end of the twelfth grade. Therefore, a slightly different segment of the African American population than of the white population resides in the target population of high school seniors. Further, the samples appear to underrepresent slightly those African American males who, according to census figures, are in high school at the twelfth grade level. Identified African American males comprise about 6 percent of the sample, whereas census data suggest that they should comprise around 7 percent. Therefore it appears that more African American males are lost from the target population than white males or females of either race. This may be due to generally poorer attendance rates on the part of some African American males and/or an unwillingness on the part of some to participate in data collections of this sort.

In sum, a smaller segment of the African American population than of the white population of high school age is represented by the data contained here. Insofar as any characteristic is associated with being a school dropout or absentee, it is likely to be somewhat disproportionately underrepresented among African Americans in the sample.

DIFFERENTIAL RESPONSE TENDENCIES. In examining the full range of variables, racial differences in response tendencies have been noted. First, the tendency to state agreement in response to agree-disagree questions is generally somewhat greater among African Americans than among whites. For example, African Americans tend to agree more with the positively worded items in the index of self-esteem, but they also tend to agree more with the negatively worded items. As it happens, that particular index has an equal number of positively and negatively worded items, so that any overall "agreement bias" should be self- cancelling when the index score is computed. However, group differences in agreement bias are likely to affect results on questions employing the agree-disagree format. Fortunately, most of the questions are not of that type.

There has also been observed a somewhat greater than average tendency for African American respondents to select extreme answer categories on attitudinal scales. For example, even if the same proportion of African Americans as whites felt positively (or negatively) about some subject, fewer of the whites are likely to say they feel very positively (or negatively). The analyst should be aware that differences in responses to particular questions may be related to these more general tendencies.

A somewhat separate issue in response tendency is a respondent's willingness to answer particular questions. The missing data rate may reflect willingness to answer particular questions. If a particular question or set of questions has a missing data rate higher than is true for the prior or subsequent questions, then presumably more respondents than usual were unwilling (or perhaps unable) to answer it. Such an exaggerated missing data rate exists for African American males on the set of questions dealing with the respondent's own use of illicit drugs. Clearly a respondent's willingness to be candid on such questions depends on his or her trust of the research process and of the researchers themselves. The exaggerated missing data rates for African American males in these sections may reflect, at least in part, less trust. The analyst is advised to check for exceptional levels of missing data when making comparisons on any variable in which candor is likely to be reduced by lower system trust. One bit of additional evidence related to trust in the research process is that higher proportions of African Americans than whites reported that if they had used marijuana or heroin they would not have been willing to report it in the survey.

COVARIANCE WITH OTHER FACTORS. Some characteristics such as race are highly confounded (correlated) with other variables -- variables which may in fact explain some observed racial differences. Put another way, at the aggregate level we might observe a considerable racial difference on some characteristic, but once we control for some background characteristic such as socio-economic level or region of the country -- that is, once we compare the African American respondents with whites who come from similar backgrounds -- there may be no racial difference at all.

Race is correlated with important background and demographic variables. A higher proportion of African Americans live in the South and a higher proportion grew up in families with the mother and/or father absent, and more had mothers who worked while they were growing up. A substantially higher proportion of African Americans are Baptists, and African Americans tend to attribute more importance to religion than do whites. A higher proportion of African American respondents have children, and on the average they are slightly older than the white sample. As was mentioned earlier African American males are more underrepresented in our sample than African American females.

These differences in background, demographic, and ascriptive characteristics are noted because, in any attempt to understand why a racial difference exists, one would want to be able to examine the role of these covarying characteristics.

## WEIGHTING INFORMATION

The codebook frequencies have been weighted using variable V5.

## FILE STRUCTURE

MONITORING THE FUTURE: A CONTINUING STUDY OF AMERICAN YOUTH, 2002 is available from ICPSR as seven logical record length datasets. Each dataset consists of SAS and SPSS data definition statements containing all technical information for each variable in the corresponding datafile, and the datafile itself. The data are sorted by case. The datasets are organized by the form number (questionnaire version) used.

| part \# | form | \# of variables | Logical record <br> length | unweighted n |
| :--- | :--- | :---: | :---: | :---: |
| 1 | Core | 108 | 224 | 13,544 |
| 2 | Form 1 | 618 | 1246 | 2,256 |
| 3 | Form 2 | 332 | 671 | 2,267 |
| 4 | Form 3 | 354 | 715 | 2,258 |
| 5 | Form 4 | 280 | 569 | 2,241 |
| 6 | Form 5 | 312 | 630 | 2,257 |
| 7 | Form 6 | 331 | 669 | 2,265 |

The SAS and SPSS data definition statements give the format and other information for each variable in the data file. See the section "Codebook Information" for further details. The data file is constructed with a single logical record for each case.

## CODEBOOK INFORMATION

The codebook is arranged by question numbers which do not coincide with the variable numbers.

The example below is a reproduction of information appearing in the machine-readable codebook for a typical variable. The numbers in brackets do not appear but are references to the descriptions which follow this example.

## [1] V1134 <br> [2] 991A13 KIND OF PAID JOB

[3] Item Number: 25160
[4] A13: Which ONE of the job categories below comes closest to the kind of work you have done for pay on your current (or most recent) job? (If more than one kind of work, choose the one where you worked the most hours. Do not include work around the house.)

| [5] | [6] | [7] | [8] | [9] |
| :---: | :---: | :---: | :---: | :---: |
| PCT | PCT | N | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 15.6 | 14.9 | 854 | 1 | NO WORK |
| 16.2 | 15.4 | 882 | 2 | LAWN WK |
| 1.4 | 1.3 | 75 | 3 | FASTFOOD |
| 1.0 | 0.9 | 54 | 4 | WAITER |
| 1.6 | 1.5 | 87 | 5 | OTH REST |
| 2.0 | 1.9 | 108 | 6 | PAPER RT |
| 35.4 | 33.7 | 1,934 | 7 | BABYSIT |
| 4.4 | 4.2 | 241 | 8 | FARM WK |
| 2.1 | 2.0 | 115 | 9 | SALES WK |
| 1.3 | 1.2 | 69 | 10 | OFFICE |
| 3.7 | 3.5 | 202 | 11 | ODD JOBS |
| 15.3 | 14.6 | 838 | 12 | OTHER |
|  | 3.3 | 190 | 0 |  |
|  | 1.6 | 94 | 99 |  |
| [10] | [11] | [12] |  |  |
| 100.0 | 100.0 | 5,745 cases |  | (Wtd) |

[13] Data type: numeric
[14] Decimals: 0
[15] Missing-data codes: 0,99
[16] Columns: 98-99
[1] Indicates the variable number. A variable number is assigned to each variable in the data collection.
[2] Indicates the abbreviated variable name used to identify the variable for the user.
[3] The item number, a unique 5-digit reference number assigned to each question which remains consistent across questionnaires.
[4] This is the full text (question) supplied by the investigator to describe this (section of) variable(s). The question text and the numbers and letters that may appear at the beginning reflect the original wording of the questionnaire item.
[5] Indicates the weighted percentage distribution of each code value for this variable excluding cases where the value is missing.
[6] Indicates the weighted percentage distribution of each code value for this variable including cases where the value is missing.
[7] Indicates the weighted frequency of occurrence of each code value for this variable.
[8] Indicates the code values occurring in the data for this variable.
[9] Indicates the textual definitions of the codes for this variable
[10] Indicates the total of the valid case percentages (100\%).
[11] Indicates the total of all case percentages (100\%).
[12] Indicates the number of cases (weighted) for this variable (including the missing cases).
[13] Indicates the variable type. NUMERIC variables contain numbers only, including numbers in E-notation, a decimal point or a minus sign. CHARACTER variables can be any special characters: underscores (_), pound signs (\#), and ampersands (\&).
[14] Indicates the number of decimal places in the variable.
[15] Indicates the code values of missing data. In this example, code values equal to 9 are missing data (MD Codes: 9). Some analysis software packages require that certain types of data which the user desires to be excluded from analysis be designated as "MISSING DATA," e.g., inappropriate, unascertained, unascertainable, or ambiguous data categories. Although these codes are defined as missing data categories, this does not mean that the user should not or cannot use them in a substantive role if so desired.
[16] Indicates starting and ending column locations of this variable. In this example, the variable named "991A13 KIND OF PAID JOB" begins in the 98th and ends in the 99th column within the record.

## ICPSR PROCESSING INFORMATION

The data collection was processed according to the standard ICPSR processing procedures. The data were checked for illegal or inconsistent code values which, when found, were recoded to missing data values. Consistency checks were performed. Statements bracketed in "<" and ">" signs in the body of the codebook were added by the processors for explanatory purposes. Statements bracketed in "[" and "]" were added to the tables provided by the PI, but did not appear in the questionnaire.

In order to protect the confidentiality of responses and the identity of respondents, a number of alterations and omissions have been made in the original dataset to prepare it for public release. Some questions have been eliminated from the dataset altogether (e.g., birth month, school, city, state, and student i.d. numbers; previously Variable Numbers 2, 6-12, 14-15, and 149). Other items have been left in the dataset but altered to "collapsed" or "bracketed" forms. Race (Var. No. 151) is now grouped as white/African American/ missing data. Sampling weight (Var. No. 5), which originally had a distinct value for each school, now is assigned one of six grouped values. Number of Older Brothers and Sisters, and Number of Younger Brother and Sisters (Var. Nos. 75 \& 76) have been combined into a simple Number of Siblings variable. Users interested in analyses involving these items in their original form should contact the investigators.

NOTE: THE "cases(Wtd)" IN THE CODEBOOK INCLUDES MISSING DATA ON THE QUESTION INVOLVED.

The N sizes and the percentage distributions are the result of using a weight variable, V5. For reasons of confidentiality, this variable was altered from its full version to a bracketed version prior to public distribution of the data; THIS RESULTS IN SLIGHT DISCREPANCIES BETWEEN THE PERCENTAGES AND N SIZES IN THE ANNUAL ISR VOLUMES AND IN THE PUBLIC USE DATASETS. Typically, the variation is less than $1 \%$.

ICPSR PROCESSOR NOTE: Selected variables were omitted from the Western region questionnaires and have been noted in each codebook.

QUESTIONNAIRE FORM 1 PROCESSING: The form 1 questionnaire contains many more specific drug related questions in Part B than do the other questionnaire forms. In the form 1 dataset, copies of the "core" or common drug prevalence variables are created and then processed so that their data will be comparable to that of the other forms. Data from the core versions are then copied to the grade 12 core dataset; the form 1 dataset retains both versions. The primary difference between the copies is that, for the core versions, nonuse is inferred from the respondents' adherence to the skip instructions (the other forms do not include the same instructions).

## FREQUENCIES

FORM 4 DATA FILE


| V5 | SAMPLING WEIGHT |
| :---: | :---: |
|  | ```2,228 cases (Wtd) (Range of valid codes: .1415-4.7621) Data type: numeric Decimals: 4 Missing-data code: -9.0000 Columns: 564-569``` |
| V13 | 024 :SCHL RGN-4 CAT |
|  |  |
| V16 | 024 :SELF-REP/NOT=0 |
|  | PCT PCT $N$ VALUE LABEL <br> VALID ALL    <br> 68.9 68.9 1,534 0  <br> 31.1 31.1 694 1  <br> ---- ---- ----   <br> 100.0 100.0 2,228 cases (Wtd)  <br> Data type: numeric     <br> Missing-data code: -9    <br> Column: 6     |



| V4209 | 024A02 :FUTR CNTRY WORSE |
| :--- | :--- |

```
Item Number: 09940
Looking ahead to the next five years, do you think that things
in this country will get better or worse?
1="Get much better" 2="Get somewhat better" 3="Stay about the
same" 4="Get somewhat worse" 5="Get much worse"
\begin{tabular}{rrrrl} 
PCT & PCT & \(N\) & VALUE & LABEL \\
VALID & ALL & & & \\
5.4 & 5.3 & 119 & 1 & MCH BETR: (1) \\
33.9 & 33.6 & 748 & 2 & SMWT BTR:(2) \\
31.8 & 31.5 & 702 & 3 & SAME:(3) \\
24.3 & 24.1 & 536 & 4 & SMWT WSE:(4) \\
4.7 & 4.7 & 104 & 5 & MCH WRSE:(5) \\
& 0.8 & 19 & -9 & MISSING
\end{tabular}
    ----- ---------
100.0 100.0 2,228 cases (Wtd)
Data type: numeric
Missing-data code: -9
Columns: 207-208
```

| V4210 |
| :---: |

Item Number: 09950
Looking ahead to the next five years, do you think that things in the rest of the world will get better or worse?

1="Get much better" 2="Get somewhat better" 3="Stay about the same" 4="Get somewhat worse" 5="Get much worse"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 2.5 | 2.4 | 54 | 1 | MCH BETR: (1) |
| 20.4 | 20.2 | 450 | 2 | SMWT BTR:(2) |
| 29.5 | 29.2 | 651 | 3 | SAME:(3) |
| 37.2 | 36.8 | 821 | 4 | SMWT WSE: (4) |
| 10.5 | 10.4 | 232 | 5 | MCH WRSE: (5) |
|  | 0.9 | 20 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |
|  |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: | -9 |  |  |  |
| Columns: 209-210 |  |  |  |  |



| V4212 | 024A05 $:$ THK ABT SOC ISSU |
| :---: | :---: |

Item Number: 06880
Some people think a lot about the social problems of the nation and the world, and about how they might be solved. Others spend little time thinking about these issues. How much do you think about such things?

1="Never" 2="Seldom" 3="Sometimes" 4="Quite often" 5="A great deal"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 3.8 | 3.8 | 84 | 1 | NEVER:(1) |
| 24.6 | 24.4 | 543 | 2 | SELDOM: (2) |
| 49.5 | 49.2 | 1,095 | 3 | SOMETIME: (3) |
| 18.7 | 18.6 | 414 | 4 | OFTEN: (4) |
| 3.4 | 3.3 | 74 | 5 | GRT DEAL:(5) |
|  | 0.8 | 17 | -9 | MISSING |

----- ----- ----
100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 213-214

Item Number: 09970
These questions are about pollution and the environment. Please mark the circle that shows how much you agree or disagree with each statement below. A: In general, pollution has increased in the U.S. in the last ten years.

1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 2.9 | 2.9 | 64 | 1 | DISAGREE:(1) |
| 5.9 | 5.8 | 130 | 2 | MOST DIS:(2) |
| 10.8 | 10.7 | 239 | 3 | NEITHER:(3) |
| 38.9 | 38.5 | 858 | 4 | MOST AGR:(4) |
| 41.5 | 41.1 | 915 | 5 | AGREE:(5) |
|  | 1.0 | 21 | -9 | MISSING |

100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 215-216

## V4214 024A06B:PLLTN NT SO DANG

Item Number: 09980
Please mark the circle that shows how much you agree or disagree with each statement below. B: The dangers of pollution are not really as great as government, the media, and environmental groups would like us to believe

1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 27.4 | 26.9 | 600 | 1 | DISAGREE:(1) |
| 26.4 | 25.9 | 578 | 2 | MOST DIS:(2) |
| 18.6 | 18.3 | 407 | 3 | NEITHER:(3) |
| 18.4 | 18.1 | 404 | 4 | MOST AGR:(4) |
| 9.3 | 9.1 | 203 | 5 | AGREE:(5) |
|  | 1.6 | 36 | -9 | MISSING |

100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 217-218

Item Number: 09990
Please mark the circle that shows how much you agree or disagree with each statement below. C: America needs growth to survive, and that is going to require some increase in pollution

1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 28.7 | 28.1 | 627 | 1 | DISAGREE:(1) |
| 21.8 | 21.4 | 477 | 2 | MOST DIS:(2) |
| 21.1 | 20.7 | 462 | 3 | NEITHER:(3) |
| 19.7 | 19.3 | 430 | 4 | MOST AGR:(4) |
| 8.7 | 8.5 | 190 | 5 | AGREE:(5) |
|  | 1.9 | 42 | -9 | MISSING |

----- ----- ----
100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 219-220

## V4216 024A06D:INDVL RESP 4 ENV

Item Number: 10000
Please mark the circle that shows how much you agree or disagree with each statement below. D: People will have to change their buying habits and way of life to correct our environmental problems

1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 7.8 | 7.7 | 172 | 1 | DISAGREE:(1) |
| 11.7 | 11.5 | 256 | 2 | MOST DIS:(2) |
| 16.4 | 16.1 | 359 | 3 | NEITHER:(3) |
| 36.4 | 35.8 | 797 | 4 | MOST AGR:(4) |
| 27.7 | 27.2 | 606 | 5 | AGREE:(5) |
|  | 1.7 | 37 | -9 | MISSING |

----- ----- ----
100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 221-222

Item Number: 10010
Please mark the circle that shows how much you agree or disagree with each statement below. E: Government should take action to solve our environmental problems even if it means that some of the products we now use would have to be changed or banned

```
1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree"
5="Agree"
        PCT PCT N VALUE LABEL
VALID ALL
        8.9 8.7 195 1 DISAGREE:(1)
        10.3 10.1 225 2 MOST DIS:(2)
        23.2 22.8 509 3 NEITHER:(3)
        34.8 34.2 763 4 MOST AGR:(4)
        22.9 22.5 501 5 AGREE:(5)
            1.6 35 -9 MISSING
----- ---- -----
100.0 100.0 2,228 cases (Wtd)
Data type: numeric
Missing-data code: -9
Columns: 223-224
```

Item Number: 10020
Please mark the circle that shows how much you agree or disagree with each statement below. F: Government should place higher taxes on products which cause pollution in their manufacture or disposal, so that companies will be encouraged to find better ways to produce them

1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 17.7 | 17.4 | 387 | 1 | DISAGREE:(1) |
| 13.8 | 13.6 | 303 | 2 | MOST DIS:(2) |
| 17.9 | 17.7 | 393 | 3 | NEITHER:(3) |
| 28.0 | 27.6 | 615 | 4 | MOST AGR:(4) |
| 22.5 | 22.1 | 493 | 5 | AGREE:(5) |
|  | 1.6 | 36 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |
|  |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: $225-226$ |  |  |  |  |



## V4220 024A06H:TV COMM CRT NDS

Item Number: 10040
Please mark the circle that shows how much you agree or disagree with each statement below. H: T.V. commercials stimulate people to buy a lot of things they don't really need

1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree"

| PCT | PCT | N | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 5.8 | 5.7 | 128 | 1 | DISAGREE: (1) |
| 7.3 | 7.2 | 160 | 2 | MOST DIS:(2) |
| 12.5 | 12.3 | 274 | 3 | NEITHER: (3) |
| 29.3 | 28.8 | 642 | 4 | MOST AGR: (4) |
| 45.1 | 44.4 | 989 | 5 | AGREE: (5) |
|  | 1.6 | 35 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 229-230 |  |  |  |  |



| V4222 |  | 24A06J:FAM BUYS THG -ND |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 10060 |  |  |  |  |
| Please mark the circle that shows how much you agree or disagree with each statement below. J: My family and I often buy things we don't really need; we could get along with much less |  |  |  |  |
| 1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" |  |  |  |  |
| PCT | PCT | N | VALUE | LAB |
| VALID | ALL |  |  |  |
| 11.9 | 11.7 | 260 | 1 | DIS |
| 15.8 | 15.5 | 346 | 2 | MOS |
| 17.6 | 17.3 | 385 | 3 | NEI |
| 29.9 | 29.3 | 653 | 4 | MOS |
| 24.9 | 24.4 | 544 | 5 | AGR |
|  | 1.7 | 39 | -9 | MIS |
| 100.0 | 100.0 | 228 | ases | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 233-234 |  |  |  |  |

Item Number: 10070
Please mark the circle that shows how much you agree or disagree with each statement below. K: Within the next 25 years, engineers and scientists will probably have invented devices that will solve our pollution problems

1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 6.8 | 6.7 | 150 | 1 | DISAGREE:(1) |
| 15.3 | 15.2 | 338 | 2 | MOST DIS:(2) |
| 24.0 | 23.7 | 529 | 3 | NEITHER:(3) |
| 36.9 | 36.5 | 812 | 4 | MOST AGR:(4) |
| 17.0 | 16.8 | 374 | 5 | AGREE:(5) |
|  | 1.1 | 25 | -9 | MISSING |

----- ----- ----
100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 235-236

| V4224 | 024A07 $:$ R EFRT 2 HLP ENV |
| :---: | :--- |

Item Number: 10080
In your own actions--the things you buy and the things you do--how much of an effort do you make to conserve energy and protect the environment?

```
1="None" 2="A little" 3="Some" 4="Quite a bit"
    PCT PCT N VALUE LABEL
VALID ALL
    14.3 13.6 303 1 NONE:(1)
    35.0 33.4 745 2 A LITTLE:(2)
    42.9 41.0 914 3 SOME:(3)
        7.8 7.5 166 4 QUITEBIT:(4)
            4.5 100 -9 MISSING
100.0 100.0 2,228 cases (Wtd)
Data type: numeric
Missing-data code: -9
Columns: 237-238
```


## V4225 024A08A: JOB IMPC SE RSLT

Item Number: 10090
The next questions are about work. Different people may look for different things in their work. Below is a list of some of these things. Please read each one, then indicate how important this thing is for you. A: A job where you can see the results of what you do

1="Not important" 2="A little important" 3="Pretty important" 4="Very important"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 2.3 | 2.3 | 50 | 1 | NOT IMPT: (1) |
| 9.5 | 9.3 | 208 | 2 | LIT IMPT: $(2)$ |
| 42.6 | 42.0 | 936 | 3 | PRTY IMP: $(3)$ |
| 45.7 | 45.1 | 1,005 | 4 | VRY IMPT: $(4)$ |
|  | 1.2 | 28 | -9 | MISSING |

----- ----- ----
100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 239-240

V4228 024A08D:JOB IMPC ADVNCMT
Item Number: 10120
Please read each one, then indicate how important this thing
is for you. D: A job where the chances for advancement and
promotion are good
1="Not important" $2=$ "A little important" 3="Pretty important"
4="Very important"
PCT


## V4230 024A08F:JOB IMPC EARN \$

Item Number: 10140
Please read each one, then indicate how important this thing is for you. F: A job which provides you with a chance to earn a good deal of money

1="Not important" 2="A little important" 3="Pretty important" 4="Very important"

| PCT | PCT | $N$ | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 2.0 | 2.0 | 44 | 1 | NOT IMPT:(1) |
| 9.5 | 9.3 | 207 | 2 | LIT IMPT:(2) |
| 30.1 | 29.6 | 659 | 3 | PRTY IMP:(3) |
| 58.5 | 57.5 | 1,281 | 4 | VRY IMPT: 4 ) |
|  | 1.7 | 37 | -9 | MISSING |

100.0100 .0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 249-250

| V4231 | 24A08G: JOB IMPC CREATVY |  |  |
| :---: | :---: | :---: | :---: |
| Item Number: 10150 |  |  |  |
| Please read each one, then indicate how important this thing is for you. G: A job where you have the chance to be creative |  |  |  |
| 1="Not important" 2="A little important" 3="Pretty important" 4="Very important" |  |  |  |
| PCT | N | VALUE | LABEL |
| VALID |  |  |  |
| 4.7 | 103 | 1 | NOT IMPT: (1) |
| 21.7 | 477 | 2 | LIT IMPT: ${ }^{\text {(2) }}$ |
| 34.3 | 752 | 3 | PRTY IMP: (3) |
| 39.3 | 864 | 4 | VRY IMPT: (4) |
|  | 32 | -9 | MISSING |
| 100.0 | 228 | cases | Wtd) |
| Data type: numeric |  |  |  |
| Missing-data code: -9 |  |  |  |
| Columns: 251-252 |  |  |  |








| V4238 | 024A08N:JOB IMPC FRE TIM |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 10220 |  |  |  |  |
| Please read each one, then indicate how important this thing is for you. N: A job which leaves a lot of time for other things in your life |  |  |  |  |
| ```1="Not important" 2="A little important" 3="Pretty important" 4="Very important"``` |  |  |  |  |
| PCT | PCT | N | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 1.9 | 1.8 | 41 | 1 | NOT IMPT:(1) |
| 12.4 | 12.1 | 271 | 2 | LIT IMPT:(2) |
| 36.3 | 35.6 | 794 | 3 | PRTY IMP:(3) |
| 49.5 | 48.7 | 1,085 | 4 | VRY IMPT:(4) |
|  | 1.7 | 38 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases ( | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 265-266 |  |  |  |  |


| V4239 | 024A080:JOB IMPC NO MVNG |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 10230 |  |  |  |  |
| Please read each one, then indicate how important this thing is for you. 0: A job which allows you to establish roots in a community and not have to move from place to place |  |  |  |  |
| 1="Not important" 2="A little important" 3="Pretty important" 4="Very important" |  |  |  |  |
| PCT | PCT | N | VALUE | LAB |
| VALID | ALL |  |  |  |
| 10.2 | 10.0 | 223 | 1 | NOT |
| 18.2 | 17.9 | 399 | 2 | LIT |
| 33.4 | 32.9 | 733 | 3 | PRT |
| 38.2 | 37.7 | 839 | 4 | VRY |
|  | 1.5 | 33 | -9 | MIS |
| 100.0 | 100.0 | 228 | cases ( | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 267-268 |  |  |  |  |



V4242 024A08R:JOB IMPC LRNING
Item Number: 10260
Please read each one, then indicate how important this thing
is for you. R: A job where you can learn new things, learn
new skills
1="Not important" 2="A little important" 3="Pretty important"
4="Very important"
PCT


| V4244 |  | 024A08T:JOB IMPC RESPECT |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 10280 |  |  |  |  |
| Please read each one, then indicate how important this thing is for you. T: A job that most people look up to and respect |  |  |  |  |
| 1="Not important" 2="A little important" 3="Pretty important" 4="Very important" |  |  |  |  |
| PCT PCT N VALUE LABEL |  |  |  |  |
| VALID ALL |  |  |  |  |
| 5.4 | 5.3 | 118 | 1 | NOT IMPT:(1) |
| 14.7 | 14.3 | 319 | 2 | LIT IMPT:(2) |
| $\begin{aligned} & 37.5 \\ & 42.4 \end{aligned}$ | 36.6 | 816 | 3 | PRTY IMP: (3) |
|  | 41.3 | 921 | 4 | VRY IMPT: (4) |
|  | 2.4 | 54 | -9 | MISSING |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Columns: 277-278 |  |  |  |  |
|  |  |  |  |  |





Item Number: 10320
What kind of work do you think you will be doing when you are 30 years old? Mark the one that comes closest to what you expect to be doing.

01="Laborer (car washer, sanitary worker, farm laborer)" 02="Service worker (cook, waiter, barber, janitor, gas station attendant, practical nurse, beautician)" 03="Operative or semi-skilled worker (garage worker, taxicab, bus or truck driver, assembly line worker, welder)" 04="Sales clerk in a retail store or by phone (phone sales, department store clerk, drug store clerk)" 05="Clerical or office worker (bank teller, bookkeeper, secretary,

| PCT | PCT | N | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 0.4 | 0.3 | 7 | 1 | LABORER: (1) |
| 2.5 | 2.3 | 52 | 2 | SERV WKR: (2) |
| 0.5 | 0.5 | 10 | 3 | SEMISKL: (3) |
| 0.3 | 0.3 | 7 | 4 | RETAIL: (4) |
| 2.8 | 2.6 | 58 | 5 | CLERICAL: (5) |
| 3.6 | 3.3 | 74 | 6 | PROTECT: 6 ) |
| 3.7 | 3.5 | 77 | 7 | MILITARY: 7 ) |
| 3.9 | 3.7 | 82 | 8 | SKLD WKR:(8) |
| 1.2 | 1.1 | 25 | 9 | FARM: (9) |
| 6.1 | 5.7 | 127 | 10 | OWN SHOP: (10) |
| 1.3 | 1.2 | 27 | 11 | SALESREP: (11) |
| 4.6 | 4.3 | 95 | 12 | MANAGER: (12) |
| 40.0 | 37.3 | 831 | 13 | NOPHDPRO: (13) |
| 20.0 | 18.6 | 415 | 14 | PHD PRO: (14) |
| 0.7 | 0.7 | 15 | 15 | HOMEMKR: (15) |
| 8.4 | 7.8 | 175 | 16 | DK: (16) |
|  | 6.8 | 152 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
|  |  |  |  |  |
| Columns: 285-287 |  |  |  |  |








| V4259 | 024A13H: JOB OBSTC -ABLTY |
| :--- | :--- |

Item Number: 10430
To what extent do you think the things listed below will prevent you from getting the kind of work you would like to have? H: Lack of ability

1="Not at all" 2="Somewhat" 3="A lot" 8="Don't Know"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 50.4 | 48.9 | 1,090 | 1 | NOT @ALL: (1) |
| 17.0 | 16.5 | 368 | 2 | SOMEWHAT: $(2)$ |
| 28.0 | 27.2 | 606 | 3 | A LOT: $(3)$ |
| 4.6 | 4.5 | 100 | 8 | DK: $(8)$ |
|  | 2.9 | 64 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |

Data type: numeric
Missing-data code: -9
Columns: 308-309

## V4260 024A13I:JOB OBSTC-PULL

Item Number: 10440
To what extent do you think the things listed below will prevent you from getting the kind of work you would like to have? I: Not knowing the right people

1="Not at all" 2="Somewhat" 3="A lot" 8="Don't Know"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 43.2 | 41.9 | 934 | 1 | NOT @ALL: (1) |
| 38.3 | 37.1 | 827 | 2 | SOMEWHAT: (2) |
| 11.8 | 11.5 | 256 | 3 | A LOT: (3) |
| 6.7 | 6.5 | 144 | 8 | DK: 8 (8) |
|  | 3.0 | 67 | -9 | MISSING |

100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 310-311

| V4261 | 024A13J:JOB OBSTC -WK HD |  |  |
| :---: | :---: | :---: | :---: |
| Item Number: 10450 |  |  |  |
| To what extent do you think the things listed below will |  |  |  |
| prevent you from getting the kind of work you would like to |  |  |  |
| 1="Not at all" 2="Somewhat" 3="A lot" 8="Don't Know" |  |  |  |
| PCT | $N$ | VALUE | LABE |
| VALID ALL |  |  |  |
| 49.4 | 1,069 | 1 | NOT |
| 12.1 | 261 | 2 | SOME |
| 34.8 | 753 | 3 | A LOT |
| 3.7 | 79 | 8 | DK: |
|  | 65 | -9 | MIS |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |
| Data type: numeric |  |  |  |
| Missing-data code: -9 |  |  |  |
| Columns: 312-313 |  |  |  |

## V4262 024A13K:JOB OBSTC -CONFM

Item Number: 10460
To what extent do you think the things listed below will prevent you from getting the kind of work you would like to have? K: Not wanting to conform

1="Not at all" 2="Somewhat" 3="A lot" 8="Don't Know"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 45.7 | 44.1 | 983 | 1 | NOT @ALL: (1) |
| 22.0 | 21.3 | 474 | 2 | SOMEWHAT: $(2)$ |
| 20.2 | 19.5 | 435 | 3 | A LOT: $(3)$ |
| 12.0 | 11.6 | 259 | 8 | DK: (8) |
|  | 3.5 | 77 | -9 | MISSING |

100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 314-315


## V4264

024A15A:FEW GD MAR, ? IT

Item Number: 10470
How much do you agree or disagree with each statement below? A: One sees so few good or happy marriages that one questions it as a way of life.

1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree" Responses from the western region intentionally obliterated.

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 27.0 | 20.4 | 455 | 1 | DISAGREE: (1) |
| 17.8 | 13.5 | 301 | 2 | MOST DIS:(2) |
| 26.8 | 20.3 | 452 | 3 | NEITHER:(3) |
| 17.3 | 13.1 | 291 | 4 | MOST AGR:(4) |
| 11.1 | 8.4 | 188 | 5 | AGREE:(5) |
|  | 24.3 | 541 | -9 | MISSING |

----- ----- ----
100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 318-319

| V4265 |  | 24A15B:GD LIV TG BF MRG |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 10480 |  |  |  |  |
| How much do you agree or disagree with each statement below? B: It is usually a good idea for a couple to live together before getting married in order to find out whether they really get along. |  |  |  |  |
| 1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree" Responses from the western region intentionally obliterated. |  |  |  |  |
| PCT | PCT | N | VALUE | LABE |
| VALID | ALL |  |  |  |
| 17.4 | 13.3 | 297 | 1 | DIS |
| 8.9 | 6.8 | 152 | 2 | MOS |
| 14.8 | 11.3 | 252 | 3 | NEI |
| 26.0 | 19.9 | 442 | 4 | MOS |
| 32.9 | 25.2 | 561 | 5 | AGR |
|  | 23.5 | 524 | -9 | MIS |
| 100.0 | 100.0 | 228 | cases ( | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 320-321 |  |  |  |  |

Item Number: 10490
How much do you agree or disagree with each statement below? C: Having a close intimate relationship with only one partner is too restrictive for the average person.

1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree" Responses from the western region intentionally obliterated.

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 46.2 | 35.3 | 787 | 1 | DISAGREE: (1) |
| 21.0 | 16.1 | 358 | 2 | MOST DIS: (2) |
| 14.6 | 11.2 | 248 | 3 | NEITHER: (3) |
| 11.9 | 9.1 | 203 | 4 | MOST AGR:(4) |
| 6.3 | 4.8 | 106 | 5 | AGREE:(5) |
|  | 23.6 | 525 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |
|  |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: | -9 |  |  |  |
| Columns: 322-323 |  |  |  |  |


| V4269 |
| :---: |

Item Number: 10520
How much do you agree or disagree with each statement below? D: Being a father and raising children is one of the most fulfilling experiences a man can have

1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 3.4 | 3.3 | 73 | 1 | DISAGREE: (1) |
| 3.2 | 3.1 | 68 | 2 | MOST DIS:(2) |
| 19.2 | 18.7 | 417 | 3 | NEITHER:(3) |
| 27.2 | 26.5 | 591 | 4 | MOST AGR:(4) |
| 47.0 | 45.8 | 1,019 | 5 | AGREE:(5) |
|  | 2.7 | 60 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |

Data type: numeric
Missing-data code: -9
Columns: 324-325

| V4448 |  | 024A15E:BNG MOTH V FULFL |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 12170 |  |  |  |  |
| How much do you agree or disagree with each statement below? E: Being a mother and raising children is one of the most fulfilling experiences a woman can have |  |  |  |  |
| $\begin{aligned} & \text { 1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" } \\ & \text { 5="Agree" } \end{aligned}$ |  |  |  |  |
| PCT | PCT | N | VALUE | LAB |
| VALID | ALL |  |  |  |
| 3.1 | 3.0 | 68 | 1 | DIS |
| 3.4 | 3.3 | 72 | 2 | MOS |
| 16.2 | 15.7 | 350 | 3 | NEI |
| 24.3 | 23.5 | 524 | 4 | MOS |
| 53.0 | 51.3 | 1,143 | 5 | AGR |
|  | 3.2 | 70 | -9 | MIS |
| 100.0 | 100.0 | 2,228 | cases | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 554-555 |  |  |  |  |

V4270 024A15F: MO SH B W CHL>TM

Item Number: 10530
How much do you agree or disagree with each statement below? F: Most mothers should spend more time with their children than they do now

1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 3.1 | 3.0 | 67 | 1 | DISAGREE: (1) |
| 4.3 | 4.2 | 93 | 2 | MOST DIS: (2) |
| 22.2 | 21.6 | 482 | 3 | NEITHER:(3) |
| 36.6 | 35.7 | 796 | 4 | MOST AGR:(4) |
| 33.8 | 33.0 | 735 | 5 | AGREE:(5) |
|  | 2.5 | 55 | -9 | MISSING |
| .---- | ---- | .--- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |

Data type: numeric
Missing-data code: -9
Columns: 326-327

| V4449 |  | 024A15G:FTHR>TIME W CHLD |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 12180 |  |  |  |  |
| How much do you agree or disagree with each statement below? G: Most fathers should spend more time with their children than they do now |  |  |  |  |
| $\begin{aligned} & \text { 1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" } \\ & \text { 5="Agree" } \end{aligned}$ |  |  |  |  |
| PCT | PCT | N | VALUE | LAB |
| VALID | ALL |  |  |  |
| 1.7 | 1.7 | 38 | 1 | DIS |
| 2.6 | 2.5 | 55 | 2 | MOS |
| 17.6 | 17.2 | 382 | 3 | NEI |
| 35.3 | 34.4 | 765 | 4 | MOS |
| 42.7 | 41.6 | 927 | 5 | AGR |
|  | 2.7 | 60 | -9 | MIS |
| 100.0 | 100.0 | 228 | cases | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 556-557 |  |  |  |  |


| V4272 | 024A16 $: \# H R S ~ T V / D A Y / 5+~$ |
| :---: | :---: |

Item Number: 10550
How much TVdo you estimate you watch on an average weekday?
1="None" 2="Half-hour or less" 3="About one hour" 4="About two hours" 5="About three hours" 6="About four hours" 7="Five hours or more"

| PCT | PCT | $N$ | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 3.9 | 3.8 | 85 | 1 | NONE: (1) |
| 16.2 | 15.8 | 352 | 2 | 1/2 HOUR:(2) |
| 20.8 | 20.3 | 451 | 3 | ONE HOUR: (3) |
| 23.3 | 22.7 | 506 | 4 | 2 HOURS: (4) |
| 15.8 | 15.4 | 344 | 5 | 3 HOURS: (5) |
| 9.2 | 9.0 | 200 | 6 | 4 HOURS: ${ }^{(6)}$ |
| 10.9 | 10.6 | 236 | 7 | 5+ HRS: ${ }^{\text {(7) }}$ |
|  | 2.4 | 53 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 328-329 |  |  |  |  |




Item Number: 10570
Some people think that there ought to be changes in the amount of influence and power that certain organizations have in our society. Do you think the following organizations should have more influence, less influence, or about the same amount of influence as they have now? How much influence should there be for $A:$ Large corporations?

1="Much less" 2="Less" 3="Same As Now" 4="More" 5="Much More" 8="No opinion"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 6.4 | 6.2 | 138 | 1 | MCH LESS: (1) |
| 22.0 | 21.3 | 475 | 2 | LESS: (2) |
| 36.6 | 35.4 | 790 | 3 | SAME NOW: (3) |
| 9.4 | 9.1 | 203 | 4 | MORE: $(4)$ |
| 3.0 | 2.9 | 65 | 5 | MCH MORE: (5) |
| 22.6 | 21.8 | 486 | 8 | NO OPIN: (8) |
|  | 3.2 | 72 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |

Data type: numeric
Missing-data code: -9
Columns: 334-335

V4277 024A19C: $>$ INFLC CHURCHES

```
Item Number: 10590
How much influence should there be for C: Churches and
religious organizations?
1="Much less" 2="Less" 3="Same As Now" 4="More" 5="Much More"
8="No opinion"
\begin{tabular}{rrrrl} 
PCT & PCT & \(N\) & VALUE & LABEL \\
VALID & ALL & & & \\
8.5 & 8.2 & 182 & 1 & MCH LESS: (1) \\
9.9 & 9.5 & 212 & 2 & LESS:(2) \\
28.1 & 27.2 & 606 & 3 & SAME NOW: (3) \\
23.2 & 22.5 & 501 & 4 & MORE:(4) \\
16.8 & 16.3 & 362 & 5 & MCH MORE:(5) \\
13.5 & 13.1 & 292 & 8 & NO OPIN: (8) \\
& 3.2 & 72 & -9 & MISSING \\
------- & ---- & \\
100.0 & 100.0 & 2,228 & cases (Wtd)
\end{tabular}
Data type: numeric
Missing-data code: -9
Columns: 338-339
```



Item Number: 10610
How much influence should there be for E: The Presidency and the administration?

```
1="Much less" 2="Less" 3="Same As Now" 4="More" 5="Much More"
```

8="No opinion"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 3.8 | 3.7 | 82 | 1 | MCH LESS: (1) |
| 6.7 | 6.5 | 145 | 2 | LESS: (2) |
| 41.1 | 39.8 | 888 | 3 | SAME NOW: (3) |
| 23.2 | 22.5 | 502 | 4 | MORE: (4) |
| 9.1 | 8.9 | 197 | 5 | MCH MORE: (5) |
| 16.1 | 15.6 | 347 | 8 | NO OPIN: (8) |
|  | 3.1 | 68 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |

Data type: numeric
Missing-data code: -9
Columns: 342-343

| V4280 |  | 024A19F:>INFLC CONGRESS |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 10620 |  |  |  |  |
| How much influence should there be for $F$ : The Congress--that is, the U.S. Senate and House of Representatives? |  |  |  |  |
| 1="Much less" 2="Less" 3="Same As Now" 4="More" 5="Much More" |  |  |  |  |
| PCT | PCT | N | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 3.3 | 3.2 | 72 | 1 | MCH LESS:(1) |
| 5.1 | 4.9 | 110 | 2 | LESS:(2) |
| 43.7 | 42.4 | 944 | 3 | SAME NOW: (3) |
| 20.3 | 19.7 | 439 | 4 | MORE: (4) |
| 7.8 | 7.5 | 167 | 5 | MCH MORE:(5) |
| 19.8 | 19.2 | 428 | 8 | NO OPIN:(8) |
|  | 3.1 | 68 | -9 | MISSING |
| 100.0 | 100.0 | 228 | ases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9Columns: 344-345 |  |  |  |  |
|  |  |  |  |  |




| V4283 |
| :---: |

Item Number: 10650
How much influence should there be for I: The police and other law enforcement agencies?

```
1="Much less" 2="Less" 3="Same As Now" 4="More" 5="Much More"
```

8="No opinion"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 6.5 | 6.3 | 140 | 1 | MCH LESS: (1) |
| 9.2 | 8.9 | 199 | 2 | LESS: (2) |
| 33.9 | 32.8 | 732 | 3 | SAME NOW: (3) |
| 24.4 | 23.6 | 526 | 4 | MORE: (4) |
| 11.7 | 11.4 | 253 | 5 | MCH MORE: (5) |
| 14.3 | 13.8 | 308 | 8 | NO OPIN: (8) |
|  | 3.2 | 71 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |

Data type: numeric
Missing-data code: -9
Columns: 350-351





## V4291 024A20G:ILGL AD HRN PRIV

Item Number: 10840

Do you think that people (who are 18 or older) should be prohibited by law from doing each of the following? G: Taking heroin in private

1="No" 2="Not Sure" 3="Yes"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 18.4 | 17.9 | 398 | 1 | NO: (1) |
| 8.0 | 7.8 | 173 | 2 | NOT SURE: (2) |
| 73.7 | 71.7 | 1,597 | 3 | YES: (3) |
|  | 2.7 | 59 | -9 | MISSING |
| ---- | --- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |
|  |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: $366-367$ |  |  |  |  |

Item Number: 10850
Do you think that people (who are 18 or older) should be prohibited by law from doing each of the following? H: Taking heroin in public places

1="No" 2="Not Sure" 3="Yes"

```
    PCT PCT N VALUE LABEL
VALID ALL
    12.1 11.8 263 1 NO:(1)
        3.9 3.8 85 2 NOT SURE:(2)
    83.9 81.6 1,818 3 YES:(3)
    ----- ---- -----
    100.0 100.0 2,228 cases (Wtd)
    Data type: numeric
    Missing-data code: -9
    Columns: 368-369
```



```
Item Number: 10760
Do you think that people (who are 18 or older) should be
prohibited by law from doing each of the following? K: Smoking
tobacco in certain specified public places
1="No" 2="Not Sure" 3="Yes"
    PCT PCT N VALUE LABEL
VALID ALL
    40.6 39.5 881 1 NO:(1)
    15.4 15.0 334 2 NOT SURE:(2)
    44.1 42.9 957 3 YES:(3)
    2.5 57 -9 MISSING
100.0 100.0 2,228 cases (Wtd)
Data type: numeric
Missing-data code: -9
Columns: 374-375
```

V4296 024A21 :CRIME 2 USE MARJ

Item Number: 10880
In particular, there has been a great deal of public debate about whether marijuana use should be legal. Which of the following policies would you favor?

1="Using marijuana should be entirely legal" $2=$ "It should be a minor violation--like a parking ticket--but not a crime" 3="It should be a crime" 4="Don't know"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 30.8 | 29.9 | 665 | 1 | LEGAL: (1) |
| 24.2 | 23.5 | 522 | 2 | TICKET:(2) |
| 29.2 | 28.3 | 630 | 3 | CRIME:(3) |
| 15.9 | 15.4 | 344 | 4 | DK:(4) |
|  | 3.0 | 66 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |
|  |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: | -9 |  |  |  |
| Columns: $376-377$ |  |  |  |  |


| V4297 | 024A22 $:$ LEGAL 2 SELL MRJ |
| :---: | :--- |

Item Number: 10890
If it were legal for people to USE marijuana, should it also be legal to SELL marijuana?

1="No" 2="Yes, but only to adults" 3="Yes, to anyone" 4="Don't know"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 28.9 | 28.0 | 624 | 1 | NO:(1) |
| 43.7 | 42.3 | 942 | 2 | ADULTS: (2) |
| 13.5 | 13.1 | 292 | 3 | ANYONE: (3) |
| 13.8 | 13.4 | 299 | 4 | DK:(4) |
|  | 3.2 | 71 | -9 | MISSING |

100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 378-379

| V4298 |
| :---: |

Item Number: 10900
If marijuana were legal to use and legally available, which of the following would you be most likely to do?

1="Not use it, even if it were legal and available" 2="Try it" $3=" U s e$ it about as often as $I$ do now" 4="Use it more often than I do now" 5="Use it less than I do now" 6="Don't know"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 58.6 | 56.6 | 1,260 | 1 | NOT USE: (1) |
| 8.4 | 8.1 | 180 | 2 | TRY IT: (2) |
| 17.3 | 16.7 | 372 | 3 | AS OFTEN: (3) |
| 7.2 | 6.9 | 155 | 4 | MOR OFTN: (4) |
| 1.7 | 1.7 | 38 | 5 | LESS OFT: (5) |
| 6.9 | 6.6 | 148 | 6 | DK: (6) |
|  | 3.4 | 76 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |
|  |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: | -9 |  |  |  |
| Columns: 380-381 |  |  |  |  |



| V4102 | 024B02 $: \# C I G S ~ S M K D / 30 D A Y ~$ |
| :--- | :--- |

Item Number: 00780
How frequently have you smoked cigarettes during the past 30 days?

1="Not at all" [includes respondents who marked "1" on question B01] 2="Less than one cigarette per day" 3="One to five cigarettes per day" 4="About one-half pack per day" 5="About one pack per day" 6="About one and one-half packs per day" 7="Two packs or more per day"

| PCT | PCT | $N$ | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 72.7 | 70.6 | 1,572 | 1 | NONE: (1) |
| 10.2 | 9.9 | 220 | 2 | <1 CIG/D: ${ }^{\text {(2) }}$ |
| 7.6 | 7.4 | 164 | 3 | 1-5/DAY: (3) |
| 5.2 | 5.1 | 113 | 4 | 1/2PK/D: (4) |
| 3.1 | 3.0 | 66 | 5 | 1 PK/DA: 5 ) |
| 0.8 | 0.8 | 18 | 6 | 1.5 PK/D: ${ }^{\text {(6) }}$ |
| 0.4 | 0.4 | 8 | 7 | 2+ PKS/D: 7 ) |
|  | 3.0 | 67 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 40-41 |  |  |  |  |



| V4104 | 024B04A:\#X ALC/LIF SIPS |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 00810 |  |  |  |  |
| On how many occasions have you had alcoholic beverages to drink--more than just a few sips . . . A: . . . in your lifetime? |  |  |  |  |
| 1="0 Occasions"[includes respondents who said no to header question] 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 |  |  |  |  |
| PCT | PCT | N | VALUE | LABE |
| VALID | ALL |  |  |  |
| 22.5 | 21.2 | 471 | 1 | 0 OC |
| 7.7 | 7.3 | 162 | 2 | 1-2X |
| 10.4 | 9.8 | 219 | 3 | 3-5X |
| 10.3 | 9.7 | 216 | 4 | 6-9X |
| 13.3 | 12.5 | 279 | 5 | 10-1 |
| 11.9 | 11.1 | 248 | 6 | 20-3 |
| 23.9 | 22.5 | 500 | 7 | 40+0 |
|  | 5.9 | 132 | -9 | MISS |
| 100.0 | 00.0 | 228 | cases ( | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 44-45 |  |  |  |  |






## V4115 024B07A:\#XMJ+HS/LIFETIME

Item Number: 00860
On how many occasions (if any) have you used marijuana (weed, pot) or hashish ( hash, hash oil). . . A: . . . in your lifetime?

1="0 Occasions" 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or More"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 53.0 | 50.6 | 1,127 | 1 | 0 OCCAS: (1) |
| 8.4 | 8.1 | 179 | 2 | $1-2 X:(2)$ |
| 6.2 | 5.9 | 131 | 3 | $3-5 X:(3)$ |
| 5.9 | 5.6 | 126 | 4 | $6-9 X:(4)$ |
| 6.2 | 5.9 | 132 | 5 | $10-19 X:(5)$ |
| 4.5 | 4.2 | 95 | 6 | $20-39 X:(6)$ |
| 15.9 | 15.1 | 337 | 7 | $40+0 C C A S:(7)$ |
|  | 4.5 | 101 | -9 | MISSING |

100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 54-55




V4120 024B08C:\#X LSD/LAST 30DA

Item Number: 00910
On how many occasions (if any) have you used LSD ("acid"). . .
C: . . . during the last 30 days?
1="0 Occasions" 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or More"

| PCT | PCT | N | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 99.3 | 95.5 | 2,127 | 1 | 0 OCCAS: (1) |
| 0.4 | 0.4 | 9 | 2 | 1-2X: (2) |
| 0.1 | 0.1 | 1 | 3 | 3-5X: (3) |
| 0.2 | 0.2 | 4 | 4 | 6-9x: (4) |
| 0.0 | 0.0 | 0 | 5 | 10-19X: (5) |
| 0.0 | 0.0 | 0 | 6 | 20-39X: (6) |
| 0.0 | 0.0 | 1 | 7 | 40+OCCAS: (7) |
|  | 3.9 | 86 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 64-65 |  |  |  |  |


| V4121 |  | 024B09A:\#X PSYD/LIFETIME |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 00920 |  |  |  |  |
| On how many occasions (if any) have you used hallucinogens other than LSD (like mescaline, peyote, "shrooms" or psilocybin, PCP). . . A: . . . in your lifetime? |  |  |  |  |
| 1="0 Occasions" 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or More" |  |  |  |  |
| PCT | PCT | N | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 89.7 | 86.5 | 1,927 | 1 | 0 OCCAS:(1) |
| 5.7 | 5.5 | 123 | 2 | 1-2X:(2) |
| 2.3 | 2.3 | 50 | 3 | 3-5X:(3) |
| 1.0 | 0.9 | 21 | 4 | 6-9X:(4) |
| 0.6 | 0.5 | 12 | 5 | 10-19x:(5) |
| 0.4 | 0.4 | 9 | 6 | 20-39X:(6) |
| 0.3 | 0.3 | 6 | 7 | 40+OCCAS: 7 ) |
|  | 3.5 | 79 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases ( | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
|  |  |  |  |  |




Item Number: 00980
Amphetamines have been prescribed by doctors to help people lose weight or to give people more energy. They are sometimes called uppers, ups, speed, bennies, dexies, pep pills, and diet pills. Drugstores are not supposed to sell them without a prescription from a doctor. Amphetamines do NOT include any non-prescription drugs, such as over-thecounter diet pills (like Dexatrim(R)) or stay-awake pills (like No-Doz(R)), or any mail-order drugs. On how many occasions (if any) have you taken amphetamines on your own-that is, without a doctor telling you to take them . . . A: . . . in your lifetime?

1="0 Occasions" 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or More"

| PCT | PCT | N | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 83.6 | 80.1 | 1,785 | 1 | 0 OCCAS:(1) |
| 6.1 | 5.9 | 130 | 2 | 1-2X:(2) |
| 2.5 | 2.4 | 54 | 3 | 3-5x:(3) |
| 2.3 | 2.2 | 49 | 4 | 6-9x:(4) |
| 1.6 | 1.5 | 34 | 5 | 10-19X:(5) |
| 1.4 | 1.4 | 31 | 6 | 20-39X:(6) |
| 2.4 | 2.3 | 52 | 7 | 40+OCCAS: 7 ) |
|  | 4.1 | 92 | -9 | MISSING |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9Columns: $78-79$ |  |  |  |  |
|  |  |  |  |  |


| V4128 |  | 024B10B:\#X AMPH/LAST12M0 |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 00990 |  |  |  |  |
| On how many occasions (if any) have you taken amphetamines on your own--that is, without a doctor telling you to take them . . . B: . . . during the last 12 months? |  |  |  |  |
| Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 orMore" |  |  |  |  |
| PCT | PCT | N | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 88.6 | 85.0 | 1,894 | 1 | 0 OCCAS:(1) |
| 4.8 | 4.6 | 103 | 2 | 1-2X:(2) |
| 2.1 | 2.0 | 44 | 3 | 3-5X:(3) |
| 1.4 | 1.3 | 30 | 4 | 6-9x:(4) |
| 1.4 | 1.4 | 30 | 5 | 10-19x:(5) |
| 0.7 | 0.6 | 14 | 6 | 20-39X:(6) |
| 1.1 | 1.1 | 24 | 7 | 40+OCCAS:(7) |
|  | 4.0 | 89 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases ( | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
|  |  |  |  |  |



| V4436 |  | 024B11A:\#X CRACK/LIFETIM |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 22260 |  |  |  |  |
| On how many occasions (if any) have you taken "crack" (cocaine in chunk or rock form) . . . A: . . . in your lifetime? |  |  |  |  |
|  |  |  |  |  |
| 1="0 Occasions" 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 |  |  |  |  |
| Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 orMore" |  |  |  |  |
| PCT | PCT | N | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 96.9 | 93.6 | 2,085 | 1 | 0 OCCAS (1) |
| 1.7 | 1.7 | 37 | 2 | 1-2X (2) |
| 0.5 | 0.5 | 10 | 3 | 3-5X (3) |
| 0.1 | 0.1 | 3 | 4 | 6-9X (4) |
| 0.0 | 0.0 | 1 | 5 | 10-19X (5) |
| 0.3 | 0.3 | 7 | 6 | 20-39X (6) |
| 0.4 | 0.4 | 9 | 7 | 40+X (7) |
|  | 3.4 | 76 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 24-25 |  |  |  |  |



| V4438 |  | 024B11C:\#X CRACK/LAST30D |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 22280 |  |  |  |  |
| On how many occasions (if any) have you taken "crack" (cocaine in chunk or rock form) . . . C: . . . during the last 30 days? |  |  |  |  |
| Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 orMore" |  |  |  |  |
| PCT | PCT | N | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 98.9 | 95.5 | 2,127 | 1 | 0 OCCAS (1) |
| 0.7 | 0.7 | 15 | 2 | 1-2X (2) |
| 0.1 | 0.1 | 2 | 3 | 3-5X (3) |
| 0.2 | 0.2 | 4 | 4 | 6-9x (4) |
| 0.2 | 0.2 | 4 | 5 | 10-19X (5) |
| 0.0 | 0.0 | 0 | 6 | 20-39X (6) |
| 0.0 | 0.0 | 0 | 7 | 40+X (7) |
|  | 3.4 | 77 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases ( | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 28-29 |  |  |  |  |

V4439 024B12A:\#XOTH COKE/LIFE

Item Number: 22320
On how many occasions (if any) have you used cocaine in any other form. . . A: . . . in your lifetime?

1="0 Occasions" 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or More"

| PCT | PCT | N | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 93.2 | 89.8 | 2,001 | 1 | 0 OCCAS (1) |
| 4.1 | 3.9 | 87 | 2 | 1-2X (2) |
| 0.5 | 0.5 | 12 | 3 | 3-5X (3) |
| 0.3 | 0.3 | 7 | 4 | 6-9X (4) |
| 0.8 | 0.7 | 17 | 5 | 10-19x (5) |
| 0.5 | 0.5 | 10 | 6 | 20-39X (6) |
| 0.6 | 0.6 | 14 | 7 | 40+X (7) |
|  | 3.6 | 81 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases ( | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9Columns: 30-31 |  |  |  |  |
|  |  |  |  |  |


| V4440 |  | 024B12B:\#XOTH COKE/12MO |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 22330 |  |  |  |  |
| On how many occasions (if any) have you used cocaine in any other form . . . B: . . . during the last 12 months? |  |  |  |  |
| Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or More" |  |  |  |  |
| PCT | PCT | N | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 96.4 | 92.8 | 2,068 | 1 | 0 OCCAS (1) |
| 1.4 | 1.4 | 31 | 2 | 1-2X (2) |
| 0.4 | 0.4 | 8 | 3 | 3-5X (3) |
| 0.6 | 0.6 | 13 | 4 | 6-9X (4) |
| 0.7 | 0.7 | 15 | 5 | 10-19X (5) |
| 0.1 | 0.1 | 3 | 6 | 20-39X (6) |
| 0.4 | 0.4 | 8 | 7 | 40+X (7) |
|  | 3.6 | 81 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numericMissing-data code: |  |  |  |  |
|  |  |  |  |  |
| Columns: 32-33 |  |  |  |  |


| V4441 | 024B12C: \#XOTH COKE/30DA |
| :---: | :---: |

Item Number: 22340
On how many occasions (if any) have you used cocaine in any other form . . . C: . . . during the last 30 days?

1="0 Occasions" 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or More"

| PCT | PCT | N | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 98.2 | 94.5 | 2,106 | 1 | 0 OCCAS (1) |
| 1.0 | 0.9 | 20 | 2 | 1-2X (2) |
| 0.2 | 0.2 | 5 | 3 | 3-5X (3) |
| 0.3 | 0.3 | 7 | 4 | 6-9X (4) |
| 0.2 | 0.2 | 5 | 5 | 10-19X (5) |
| 0.1 | 0.1 | 2 | 6 | 20-39X (6) |
| 0.0 | 0.0 | 0 | 7 | 40+X (7) |
|  | 3.7 | 83 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 34-35 |  |  |  |  |


| V4124 |  | 024R | \#X COK | E/LIFETIME |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 00950 |  |  |  |  |
| Component questions: "On how many occasions (if any) have you used "crack" (cocaine in chunk or rock form) . . . A. in your lifetime?" (item \#22260) and "On how many occasions (if any) have you used cocaine in any other form . . . A. in your |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| lifetime?) (item \#22320). |  |  |  |  |
| 1="0 Occasions" 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 |  |  |  |  |
|  | Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or More" |  |  |  |
| PCT | PCT | N | VALUE | LABEL |
| VALID ALL |  |  |  |  |
| 92.5 | 89.1 | 1,984 | 1 | 0 OCCAS:(1) |
| 3.8 | 3.6 | 81 | 2 | 1-2X:(2) |
| 1.3 | 1.3 | 28 | 3 | 3-5X:(3) |
| 0.3 | 0.2 | 6 | 4 | 6-9X:(4) |
| 0.7 | 0.6 | 14 | 5 | 10-19X:(5) |
| 0.2 | 0.2 | 5 | 6 | 20-39X:(6) |
| 1.2 | 1.2 | 26 | 7 | 40+OCCAS: 7 ) |
|  | 3.8 | 84 | -9 | MISSING |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9Colums : $72-73$ |  |  |  |  |
|  |  |  |  |  |




## V4133 <br> 024B13A:\#X BRBT/LIFETIME

Item Number: 01040
Barbiturates are sometimes prescribed by doctors to help people relax or get to sleep. They are sometimes called downs, downers, goofballs, yellows, reds, blues, rainbows. On how many occasions (if any) have you taken barbiturates on your own--that is, without a doctor telling you to take them. . . A: . . . in your lifetime?

1="0 Occasions" 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or More"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 89.2 | 85.9 | 1,913 | 1 | 0 OCCAS: (1) |
| 4.7 | 4.6 | 102 | 2 | $1-2 X:(2)$ |
| 1.7 | 1.6 | 36 | 3 | $3-5 X:(3)$ |
| 1.4 | 1.3 | 29 | 4 | $6-9 X:(4)$ |
| 1.1 | 1.0 | 23 | 5 | $10-19 X:(5)$ |
| 0.6 | 0.5 | 12 | 6 | $20-39 X:(6)$ |
| 1.4 | 1.3 | 30 | 7 | $40+0 C C A S:(7)$ |
|  | 3.7 | 83 | -9 | MISSING |
| --- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |
|  |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: $84-85$ |  |  |  |  |


| V4134 |  | 024B13B:\#X BRBT/LAST12MO |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 01050 |  |  |  |  |
| On how many occasions (if any) have you taken barbiturates on your own--that is, without a doctor telling you to take them . . B: . . . during the last 12 months? |  |  |  |  |
| $1=" 0$ Occas More" | " 5 | " $2=$ " | 2 Occa | s" 6 |
| PCT | PCT | $N$ | VALUE | LABE |
| VALID ALL |  |  |  |  |
| 92.2 | 88.7 | 1,976 | 1 | 0 OC |
| 4.2 | 4.0 | 90 | 2 | 1-2X |
| 1.3 | 1.3 | 28 | 3 | 3-5x |
| 0.6 | 0.5 | 12 | 4 | 6-9× |
| 0.8 | 0.8 | 18 | 5 | 10-1 |
| 0.3 | 0.3 | 6 | 6 | 20-3 |
| 0.6 | 0.6 | 13 | 7 | 40+ |
|  | 3.8 | 84 | -9 | MISS |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 86-87 |  |  |  |  |


| V4135 |  | 024B13C:\#X BRBT/LAST30DA |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 01060 |  |  |  |  |
| On how many occasions (if any) have you taken barbiturates on your own--that is, without a doctor telling you to take them. . . C: . . . during the last 30 days? |  |  |  |  |
| $1=" 0$ Occas More" | " 5 | " $2=$ " | 2 Occa | " 6 |
| PCT | PCT | $N$ | VALUE | LABE |
| VALID ALL |  |  |  |  |
| 96.8 | 93.1 | 2,075 | 1 | 0 OC |
| 1.6 | 1.5 | 34 | 2 | 1-2X |
| 0.4 | 0.4 | 8 | 3 | 3-5X |
| 0.4 | 0.4 | 8 | 4 | 6-9X |
| 0.6 | 0.5 | 12 | 5 | 10-1 |
| 0.2 | 0.2 | 3 | 6 | 20-3 |
| 0.1 | 0.1 | 3 | 7 | 40+0 |
|  | 3.8 | 85 | -9 | MISS |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 88-89 |  |  |  |  |

Item Number: 01070
Tranquilizers are sometimes prescribed by doctors to calm people down, quiet their nerves, or relax their muscles. Librium, Valium, and Xanax are all tranquilizers. On how many occasions (if any) have you taken tranquilizers on your own-that is, without a doctor telling you to take them . . . A: . . . in your lifetime?

1="0 Occasions" 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or More"

| PCT | PCT | N | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 87.9 | 84.7 | 1,886 | 1 | 0 OCCAS: (1) |
| 5.0 | 4.8 | 106 | 2 | 1-2X: (2) |
| 3.0 | 2.9 | 65 | 3 | 3-5X: (3) |
| 1.0 | 1.0 | 22 | 4 | 6-9X: (4) |
| 0.8 | 0.8 | 17 | 5 | 10-19X: (5) |
| 1.2 | 1.1 | 25 | 6 | 20-39X: (6) |
| 1.1 | 1.1 | 25 | 7 | 40+0CCAS: (7) |
|  | 3.6 | 81 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases ( | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 90-91 |  |  |  |  |


| V4137 |  | 024B14B:\#X TRQL/LAST12MO |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 01080 |  |  |  |  |
| On how many occasions (if any) have you taken tranquilizers on your own--that is, without a doctor telling you to take them. . . B: . . . during the last 12 months? |  |  |  |  |
| $1=" 0$ Occas More" | " 5 | " $2=$ " | 2 Occa | s" 6 |
| PCT | PCT | $N$ | VALUE | LABE |
| VALID ALL |  |  |  |  |
| 91.4 | 88.0 | 1,961 | 1 | 0 OC |
| 4.5 | 4.4 | 97 | 2 | 1-2X |
| 1.6 | 1.5 | 33 | 3 | 3-5X |
| 0.9 | 0.9 | 20 | 4 | 6-9x |
| 0.7 | 0.7 | 15 | 5 | 10-1 |
| 0.3 | 0.3 | 7 | 6 | 20-3 |
| 0.6 | 0.5 | 12 | 7 | 40+ |
|  | 3.7 | 82 | -9 | MISS |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 92-93 |  |  |  |  |


| V4138 |  | 024B14C:\#X TRQL/LAST30DA |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 01090 |  |  |  |  |
| On how many occasions (if any) have you taken tranquilizers on your own--that is, without a doctor telling you to take them . . . C: . . . during the last 30 days? |  |  |  |  |
| $1=" 0$ Occas More" | "asio | " $2=$ "1 | -2 Occasio | s" 6 |
| PCT | PCT | N | VALUE | LABE |
| VALID ALL |  |  |  |  |
| 96.3 | 92.7 | 2,064 | 1 | 0 OC |
| 1.9 | 1.8 | 41 | 2 | 1-2X |
| 0.8 | 0.7 | 16 | 3 | 3-5X |
| 0.6 | 0.6 | 12 | 4 | 6-9X |
| 0.2 | 0.2 | 5 | 5 | 10-1 |
| 0.2 | 0.2 | 4 | 6 | 20-3 |
| 0.1 | 0.1 | 2 | 7 | 40+ |
|  | 3.7 | 83 | -9 | MISS |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 94-95 |  |  |  |  |


| V4139 |  | 024B15A:\#X "H"/LIFETIME |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 01100 |  |  |  |  |
| On how many occasions (if any) have you used heroin . . . A: . . . in your lifetime? |  |  |  |  |
| $1=" 0$ Occasi More" | " 5 | " $2=11$ $10-19$ | -2 Occa | s" 6 |
| PCT | PCT | N | VALUE | LABE |
| VALID ALL |  |  |  |  |
| 99.0 | 95.2 | 2,120 | 1 | 0 OC |
| 0.6 | 0.6 | 13 | 2 | 1-2X |
| 0.1 | 0.1 | 2 | 3 | 3-5X |
| 0.0 | 0.0 | 1 | 4 | 6-9X |
| 0.1 | 0.1 | 3 | 5 | 10-1 |
| 0.1 | 0.1 | 2 | 6 | 20-3 |
| 0.1 | 0.1 | 2 | 7 | 40+0 |
|  | 3.8 | 85 | -9 | MISS |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 96-97 |  |  |  |  |



| V4141 |  | 024B15C:\#X "H"/LAST 30DA |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 01120 |  |  |  |  |
| On how many occasions (if any) have you used heroin . . . C . . . during the last 30 days? |  |  |  |  |
| 1="0 Occasions" 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or |  |  |  |  |
| PCT | PCT | N | VALUE | LABE |
| VALID ALL |  |  |  |  |
| 99.6 | 95.8 | 2,133 | 1 | 0 OC |
| 0.2 | 0.2 | 5 | 2 | 1-2X |
| 0.0 | 0.0 | 1 | 3 | 3-5X |
| 0.1 | 0.1 | 2 | 4 | 6-9X |
| 0.0 | 0.0 | 0 | 5 | 10-1 |
| 0.0 | 0.0 | 0 | 6 | 20-3 |
| 0.0 | 0.0 | 1 | 7 | 40+0 |
|  | 3.9 | 86 | -9 | MISS |
| 100.0 | 100.0 | 2,228 | cases ( | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 100-101 |  |  |  |  |

Item Number: 01130
There are a number of narcotics other than heroin, such as methadone, opium, morphine, codeine, demerol, Vicodin, Oxycontin, and Percocet. These are sometimes prescribed by doctors. On how many occasions (if any) have you taken narcotics other than heroin on your own--that is, without a doctor telling you to take them . . . A: . . . in your lifetime?

1="0 Occasions" 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or More"

| PCT | PCT | N | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 86.8 | 83.1 | 1,852 | 1 | 0 OCCAS: (1) |
| 5.4 | 5.2 | 115 | 2 | 1-2X: (2) |
| 2.1 | 2.0 | 44 | 3 | 3-5X: (3) |
| 1.8 | 1.7 | 38 | 4 | 6-9X: (4) |
| 1.7 | 1.6 | 36 | 5 | 10-19X: (5) |
| 1.0 | 1.0 | 22 | 6 | 20-39X: (6) |
| 1.2 | 1.2 | 26 | 7 | 40+OCCAS: (7) |
|  | 4.2 | 94 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 102-103 |  |  |  |  |










| V4148 | 024(R) |
| :---: | :---: |

Item Number:
Component questions: 1) "In what year were you born?" (item
3) date of questionnaire administration as recorded by interviewer.
$1=$ "younger than 18 years of age" $2=" 18$ years of age or older"

| PCT | PCT | N | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 43.2 | 41.5 | 925 | 1 | < 18:(1) |
| 56.8 | 54.6 | 1,217 | 2 | 18+:(2) |
|  | 3.8 | 86 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 108-109 |  |  |  |  |

## V4150 024C03 :R'S SEX

Item Number: 00030
What is your sex?
1="Male" 2="Female"
PCT PCT $N$ VALUE LABEL
VALID ALL
$46.5 \quad 43.0 \quad 959 \quad 1$ MALE: (1)
$\begin{array}{rrrrl}53.5 & 49.5 & 1,102 & 2 & \text { FEMALE: (2) } \\ & 7.5 & 167 & -9 & \text { MISSING }\end{array}$
----- ----- ----
100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 110-111
V4151 024C04(R)R'S RACE

Item Number: 00040
How do you describe yourself?
2="Black or African American" 3="Mexican American or Chicano" 4="Cuban American" 8="Puerto Rican" 9="Other Latin American" 5="Asian American" 6="White (Caucasian)" 1="American Indian (Native American Indian)" 7="Other". Responses other than 2 ("Black or African American") and 6 ("White [Caucasian]") are recoded to missing data in this dataset.

| PCT | PCT | N | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 85.0 | 60.8 | 1,354 | 0 | WHITE |
| 15.0 | 10.7 | 239 | 1 | BLACK |
|  | 28.5 | 636 | -9 | MISSING |

$100.0 \quad 100.0 \quad 2,228$ cases (Wtd)
Data type: numeric
Missing-data code: -9
Columns: 112-113


V49 02C07R:\# SIBLINGS

Item Number:
Component questions: "How many brothers and sisters do you have? (Include stepbrothers and sisters and half-brothers and sisters) a) Older brothers and sisters" (item 00075); "b) Younger brothers and sisters" (item 00076).

0="None" 1="One" 2="Two" 3="Three" 4="Four" 5="Five" 6="Six or more" For this dataset, responses to the two questions are added and bracketed so that 3 is the highest category, meaning "Three or more younger or older brothers or sisters".

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 5.4 | 5.2 | 117 | 0 |  |
| 30.6 | 29.4 | 655 | 1 |  |
| 27.5 | 26.4 | 588 | 2 |  |
| 36.4 | 35.0 | 779 | 3 | 3 OR MORE |
|  | 4.0 | 88 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: | -9 |  |  |  |
| Columns: 36-37 |  |  |  |  |



## V4156 024C07Cc(R):R'S HSHLD MOTHER

Item Number: 00100
Which of the following people live in the same household with you? (Mark all that apply.) C. Mother (or female guardian)
$0=$ "UNMARKED" 1="MARKED"
PCT PCT $N$ VALUE LABEL
VALID ALL
11.2 10.7 239 NT MARKD: (0)
$88.8 \quad 84.9 \quad 1,892 \quad 1$ MARKED: (1)
4.3 $\quad 97 \quad-9$ MISSING
---- ---- ----
100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 119-120

| V4157 | 024C07Cd(R) :R'S HSHLD BR/SR |
| :--- | :--- |

Item Number: 00110
Which of the following people live in the same household with you? (Mark all that apply.) D. Brother(s) and/or sister(s)

0="UNMARKED" 1="MARKED"
PCT PCT $N$ VALUE LABEL

VALID ALL
$32.9 \quad 31.4 \quad 700 \quad 0 \quad$ NT MARKD:(0)
$67.1 \quad 64.2 \quad 1,431 \quad 1$ MARKED: (1)
4.3 97 -9 MISSING
----- ---- ----
100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 121-122

## V4163 024C08 :FATHR EDUC LEVEL

Item Number: 00310
The next three questions ask about your parents. If you were raised mostly by foster parents, stepparents, or others, answer for them. For example, if you have both a stepfather and a natural father, answer for the one that was the most important in raising you. What is the highest level of schooling your father completed?

1="Completed grade school or less" 2="Some high school" 3="Completed high school" 4="Some college" 5="Completed college" 6="Graduate or professional school after college" 7="Don't know, or does not apply"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 3.8 | 3.7 | 82 | 1 | GRDE SCH:(1) |
| 8.8 | 8.4 | 188 | 2 | SOME HS:(2) |
| 29.1 | 27.8 | 620 | 3 | HS GRAD:(3) |
| 17.8 | 17.1 | 381 | 4 | SOME CLG:(4) |
| 20.4 | 19.5 | 434 | 5 | CLG GRAD:(5) |
| 12.7 | 12.2 | 271 | 6 | GRAD SCH:(6) |
| 7.4 | 7.1 | 158 | 7 | DK:(7) |
|  | 4.3 | 95 | -9 | MISSING |

100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 123-124



| V4166 |  | 024C11 | :R'S P | OLT PRFNC |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 00340 |  |  |  |  |
| How would you describe your political preference? |  |  |  |  |
| 1="Strongly Republican" 2="Mildly Republican" 3="Mildly Democrat" 4="Strongly Democrat" 5="Independent" 6="No preference" 7="Other" 8="Don't know, haven't decided" |  |  |  |  |
| PCT | PCT | N | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 7.9 | 7.3 | 162 | 1 | STRG GOP: (1) |
| 12.6 | 11.6 | 258 | 2 | MILD GOP: ${ }^{\text {(2) }}$ |
| 10.9 | 10.0 | 223 | 3 | MILD DEM: (3) |
| 9.1 | 8.3 | 186 | 4 | STRG DEM: (4) |
| 9.9 | 9.1 | 202 | 5 | INDEPNDT: (5) |
| 15.6 | 14.3 | 318 | 6 | NO PREF: 6 ) |
| 1.4 | 1.3 | 29 | 7 | OTHER: (7) |
| 32.5 | 29.8 | 663 | 8 | DK: (8) |
|  | 8.3 | 185 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases ( | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 129-130 |  |  |  |  |


| V4167 |  | 024C1 | : R'POL | BLF RADCL |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 00350 |  |  |  |  |
| How would you describe your political beliefs? |  |  |  |  |
| 1="Very conservative" 2="Conservative" 3="Moderate" |  |  |  |  |
| 4="Liberal" 5="Very Liberal" 6="Radical" 8="None of the above, or don't know" |  |  |  |  |
| PCT | PCT | $N$ | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 3.9 | 3.7 | 82 | 1 | VRY CONS: (1) |
| 11.8 | 11.1 | 248 | 2 | CONSERV: (2) |
| 22.0 | 20.8 | 463 | 3 | MODERATE: (3) |
| 14.5 | 13.7 | 305 | 4 | LIBERAL: (4) |
| 5.1 | 4.8 | 108 | 5 | VRY LIB: (5) |
| 2.6 | 2.4 | 54 | 6 | RADICAL: (6) |
| 40.1 | 37.8 | 842 | 8 | NONE/DK: (8) |
|  | 5.7 | 126 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 131-132 |  |  |  |  |

V4169 024C13B:R'ATTND REL SVC

Item Number: 00370
The next three questions are about religion. B: How often do you attend religious services?

1="Never" 2="Rarely" 3="Once or twice a month" 4="About once a week or more" Responses from the western region intentionally obliterated.

| PCT | PCT | $N$ | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 14.0 | 10.4 | 232 | 1 | NEVER: (1) |
| 34.6 | 25.7 | 573 | 2 | RARELY: (2) |
| 16.0 | 11.9 | 264 | 3 | 1-2X/MO: (3) |
| 35.3 | 26.2 | 584 | 4 | 1/WK OR+: (4) |
|  | 25.8 | 574 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 133-134 |  |  |  |  |


V4172 024 C15 :R'S HS PROGRAM

Item Number: 00400
Which of the following best describes your present high school program?

1="Academic or college prep" 2="General" 3="Vocational, technical, or commercial" 4="Other, or don't know"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 51.9 | 49.2 | 1,096 | 1 | CLG PREP: (1) |
| 32.9 | 31.2 | 694 | 2 | GENERAL:(2) |
| 7.2 | 6.9 | 153 | 3 | VOC-TECH:(3) |
| 8.0 | 7.6 | 170 | 4 | OTHHKDK:(4) |
|  | 5.1 | 115 | -9 | MISSING |
| ----- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |

Data type: numeric
Missing-data code: -9
Columns: 139-140

| V4173 |  | 024C16 | : RT SF | SCH |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 00410 |  |  |  |  |
| Compared with others your age throughout the country, how do you rate yourself on school ability? |  |  |  |  |
| 1="Far Below Average" 2="Below Average" 3="Slightly Below Average" 4="Average" 5="Slightly Above Average" 6="Above Average" 7="Far Above Average" |  |  |  |  |
| PCT | PCT | N | VALUE | LAB |
| VALID | ALL |  |  |  |
| 1.3 | 1.2 | 27 | 1 | FAR |
| 1.7 | 1.6 | 37 | 2 | BEL |
| 4.7 | 4.5 | 100 | 3 | SL |
| 34.2 | 32.4 | 722 | 4 | AVER |
| 21.5 | 20.4 | 455 | 5 | SL |
| 29.8 | 28.2 | 629 | 6 | ABO |
| 6.8 | 6.4 | 143 | 7 | FAR |
|  | 5.1 | 114 | -9 | MIS |
| 100.0 | 100.0 | 2,228 | cases ( | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 141-142 |  |  |  |  |



Item Number: 00430
During the LAST FOUR WEEKS, how many whole days of school have you missed . . . A: Because of illness

1="None" 2="1 Day" 3="2 Days" 4="3 Days" 5="4-5 Days" 6="6-10 Days" 7="11 or More"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 61.7 | 56.9 | 1,267 | 1 | NONE: (1) |
| 16.9 | 15.6 | 348 | 2 | 1 DAY: (2) |
| 9.1 | 8.4 | 186 | 3 | 2 DAYS: (3) |
| 5.0 | 4.7 | 104 | 4 | 3 DAYS: (4) |
| 4.8 | 4.4 | 98 | 5 | $4-5$ DAYS: (5) |
| 1.6 | 1.5 | 33 | 6 | $6-10$ DA: 6$)$ |
| 1.0 | 0.9 | 20 | 7 | $11+$ DAYS: 7 (7) |
|  | 7.7 | 172 | -9 | MISSING |

100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 145-146

| V4176 | 024C18B:\#DA/4W SC MS CUT |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 00440 |  |  |  |  |
| During the LAST FOUR WEEKS, how many whole days of school have you missed. . . B: Because you skipped or "cut" |  |  |  |  |
| 1="None" 2="1 Day" 3="2 Days" 4="3 Days" 5="4-5 Days" 6="6-10Days" 7="11 or More" |  |  |  |  |
| PCT PCT $\quad \mathrm{N}$ VALUE LABEL |  |  |  |  |
| VALID ALL |  |  |  |  |
| $68.7 \quad 61.9$ 1,378 1 NONE: (1) |  |  |  |  |
| $12.9 \quad 11.7 \quad 260$ 2 1 DAY:(2) |  |  |  |  |
| 7.3 6.6 147 3 2 DAYS:(3) |  |  |  |  |
| 5.14 .6103 4 4 DAYS: 4 ) |  |  |  |  |
| 3.0 2.7 59 5 4-5 DAYS: 5 ) |  |  |  |  |
| 1.7 1.5 33 6 6-10 DA: 6 ( |  |  |  |  |
| 1.3 | 1.1 | 25 | 7 | 11+ |
|  | 9.9 | 222 | -9 | MIS |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Column |  |  |  |  |



| V4178 | $024 C 19$ |
| :---: | :---: |

Item Number: 00460
During the last four weeks, how often have you gone to school, but skipped a class when you weren't supposed to?

```
1="Not at all" 2="1 or 2 times" 3="3-5 times" 4="6-10 times"
5="11-20 times" 6="More than 20 times"
\begin{tabular}{rrrrl} 
PCT & PCT & \(N\) & VALUE & LABEL \\
VALID & ALL & & & \\
64.5 & 61.1 & 1,362 & 1 & NONE: (1) \\
19.2 & 18.2 & 406 & 2 & \(1-2:(2)\) \\
10.6 & 10.1 & 224 & 3 & \(3-5:(3)\) \\
3.1 & 2.9 & 66 & 4 & \(6-10:(4)\) \\
1.2 & 1.1 & 26 & 5 & \(11-20:(5)\) \\
1.3 & 1.3 & 28 & 6 & \(21+:(6)\) \\
& 5.2 & 117 & -9 & MISSING
\end{tabular}
100.0 100.0 2,228 cases (Wtd)
Data type: numeric
Missing-data code: -9
Columns: 151-152
```

V4179 024C20 :R HS GRADE/D=1

Item Number: 00470
Which of the following best describes your average grade so far in high school?
$9=" \mathrm{~A}(93-100) " 8=" \mathrm{~A}-(90-92) 7=" \mathrm{~B}+(87-89) " 6=" \mathrm{~B}(83-86) "$
$5=" B-(80-82) " 4=" C+(77-79) " 3=" C(73-76) " 2=" C-(70-72) "$ 1="D (69 or below)"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 0.9 | 0.9 | 20 | 1 | $\mathrm{D}:(1)$ |
| 3.1 | 2.9 | 65 | 2 | $\mathrm{C}-:(2)$ |
| 5.7 | 5.4 | 120 | 3 | $\mathrm{C}:(3)$ |
| 10.2 | 9.7 | 216 | 4 | $\mathrm{C}+:(4)$ |
| 11.8 | 11.2 | 249 | 5 | $\mathrm{~B}-:(5)$ |
| 18.0 | 17.0 | 378 | 6 | $\mathrm{~B}:(6)$ |
| 16.8 | 15.9 | 355 | 7 | $\mathrm{~B}+:(7)$ |
| 16.1 | 15.2 | 338 | 8 | $\mathrm{~A}-:(8)$ |
| 17.4 | 16.4 | 366 | 9 | $\mathrm{~A}:(9)$ |
|  | 5.5 | 122 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
|  |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: |  |  |  |  |
| Columns: $153-154$ |  |  |  |  |


| V4180 |  | 024C21A:R WL DO V0C/TEC |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 00480 |  |  |  |  |
| How likely is it that you will do each of the following things after high school? A: Attend a technical or vocational |  |  |  |  |
| $\begin{aligned} & \text { 1="Definitely Won't" 2="Probably Won't" 3="Probably Will" } \\ & \text { 4="Definitely Will" } \end{aligned}$ |  |  |  |  |
| PCT | PCT | $N$ | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 51.3 | 46.0 | 1,024 | 1 | DEF WONT: (1) |
| 24.0 | 21.6 | 480 | 2 | PRB WONT: (2) |
| 16.5 | 14.8 | 329 | 3 | PRB WILL: 3 ) |
| 8.2 | 7.4 | 164 | 4 | DEF WILL: 4 ) |
|  | 10.3 | 230 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 155-156 |  |  |  |  |






V4188 024C22D:R WNTDO 4YR CLG

Item Number: 00560
Suppose you could do just what you'd like and nothing stood in your way. How many of the following things would you WANT to do? (Mark ALL that apply.) D. Graduate from college (fouryear program)

0="UNMARKED" $1=$ "MARKED"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 21.9 | 20.4 | 455 | 0 | NT MARKD: (0) |
| 78.1 | 72.9 | 1,624 | 1 | MARKED: (1) |
|  | 6.7 | 149 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |
|  |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: | -9 |  |  |  |
| Columns: 171-172 |  |  |  |  |

024C22E: R WNTDO GRD/PRF

Item Number: 00570
Suppose you could do just what you'd like and nothing stood in your way. How many of the following things would you WANT to do? (Mark ALL that apply.) E. Attend graduate or professional school after college
$0=$ "UNMARKED" $1=$ "MARKED"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 45.8 | 42.7 | 952 | 0 | NT MARKD: (0) |
| 54.2 | 50.6 | 1,127 | 1 | MARKED:(1) |
|  | 6.7 | 149 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |

Data type: numeric
Missing-data code: -9
Columns: 173-174


| V4191 | 024C23 $:$ HRS/W WRK SCHYR |
| :--- | :--- |

Item Number: 00590
On the average over the school year, how many hours per week do you work in a paid or unpaid job?

1="None" 2="5 or less hours" $3=$ " 6 to 10 hours" 4="11 to 15 hours" 5="16 to 20 hours" 6="21 to 25 hours" 7="26-30 hours" 8="More than 30 hours"

| PCT | PCT | $N$ | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 26.2 | 24.5 | 545 | 1 | NONE: (1) |
| 9.1 | 8.5 | 190 | 2 | 5 OR < : 2 ) |
| 9.5 | 8.9 | 198 | 3 | 6-10 HRS: (3) |
| 10.7 | 10.0 | 223 | 4 | 11-15 HR: (4) |
| 15.4 | 14.4 | 320 | 5 | 16-20 HR: (5) |
| 12.4 | 11.5 | 257 | 6 | 21-25 HR: (6) |
| 8.7 | 8.1 | 181 | 7 | 26-30 HR: ${ }^{\text {(7) }}$ |
| 7.9 | 7.3 | 163 | 8 | 30+ HRS: (8) |
|  | 6.8 | 151 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 177-178 |  |  |  |  |



| V4193 |
| :--- | :--- | :--- |
| 024C24B:R\$/AVG WEEK OTH |

V4194 024 C25 :\#X/AV WK GO OUT

Item Number: 00620
During a typical week, on how many evenings do you go out for fun and recreation?

```
1="Less than one" 2="One" 3="Two" 4="Three" 5="Four or Five"
```

6="Six or Seven"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 9.7 | 9.0 | 200 | 1 | $<1:(1)$ |
| 13.7 | 12.7 | 284 | 2 | ONE:(2) |
| 25.7 | 23.9 | 533 | 3 | TWO:(3) |
| 24.6 | 22.8 | 509 | 4 | THREE:(4) |
| 17.5 | 16.3 | 363 | 5 | $4-5:(5)$ |
| 8.8 | 8.2 | 183 | 6 | $6-7:(6)$ |
|  | 7.0 | 156 | -9 | MISSING |

----- ----- ----
100.0100 .0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 183-184

| V4195 | $024 C 26 ~: \# X ~ D A T E ~ 3+/ W K ~$ |
| :--- | :--- |

Item Number: 00630
On the average, how often do you go out with a date (or your spouse, if you are married)?

1="Never" $2=$ "Once a month or less" $3=$ " 2 or 3 times a month" $4=" O n c e ~ a ~ w e e k " ~ 5=" 2 ~ o r ~ 3 ~ t i m e s ~ a ~ w e e k " ~ 6=" O v e r ~ 3 ~ t i m e s ~ a ~$ week"

```
        PCT PCT N VALUE LABEL
VALID ALL
    23.0 21.2 472 1 NEVER:(1)
    18.1 16.7 371 2 1/MO OR<:(2)
    15.8 14.6 324 3 2-3/MO:(3)
    15.1 13.9 310 4 1/WK:(4)
    17.6 16.2 361 5 2-3/WK:(5)
    10.4 9.5 212 
    8.0 178 -9 MISSING
----- ---- -----
100.0 100.0 2,228 cases (Wtd)
Data type: numeric
Missing-data code: -9
Columns: 185-186
```

| V4196 | 024C27 $:$ DRIVE $>200 ~ M I / W K$ |
| :--- | :--- |

Item Number: 00640
During an average week, how much do you usually drive a car, truck, or motorcycle?



| PCT | PCT | N | Value | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 15.6 | 14.4 | 321 | 1 | NONE: (1) |
| 7.6 | 7.0 | 156 | 2 | 1-10 MI:(2) |
| 23.0 | 21.2 | 473 | 3 | 11-50:(3) |
| 23.8 | 21.9 | 489 | 4 | 51-100:(4) |
| 17.3 | 15.9 | 355 | 5 | 101-200:(5) |
| 12.8 | 11.8 | 262 | 6 | > 200:(6) |
|  | 7.7 | 171 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 187-188 |  |  |  |  |


| V4197 |  | 024 C 28 :\#X/12MO R TCKTD |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 00650 |  |  |  |  |
| Within the LAST 12 MONTHS, how many times, if any, have you received a ticket (OR been stopped and warned) for moving violations, such as speeding, running a stop light, or improper passing? |  |  |  |  |
| 0="None--GO TO QUESTION 30" 1="Once" 2="Twice" 3="Three times" |  |  |  |  |
| PCT | PCT | N | VALUE | LAB |
| VALID | ALL |  |  |  |
| 68.6 | 62.9 | 1,401 | 0 | NON |
| 19.7 | 18.0 | 402 | 1 | ONE |
| 6.3 | 5.8 | 129 | 2 | TWO |
| 3.4 | 3.1 | 70 | 3 | THR |
| 1.9 | 1.8 | 40 | 4 | 4+: |
|  | 8.4 | 186 | -9 | MIS |
| 100.0 | 100.0 | 2,228 | cases | d) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 189-190 |  |  |  |  |



| 024C29CR\#TCKTS AFT OTDG |
| :---: |

Item Number: 00680
How many of these tickets or warnings occurred after you were . . . C: Using other illegal drugs?
$0=$ "None" 1="One" 2="Two" 3="Three" 4="Four or more". Codes 3 and 4 are combined in this dataset.

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 97.5 | 27.7 | 617 | 0 | None: (0) |
| 1.7 | 0.5 | 11 | 1 | One:(1) |
| 0.3 | 0.1 | 2 | 2 | Two:(2) |
| 0.5 | 0.1 | 3 | 3 | $3-4$ or $+:(3-4)$ |
|  | 71.6 | 1,595 | -9 | MISSING |

100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 195-196

| V4201 | $024 C 30 ~: \# A C C I D N T S / 12 ~ M 0 ~$ |
| :--- | :--- |

Item Number: 00690
We are interested in any accidents which occurred while you were driving a car, truck, or motorcycle. ("Accidents" means a collision involving property damage or personal injury--not bumps or scratches in parking lots.) During the LAST 12 MONTHS, how many accidents have you had while you were driving (whether or not you were responsible)?

0="None--GO TO TOP OF NEXT COLUMN" 1="Once" 2="Twice" 3="Three times" 4="Four or more times"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 74.0 | 67.3 | 1,500 | 0 | NONE: (0) |
| 20.2 | 18.3 | 409 | 1 | ONE:(1) |
| 4.2 | 3.8 | 86 | 2 | TWO:(2) |
| 1.3 | 1.2 | 27 | 3 | THREE:(3) |
| 0.3 | 0.2 | 5 | 4 | $4+:(4)$ |
|  | 9.0 | 201 | -9 | MISSING |

100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 197-198

V4204 024 C31CR\#ACDTS AFT OTDG

Item Number: 00720
How many of these accidents occurred after you were . . . C: Using other illegal drugs?

0="None" 1="One" 2="Two" 3="Three" 4="Four or more". Codes 3 and 4 are combined in this dataset.

| PCT | PCT | N | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 97.4 | 22.8 | 509 | 0 | None: (0) |
| 2.0 | 0.5 | 10 | 1 | One:(1) |
| 0.4 | 0.1 | 2 | 2 | Two:(2) |
| 0.2 | 0.0 | 1 | 3 | 3-4 or +:(3-4) |
|  | 76.6 | 1,705 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | ses | (Wtd) |

Data type: numeric
Missing-data code: -9
Columns: 203-204
V4434 024D01A:\# HRS PREF WORK

Item Number: 25800
Think about the kinds of paid jobs that people your age usually have. If you could work just the number of hours that you wanted, how many hours per week would you PREFER to work during the school year?

1="None" 2="5 or less hours" 3="6 - 10" 4="11 - 15" 5="16 20" 6="21 - 25" 7="26 - 30" 8="31 or more hours" 9="Don't know, can't say"

| PCT | PCT | N | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 7.1 | 6.5 | 144 | 1 | NONE: (1) |
| 3.4 | 3.1 | 70 | 2 | 5 OR < H: 2 ) |
| 10.5 | 9.6 | 213 | 3 | 6-10:(3) |
| 15.3 | 14.0 | 312 | 4 | 11-15:(4) |
| 22.9 | 20.9 | 465 | 5 | 16-20: (5) |
| 15.2 | 13.9 | 309 | 6 | 21-25: (6) |
| 9.6 | 8.8 | 196 | 7 | 26-30:(7) |
| 10.5 | 9.6 | 213 | 8 | 31+ HRS: (8) |
| 5.6 | 5.1 | 114 | 9 | DK: (9) |
|  | 8.6 | 192 | -9 | MISSING |
| 100.0 | 100.0 | 228 | cases ( | (Wtd) |

Data type: numeric
Missing-data code: -9
Columns: 543-544


| V4385 |  | 024D02A: RCNT EMPLYMT EXP |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 21530 |  |  |  |  |
| Which best describes your recent employment experience? |  |  |  |  |
| 1="I have a paid job now." $2=$ "No paid job now, but $I$ had one during the past 3 months" $3=$ "No paid job in the past three |  |  |  |  |
| QUESTION 10" |  |  |  |  |
| PCT | PCT | N | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 59.7 | 54.2 | 1,207 | 1 | JOB NOW: (1) |
| 11.6 | 10.5 | 234 | 2 | JOB 3MO: (2) |
| 18.0 | 16.3 | 363 | 3 | NOJOB 3M:(3) |
| 10.7 | 9.7 | 216 | 4 | NEVER: (4) |
|  | 9.3 | 207 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 458-459 |  |  |  |  |

Item Number: 25160
Which of the job categories below comes closest to the kind of work you have done for pay on your current (or most recent) job? (If more than one kind of work, choose the one where you worked the most hours. Do not include work around the house.)

01="Have not worked for pay" 02="Lawn or yard work" 03="Fast food worker" 04="Waiter or waitress" 05="Other restaurant worker" 06="Newspaper route" 07="Babysitting or childcare" 08="Farm or agricultural work" 09="Store clerk or salesperson" 10="Office or clerical" 11="Odd jobs" 12="Other"

| PCT | PCT | N | value | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 1.2 | 0.8 | 17 | 1 | HVNT WKD |
| 3.4 | 2.1 | 47 | 2 | LAWN |
| 10.4 | 6.5 | 146 | 3 | FASTFOOD |
| 6.9 | 4.3 | 96 | 4 | WAITER |
| 9.6 | 6.0 | 135 | 5 | OTH REST |
| 0.3 | 0.2 | 4 | 6 | PAPER RT |
| 5.9 | 3.7 | 82 | 7 | BABYSIT |
| 2.4 | 1.5 | 34 | 8 | FARM |
| 25.2 | 15.8 | 352 | 9 | SALES |
| 7.5 | 4.7 | 105 | 10 | OFFICE |
| 1.6 | 1.0 | 22 | 11 | ODD JOBS |
| 25.8 | 16.2 | 361 | 12 | OTHER |
|  | 37.2 | 828 | -9 | MISSING |
| ----- | ---- | ----- | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
|  |  |  |  |  |

V4300 024D02C:CMP SATFD W/JOB

Item Number: 10910
All things considered, how satisfied are (were) you with that job?

1="Completely dissatisfied" 2="Quite dissatisfied" 3="Somewhat dissatisfied" 4="Neither, or mixed feelings" 5="Somewhat satisfied" 6="Quite satisfied" 7="Completely satisfied"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 5.5 | 3.4 | 75 | 1 | COMP DIS: (1) |
| 10.5 | 6.3 | 141 | 2 | QUITE DS: (2) |
| 9.4 | 5.7 | 126 | 3 | SMWT DIS:(3) |
| 13.6 | 8.2 | 183 | 4 | NEITHER: (4) |
| 22.9 | 13.8 | 308 | 5 | SMWT SAT:(5) |
| 26.3 | 15.9 | 354 | 6 | QUITE ST:(6) |
| 11.9 | 7.2 | 160 | 7 | COMP SAT:(7) |
|  | 39.6 | 882 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: | -9 |  |  |  |
| Columns: 382-383 |  |  |  |  |

V4386 024D03 : JOB-\#HRS/WEEK

Item Number: 21540
The next questions are about your present or most recent paid job. (If you presently hold more than one paid job, answer for the more important one.) On the average, how many hours per week do (did) you work on this particular job?

1="5 or less hours" $2=" 6$ to 10 hours" $3=" 11$ to 15 hours" $4=" 16$ to 20 hours" 5=" 21 to 25 hours" 6="26 to 30 hours" 7=" 31 to 35 hours" 8="36 or more hours"

| PCT | PCT | N | value | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 8.6 | 5.8 | 129 | 1 | $5 \mathrm{OR}<$ : (1) |
| 12.4 | 8.3 | 186 | 2 | 6-10 HRS:(2) |
| 15.8 | 10.6 | 236 | 3 | 11-15 HR: (3) |
| 22.5 | 15.1 | 337 | 4 | 16-20 HR: (4) |
| 17.8 | 12.0 | 267 | 5 | 21-25 HR: (5) |
| 10.1 | 6.8 | 152 | 6 | 26-30 HR: (6) |
| 6.7 | 4.5 | 100 | 7 | 31-35 HR: (7) |
| 6.0 | 4.0 | 90 | 8 | 36+ HRS:(8) |
|  | 32.8 | 731 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |

Data type: numeric
Missing-data code: -9
Columns: 460-461

| V4387 | 024D04 :JOB-SUPERVSR AGE |
| :--- | :--- |

Item Number: 21550

```
About how old is (was) your supervisor?
1="Age 20 or younger" 2="21 to 25" 3="26 to 30" 4="31 or
older"
    PCT PCT N VALUE LABEL
VALID ALL
    2.5 1.6 37 1 20 OR <:(1)
    12.2 8.0 178 2 21-25:(2)
    18.3 12.0 267 3 26-30:(3)
    67.0 44.0 979 4 31+ YRS:(4)
                34.4 767 -9 MISSING
100.0 100.0 2,228 cases (Wtd)
Data type: numeric
Missing-data code: -9
Columns: 462-463
```

| V4388 | 024D05 : JOB-\#WKRS OWN AG |
| :--- | :--- |

Item Number: 21560
How many of the other workers are within 2 or 3 years of your own age?

```
1="None" 2="A few" 3="About half" 4="Most" 5="Nearly all"
6="All"
PCT PCT \(N\) VALUE LABEL
VALID rrall 
    25.8 17.0 379 2 A FEW:(2)
    22.1 14.6 324 3 ABT HALF:(3)
    15.3 10.0 224 4 MOST:(4)
    11.1 7.3 163 5 NRLY ALL:(5)
        6.1 4.0 89 6 ALL:(6)
        34.2 761 -9 MISSING
----- ---- -----
100.0 100.0 2,228 cases (Wtd)
Data type: numeric
Missing-data code: -9
Columns: 464-465
```





| V4392 |  | 024D06D: JOB-DIF SOC BKGD |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 21600 |  |  |  |  |
| To what extent does (did) this job . . . D: Let you get to know people with social backgrounds very different from yours? |  |  |  |  |
| 1="Not At All" 2="A Little" 3="Some Extent" 4="Considerable Extent" 5="A Great Extent" |  |  |  |  |
| PCT | PCT | N | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 17.7 | 11.4 | 254 | 1 | NOT @ALL: (1) |
| 20.3 | 13.1 | 292 | 2 | A LITTLE:(2) |
| 25.0 | 16.1 | 359 | 3 | SOME: (3) |
| 20.8 | 13.4 | 298 | 4 | CNSIDRBL: (4) |
| 16.3 | 10.5 | 234 | 5 | GREAT:(5) |
|  | 35.5 | 792 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases ( | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9Columns: $472-473$ |  |  |  |  |
|  |  |  |  |  |


| V4393 |  | 024D06E: JOB-OVER AGE 30 |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 21610 |  |  |  |  |
| To what extent does (did) this job . . . E: Let you get to know people over age 30? |  |  |  |  |
| 1="Not At All" 2="A Little" 3="Some Extent" 4="Considerable Extent" 5="A Great Extent" |  |  |  |  |
| PCT | PCT | N | VALUE | LAB |
| VALID | ALL |  |  |  |
| 11.1 | 7.1 | 159 | 1 | NOT |
| 15.9 | 10.2 | 228 | 2 | A L |
| 24.4 | 15.7 | 349 | 3 | SOM |
| 23.9 | 15.4 | 343 | 4 | CNS |
| 24.7 | 15.9 | 354 | 5 | GRE |
|  | 35.7 | 794 | -9 | MIS |
| 100.0 | 100.0 | 228 | ases | (td) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 474-475 |  |  |  |  |


| V4394 |  | 024D06F: JOB-->STRESS |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 21620 |  |  |  |  |
| To what extent does (did) this job . . . F: Cause you stress and tension? |  |  |  |  |
| 1="Not At All" 2="A Little" 3="Some Extent" 4="Considerable Extent" 5="A Great Extent" |  |  |  |  |
| PCT | PCT | N | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 20.5 | 13.2 | 295 | 1 | NOT @ALL: 1 ( |
| 28.3 | 18.3 | 407 | 2 | A LITTLE: (2) |
| 23.6 | 15.2 | 339 | 3 | SOME: (3) |
| 15.0 | 9.7 | 216 | 4 | CNSIDRBL: 4 ) |
| 12.6 | 8.1 | 181 | 5 | GREAT:(5) |
|  | 35.4 | 789 | -9 | MISSING |
| 100.0 | 100.0 | 228 | ases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 476-477 |  |  |  |  |


| V4395 |  | 024D06G:JOB-INTRFR W ED |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 21630 |  |  |  |  |
| To what extent does (did) this job . . . G: Interfere with your education? |  |  |  |  |
| 1="Not At All" 2="A Little" 3="Some Extent" 4="Considerable Extent" 5="A Great Extent" |  |  |  |  |
| PCT | PCT | $N$ | VALUE | LABE |
| VALID | ALL |  |  |  |
| 48.5 | 31.3 | 697 | 1 | NOT |
| 23.3 | 15.0 | 334 | 2 | A LI |
| 16.9 | 10.9 | 243 | 3 | SOME |
| 6.5 | 4.2 | 94 | 4 | CNS |
| 4.8 | 3.1 | 69 | 5 | GREA |
|  | 35.5 | 791 |  | MISS |
| 100.0 | 100.0 | 228 | cases ( | td) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 478-479 |  |  |  |  |



| V4397 |  | 024D06I:JOB-INTRFR W FAM |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 21650 |  |  |  |  |
| To what extent does (did) this job . . . I: Interfere with your family life? |  |  |  |  |
| 1="Not At All" 2="A Little" 3="Some Extent" 4="ConsiderableExtent" 5="A Great Extent" |  |  |  |  |
| PCT | PCT | N | VALUE | LABE |
| VALID | ALL |  |  |  |
| 42.6 | 27.5 | 612 | 1 | NOT |
| 22.5 | 14.5 | 323 | 2 | A LI |
| 19.6 | 12.6 | 282 | 3 | SOME |
| 9.7 | 6.2 | 139 | 4 | CNSI |
| 5.5 | 3.6 | 79 | 5 | GREA |
|  | 35.6 | 794 | -9 | MISS |
| 100.0 | 100.0 | 228 | ases ( | Itd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 482-483 |  |  |  |  |



| V4399 | 024D07B: JOB-HAPPY FR LIF |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 21670 |  |  |  |  |
| To what extent is (was) this job . . . B: A job you COULD be happy doing for most of your life? |  |  |  |  |
| 1="Not At All" 2="A Little" 3="Some Extent" 4="Considerable Extent" 5="A Great Extent" |  |  |  |  |
| PCT | PCT | $N$ | VALUE | LAB |
| VALID | ALL |  |  |  |
| 65.5 | 41.8 | 932 | 1 | NOT |
| 13.3 | 8.5 | 189 | 2 | A L |
| 11.1 | 7.1 | 158 | 3 | SOM |
| 4.9 | 3.2 | 70 | 4 | CNS |
| 5.2 | 3.3 | 74 | 5 | GRE |
|  | 36.1 | 804 | -9 | MIS |
| 100.0 | 100.0 | 228 | ases | td) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 486-487 |  |  |  |  |


| V4400 |  | 024D07C:JOB-EXPCT FR LIF |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 21680 |  |  |  |  |
| To what extent is (was) this job . . . C: The type of work you EXPECT to be doing for most of your life? |  |  |  |  |
| 1="Not At All" 2="A Little" 3="Some Extent" 4="Considerable Extent" 5="A Great Extent" |  |  |  |  |
| PCT | PCT | N | VALUE | LAB |
| VALID | ALL |  |  |  |
| 75.9 | 48.5 | 1,081 | 1 | NOT |
| 8.6 | 5.5 | 122 | 2 | A L |
| 8.6 | 5.5 | 122 | 3 | SOM |
| 3.3 | 2.1 | 47 | 4 | CNS |
| 3.6 | 2.3 | 51 | 5 | GRE |
|  | 36.1 | 804 | -9 | MIS |
| 100.0 | 100.0 | 2,228 | cases | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 488-489 |  |  |  |  |






| V4302 |
| :---: |

Item Number: 10930
How much do you agree or disagree with each of the following statements? B: It does little good to clean up air and water pollution because this society will not last long enough for it to matter

1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 30.9 | 26.4 | 587 | 1 | DISAGREE:(1) |
| 27.5 | 23.4 | 522 | 2 | MOST DIS:(2) |
| 23.5 | 20.1 | 447 | 3 | NEITHER:(3) |
| 12.5 | 10.7 | 238 | 4 | MOST AGR:(4) |
| 5.4 | 4.6 | 103 | 5 | AGREE:(5) |
|  | 14.8 | 330 | -9 | MISSING |

----- ----- ----
100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 386-387

| V4303 |  | 024D10C: THG TUF, TCHN SLV |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Item Number: 10940 |  |  |  |  |  |
| How much do you agree or disagree with each of the following statements? C: When things get tough enough, we'll put our minds to it and find a technological solution |  |  |  |  |  |
| ```1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree"``` |  |  |  |  |  |
| PCT | PCT | N | VALUE | LABEL |  |
| VALID | ALL |  |  |  |  |
| 6.9 | 5.9 | 131 | 1 | DISAGR | EE: (1) |
| 8.4 | 7.1 | 158 | 2 | MOST D | IS: (2) |
| 28.7 | 24.3 | 542 | 3 | NEITHE | R: ${ }^{\text {(3) }}$ |
| 41.0 | 34.7 | 774 | 4 | MOST A | GR: (4) |
| 14.9 | 12.7 | 282 | 5 | AGREE: | (5) |
|  | 15.3 | 341 | -9 | MISSIN |  |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |  |
| Data type: numeric |  |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |  |
| Columns: 388-389 |  |  |  |  |  |


| V4304 |
| :---: |

Item Number: 10950
How much do you agree or disagree with each of the following statements? D: When I think about all the terrible things that have been happening, it is hard for me to hold out much hope for the world

1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 17.8 | 15.0 | 334 | 1 | DISAGREE:(1) |
| 26.7 | 22.4 | 500 | 2 | MOST DIS:(2) |
| 32.3 | 27.2 | 605 | 3 | NEITHER:(3) |
| 17.2 | 14.4 | 322 | 4 | MOST AGR:(4) |
| 6.0 | 5.0 | 112 | 5 | AGREE:(5) |
|  | 15.9 | 355 | -9 | MISSING |

----- ----- ----
100.0 100.0 2,228 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 390-391



| V4307 |  | 024D10G:ANNIHLTN IN LFTM |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Item Number: 10980 |  |  |  |  |  |
| How much do you agree or disagree with each of the following statements? G: Nuclear or biological annihilation will probably be the fate of all mankind, within my lifetime |  |  |  |  |  |
| $\begin{aligned} & \text { 1="Disagree" 2="Mostly Disagree" } 3=\text { "Neither" 4="Mostly Agree" } \\ & 5=" A g r e e " ~ \end{aligned}$ |  |  |  |  |  |
| PCT | PCT | N | Value | LABEL |  |
| VALID | ALL |  |  |  |  |
| 25.4 | 21.3 | 475 | 1 | DISAG | GREE: (1) |
| 18.3 | 15.4 | 342 | 2 | MOST | DIS:(2) |
| 37.4 | 31.5 | 701 | 3 | NEIT | HER: (3) |
| 12.9 | 10.8 | 241 | 4 | MOST | AGR: (4) |
| 6.1 | 5.1 | 113 | 5 | AGREE | : (5) |
|  | 15.9 | 355 | -9 | MISSI | ING |
| 100.0 | 100.0 | 2,228 | cases ( | Wtd) |  |
| Missing-data code: -9 Columns: 396-397 |  |  |  |  |  |


| V4308 |  | 24D10H:HMN RCE RSILIENT |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 10990 |  |  |  |  |
| How much do you agree or disagree with each of the following statements? H: The human race has come through tough times before, and will do so again |  |  |  |  |
| 1="Disagree" 2="Mostly Disagree" 3="Neither" 4="Mostly Agree" 5="Agree" |  |  |  |  |
| PCT | PCT | $N$ | VALUE | LAB |
| VALID | ALL |  |  |  |
| 4.5 | 3.8 | 84 | 1 | DIS |
| 5.7 | 4.8 | 108 | 2 | MOS |
| 27.6 | 23.2 | 516 | 3 | NEI |
| 36.2 | 30.4 | 677 | 4 | MOS |
| 26.0 | 21.9 | 487 | 5 | AGR |
|  | 16.0 | 356 |  | MIS |
| 100.0 | 100.0 | 228 | cases ( | (td) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 398-399 |  |  |  |  |





| V4312 | 024D12 $: 5+$ BR/LST2WK, 10+X |
| :---: | :---: |

Item Number: 11030
Think back over the LAST TWO WEEKS. How many times have you had five or more 12 -ounce cans of beer (or the equivalent) in a row?

1="None" 2="Once" 3="Twice" 4="Three to five times" 5="Six to nine times" 6="Ten or more times"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 73.8 | 56.5 | 1,259 | 1 | NONE:(1) |
| 6.9 | 5.3 | 117 | 2 | ONCE:(2) |
| 6.6 | 5.0 | 112 | 3 | TWICE:(3) |
| 7.9 | 6.1 | 136 | 4 | $3-5 X:(4)$ |
| 2.8 | 2.1 | 47 | 5 | $6-9 X:(5)$ |
| 2.0 | 1.6 | 35 | 6 | 10+ TIME:(6) |
|  | 23.4 | 521 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
|  |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 406-407 |  |  |  |  |




| V4430 |  | 024D13C:\#X WIN COOL/30DA |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 22640 |  |  |  |  |
| On how many occasions (if any) have you had wine cooler(s) to drink . . . C: . . . during the last 30 days? |  |  |  |  |
| 1="0 Occasions" 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or |  |  |  |  |
| PCT | PCT | N | Value | LABEL |
| VALID | ALL |  |  |  |
| 80.5 | 62.7 | 1,397 | 1 | 0 OCCAS:(1) |
| 12.5 | 9.7 | 217 | 2 | 1-2X:(2) |
| 3.8 | 3.0 | 66 | 3 | 3-5X:(3) |
| 1.6 | 1.3 | 28 | 4 | 6-9X:(4) |
| 0.5 | 0.4 | 9 | 5 | 10-19x:(5) |
| 0.2 | 0.2 | 4 | 6 | 20-39X: (6) |
| 0.9 | 0.7 | 15 | 7 | 40+OCCAS: 7 ) |
|  | 22.1 | 492 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases ( | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing Column | -data | code: |  |  |
| Columns: 534-535 |  |  |  |  |


| V4431 | 024D14 $: 5+$ WINCOOL/LST2WK |
| :---: | :---: |

Item Number: 22650
Think back over the LAST TWO WEEKS. How many times have you had five or more 12 -ounce bottles of wine cooler (or the equivalent) in a row?

1="None" 2="Once" 3="Twice" 4="Three to five times" 5="Six to nine times" 6="Ten or more times"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 90.1 | 68.2 | 1,520 | 1 | NONE: (1) |
| 4.1 | 3.1 | 69 | 2 | ONCE:(2) |
| 2.9 | 2.2 | 49 | 3 | TWICE:(3) |
| 1.6 | 1.2 | 27 | 4 | $3-5 X:(4)$ |
| 0.4 | 0.3 | 7 | 5 | $6-9 X:(5)$ |
| 0.9 | 0.7 | 15 | 6 | 10+ TIME:(6) |
|  | 24.2 | 540 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: | -9 |  |  |  |
| Columns: 536-537 |  |  |  |  |


| V4313 |  | 24D15A:\#X WINE/LIFETIME |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 11040 |  |  |  |  |
| On how many occasions (if any) have you had wine to drink, not counting wine coolers . . . A: . . . in your lifetime? |  |  |  |  |
| 1="0 Occasions" 2="1-2 Occasions" 3="3-5 Occasions" 4="6-9 Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or More" |  |  |  |  |
| PCT | PCT | N | VALUE | LABE |
| VALID | ALL |  |  |  |
| 43.3 | 33.6 | 748 | 1 | 0 OC |
| 19.1 | 14.8 | 330 | 2 | 1-2X |
| 14.7 | 11.4 | 254 | 3 | 3-5X |
| 9.7 | 7.6 | 168 | 4 | 6-9X |
| 5.4 | 4.2 | 93 | 5 | 10-1 |
| 3.8 | 2.9 | 65 | 6 | 20-3 |
| 4.0 | 3.1 | 70 | 7 | 40+0 |
|  | 22.4 | 500 | -9 | MISS |
| 100.0 | 100.0 | 228 | cases ( | (td) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 408-409 |  |  |  |  |


| V4314 |  | 024D15B:\#X WINE/LAST12MO |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 11050 |  |  |  |  |
| On how many occasions (if any) have you had wine to drink, not counting wine coolers . . . B: . . . during the last 12 |  |  |  |  |
| 1="0 Occasi More" | casio | " $2=$ "1 | 2 Occa | s" 6 |
| PCT | PCT | N | VALUE | LABE |
| VALID | ALL |  |  |  |
| 61.6 | 47.3 | 1, 055 | 1 | 0 OC |
| 20.2 | 15.6 | 347 | 2 | 1-2X |
| 8.4 | 6.4 | 143 | 3 | 3-5X |
| 4.6 | 3.5 | 78 | 4 | 6-9X |
| 2.8 | 2.1 | 47 | 5 | 10-1 |
| 1.4 | 1.1 | 24 | 6 | 20-3 |
| 1.1 | 0.8 | 18 | 7 | 40+ |
|  | 23.2 | 516 | -9 | MISS |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 410-411 |  |  |  |  |


| V4315 |  | 024D15C:\#X WINE/LAST30DA |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 11060 |  |  |  |  |
| On how many occasions (if any) have you had wine to drink, not counting wine coolers . . . C: . . . during the last 30 days? |  |  |  |  |
|  |  |  |  |  |
| Occasions" 5="10-19 Occasions" 6="20-39 Occasions" 7="40 or More" |  |  |  |  |
| PCT | PCT | N | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 86.4 | 66.5 | 1,481 | 1 | 0 OCCAS:(1) |
| 8.7 | 6.7 | 149 | 2 | 1-2X:(2) |
| 2.9 | 2.2 | 49 | 3 | 3-5X:(3) |
| 0.8 | 0.6 | 14 | 4 | 6-9X:(4) |
| 0.3 | 0.3 | 6 | 5 | 10-19x:(5) |
| 0.4 | 0.3 | 7 | 6 | 20-39x:(6) |
| 0.4 | 0.3 | 8 | 7 | 40+OCCAS: 7 ) |
|  | 23.1 | 514 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | Wtd) |
| Data type: numeric |  |  |  |  |
| Missin | -data | code: - |  |  |
| Columns: 412-413 |  |  |  |  |


| V4316 | 024D16 $: \#$ 200Z+ WN/2 WK |
| :---: | :--- |

Item Number: 11070
Think back over the LAST TWO WEEKS. How many times have you had five or more 4-ounce glasses of wine in a row (or the equivalent, which is about three-fourths of a bottle)?

1="None" 2="Once" 3="Twice" 4="Three to five times" 5="Six to nine times" 6="Ten or more times"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 95.3 | 71.8 | 1,599 | 1 | NONE: (1) |
| 1.8 | 1.3 | 30 | 2 | ONCE:(2) |
| 1.4 | 1.1 | 23 | 3 | TWICE:(3) |
| 0.8 | 0.6 | 14 | 4 | $3-5 X:(4)$ |
| 0.1 | 0.0 | 1 | 5 | $6-9 X:(5)$ |
| 0.6 | 0.5 | 10 | 6 | 10+ TIME:(6) |
|  | 24.7 | 550 | -9 | MISSING |
| ---- | ---- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: | -9 |  |  |  |
| Columns: 414-415 |  |  |  |  |






| V4445 | 024D19: COST MJ/OZ. $\$ 500+$ |
| :--- | :--- |

Item Number: 20506
The next questions are on another topic. Do you know about how much an ounce of marijuana would cost in your area?

```
88="Don't Know" 1="Less than $50" 2="$50 - $99" 3="$100 -
$149" 4="$150 - $199" 5="$200 - $249" 6="$250 - $299" 7="$300
- $399" 8="$400 - $499" 9="$500 or more"
```

| PCT | PCT | N | Value | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 9.0 | 7.6 | 170 | 1 | < \$50 (1) |
| 10.9 | 9.2 | 204 | 2 | \$50-\$99(2) |
| 6.9 | 5.8 | 129 | 3 | \$100-\$149(3) |
| 3.3 | 2.8 | 62 | 4 | \$150-\$199(4) |
| 2.1 | 1.7 | 39 | 5 | \$200-\$249(5) |
| 1.4 | 1.2 | 27 | 6 | \$250-\$299(6) |
| 1.4 | 1.2 | 27 | 7 | \$300-\$399(7) |
| 0.5 | 0.4 | 10 | 8 | \$400-\$499(8) |
| 0.7 | 0.6 | 14 | 9 | \$500 or more(9) |
| 63.8 | 53.8 | 1,198 | 88 | Dont know(88) |
|  | 15.7 | 349 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |

Data type: numeric
Missing-data code: -9
Columns: 547-549


| V4321 |  | 24E01A:MLTRY GET AHEAD |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 11120 |  |  |  |  |
| These next questions ask for your opinions about the military services in the United States. To what extent do you think the following opportunities are available to people who work in the military services? A: A chance to get ahead |  |  |  |  |
| 1="To a Very Little Extent" 2="To a Little Extent" 3="To Some Extent" 4="To a Great Extent" 5="To a Very Great Extent" |  |  |  |  |
| PCT | PCT | N | Value | LABE |
| VALID ALL |  |  |  |  |
| 8.3 | 6.8 | 151 | 1 | VLIT |
| 9.5 | 7.8 | 173 | 2 | LITL |
| 38.9 | 31.9 | 711 | 3 | SM E |
| 25.9 | 21.2 | 473 | 4 | GRT |
| 17.4 | 14.3 | 318 | 5 | VGRT |
|  | 18.1 | 402 | -9 | MISS |
| 100.0 | 100.0 | 228 | cases | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 424-425 |  |  |  |  |




| V4324 |  | 24E01D:MLTRY >FLFLLG JB |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 11150 |  |  |  |  |
| To what extent do you think the following opportunities are available to people who work in the military services? D: A chance to have a personally more fulfilling job |  |  |  |  |
| 1="To a Very Little Extent" 2="To a Little Extent" 3="To Some |  |  |  |  |
| PCT PCT N VALUE LABEL |  |  |  |  |
| VALID ALL |  |  |  |  |
| 8.3 | 6.7 | 150 | 1 | VLIT EXT: (1) |
| 9.1 | 7.4 | 165 | 2 | LITL EXT: (2) |
| 34.1 | 27.8 | 620 | 3 | SM EXTNT: (3) |
| 28.7 | 23.4 | 522 | 4 | GRT EXT: (4) |
| 19.8 | 16.1 | 359 | 5 | VGRT EXT: (5) |
|  | 18.4 | 410 | -9 | MISSING |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 430-431 |  |  |  |  |



| V4326 |  | 024E02 : EXTNT MLTRY JSTC |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 11170 |  |  |  |  |
| To what extent is it likely that a person in the military can get things changed and set right if treated unjustly by a |  |  |  |  |
| $\begin{aligned} & 1=\text { "To } \\ & \text { Extent } \end{aligned}$ | 1="To a Very Little Extent" 2="To a Little Extent" 3="To Some |  |  |  |
| PCT | PCT | N | VALUE | LABE |
| VALID | ALL |  |  |  |
| 17.3 | 14.0 | 312 | 1 | VLI |
| 22.5 | 18.3 | 407 | 2 | LITL |
| 40.1 | 32.5 | 724 | 3 | SM |
| 13.1 | 10.6 | 236 | 4 | GRT |
| 7.0 | 5.6 | 126 | 5 | VGR |
|  | 19.0 | 424 | -9 | MISS |
| 100.0 | 100.0 | 228 | cases ( | Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 434-435 |  |  |  |  |












Item Number: 22380
These days, how many people in the following groups would you guess use illicit drugs (like marijuana, cocaine, etc.) occasionally or regularly? A: Professional athletes

1="0\% to 10\%" 2="11\% to 30\%" 3=" $31 \%$ to $50 \%$ " 4=" $51 \%$ to $70 \%$ " 5="71\% to 90\%" 6="91\% to 100\%" 8="Have no idea"

| PCT | PCT | N | VALUE | LABEL |
| :---: | :---: | :---: | :---: | :---: |
| VALID | ALL |  |  |  |
| 13.0 | 10.5 | 235 | 1 | 0-10\%: (1) |
| 21.3 | 17.3 | 384 | 2 | 11-30\%:(2) |
| 24.3 | 19.7 | 440 | 3 | 31-50\%: (3) |
| 18.1 | 14.7 | 327 | 4 | 51-70\%: (4) |
| 7.0 | 5.7 | 127 | 5 | 71-90\%:(5) |
| 4.1 | 3.3 | 74 | 6 | 91-100\%: (6) |
| 12.2 | 9.9 | 221 | 8 | NO IDEA: 8 ) |
|  | 18.8 | 419 | -9 | MISSING |
| 100.0 | 100.0 | 2,228 | cases | (Wtd) |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 506-507 |  |  |  |  |


| V4417 |  | 24E0 | B:USE D | RUGS-ROCKRS |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 22390 |  |  |  |  |
| These days, how many people in the following groups would you guess use illicit drugs (like marijuana, cocaine, etc.) occasionally or regularly? B: Rock music performers |  |  |  |  |
| 1="0\% to 10\%" 2="11\% to 30\%" $3=$ " $31 \%$ to $50 \%$ " 4="51\% to $70 \%$ " |  |  |  |  |
| PCT | PCT | $N$ | VALUE | LABEL |
| VALID | ALL |  |  |  |
| 2.2 | 1.8 | 40 | 1 | 0-10\%: (1) |
| 4.2 | 3.4 | 76 | 2 | 11-30\%: (2) |
| 11.9 | 9.7 | 215 | 3 | 31-50\%: (3) |
| 23.5 | 19.1 | 425 | 4 | 51-70\%: (4) |
| 30.1 | 24.4 | 544 | 5 | 71-90\%: (5) |
| 18.7 | 15.2 | 339 | 6 | 91-100\%: (6) |
| 9.4 | 7.6 | 169 | 8 | NO IDEA: 8 ) |
|  | 18.8 | 419 | -9 | MISSING |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 508-509 |  |  |  |  |


| V4418 |  | 24E0 | C:USE D | RUGS-ACTORS |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 22400 |  |  |  |  |
| These days, how many people in the following groups would you guess use illicit drugs (like marijuana, cocaine, etc.) occasionally or regularly? C: Actors and actresses |  |  |  |  |
| 1="0\% to 10\%" 2="11\% to 30\%" 3="31\% to 50\%" 4="51\% to 70\%" |  |  |  |  |
| PCT PCT N VALUE LABEL |  |  |  |  |
| VALID ALL |  |  |  |  |
| 6.1 | 4.9 | 109 | 1 | 0-10\%: (1) |
| 16.0 | 13.0 | 289 | 2 | 11-30\%: (2) |
| 20.7 | 16.8 | 374 | 3 | 31-50\%: (3) |
| 21.7 | 17.6 | 392 | 4 | 51-70\%: (4) |
| 15.6 | 12.7 | 283 | 5 | 71-90\%: (5) |
| 7.8 | 6.4 | 142 | 6 | 91-100\%: (6) |
| 12.1 | 9.8 | 219 | 8 | NO IDEA: 8 ) |
|  | 18.9 | 421 | -9 | MISSING |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 510-511 |  |  |  |  |



| V4420 |  | 024E0 | B:DISAP | USE-ROCKRS |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 22430 |  |  |  |  |
| How many people in the following groups would you guess strongly disapprove of such illicit drug use? B: Rock music performers |  |  |  |  |
| 1="0\% to $10 \%$ " 2=" $11 \%$ to $30 \%$ " $3=" 31 \%$ to $50 \%$ " $4=" 51 \%$ to $70 \% "$ $5=" 71 \%$ to $90 \%$ " 6="91\% to $100 \%$ " 8="Have no idea" |  |  |  |  |
| PCT PCT $N$ value label |  |  |  |  |
| VALID ALL |  |  |  |  |
| 26.429.4 | 21.4 | 477 | 1 | 0-10\%: (1) |
|  | 23.9 | 532 | 2 | 11-30\%:(2) |
| 16.1 | 13.1 | 292 | 3 | 31-50\%: (3) |
|  | 5.9 | 132 | 4 | 51-70\%: (4) |
| 7.3 3.0 | 2.4 | 54 | 5 | 71-90\%: (5) |
| 3.0 1.6 | 1.3 | 29 | 6 | 91-100\%: (6) |
| 16.2 | 13.1 | 293 | 8 | NO IDEA: (8) |
|  | 18.8 | 420 | -9 | MISSING |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 514-515 |  |  |  |  |


| V4421 |  | 024E08 | : DISAP | USE- |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 22440 |  |  |  |  |
| How many people in the following groups would you guess strongly disapprove of such illicit drug use? C: Actors and |  |  |  |  |
| 1="0\% to 10\%" 2="11\% to 30\%" 3="31\% to 50\%" 4="51\% to 70\%" |  |  |  |  |
| PCT | PCT | N VALUE |  | LABE |
| VALID | ALL |  |  |  |
| 12.8 | 10.3 | 229 | 1 | 0-10 |
| 25.5 | 20.5 | 457 | 2 | 11-3 |
| 21.6 | 17.4 | 388 | 3 | 31-5 |
| 11.0 | 8.9 | 197 | 4 | 51-7 |
| 8.0 | 6.5 | 144 | 5 | 71-9 |
| 3.6 | 2.9 | 65 | 6 | 91-1 |
| 17.5 | 14.1 | 315 | 8 | NO I |
|  | 19.4 | 432 | -9 | MISS |
| 100.0 | 100.0 | 2,228 | cases ( | Wtd) |
| Data | pe: nu | eric |  |  |
| Missing | -data | ode: - |  |  |
| Column | : 516 |  |  |  |



| V4423 |  | 24E09 | :\#X S | DR |
| :---: | :---: | :---: | :---: | :---: |
| Item Number: 22460 |  |  |  |  |
| The next questions ask about anti-drug commercials or "spots" that are intended to discourage drug use. In recent months, about how often have you seen such anti-drug commercials on TV, or heard them on the radio? |  |  |  |  |
| 1="Not at all" 2="Less than once a month" 3="1-3 times per month" 4="1-3 times per week" 5="Daily or almost daily" 6="More than once a day" |  |  |  |  |
| PCT PCT $N$ VALUE LABEL |  |  |  |  |
| VALID ALL |  |  |  |  |
| 8.6 | 6.9 | 154 | 1 | NOT |
| 6.6 | 5.3 | 117 | 2 | <1/ |
| 19.2 | 15.4 | 343 | 3 | 1-3 |
| 27.2 | 21.9 | 487 | 4 | 1-3 |
| 27.2 | 21.8 | 485 | 5 | DAI |
| 11.3 | 9.0 | 201 | 6 | >1/ |
|  | 19.8 | 441 | -9 | MIS |
| 100.0 100.0 2,228 cases (Wtd) |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 520-521 |  |  |  |  |






| 024E11:\#X ANTIDRUG ADS |
| :---: |

Item Number: 30890
In recent months, about how often have you seen anti-drug ads on billboards or in magazines or newspapers?

```
1="Not at all" 2="Less than once a month" 3="1-3 times per
```

month" 4="1-3 times per week" 5="Daily or almost daily"
6="More than once a day"

| PCT | PCT | $N$ | VALUE | LABEL |
| ---: | ---: | ---: | ---: | :--- |
| VALID | ALL |  |  |  |
| 12.2 | 9.8 | 219 | 1 | Never(1) |
| 18.5 | 14.9 | 333 | 2 | A few times/yr(2) |
| 30.1 | 24.3 | 540 | 3 | Once-twice/mo(3) |
| 22.4 | 18.0 | 402 | 4 | At least once/wk(4) |
| 12.3 | 9.9 | 220 | 5 | Almost daily(5) |
| 4.6 | 3.7 | 82 | 6 | More than daily(6) |
|  | 19.3 | 431 | -9 | MISSING |
| ---- | --- | ---- |  |  |
| 100.0 | 100.0 | 2,228 | cases (Wtd) |  |
|  |  |  |  |  |
| Data type: numeric |  |  |  |  |
| Missing-data code: -9 |  |  |  |  |
| Columns: 552-553 |  |  |  |  |

## APPENDICES

## Appendix A: Publications

## ANNUAL VOLUMES CONTAINING COMPLETE RESPONSE DISTRIBUTIONS

## (Published by the Institute for Social Research)

These volumes contain univariate and selected bivariate percentagized frequency distributions on all questions asked in a given year. Also contained is a cross-time index for locating the same question in the other years of the study in which it was contained. Order directly from Monitoring the Future, Institute for Social Research Room 2311, P. O. Box 1248, Ann Arbor, Michigan 48106-1248.

Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1975. L. D. Johnston and J. G. Bachman, 1980, 188 pp.

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Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1985. L. D. Johnston, J. G. Bachman, and P. M. O’Malley, 1986, 284 pp.

Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1986. J. G. Bachman, L. D. Johnston, and P. M. O’Malley, 1987, 288 pp.

Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1987. L. D. Johnston, J. G. Bachman, and P. M. O’Malley, 1991, 283 pp.

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Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1996. J. G. Bachman, L. D. Johnston, and P. M. O’Malley, 2001, 376 pp.

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Monitoring the Future: Questionnaire responses from the nation's high school seniors, 2000. J. G. Bachman, L. D. Johnston, and P. M. O’Malley, 2001, 380 pp.

## ANNUAL VOLUMES ON TRENDS IN DRUG USE AND RELATED FACTORS

(Published by the National Institute on Drug Abuse)

Volumes in this series may be ordered from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345 (Tel. 1-800-729-6686). There is no charge for single copies.

Drug use among American high school students 1975-1977 (DHEW Publication No. ADM 78619). L. D. Johnston, J. G. Bachman, and P. M. O’Malley, 1978, 256 pp.

Highlights from drug use among American high school students 1975-1977 (DHEW Publication No. ADM 78-621). L. D. Johnston, J. G. Bachman, and P. M. O’Malley, 1978, 43 pp.
Drugs and the class of 1978: Behaviors, attitudes, and recent national trends (DHEW Publication No. ADM 79-877). L. D. Johnston, J. G. Bachman, and P. M. O’Malley, 1979, 376 pp.
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1979 Highlights: Drugs and the nation's high school students, Five year national trends (DHEW Publication No. ADM 80-930). L. D. Johnston, J. G. Bachman, and P. M. O’Malley, 1979, 85 pp.
Highlights from student drug use in America, 1975-1980 (DHHS Publication No. ADM 811066). L. D. Johnston, J. G. Bachman, and P. M. O’Malley, 1981, 120 pp.

Highlights from student drug use in America, 1975-1981 (DHHS Publication No. ADM 821208). L. D. Johnston, J. G. Bachman, and P. M. O’Malley, 1981, 130 pp.

Student drug use in America, 1975-1981 (DHHS Publication No. ADM 89-1221). L. D. Johnston, J. G. Bachman, and P. M. O’Malley, 1982, 433 pp.
Student drug use, attitudes, and beliefs: National trends, 1975-1982 (DHHS Publication No. ADM 83-1260). L. D. Johnston, J. G. Bachman, and P. M. O’Malley, 1983, 134 pp.
Highlights from drugs and American high school students, 1975-1983 (DHHS Publication No. ADM 84-1317). L. D. Johnston, P. M. O’Malley, and J. G. Bachman, 1984, 135 pp.

Drugs and American high school students: 1975-1983 (DHHS Publication No. ADM 85-1374). L. D. Johnston, P. M. O’Malley, and J. G. Bachman, 1984, 492 pp.

Use of licit and illicit drugs by America's high school students: 1975-1984 (DHHS Publication No. ADM 85-1394). L. D. Johnston, P. M. O’Malley, and J. G. Bachman, 1985, 167 pp.
Drug use among American high school students, college students, and other young adults: National trends through 1985 (DHHS Publication No. ADM 86-1450). L. D. Johnston, P. M. O’Malley, and J. G. Bachman, 1986, 237 pp.

National trends in drug use and related factors among American high school students and young adults, 1975-1986 (DHHS Publication No. ADM 87-1535). L. D. Johnston, P. M. O’Malley, and J. G. Bachman, 1987, 265 pp.
Illicit drug use, smoking, and drinking by America's high school students, college students, and young adults: 1975-1987 (DHHS Publication No. ADM 89-1602). L. D. Johnston, P. M. O’Malley, and J. G. Bachman, 1988, 307 pp.

Drug use, drinking, and smoking: National survey results from high school, college, and young adult populations, 1975-1988 (DHHS Publication No. ADM 89-1638). L. D. Johnston, P. M. O'Malley, and J. G. Bachman, 1989, 339 pp.

Trends in drug use and associated factors among American high school students, college students, and young adults: 1975-1989 (Institute for Social Research: Ann Arbor, MI). L. D. Johnston, P. M. O’Malley, and J. G. Bachman, 1991, 331 pp.

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## Appendix B - Sample Size and Student Response Rates

The three-stage sample procedure described in the introduction yielded the following number of participating schools and students.

|  | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \# Public Schools | 111 | 108 | 108 | 111 | 111 | 107 |
| \# Private Schools | 14 | 15 | 16 | 20 | 20 | 20 |
| Total \# Schools | 125 | 123 | 124 | 131 | 131 | 127 |
| Total \# Students | 15,791 | 16,678 | 18,438 | 18,924 | 16,662 | 16,524 |
| Student Response Rate (\%) * | 78\% | 77\% | 79\% | 83\% | 82\% | 82\% |
|  | 1981 | 1982 | 1983 | 1984 | 1985 | 1986 |
| \# Public Schools | 109 | 116 | 112 | 117 | 115 | 113 |
| \# Private Schools | 19 | 21 | 22 | 17 | 17 | 16 |
| Total \# Schools | 128 | 137 | 134 | 134 | 132 | 129 |
| Total \# Students | 18,267 | 18,348 | 16,947 | 16,499 | 16,502 | 15,713 |
| Student Response Rate (\%) * | 81\% | 83\% | 84\% | 83\% | 84\% | 83\% |
|  | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 |
| \# Public Schools | 117 | 113 | 111 | 114 | 117 | 120 |
| \# Private Schools | 18 | 19 | 22 | 23 | 19 | 18 |
| Total \# Schools | 135 | 132 | 133 | 137 | 136 | 138 |
| Total \# Students | 16,843 | 16,795 | 17,142 | 15,676 | 15,483 | 16,261 |
| Student Response Rate (\%) * | 84\% | 83\% | 86\% | 86\% | 83\% | 84\% |

## SAMPLE SIZE AND STUDENT RESPONSE RATES <br> (continued)

|  | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \# Public Schools | 121 | 119 | 120 | 118 | 125 | 124 |
| \# Private Schools | 18 | 20 | 24 | 21 | 21 | 20 |
| Total \# Schools | 139 | 139 | 144 | 139 | 146 | 144 |
| Total \# Students | 16,763 | 15,929 | 15,876 | 14,824 | 15,963 | 15,780 |
| Student Response Rate (\%) * | 84\% | 84\% | 84\% | 83\% | 83\% | 82\% |


|  | 1999 | 2000 | 2001 | 2002 |
| :---: | :---: | :---: | :---: | :---: |
| \# Public Schools | 124 | 116 | 117 | 102 |
| \# Private Schools | 19 | 18 | 17 | 18 |
| Total \# Schools | 143 | 134 | 134 | 120 |
| Total \# Students | 14,056 | 13,286 | 13,304 | 13,544 |
| Student Response <br> Rate (\%) * | 84\% | 83\% | 82\% | 83\% |

* The student response rate is derived by dividing the attained sample by the target sample (both based on weighted numbers of cases). The target sample is based upon listings provided by schools. Since such listings may fail to take account of recent student attrition, the actual response rate may be slightly underestimated.

