

I owe thanks to so many people for inspiring, guiding, mentoring, helping, and sharing themselves with me in life and this endeavor. This book is a result of working diligently to make myself into a better human being. Through that hard work, I was rewarded with the insight that inspired the vision that is now in your hands. Work on the self is the hardest work of all, and that dedication earned me the gift of being in service to the world, which is now my life purpose.

Many people have helped me along the way. I first must thank the Angel in my life, my Grandpa Jack, who believed unwaveringly in me and enabled me to become educated and pursue my life dreams.

I thank my wife Carmel, whom I fell in love with the day we met and have shared my life with ever since.

Dr. Larry Brilliant opened my soul to spirituality and gave me a book to read, which, at first, I could not understand, but which held the key to living for a higher purpose. After a lot of hard work and dedication, I came to understand the wisdom it contained, and it has had a profound effect. There are turning points in life, and angels speak to us through people. Meeting Larry was one of those times. My wife had gotten me an Aum necklace, which I thought was a cool thing to wear. I showed it to a Hindu friend, Chirag Patel, who shared that he has worn one every day and it brought him nothing but good luck. At that point, I wore the necklace every day. I showed this to Larry at a dinner where we were seated next to each other, and our conversation about that good luck charm was the start of a great friendship, which resulted in synchronicities that enabled my life transformation.

Larry, a week later, introduced me to my dear friend, Dr. Dean Ornish, who was the catalyst in my losing 60 pounds and gaining back my health, and who inspired the vision and formation of my food and health business. Dean has touched me in so many ways, and I am blessed to have him in my life.

Bill Davidow gave me my break in Silicon Valley by backing Viant, and without this, I would not be in the position I am today. He is a second father to me and has given me the gift of his support at the most important times in my life. Life goes full circle, and now Bill is on the board of directors of my new company, Beautiful—[www.beautiful.com](http://www.beautiful.com)—and was instrumental in getting the company financed.

My dear brother, Alberto Villoldo, gave me love and keys to his wisdom. I have been blessed to spend a lot of time in Peru, in the Amazon and Andes, and Alberto shared his 30 years of experience and relationships with me unconditionally to help me create a path of experience and learning mere words can never articulate. My experiences in Peru have been the most powerful and transformative of my lifetime.

I owe thanks to many in Peru and the United States who played a part in my spiritual path by working with me and sharing their time, friendship, and knowledge: Marcela, Martin, Panduro, Humberto, Bernardina, Francisco, Chino, Wilbert, Paul, Manuel, and Brian.

Alberto introduced me to Paul Ray, author of *The Cultural Creatives*. Paul worked diligently with me to craft the thesis of this book, and our early collaboration resulted in the We Declaration and the basis for the survey, focus groups, and research that underpin this book. Many thanks to Jason Pontin for editing the Declaration and helping us frame the book early on.

Pete Leyden and I engaged on the importance of the Millennials in early 2005, and it was insight gained from Pete that drove me to explore this cultural shift and phenomena more closely. Pete has collaborated on the book since the beginning and brought Ruy Teixeira into the project. Ruy focused on the massive job of sifting through all data and materials ever written on the generation and connecting the patterns that formed the thesis of what is behind the generational shift. Ruy then introduced me to Jim Gerstein and Karl Agne, who designed and conducted our breakthrough proprietary survey and the ancillary 12 focus groups where we tested and validated the thesis of the book and survey results.

My long-time friend Jerry Weissman introduced me to Karl Weber. Karl is an extraordinary human being and an incredible talent. He has been my deepest collaborator in the project and integrated reams of data and complex ideas into a simple and compelling narrative. I am deeply grateful that Karl took on this project and is now a part of my life.

Karl introduced me to Mike Shatzkin, and he immediately jumped into the project to assist with the publishing and launch efforts. His sense of urgency, knowledge, and pragmatism are invaluable. Mike has brought together a talented team consisting of Peta Moran, Brian O'Leary, and Rich Freese to take our work forward.

Maria Giudice of HOT Studio and her design team took on the project of helping us design and produce the book and website, and without her angelic spirit, this project would not have the beauty it does. Sandra Kelch of Designpool has done an outstanding job leading the day-to-day creative direction, design and production and assembled a talented team. Hannah Day led the team as layout manager, assisted by Jesse Rice, with incredible devotion to the design and production of the book. Others that assisted the team were Sharon Anderson, Vanita Torcato, Tim Carroll, Patrick Gruwell, Candice Jacobus, Joshua Short, Solange Phommachanh and Patricia Chytrowski. They have done incredible work in a very compressed period of time. Sue Collier of Lead Dog Communications did a fine job of copyediting the manuscript under extreme time pressure. Thank you to Julie Connery who assisted with proofreading. SourceN rapidly developed our website, and I thank Jim Weldon and Ajay Ramachandran for their dedication and sense of urgency. Further thanks to GSI hosting and Mark Fuqua.

I want to thank my public relations team at Rubenstein and Associates, starting with Steven Rubenstein, Bob Lawson, Trey Ditto, and Andrew Palladino. Thanks to Max Pulsinelli of Maximum Impact

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I have been blessed with many friends and colleagues who have supported me during the course of my life. Paul Clemmons has been my best friend virtually my entire life. Manny Fernandez, the former CEO of Gartner Group, gave me the assignment at the company to build an online presence in 1994, which launched my Internet success. Lori Atherton has been my executive assistant for almost 10 years and during that time has been my right arm. Andy Arnold opened the doors at Scient and Beautifull and has been such an asset to me. Ken Jones has been there every time I have ever needed him, and we have shared many experiences that transcend words. Aron Dutta is another brother to me, and he is one of the most talented, loyal, and dedicated people I know. Kit Rodgers and Martin Estevearena have each been my right arm at many of the most important times in my career. Bob Howe was a father and brother to me in the creation of Scient, and without his partnership, my biggest business success would not have been possible. My early partnerships with Mohr Davidow Ventures, Kleiner Perkins Caufield and Byers, and Sequoia Capital were instrumental to me becoming established in Silicon Valley. There is a long list of friends and colleagues—too many to mention here—who have been with me at various stages of my career and life, many of whom have worked with me repeatedly. You all are always in my thoughts, and my gratitude is enormous.

Others have played important roles in helping me grow personally, physically, and spiritually. Caren Raisin was my nurse, working with Dean Ornish to restore my health, after which she became the first employee at Beautifull. Albert Salopek and John Segesta physically trained me and provided the support system to regain my health over a two-year period. Rogelio Nunez, referred by Girija Brilliant, was my yoga instructor and helped me transform my posture and regain Prana. Kristin Davis and Bryan Black made my food and reinforced the insight that others have the same need I did for prepared, fresh, and healthy food. Paula LeDuc has been a sister to me and opened up her many years of experience and goodwill to enable the start of my new business. She introduced me to Donna Insalaco, who has become a dear friend and the culinary genius for my food company. Bill Ericson has become a great friend, and he, along with Mohr Davidow Ventures, has been tremendous in supporting Beautifull and its mission.

I have developed a deep interest and commitment to working within our political system and supporting the public servants who fight every day to sustain our nation and make it a better place. I would like to thank Senator Harry Reid for his friendship and inspiration. He is a man who works tirelessly for the greater good, and, in my mind, Leader Reid is the ultimate role model for great public servants.

At a political retreat for Democratic senators, I met Ben Barnes, who told me of the plight of the Native Americans of the Great Plains and how their voting rights were being suppressed, in part to defeat Tom Daschle in the 2004 election cycle. I helped Ben raise funds to support a get-out-the-vote effort, and then, as a result of meeting the leadership of the Lower Brule Sioux Tribe, took on a labor of love to develop wind farms on Native American land. This project culminated in what is becoming the largest Native American alternative energy investment in U.S. history.

Ben enabled me to get to know Tom Daschle on a personal basis, and with great respect I thank my friend Tom for being the elder-statesman, enabling the deal to put the energy project in the hands of the largest wind developer in the world. The project would not have been successful without the hard work of my partner and dear friend Tracey LeBeau.

I thank all those people who fight the good fight every day on behalf of making the world a better place. Many of you toil anonymously but all toward the greater good. The reward is in the work, and contentment comes from recognizing that. I am most inspired by Mahatma Gandhi, who liberated a country without violence and taught human decency and compassion.

Finally, I would like to thank Nature. I live at the base of Mount Tamalpais in Marin, California, and I have spent countless hours hiking and running on the mountain and in the redwood trees and lakes that surround it. I have gained much strength and clarity from my time spent in the wilderness. I also thank Apu Pachatusan in Peru. The Quechua translation of the name is “he who sustains the world,” and in Incan culture, this Apu is considered the axis of the world. One of my greatest life experiences was climbing to the 16,000-foot summit of the mountain. I felt as one with the Earth and the Spirit of greater good. The Indians who guided me up the mountain shared an incredible gift, and for that I am ever grateful.

— Eric H. Greenberg

## The Greenberg Millennials Study

The Greenberg Millennials Study included several components. It began with an in-depth national survey of 2,000 individuals age 18 to 29, conducted from July 20 to August 1, 2007, which used a mix of methodologies to explore the unique beliefs and attitudes of the Millennial generation. By moving beyond standard questions of behavior and traditional political measures to a deeper understanding of the core values that animate their daily lives and vision for the future—both in their individual lives and for the nation as a whole—this survey provides critical insights into this potentially historic generation.

The study also included a series of 12 geographically and demographically diverse focus groups, conducted during the first week of December 2007. These focus groups were of mixed gender and included a mix of ages between 18 and 29. Each group focused on a particular demographic subset of the Millennial generation.

Our three focus groups conducted in New York City included one made up of white college graduates, one of white noncollege grads, and one of African Americans. We conducted two focus groups (one in Birmingham, Alabama, and one in Denver, Colorado) consisting of evangelical Christians, and two (in Denver and Los Angeles) containing Hispanics. Two groups were selected to include Millennials with children of their own.

Taken together, the 12 focus groups captured a unique cross-section of various slices of the Millennial pie, and provided some vivid personal stories and testimony to flesh out the more general observations made possible by the broader survey.

## Results of The survey

2000 respondents, July 20–August 1, 2007

survey performed by  
Gerstein & Strategic Communications  
national survey, 18–29-year-olds

What follows are the question-by-question results of our 2007 survey of 2,000 Millennials. They're numbered as they were in the original survey, and the totals shown in the right-hand column represent percentages. We think you'll find these data fascinating. Taken together, they create a more complete and detailed portrait of the attitudes, values, and beliefs of Generation We than has ever previously been available.

## Q2

We often look at history in terms of generations—groups of people of similar age and experiences who often share specific attitudes and priorities regarding the world around them—such as the baby boomers or Generation X. As you look at your own generation of young adults under the age of 30, do you agree or disagree that your generation shares specific beliefs, attitudes, and experiences that set you apart from generations that have come before you?

|                             |    |                                |    |
|-----------------------------|----|--------------------------------|----|
| Strongly agree . . . . .    | 35 | (Don't know/refused) . . . . . | 1  |
| Somewhat agree . . . . .    | 55 |                                |    |
| Somewhat disagree . . . . . | 7  | Total agree . . . . .          | 90 |
| Strongly disagree . . . . . | 2  | Total disagree . . . . .       | 9  |

## Q3

How much do you feel your generation of Americans under the age of 30 has in common—in terms of attitudes, beliefs, and priorities—with young adults of your generation in other countries?

|                          |    |                                |    |
|--------------------------|----|--------------------------------|----|
| A great deal . . . . .   | 12 | (Don't know/refused) . . . . . | 1  |
| A fair amount . . . . .  | 56 |                                |    |
| Just a little . . . . .  | 28 | Great deal/fair amount         | 68 |
| Nothing at all . . . . . | 3  | Little/nothing . . . . .       | 31 |

## Q4

do you feel your generation of americans under the age of 30 has more in common—in terms of attitudes, beliefs, and priorities—with americans of older generations or with young adults of your generation in other countries?

|  |     |
|--|-----|
| Much more with older Americans . . . . .                     | .8  |
| Somewhat more with older Americans . . . . .                 | .36 |
| Somewhat more with young adults in other countries . . . . . | .42 |
| Much more with young adults in other countries . . . . .     | .11 |
| (Don't know/refused) . . . . .                               | .2  |
| Total older americans . . . . .                              | .44 |
| Total young adults in other countries. . . . .               | .54 |

## Q5

Please tell us how important each of the following has been in shaping the attitudes and beliefs of your generation of americans under the age of 30, on a scale of 0–10, where 10 means it has been extremely important in shaping your generation's attitudes and beliefs, and 0 means it has not been at all important. you can choose any number between 0 and 10—the higher the number, the more important that factor has been in shaping the attitudes and beliefs of your generation.

|  | Mean | 10 | 8-10 | 6-10 | 0-5 | DK-Ref |
|--|------|----|------|------|-----|--------|
| 5. The terrorist attacks of 9/11                       | 7.9  | 36 | 67   | 83   | 17  | -      |
| 6. Global climate change                               | 6.5  | 18 | 41   | 65   | 35  | 0      |
| 7. The growing racial and ethnic diversity of the U.S. | 7.1  | 21 | 51   | 74   | 26  | 0      |

## Q5 Continued

|  | Mean | 10 | 8-10 | 6-10 | 0-5 | DK-Ref |
|--|------|----|------|------|-----|--------|
| <b>8.</b> The rise of the Internet, cell phones, text messaging, e-mail, and other advances in personal technology | 8.3  | 46 | 73   | 85   | 15  | -      |
| <b>9.</b> America's dependence on foreign oil  | 7.2  | 22 | 52   | 75   | 24  | 0      |
| <b>10.</b> America's dependence on fossil fuels like coal, natural gas, and oil                                    | 7.2  | 22 | 53   | 76   | 24  | 0      |
| <b>11.</b> Declining quality and rising inequality in America's public education system                            | 7.2  | 23 | 52   | 75   | 25  | 0      |
| <b>12.</b> Rapid shift of U.S. economy from manufacturing to services, information and technology                  | 7.0  | 18 | 48   | 73   | 27  | 0      |
| <b>13.</b> The war in Iraq   | 7.7  | 31 | 63   | 81   | 19  | 0      |
| <b>14.</b> Corporate scandals such as Enron  | 5.7  | 10 | 27   | 52   | 47  | 1      |
| <b>15.</b> The partisan divide in U.S. politics  | 6.2  | 11 | 32   | 60   | 40  | 0      |
| <b>16.</b> Lack of long-term job and retirement security   | 7.1  | 22 | 51   | 74   | 26  | 0      |
| <b>17.</b> Increase in obesity and chronic disease   | 7.0  | 19 | 49   | 74   | 26  | -      |
| <b>18.</b> The rising cost of health care and growing number of uninsured  | 7.2  | 23 | 50   | 74   | 25  | 0      |

## Q 19

next, please tell us whether your generation of americans under the age of 30 is more likely or less likely than earlier generations of americans to be characterized by each of the following.

|   | Much More Likely | Smwt More Likely | No Dif | Smwt Less Likely | Much Less Likely | DK-Ref | Total More Likely | Total Less Likely | More - Less |
|---|------------------|------------------|--------|------------------|------------------|--------|-------------------|-------------------|-------------|
| <b>19. Embrace innovation and new ideas</b>                                 | 44               | 34               | 15     | 5                | 2                | 0      | 78                | 7                 | 71          |
| <b>20. Start a new business</b>   | 27               | 37               | 22     | 10               | 4                | 0      | 64                | 14                | 50          |
| <b>21. Make environmental protection a top priority</b>                     | 27               | 40               | 20     | 9                | 4                | 0      | 67                | 13                | 54          |
| <b>22. Express patriotic pride</b>  | 15               | 23               | 28     | 26               | 8                | 0      | 38                | 34                | 3           |
| <b>23. Support those in the armed forces</b>                                | 22               | 26               | 28     | 18               | 6                | 0      | 48                | 24                | 24          |
| <b>24. Trust government and political leaders</b>                           | 5                | 12               | 20     | 36               | 27               | 0      | 17                | 63                | -46         |
| <b>25. Believe government has a positive role to play</b>                   | 8                | 17               | 27     | 33               | 16               | 0      | 24                | 49                | -25         |
| <b>26. Support working with other countries to achieve shared goals</b>     | 19               | 42               | 24     | 11               | 4                | 0      | 60                | 15                | 45          |
| <b>27. Engage in volunteer activities or community service</b>              | 12               | 33               | 29     | 20               | 6                | 0      | 45                | 26                | 20          |
| <b>28. Try to directly influence and communicate with elected officials</b> | 12               | 32               | 26     | 22               | 8                | 0      | 45                | 29                | 15          |

## Q 19 Continued

|   | Much More Likely | Smwt More Likely | No Dif | Smwt Less Likely | Much Less Likely | DK-Ref | Total More Likely | Total Less Likely | More - Less |
|---|------------------|------------------|--------|------------------|------------------|--------|-------------------|-------------------|-------------|
| <b>29. Engage in political activism</b>                                     | 13               | 30               | 28     | 23               | 6                | 0      | 42                | 29                | 13          |
| <b>30. Join a church or other organized religious community</b>             | 9                | 16               | 29     | 33               | 13               | 0      | 25                | 46                | -21         |
| <b>31. Express personal spiritual beliefs outside of organized religion</b> | 24               | 31               | 22     | 16               | 6                | 0      | 56                | 22                | 33          |
| <b>32. Join an independent or issue-based political movement</b>            | 16               | 33               | 27     | 18               | 6                | 1      | 49                | 23                | 25          |
| <b>33. Support an emerging third political party</b>                        | 18               | 38               | 25     | 12               | 6                | 0      | 56                | 18                | 38          |

## Q 34

now i'm going to read you some pairs of statements. as i read each pair, please tell me whether the fir sT statement or the seCond statement comes closer to your own views, even if neither is exactly right.

|   | 1st Stmt Much | 1st Stmt Smwt | 2nd Stmt Smwt | 2nd Stmt Much | DK-Ref | Total 1st Stmt | Total 2nd Stmt | 1st - 2nd |
|---|---------------|---------------|---------------|---------------|--------|----------------|----------------|-----------|
| <b>34. America's security depends on building strong ties with other nations. —or—Bottom line, America's security depends on its own military strength.</b> | 37            | 32            | 18            | 12            | 0      | 69             | 30             | 39        |

## Q 34 Continued

|   | 1st Stmt Much | 1st Stmt Smwt | 2nd Stmt Smwt | 2nd Stmt Much | DK-Ref | Total 1st Stmt | Total 2nd Stmt | 1st - 2nd |
|---|---------------|---------------|---------------|---------------|--------|----------------|----------------|-----------|
| <p><b>35.</b> Addressing the big issues facing my generation starts with individuals willing to take a stand and take action. —or— Individuals can't make a real difference in addressing the big issues facing my generation.</p>  | 47            | 33            | 15            | 5             | 0      | 80             | 20             | 60        |
| <p><b>36.</b> The two-party political system in our country is working because it offers voters a clear choice between two different visions for our country's future. —or— Democrats and Republicans alike are failing our country, putting partisanship ahead of our country's needs and offering voters no real solutions to our country's problems.</p>                               | 12            | 18            | 31            | 39            | 0      | 29             | 70             | -41       |
| <p><b>37.</b> Businesses and corporate leaders have a responsibility to try to make the world a better place, not just make money. —or— Businesses and corporate leaders' responsibility to their shareholders is to make money, not to worry about making the world a better place.</p>  | 44            | 30            | 17            | 9             | 0      | 74             | 26             | 48        |
| <p><b>38.</b> Government has a responsibility to pursue policies that benefit all of society and balance the rights of the individual with the needs of the entire society. —or— The primary responsibility of government is to protect the rights of the individual.</p>   | 27            | 35            | 23            | 14            | 0      | 63             | 37             | 25        |
| <p><b>39.</b> The needs and goals of my generation are fundamentally at odds with those of older generations, and accomplishing our goals will require removing those currently in power and replacing them with ourselves. —or— The needs and goals of my generation are similar to those of older generations, and our best course is to work together to advance common interests.</p> | 19            | 30            | 34            | 16            | 1      | 49             | 50             | -1        |

## Q 34 Continued

|   | 1st Stmt Much | 1st Stmt Smwt | 2nd Stmt Smwt | 2nd Stmt Much | DK-Ref | Total 1st Stmt | Total 2nd Stmt | 1st - 2nd |
|---|---------------|---------------|---------------|---------------|--------|----------------|----------------|-----------|
| <p><b>40.</b> Government needs to do more to address the major challenges facing our country. —or—Government is already too involved in areas that are better left to individuals or the free market.</p>   | 34            | 29            | 22            | 15            | 0      | 63             | 37             | 26        |
| <p><b>41.</b> I believe that spending money with companies that reflect my values and priorities is an effective way to express my values and to promote change through my daily life. —or—My consumer choices are based on economics, not values, and I don't see my purchasing decisions as an effective way of expressing my values or promoting change.</p> | 23            | 31            | 29            | 16            | 0      | 55             | 45             | 10        |
| <p><b>42.</b> We must make major investments now to innovate the next generation of non-fossil fuel based energy solutions. —or—We should continue on our current path, gradually shifting the mix of sources used to meet our energy needs.</p>  | 46            | 29            | 17            | 8             | 0      | 74             | 26             | 49        |

# Q43

now we're going to review some statements. as you read each statement, please tell us whether you agree or disagree with the statement.

|   | Strng Agree | Smwt Agree | Smwt Dis-agree | Strong Dis-agree | DK-Ref | Total Agree | Total Dis agree | Agree - Dis |
|---|-------------|------------|----------------|------------------|--------|-------------|-----------------|-------------|
| <p><b>43.</b> In our country, each generation has a responsibility to wisely use the country's resources and power so that they can provide the next generation a secure, sustainable country that is stronger than the one they inherited.</p> | 53          | 38         | 8              | 1                | 0      | 91          | 9               | 82          |
| <p><b>44.</b> Our current political and corporate leaders are abusing their power for selfish gains, wasting our nation's resources for their own short-term gain and threatening our long-term security.</p>                                   | 45          | 37         | 15             | 3                | 0      | 82          | 18              | 64          |
| <p><b>45.</b> Young Americans must take action now to reverse the rapid decline of our country. If we wait until we are older, it will be too late.</p>   | 48          | 41         | 9              | 1                | 0      | 89          | 11              | 78          |
| <p><b>46.</b> Life in the future in America will be much worse unless my generation of Americans takes the lead in pushing for change.</p>  | 42          | 43         | 13             | 2                | 0      | 85          | 15              | 70          |
| <p><b>47.</b> I am willing to personally make significant sacrifices in my own life to address the major environmental, economic, and security challenges facing our country.</p>   | 27          | 51         | 18             | 4                | 0      | 78          | 22              | 56          |
| <p><b>48.</b> My generation of Americans has better opportunities to make a difference and produce structural change than previous generations.</p>   | 31          | 48         | 17             | 3                | 0      | 79          | 20              | 59          |

## Q 43 Continued

|   | Strng<br>Agree | Smwt<br>Agree | Smwt<br>Dis-<br>agree | Strong<br>Dis-<br>agree | DK-<br>Ref | Total<br>Agree | Total<br>Dis-<br>agree | Agree<br>-<br>Dis |
|---|----------------|---------------|-----------------------|-------------------------|------------|----------------|------------------------|-------------------|
| 49. Throughout our history, America's success has been built on innovation and entrepreneurship. As we confront the many challenges facing us today, it is that same spirit of innovation and entrepreneurship that is needed to maintain America's strength in the 21st century. | 38             | 49            | 11                    | 2                       | 0          | 87             | 13                     | 75                |
| 50. When something is run by the government, it is necessarily inefficient and wasteful.  | 14             | 40            | 36                    | 9                       | 0          | 54             | 45                     | 9                 |
| 51. There should be a third political party in our country that fits between the Democrats and Republicans and offers a viable alternative to the two major parties.  | 35             | 41            | 18                    | 6                       | 1          | 76             | 24                     | 52                |

## Q 52

do you believe that, 20 years from now, your generation will live in a country that is better off or worse off than the one we live in today?

|                             |    |                              |    |
|-----------------------------|----|------------------------------|----|
| Much better off . . . . .   | 9  | Much worse off . . . . .     | 18 |
| Little better off . . . . . | 25 | (Don't know/refused) . . . . | 1  |
| About the same . . . . .    | 20 | Total better off . . . . .   | 34 |
| Little worse off . . . . .  | 28 | Total worse off . . . . .    | 46 |

# Q53

now we're going to review some more statements about some of the issues facing our country. once again, as you read each statement, please tell us whether you agree or disagree with the statement. (if a Gr ee) does this situation represent a crisis that our country must address immediately, a major problem that must be addressed soon, or a minor problem that should be addressed eventually?

|  | Agree<br>Crisis | Agree<br>Major<br>Prob | Agree<br>Minor<br>Prob | Dis-<br>agree | DK-<br>Ref | Total<br>Agree |
|--|-----------------|------------------------|------------------------|---------------|------------|----------------|
| 53. Our nation's continuing dependence on oil has weakened our economy and stifled innovation, left us dependent on foreign countries—some of whom sponsor terrorism against us—and dragged us into unnecessary wars.                            | 37              | 42                     | 15                     | 6             | 1          | 93             |
| 54. With costs rising out of control and the quality of health coverage declining, the health care system in our country is broken, and we need to make fundamental changes.   | 38              | 42                     | 16                     | 4             | -          | 96             |
| 55. The growing burden placed on our country by our massive national debt is hurting our economy, stifling job growth and investment and making it harder for American businesses and entrepreneurs to be competitive in the global marketplace. | 22              | 43                     | 27                     | 8             | 0          | 92             |
| 56. The health of our country is collapsing under an epidemic of chronic, preventable diseases as we slowly poison our own bodies through environmental pollution, overmedication, and unhealthy diets.  | 28              | 43                     | 22                     | 7             | 0          | 93             |

## Q53 Continued

|  | Agree<br>Crisis | Agree<br>Major<br>Prob | Agree<br>Minor<br>Prob | Dis-<br>agree | DK-<br>Ref | Total<br>Agree |
|--|-----------------|------------------------|------------------------|---------------|------------|----------------|
| <b>57.</b> We have an unequal education system in our country, where students in affluent areas enjoy better resources and learning environments while those in rural areas and inner cities too often receive an inferior education.        | 31              | 40                     | 21                     | 8             | 0          | 92             |
| <b>58.</b> Man-made causes are destroying our environment and the Earth's delicate ecosystem. As a result, we could see massive, irreversible damage to the Earth's landscape during our lifetimes.  | 35              | 39                     | 18                     | 9             | 0          | 91             |
| <b>59.</b> Our country must take extreme measures now, before it is too late, to protect the environment and begin to reverse the damage we have done.   | 33              | 41                     | 20                     | 6             | -          | 94             |
| <b>60.</b> The federal debt is exploding, with no end in sight, shifting a tremendous burden onto future generations to pay for the failed leadership of the current generation and weakening America's economic growth for decades to come. | 30              | 44                     | 21                     | 5             | 0          | 94             |
| <b>61.</b> The changing nature of America's economy, where we import most of our goods and export millions of jobs to developing countries, is threatening America's middle class.   | 26              | 43                     | 24                     | 7             | 0          | 92             |
| <b>62.</b> Long-term jobs that provide comprehensive health benefits and retirement security are becoming a thing of the past, and individuals in our generation will have to provide for their own health care and retirement security.     | 32              | 42                     | 18                     | 7             | 0          | 93             |

## Q53 Continued

|   | Agree<br>Crisis | Agree<br>Major<br>Prob | Agree<br>Minor<br>Prob | Dis-<br>agree | DK-<br>Ref | Total<br>Agree |
|---|-----------------|------------------------|------------------------|---------------|------------|----------------|
| <b>63.</b> Americans' basic civil rights are being undermined more every day. Government and business have compromised our privacy, the corporate media tells us what they want us to hear rather than the facts, and justice is for sale to anyone who can afford the right lawyers.   | 31              | 38                     | 24                     | 7             | 0          | 92             |
| <b>64.</b> From the failed response to Hurricane Katrina to persistent fraud, corruption, and abuse, our government has failed to meet its most basic responsibilities and violated the very taxpayers who fund it.   | 30              | 41                     | 20                     | 9             | 0          | 90             |
| <b>65.</b> Government is dominated by special interests and lobbyists, who give millions of dollars in campaign contributions to politicians, who in turn give even more back to those special interests, while the rest of us are left holding the bag.  | 31              | 42                     | 21                     | 5             | 0          | 95             |
| <b>66.</b> Hurricane Katrina revealed the extent to which our country is divided into two Americas, one of which lacks many basic needs and is largely ignored by our government. The growing gap between the wealthy and the rest of us must be addressed, because no democracy can survive without a large, vibrant middle class. | 30              | 40                     | 20                     | 9             | 0          | 90             |
| <b>67.</b> Our reliance on fossil fuels is a by-product of the interests of those currently in power. We need to invest in and innovate new energy sources in order to protect our quality of life and prosperity.  | 33              | 43                     | 19                     | 4             | 0          | 96             |

## Q68/69

Thinking about the many challenges facing our country, do you feel the best way to address these challenges is...through individual action and entrepreneurship, through a collective social movement, through the media and popular culture, through government action, or through international cooperation? and what do you feel is the second best way to address these challenges?

|  | Comb | 1st | 2nd |
|--|------|-----|-----|
| a collective social movement           | 60   | 38  | 22  |
| Government action                      | 40   | 16  | 24  |
| individual action and entrepreneurship | 35   | 16  | 19  |
| Media and popular culture              | 33   | 16  | 17  |
| international cooperation              | 30   | 12  | 18  |
| (don't know/refused)                   | 1    | 1   | 1   |

# Q70

now let's look at some potential solutions for some of the major challenges facing our country today. for each, please tell us how effective you feel each of the following would be in addressing that issue, on a scale of 0-10, where 10 means it would be extremely effective in addressing that challenge and 0 means it would not be at all effective. you can choose any number between 0 and 10—the higher the number, the more effective you feel the solution would be in addressing that issue.

|   | Mean | 10 | 8-10 | 6-10 | 0-5 | DK-Ref |
|---|------|----|------|------|-----|--------|
| <p><b>70.</b> Launch a concerted national effort, similar to the Apollo Program that put a man on the moon, with the goal of moving America beyond fossil fuels and inventing the next generation of energy, based on new technologies such as hydrogen or fusion. This aggressive plan would require a huge national investment but would produce millions of new jobs, could dramatically reduce environmental damage, and free us from our dependence on fossil fuels and foreign oil.</p> | 7.0  | 21 | 49   | 71   | 29  | 0      |
| <p><b>71.</b> Commit ourselves to a comprehensive effort to not only reduce the pollution we are putting into the environment but reverse the damage we have done. That damage is not only polluting the earth, it is causing unprecedented disease and suffering in communities throughout our country and across the globe.</p>   | 6.9  | 20 | 46   | 69   | 30  | 0      |
| <p><b>72.</b> Provide quality health care and nutrition for all children in our country, regardless of their financial condition. Poor nutrition is creating an epidemic of preventable chronic diseases, including diabetes and obesity, that will cost our country billions of dollars and ruin the lives of millions of children.</p>  | 7.3  | 29 | 53   | 75   | 25  | -      |

**Q70** Continued

|  | Mean | 10 | 8-10 | 6-10 | 0-5 | DK-Ref |
|--|------|----|------|------|-----|--------|
| <p><b>73.</b> Provide equal funding for public education and learning resources for all children and all communities, regardless of economic class. This is a critical investment in the human potential of our country and its ability to compete in a global economy.</p>  | 7.2  | 27 | 53   | 73   | 27  | 0      |
| <p><b>74.</b> Balance the federal budget, but also eliminate the 8 trillion dollars of national debt that have been built up over decades of irresponsible spending. This debt makes it impossible for our country to keep pace and leaves us indebted to other countries who are potential competitors.</p>   | 6.8  | 16 | 43   | 69   | 31  | 0      |
| <p><b>75.</b> Fully fund Social Security, Medicare, and other social insurance commitments being passed on to future generations, which have doubled to over 40 trillion dollars just since 2000 and are increasing by several trillion every year. These commitments must be met by current generations because it would be morally wrong to pass on unfunded liabilities of this size to our own children.</p> | 6.7  | 17 | 43   | 66   | 33  | 0      |
| <p><b>76.</b> End trade imbalances that see us importing nearly 1 trillion dollars per year more than we export to other countries by restoring our industrial base. Restoring our industrial base and eliminating our trade deficit will provide secure jobs with good wages and benefits and rebuild our shrinking middle class.</p>   | 6.6  | 16 | 39   | 66   | 33  | 0      |

## Q70 Continued

|   | Mean | 10 | 8-10 | 6-10 | 0-5 | DK-Ref |
|---|------|----|------|------|-----|--------|
| <p><b>77.</b> Begin to rebuild America's economic self-sufficiency by restoring our industrial base to provide the essential components needed to provide for our defense and basic economic needs. As we have seen with oil, we can no longer afford to rely on other countries for our most vital economic and security needs.</p>  | 6.8  | 16 | 41   | 70   | 30  | 0      |
| <p><b>78.</b> Protect our civil rights by reversing recent actions to restrict our right to privacy and to limit access to government information, ensuring survival of a free and unrestricted Internet, and restoring an objective, unbiased media. Protecting our civil rights also requires eliminating the influence of special interests over our government and creating more transparency in government and business.</p> | 6.6  | 17 | 40   | 65   | 35  | 0      |

## Q79

|   |     |                  |     |
|---|-----|------------------|-----|
| <p>Finally, a few questions for statistical purposes.<br/>First, what is your gender?</p> |     |                  |     |
| Male . . . . .  | .51 | Female . . . . . | .49 |

## Q80

What is the last year of schooling that you have completed?

|                               |    |                              |    |
|-------------------------------|----|------------------------------|----|
| 1-11th grade . . . . .        | 5  | High school grad . . . . .   | 22 |
| Noncollege post H.S. . . . .  | 2  | Some college . . . . .       | 42 |
| College graduate . . . . .    | 23 | (Don't know/refused) . . . . | 0  |
| Post-graduate school. . . . . | 6  |                              |    |

## Q81

in what year were you born? (age)

|              |   |              |   |
|--------------|---|--------------|---|
| 18. . . . .  | 7 | 24 . . . . . | 9 |
| 19. . . . .  | 8 | 25 . . . . . | 9 |
| 20 . . . . . | 9 | 26 . . . . . | 9 |
| 21. . . . .  | 9 | 27 . . . . . | 8 |
| 22 . . . . . | 8 | 28 . . . . . | 8 |
| 23 . . . . . | 9 | 29 . . . . . | 8 |

## Q82

are you married, single, separated, divorced, or widowed?

|                     |    |                              |    |
|---------------------|----|------------------------------|----|
| Married . . . . .   | 30 | Single . . . . .             | 68 |
| Separated . . . . . | .1 | Divorced . . . . .           | .1 |
| Widowed . . . . .   | 0  | (Don't know/refused) . . . . | 0  |

## Q83

do you have any children?

Yes . . . . . 30 (Don't know/refused) . . .0  
No . . . . . 70

## Q84

regardless of any religious affiliation or beliefs,  
do you consider yourself to be a spiritual person?

Yes . . . . . 73 (Don't know/refused) . . .0  
No . . . . . 26

## Q85

do you consider yourself to be a member of a  
specific religious community? (if yes) Which  
of the following best describes your religion?

|  |    |                               |   |
|--|----|-------------------------------|---|
| Roman Catholic . . . . .                             | 15 | Charismatic . . . . .         | 1 |
| Baptist . . . . .                                    | 11 | Buddhist . . . . .            | 1 |
| Non-denominational<br>Christian . . . . .            | 10 | Christian Scientist . . . . . | 1 |
| Lutheran . . . . .                                   | 3  | Hindu . . . . .               | 1 |
| Methodist . . . . .                                  | 3  | Islam . . . . .               | 1 |
| Presbyterian . . . . .                               | 2  | Seventh Day Adventist . . .0  |   |
| Congregational/<br>United Church of Christ . . . . . | 2  | Eastern Orthodox . . . . .    | 0 |
| Pentecostal . . . . .                                | 2  | Anglican/Episcopal . . . . .  | 0 |
| Mormon . . . . .                                     | 2  | Unitarian Universalist . . .0 |   |

## Q85 Continued

|                       |    |                                |     |
|-----------------------|----|--------------------------------|-----|
| Jewish . . . . .      | 2  | (Other) . . . . .              | .8  |
| Evangelical . . . . . | .1 | No religious affiliation . . . | .33 |
|                       |    | (Don't know/refused) . . .     | .0  |

[731 Respondents]

## Q86

(if Lutheran, Presbyterian, Congregational, evangelical, Charismatic, Baptist, Methodist, seventh day, Pentecostal, or non-denominational) do you consider yourself to be a born-again Christian?

|               |    |                            |    |
|---------------|----|----------------------------|----|
| Yes . . . . . | 58 | (Don't know/refused) . . . | .0 |
| No . . . . .  | 42 |                            |    |

## Q87

have you done any volunteer work in the last 12 months? (if yes) how often do you participate in volunteer work?

|   |     |
|---|-----|
| Volunteer on a weekly basis . . . . .         | .9  |
| Volunteer once or twice a month . . . . .     | .13 |
| Volunteer several times a year . . . . .      | .19 |
| Volunteer once or twice a year . . . . .      | .20 |
| No volunteer work in last 12 months . . . . . | .40 |
| (Don't know/refused) . . . . .                | .1  |

## Q88

how effective do you think community volunteerism is as a means of solving the major challenges facing our country?

|                                |    |                              |    |
|--------------------------------|----|------------------------------|----|
| Very effective . . . . .       | 26 | (Don't know/refused) . . . . | 0  |
| Somewhat effective . . . .     | 47 | very/somewhat . . . . .      | 73 |
| A little effective. . . . .    | 23 | l ittle/not. . . . .         | 27 |
| Not at all effective . . . . . | 4  |                              |    |

## Q89

how effective do you think political activism is as a means of solving the major challenges facing our country?

|                                |    |                              |    |
|--------------------------------|----|------------------------------|----|
| Very effective . . . . .       | 18 | (Don't know/refused) . . . . | 1  |
| Somewhat effective . . . .     | 51 | very/somewhat . . . . .      | 69 |
| A little effective. . . . .    | 25 | l ittle/not. . . . .         | 31 |
| Not at all effective . . . . . | 6  |                              |    |

## Q90

are you registered to vote?

|               |    |                              |   |
|---------------|----|------------------------------|---|
| Yes . . . . . | 75 | (Don't know/refused) . . . . | 0 |
| No . . . . .  | 24 |                              |   |

## Q91

How likely are you to vote in the election for President next year?

|                                  |    |                                |   |
|----------------------------------|----|--------------------------------|---|
| Almost certain to vote . . . . . | 63 | Will not vote . . . . .        | 9 |
| Probably will vote. . . . .      | 16 | (Don't know/refused) . . . . . | 1 |
| 50-50 . . . . .                  | 11 |                                |   |

## Q92

Generally speaking, do you think of yourself as a democrat, a republican, or what?

|  |    |  |    |
|--|----|--|----|
| Strong Democrat . . . . .              | 16 | Independent-lean<br>Republican . . . . . | 6  |
| Weak Democrat . . . . .                | 20 | Weak Republican . . . . .                | 14 |
| Independent-lean<br>Democrat . . . . . | 11 | Strong Republican . . . . .              | 10 |
| Independent. . . . .                   | 22 | (Don't know/refused) . . . . .           | 1  |

## Q95

How often do you talk about politics with your friends and co-workers?

|                       |    |                                |    |
|-----------------------|----|--------------------------------|----|
| Frequently. . . . .   | 19 | (Don't know/refused) . . . . . | -  |
| Sometimes . . . . .   | 45 | frequently/sometimes . . . . . | 64 |
| Hardly ever . . . . . | 26 | hardly ever/never . . . . .    | 36 |
| Never . . . . .       | 10 |                                |    |

## Q97

in terms of your job status, are you...

|  |    |                            |    |
|--|----|----------------------------|----|
| Employed full-time . . .                 | 46 | Student . . . . .          | 23 |
| Employed part-time . . .                 | 14 | Homemaker. . . . .         | 9  |
| Unemployed,<br>looking for work. . . . . | 7  | (Don't know/refused) . . . | 0  |

## Q98

are you a member of a labor union? (if no) is any member of your household a union member?

|   |    |
|---|----|
| Yes, I'm a union member . . . . .           | .6 |
| Household member belongs to union . . . . . | 10 |
| No union members in household . . . . .     | 83 |
| (Don't know/refused) . . . . .              | 1  |

## Q99

Which of the following three statements is most accurate for you and your household?

|  |    |
|--|----|
| Everyone in the household has health insurance coverage . . . . .                                    | 63 |
| Some people in the household have health coverage, and some currently do not have coverage . . . . . | 28 |
| Nobody in the household currently has health coverage . . . . .                                      | 9  |
| (Don't know/refused) . . . . .   | 0  |

## Q100

What racial or ethnic group best describes you?

|                              |    |                              |
|------------------------------|----|------------------------------|
| White. . . . .               | 65 | Asian or Pacific Islander .4 |
| African-American or Black 13 |    | (Other) . . . . . .2         |
| Hispanic or Latino . . . .15 |    | (Don't know/refused) . . .0  |
| Native American . . . . .1   |    |                              |

## Q101

Last year, that is in 2006, what was your total household income from all sources, before taxes?

|                               |                               |
|-------------------------------|-------------------------------|
| Less than \$10,000 . . . . 9  | \$75,000 to \$99,999 . . . 10 |
| \$10,000 to \$19,999 . . . 11 | \$100,000 to \$249,999 . .8   |
| \$20,000 to \$29,999 . . .15  | \$250,000 or more . . . .2    |
| \$30,000 to \$49,999 . . .23  | (Don't know/refused) . . .3   |
| \$50,000 to \$74,999 . . .19  |                               |

For a detailed listing of polls, surveys, and research studies regarding the Millennial generation, see the Bibliography. Other sources used in this book appear below

## 2

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## 3

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## 5

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- <sup>13</sup> “February 15, 2003 anti-war protest.” Wikipedia. Online at [http://en.wikipedia.org/wiki/February\\_15,\\_2003\\_anti-war\\_protest](http://en.wikipedia.org/wiki/February_15,_2003_anti-war_protest).
- <sup>14</sup> “The Invisible Children Movement.” Invisible Children website. Online at <http://www.invisiblechildren.com/theMovement/>.
- <sup>15</sup> “The Home Maker,” by Angus Loten. Inc.com. Online at <http://www.inc.com/30under30/2007/the-home-maker.html>.
- <sup>16</sup> “MIT Vehicle Design Summit 2.0—Executive Summary.” Online at <http://vehicledesignsummit.org/website/content/view/25/107/>. “The People We Have Been Waiting For,” by Thomas L. Friedman. *New York Times*, December 2, 2007.
- <sup>17</sup> “About Mobilize.org.” Mobilize.org website. Online at [http://www.mobilize.org/index.php?tray=topic\\_inline&tid=top358&cid=20](http://www.mobilize.org/index.php?tray=topic_inline&tid=top358&cid=20).
- <sup>18</sup> Free the Children website. Online at <http://www.freethechildren.com/index.php>.
- <sup>19</sup> “2 Young Hedge-Fund Veterans Stir Up the World of Philanthropy,” by Stephanie Strom. *New York Times*, December 20, 2007. Online at [http://www.nytimes.com/2007/12/20/us/20charity.html?\\_r=1&scp=1&sq=karnofsky&st=cse&oref=slogin](http://www.nytimes.com/2007/12/20/us/20charity.html?_r=1&scp=1&sq=karnofsky&st=cse&oref=slogin).
- <sup>20</sup> “About Facebook” by Ari Melber. TPMCafe, December 26, 2007. Online at [http://www.tpmcafe.com/blog/tableforone/2007/dec/26/about\\_facebook](http://www.tpmcafe.com/blog/tableforone/2007/dec/26/about_facebook). Also, “Inside the Backlash Against Facebook,” by Tracy Samatha Schmidt. *Time*, September 6, 2006. Online at [http://www.time.com/time.printout/0,8816,1532225,00.html](http://www.time.com/time/printout/0,8816,1532225,00.html).
- <sup>21</sup> “The Age of Ambition,” by Nicholas D. Kristof. *New York Times*, January 27, 2008, page A18.

## 6

### Chapter

- <sup>1</sup> New York: Harmony, 2000.
- <sup>2</sup> “The New Political Compass,” Version 7.5.5, by Paul H. Ray. Integral Partnerships LLC, 2003, pages 17–18.
- <sup>3</sup> Prison Statistics: Summary Findings. Bureau of Justice, U.S. Department of Justice, June 30, 2007. Online at <http://ojp.usdoj.gov/bjs/prisons.htm>.

<sup>4</sup> *Millennials Rising*, by Neil Howe and William Strauss. New York: Vintage Books, 2000, page 8.

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<sup>1</sup> “Exxon Shatters Profit Records,” by David Ellis. CNNMoney.com, February 1, 2008. Online at [http://money.cnn.com/2008/02/01/news/companies/exxon\\_earnings/](http://money.cnn.com/2008/02/01/news/companies/exxon_earnings/).

<sup>2</sup> *Freedom from Oil: How the Next President Can End the United States' Oil Addiction*, by David Sandalow. New York: McGraw-Hill, 2008, page 42.

<sup>3</sup> “A New Manhattan Project for Clean Energy Independence,” by Lamar Alexander. May 9, 2008. Online at [http://www.lamaralexander.com/index.cfm?Fuseaction=PressReleases.View&PressRelease\\_id=566d4645-41fb-403b-904f-30bfd240bc9](http://www.lamaralexander.com/index.cfm?Fuseaction=PressReleases.View&PressRelease_id=566d4645-41fb-403b-904f-30bfd240bc9).

<sup>4</sup> “Introduction to the Grand Challenges for Engineering.” National Academy of Engineering of the National Academies. February 16, 2008. Online at <http://www.engineeringchallenges.org/cms/8996/9221.aspx>.

<sup>5</sup> “A Global ‘Manhattan Project’ for the Energy Crisis,” by David J. Eaglesham. MRS Bulletin, Volume 30, December 2005, page 923.

<sup>6</sup> “In Defense of the Campus Rebels,” by I.F. Stone. May 19, 1969. In *The Best of I.F. Stone*, edited by Karl Weber. New York: Public Affairs, 2006, page 47.

<sup>7</sup> The Nobel Lecture, Muhammad Yunus, December 10, 2006. Online at [http://nobelprize.org/nobel\\_prizes/peace/laureates/2006/yunus-lecture-en.html](http://nobelprize.org/nobel_prizes/peace/laureates/2006/yunus-lecture-en.html).

<sup>8</sup> “On The Need of Our Time: The Need is for a Planetary Wisdom Civilization,” draft v.5.1, by Paul H. Ray, 2003, 2005, page 5.

## Chapter

8

<sup>1</sup> “1848: When America Came of Age,” by Kurt Andersen. *Time*, March 8, 2007. Online at <http://www.time.com/time/magazine/article/0,9171,1597503,00.html>. Cited in *Millennial Makeover: MySpace, YouTube & the Future of American Politics*, by Morley Winograd and Michael D. Hais. New Brunswick, NJ: Rutgers U.P., 2008.

<sup>2</sup> “Discovering What Democracy Means,” by Bill Moyers. Speech delivered to the Woodrow Wilson National Fellowship Foundation, February 7, 2007.

<sup>3</sup> “Progressive Voter Registration,” by Kay Steiger. *TAPPED*, December 12, 2007. Online at [http://www.prospect.org/cs/blogs/tapped\\_archive?month=12&year=2007&base\\_name=progressive\\_voter\\_registration#103144](http://www.prospect.org/cs/blogs/tapped_archive?month=12&year=2007&base_name=progressive_voter_registration#103144).

<sup>4</sup> “High Court Upholds Indiana’s Voter ID Law,” by Bill Mears, CNN. April 28, 2008. Online at <http://www.cnn.com/2008/POLITICS/04/28/scotus.voter.id/>.

<sup>5</sup> “Think Globally, Protect the Vote Locally,” by Paul Rogat Loeb. Online at [www.thenation.com](http://www.thenation.com).

The following Bibliography lists many research studies, reports, and surveys that offer further insights into the Millennial generation. The first section lists materials available free online; the second section lists materials for which a fee is charged.

#### Available free online

- > Associated Press/Ipsos Poll. “**The Decline of American Civilization, Or at Least Its Manners,**” October 14, 2005. Topline and detailed tables available online to subscribers at <http://www.ipsos-na.com/news/pressrelease.cfm?id=2827>.

*Provides a comparison between the behavior of the Millennial generation and older generations from the perspective of adults.*
- > Baylor Institute for Studies of Religion, “**American Piety in the 21st Century: New Insights to the Depth and Complexity of Religion in the U.S.**” Interviews conducted 2005; report released September 2006. Available at <http://www.baylor.edu/content/services/document.php/33304.pdf>

*The most in-depth survey on religion in America to date. It breaks down the issue of religion to its many variables, discerning who people pray to so regularly, which god they believe in, and what kind of god they believe in, for example. It covers religious beliefs, practices and consumerism—including both standard and nonstandard religions.*
- > Bridge Ratings & Research, “**Internet Behaviors.**” Study conducted between January 2, 2007, and April 27, 2007. Available online at [http://www.bridgeratings.com/press\\_05.02.07.Internet%20Consumer%20FactFile.htm](http://www.bridgeratings.com/press_05.02.07.Internet%20Consumer%20FactFile.htm).

*This survey looks generally at how everyone used technology from music and video downloads to getting news. It does devote some time to the 18- to 34-year-old age group, which it describes as “addicted to Web.” The 18- to 34-year-old age group had a significantly higher percentage of users for all of the activities the study looked at: general comfort with technology; shared videos and music; listening to radio stations; and getting their news. It found that this age group relied on the Web regardless of where they are, even accessing it from friends’ houses, etc.*
- > Bridgeland, John M., et al. “**The Silent Epidemic: Perspectives of High School Dropouts.**” Report by Civic Enterprises for the Bill and Melinda Gates Foundation. March 2006. Available online at <http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf>.

*Provides statistics on dropout rates and looks at the primary reasons why students dropout of high school. It found that the reasons can vary drastically, from not being adequately challenged academically to being academically overwhelmed; low expectations on the part of teachers and adults were cited as one reason for students to dropout. Personal reasons also influenced dropout rates, with students reporting that they had become parents, or needed the income of working, or had to care for one of their parents.*
- > Carey, Kevin. “**One Step from the Finish Line: Higher College Graduation Rates are Within Our Reach,**” A report by the Education Trust. January 2005. Available online at [http://www2.edtrust.org/NR/rdonlyres/5ED8CD8A-E910-4E51-AEDB-6526FFED9F05/0/one\\_step\\_from.pdf](http://www2.edtrust.org/NR/rdonlyres/5ED8CD8A-E910-4E51-AEDB-6526FFED9F05/0/one_step_from.pdf)

*Although more students are starting college following high school than in the past, the number of students completing college remains rather low. This is particularly true for minority and low-income students, some of whom are the first generations to attend*

*college in their families. This report also looks at the high rate of transfers between colleges. It disputes assertions that student mobility has increased over the past decade but accedes that the transfer rate is higher than it was in the 1970s.*

- > Caruso, J. B., & Kvavik, R. B. (2004). **ECAR study of students and information technology, 2004: Convenience, connection, and control (Key Findings)**. Retrieved September 10, 2007, from <http://www.educause.edu/ir/library/pdf/ERS0405/ekf0405.pdf>  
*A 2004 survey of technology use among college students, including how frequently they use it and for what purposes.*
- > Caruso, J.B. & Gail Salaway (September 2007). **The ECAR study of students and information technology, 2007**. Boulder, CO: EDUCAUSE Center for Applied Research. Retrieved September 15, 2007, from <http://www.educause.edu/ir/library/pdf/ERS0706/ekf0706.pdf>.  
*Follow up to the 2006 survey of college students' use of technology.*
- > Salaway, Gail, et al. (2006). **The ECAR study of students and information technology, 2006**. Boulder, CO: EDUCAUSE Center for Applied Research. Retrieved September 15, 2007, from <http://www.educause.edu/ir/library/pdf/ERS0607/ERS0607w.pdf>.  
*Follow up to the 2004 survey of college students' use of technology. This report is the most detailed, including a copy of the survey administered.*
- > Centers for Disease Control and Prevention, “**Youth Risk Behavior Surveillance—United States, 2005**,” *Morbidity and Mortality Weekly Report*, Vol. 55: No. SS-5. June 9, 2006. Report available online at <http://www.cdc.gov/mmwr/PDF/SS/SS5505.pdf>.  
*This survey questioned and the subsequent report outlined youth participation in risky behavior, which included a broad swath of activities from eating habits, to bicycle helmet wearing, to illicit drug and alcohol use. The report includes a section that compares trends in risky behavior from 1991–2005. Many of the variables compared had increased from 1991 to 2003, but then did not change significantly from 2003–2005. Healthy eating habits declined and the rate of overweight students increased in the 1991–2005 timeframe. Other risky behaviors such as alcohol and most drug use did not change significantly.*
- > Center for Information and Research on Civic Learning and Engagement (CIRCLE), “**Young Voter Mobilization Tactics: A compilation of the most recent research on traditional and innovative voter turnout techniques.**” Available at [http://www.civicyouth.org/PopUps/Young\\_Voters\\_Guide.pdf](http://www.civicyouth.org/PopUps/Young_Voters_Guide.pdf)  
*Compilation of research on voter turnout, focused on the youth vote. The surveys compiled describe which tactics are most successful at increasing the likelihood of young people turning out to vote; as well as which tactics are the least effective and are essentially a waste of a campaign's time and money.*
- “**Young Voters in the 2006 Elections.**” Available at <http://www.civicyouth.org/PopUps/FactSheets/FS-Midterm06.pdf> Information derived from data in the National Election Pool's Election Day Exit Poll.  
*Fact sheet that presents information on the youth vote: their political preferences, issues that concern them, and turnout estimates. Most of the data in the fact sheet comes from the National Election Pool's Election Day Exit Poll.*

—**2006 CIRCLE Civic and Political Health of the Nation survey**, available at [http://www.civicyouth.org/PopUps/2006\\_CPHS\\_Report\\_update.pdf](http://www.civicyouth.org/PopUps/2006_CPHS_Report_update.pdf)

*This survey sought to look at how young Americans are participating in politics and communities. In addition to participation, it examined attitudes toward government and current issues. It looked at the level of civic engagement on the part of young Americans, the level of their political knowledge and partisanship, as well as their views on elections and politics. The survey included young people age 15 to 25 and adults age 26 and higher.*

—**“Youth Demographics,”** November 2006. Available at [http://www.civicyouth.org/PopUps/youthdemo\\_2006.pdf](http://www.civicyouth.org/PopUps/youthdemo_2006.pdf)

*Fact sheet on the demographics of young people with information drawn from the March Annual Demographic Supplement of the Current Population Survey from 1968 to 2006. It breaks them down by racial and ethnic diversity, marital status, military service records, etc., and then compares them with their counterparts of 30 years ago. It finds that they are more racially diverse, less likely to be married or have a military service record, and more likely to live in the West and be unemployed. Although the number of young people is growing, its share of the American population is declining.*

—**“Electoral Engagement Among Non-College Attending Youth,”** July 2005. Available at [http://www.civicyouth.org/PopUps/FactSheets/FS\\_04\\_noncollege\\_vote.pdf](http://www.civicyouth.org/PopUps/FactSheets/FS_04_noncollege_vote.pdf)

*Fact sheet on the electoral engagement of American youth who are not in college. Those young Americans who do not attend college make up about 48 percent of the young adult population. They are more likely to be male and minority than their college attending counterparts; they are also less likely to vote or be otherwise involved in the political process. Among other findings, those who are not attending college are less likely to consider voting a responsibility and more likely to consider themselves incapable of making a difference in their communities.*

—**“Volunteering Among High School Students,”** Karlo Barrios Marcelo, July 2007. Available online at [http://www.civicyouth.org/PopUps/FactSheets/FS07\\_High\\_School\\_Volunteering.pdf](http://www.civicyouth.org/PopUps/FactSheets/FS07_High_School_Volunteering.pdf)

*This report compiles data from the Current Population Survey and Monitoring the Future survey looking at volunteer activities of 16- to 18-year-olds. It includes a comparison of volunteer activities of this age group dating back to 1976, illustrating a steady increase in the percentage of high school students volunteering. The report also breaks down the data by region and type of volunteer activity.*

—**“College Experience and Volunteering,”** Karlo Barrios Marcelo, July 2007. Available online at [http://www.civicyouth.org/PopUps/FactSheets/FS07\\_College\\_Volunteering.pdf](http://www.civicyouth.org/PopUps/FactSheets/FS07_College_Volunteering.pdf).

*With data compiled largely from the Current Population Survey, this fact sheet explores the correlation between volunteering and college experience. It provides statistics and graphs on the recent history of volunteering for those with college experience. From 2002–2006, the volunteer rate of youth with college experience (19–25 year olds) rose and then fell back to where it started, peaking in 2004. In addition to volunteer rates, it also looks at where youth volunteer and in what capacity.*

—**“Volunteering Among Non-College Youth,”** Karlo Barrios Marcelo, July 2007. Available online at [http://www.civicyouth.org/PopUps/FactSheets/FS07\\_Noncollege\\_Volunteering.pdf](http://www.civicyouth.org/PopUps/FactSheets/FS07_Noncollege_Volunteering.pdf).

*Using data from the Current Population Survey, this fact sheet looks at the volunteer*

rate of youth (19–25 year olds) who do not have college experience. From 2002–2005, the volunteer rate was steady but in 2006 the rate dropped. In addition to volunteer rates, it also looks at where youth volunteer and in what capacity.

- > CIGNA, “**Workplace Report III**,” October 2003. Available online at <http://www.prnewswire.com/cigna/newsfiles/02132004>.

*Millennials are less likely to participate in or value their employers’ 401(k) plans than the Boomers generation. This survey looks at what is competing for the younger generation’s money, their outlook on retirement, and their primary financial concerns. Some of the contrasts between the generations’ participation in 401(k) plans can be attributed to the age difference, but the participation gap is too wide for it to be entirely attributed to that. Most Millennials (67%) say that their employer’s 401(k) plan has little to no effect on their decision to stay with their current employer or accept another job. Boomers are more likely to consider their 401(k)s when changing jobs, with only 54 percent saying that it does not effect their decision.*

- > CNN, “**America Votes 2006**.” Available at <http://www.cnn.com/ELECTION/2006/pages/results/states/US/H/00/epolls.0.html>

*General topline election data on whether subgroups voted Republican or Democrat. The data are disaggregated by gender, ethnicity, age, religious beliefs, union membership, etc.*

- > College Parents of America, “**Survey of Current College Parent Experiences**.” Released March 30, 2006. Available online at <http://www.collegeparents.org/files/Current-Parent-Survey-Summary.pdf>.

*The parents of college (Millennial) students were surveyed concerning how frequently they communicated with their students (very often: 74.1% communicated two to three times/week); how they communicated with their students (overwhelmingly by cell phone); and what they were most worried about (academics and finances topped the list). When questioned, the large majority admitted to being “more involved or much more involved” than their parents were in their college experience. In terms of how colleges are addressing increased parental involvement, parents gave mixed reviews on how satisfied they were with the colleges’ communications with them.*

- > Collins, S.R., et al. “**Rite of Passage? Why Young Adults Become Uninsured and How New Policies Can Help**,” The Commonwealth Fund. Updated May 24, 2006. Available online at [http://www.commonwealthfund.org/usr\\_doc/Collins\\_riteofpassage2006\\_649\\_ib.pdf?section=4039](http://www.commonwealthfund.org/usr_doc/Collins_riteofpassage2006_649_ib.pdf?section=4039).

*The report looks at why so many Millennials are uninsured, focusing primarily on those between the ages of 19 and 29. It provides data on the growing number of uninsured young adults since 2000, the demographics of uninsured young adults, as well as data on the numerous cases that arise from being uninsured such as the number of young adults unable to pay their medical bills. Many of the data are compiled from the Commonwealth Fund Biennial Health Insurance Survey, 2005—see below.*

- “**Gaps in Health Insurance: An All-American Problem, Findings from the Commonwealth Fund Biennial Health Insurance Survey**.” April 2006. Available online at [http://www.commonwealthfund.org/usr\\_doc/Collins\\_gapshltins\\_920.pdf?section=4039](http://www.commonwealthfund.org/usr_doc/Collins_gapshltins_920.pdf?section=4039).

*A general survey of whether or not Americans’ had health insurance. If they did not, it looked at how long and how frequently they had been uninsured. The survey also asked respondents about problems with medical bills and accrued medical debt; difficulty in accessing needed healthcare; managing chronic conditions; utilization of routine preventive care, like mammograms and colonoscopies; and coordination and efficiency of care.*

*The survey took all of this information in the context of employment, income, and other demographics.*

- > Cone, Inc. “2006 Cone Millennial Cause Study,” October 24, 2006. Unable to access full study. Press release with statistics and contact information available online at [http://www.coneinc.com/Pages/pr\\_45.html](http://www.coneinc.com/Pages/pr_45.html). Report of study available online at <http://www.solsustainability.org/documents/2006%20Cone%20Millennial%20Cause%20Study.pdf>.

*Millennials are conscientious of the social responsibility accepted by companies, both for when they're choosing which products to purchase as well as when choosing where to work. According to the study, Millennials reward companies that are associated with good causes and are socially and environmentally responsible. When choosing an employee, Millennials want a company that “cares about how it impacts and contributes to society.” More than half (56%) said that they would “refuse to work for an irresponsible corporation.” The study also found that although large numbers of Millennials “give back” —through activities such as recycling, educating others on social and environmental issues, volunteering, and donating money—a much smaller number of Millennials actually believe that their actions will make a difference on a particular issue.*

- > Cooperative Institutional Research Program, Higher Education Research Institute. “CIRP Freshman Survey,” December 2006. Available at [http://www.gseis.ucla.edu/heri/PDFs/06CIRPFS\\_Norms\\_Narrative.pdf](http://www.gseis.ucla.edu/heri/PDFs/06CIRPFS_Norms_Narrative.pdf) (summary)

*The CIRP Freshman Survey is administered to incoming college freshman and covers many things: demographics; expectations of college; high school experiences; degree goals and career plans; college finances; attitudes, values, life goals; and reasons for attending college. The Freshman Survey has been administered for over 40 years and can be used to track generational shifts in attitudes and practices.*

- > Corporation for National and Community Service, “Volunteering in America: 2007 City Trends and Rankings,” July 2007. Available online at [http://www.nationalservice.gov/pdf/VIA\\_CITIES/VIA\\_cities\\_fullreport.pdf](http://www.nationalservice.gov/pdf/VIA_CITIES/VIA_cities_fullreport.pdf).

*This report tracks the rates and demographics of volunteers around the country, as well as what kinds of volunteer work they're doing. In 2006, 23.4 percent of 16- to 24-year-olds around the country spent an average of 39 hours volunteering.*

- > Democracy Corps (survey conducted by Greenberg, Quinlan, Rosner), “The Democrats’ Moment to Engage,” June 2005. Available at [http://www.democracycorps.com/reports/surveys/Democracy\\_Corps\\_June\\_2005\\_Survey.pdf](http://www.democracycorps.com/reports/surveys/Democracy_Corps_June_2005_Survey.pdf)

*A survey of registered voters who voted in the 2004 presidential election that examines what voters thought of current politics in the United States at the time of the survey. It asked questions about both the Republican Party, in general, as well as about specific figures within the party. Respondents were questioned on their opinions general policy issues, such as immigration and the Iraq war. The conclusion drawn from the survey was that the Republican Party’s position with Americans is drastically weakened and that Democrats have the opportunity to step into positions of power.*

—“Solving the Paradox of 2004,” November 2004. Available at [http://www.democracycorps.com/reports/surveys/Post\\_Election\\_Survey\\_November\\_2-3\\_2004.pdf](http://www.democracycorps.com/reports/surveys/Post_Election_Survey_November_2-3_2004.pdf) (survey); [http://www.democracycorps.com/reports/analyses/solving\\_the\\_paradox.pdf](http://www.democracycorps.com/reports/analyses/solving_the_paradox.pdf) (analysis).

*This survey sought to understand how Bush was reelected to office in 2004, with a majority of the popular vote, despite weak numbers pre-election and a general sentiment*

*of dissatisfaction with what he had done in office. Among other things, the survey posed questions that pressed voters on what they considered the differences between Bush and Kerry, which may have influenced their votes. Voters were questioned on the impact positive and negative media had on their votes; what the most important issues were facing the country; their approval for Bush; their feelings on the two political parties, generally; the top reasons why they did or did not vote for the candidates, etc.*

—Democracy Corps/GQR, “**Republicans Collapse Among Young Americans.**” July 27, 2007. Survey conducted May 29–June 29, 2007. Analysis available online at [http://www.democracycorps.com/reports/analyses/Democracy\\_Corps\\_July\\_27\\_2007\\_Youth\\_Memo.pdf](http://www.democracycorps.com/reports/analyses/Democracy_Corps_July_27_2007_Youth_Memo.pdf). Survey available online at [http://www.democracycorps.com/reports/surveys/Democracy\\_Corps\\_May\\_29-June\\_29\\_2007\\_Youth\\_Survey.pdf](http://www.democracycorps.com/reports/surveys/Democracy_Corps_May_29-June_29_2007_Youth_Survey.pdf).

*GQR looks at the current position of the Republican Party among young Americans in this survey. It finds that young Americans no longer identify with Republicans, particularly in terms of social issues, leaning strongly left instead. In terms of the 2008 election, this gives Democrats an advantage. However, GQR pointed out that the most important issue young people are considering when thinking about the election is their economic situation, which Democrats need to be sure to address in order to secure their vote.*

- > Experience, Inc. “**2006 Online Advertising: Habits,**” January 30, 2006. Press Release available online at [http://www.experience.com/corp/press\\_release?id=press\\_release\\_1138662942335&tab=cn1&channel\\_id=about\\_us&page\\_id=media\\_coverage\\_news](http://www.experience.com/corp/press_release?id=press_release_1138662942335&tab=cn1&channel_id=about_us&page_id=media_coverage_news).  
*A survey of 18- to 34-year-olds concerning their spending habits online. It questions the amount of time that they spend online researching products, how frequently they purchase products online, and which methods of advertisements are the most effective.*
- > Fabrizio, McLaughlin & Associates, “**The Elephant Looks in the Mirror Ten Years Later: A Critical Look at Today’s Grand Old Party.**” June 2007. Available online at <http://www.youngvoterstrategies.org/index.php?tg=fileman&idx=get&inl=1&id=1&gr=Y&path=Research&file=%29.pdf>.  
*This National GOP Study found that young Republicans are more and less conservative than their older counterparts. On many of the questions, responses were fairly similar, but not all. In terms of issues, young Republicans seem more conservative on some issues (34% of young Republicans agreed that abortion should be illegal under any circumstances, whereas 28% agreed with that overall) and less on others (only 29% of young Republicans think that the government is too involved in education compared to 43% overall; and 39% of young Republicans actually think that the government should be more involved in education). Young Republicans were also found to be more supportive of private investment for retirement than their older counterparts.*
- > Farkas, Steve, and Jean Johnson, et al. “**A Lot Easier Said than Done: Parents Talk about Raising Children in Today’s America,**” *Public Agenda*, 2002. Available for purchase online at <http://www.publicagenda.org/specials/parents/parents.htm>.  
*Survey of American parents that captures their concerns with parenting and their parenting styles, which provides insight to how the Millennial generations is being raised.*
- > Furstenberg, Frank F., Jr., et al. “**Growing Up is Harder to Do,**” *Contexts: Understanding People in Their Social Worlds*, vol. 3, no. 3. Summer 2004: University of California Press. Available at [http://www.contextsmagazine.org/content\\_sample\\_v3-3.php](http://www.contextsmagazine.org/content_sample_v3-3.php).

Furstenberg and his colleagues look at the changing perception of “growing up” in the United States. They compare previous generations with more recent generations, finding significant differences. Whereas previous generations generally defined “adulthood” as marriage and children and was achieved by most in their late teens or early twenties, current generations have a much looser definition of “adulthood,” and rarely reach it before their mid-twenties. This prolonged transition to adulthood has been labeled “early adulthood,” and is largely attributed to growing demands on families, schools, and governments. Young Americans have to put in more time at school and on the job to achieve the same goal of supporting a family their predecessors sought.

- GfK Technology. “Backpacks, Lunch Boxes and Cells? ...Nearly half of US Teens and Tweens Have Cell phones According to GfK NOP mKids Study.” GfKamerica.com. March 9, 2005. Press release available online at <http://www.gfkamerica.com/news/mkidspressrelease.htm>

*Marketing survey that tracked the number of teens and tweens who own cell phones and looked at the extent of brand recognition and loyalty teens and tweens have within the industry. The survey found that teens and tweens are generally loyal to their phone carriers and that service upgrades are more common than changing carriers.*

- Greenberg, Quinlan, Rosner Research. “Coming of Age in America, Part I,” April 2005. Available at [http://www.gqrr.com/articles/814/712\\_ym1survey.pdf](http://www.gqrr.com/articles/814/712_ym1survey.pdf) (survey); [http://www.gqrr.com/articles/814/2617\\_COA10605.pdf](http://www.gqrr.com/articles/814/2617_COA10605.pdf) (report).

*GQR conducted this survey in an effort to understand young Americans as they mature into adults. To do this, the survey questioned them on their view of politics, social issues, and values. It also looked at how they perceived themselves and how often and in what manner they incorporated various technologies into their lives. The survey concluded that many young Americans are in the dilemma of a strong clash between their individualistic personal goals and their values and world-view. As they mature, they are being forced to confront that conflict and “negotiate their principles.”*

- “Coming of Age in America, Part II,” Youth Monitor: Frequency Questionnaire, August 10–17, 2005. Available at [http://www.gqrr.com/articles/814/3408\\_COA2081705fq.pdf](http://www.gqrr.com/articles/814/3408_COA2081705fq.pdf) (survey); [http://www.gqrr.com/articles/1010/2618\\_COA20905.pdf](http://www.gqrr.com/articles/1010/2618_COA20905.pdf) (report).

*A continuation in its effort to understand the current generation of young Americans entering adulthood, GQR used this survey to explore Generation Y’s family life. The survey questioned how the subjects were raised and by whom, closeness to their parents, and the potential impact of this family life on their politics, world-view, and their perceptions of family and marriage.*

- “Coming of Age in America, Part III—Eschatism in Generation Y,” Youth Monitor: Frequency Questionnaire, December 8–13, 2005. Available at [http://www.gqrr.com/articles/1699/3405\\_COA4050206fq.pdf](http://www.gqrr.com/articles/1699/3405_COA4050206fq.pdf) (survey); [http://www.gqrr.com/articles/1659/2619\\_COA30106.pdf](http://www.gqrr.com/articles/1659/2619_COA30106.pdf) (report).

*Further explores Generation Y, this time focusing on “their attitudes toward the future, their level of uncertainty in a world of uncertainty: how safe do they feel today amidst a new round of disasters, do they trust our government to protect us, and do they hold an apocalyptic vision to account for the spate of recent disasters?”*

- “Coming of Age in America, Part IV—The MySpace Generation,” Youth Monitor: Frequency Questionnaire, April 25–May 1, 2006. Available at [http://www.gqrr.com/articles/1699/3405\\_COA4050206fq.pdf](http://www.gqrr.com/articles/1699/3405_COA4050206fq.pdf) (survey); [http://www.gqrr.com/articles/1699/2620\\_COA40506.pdf](http://www.gqrr.com/articles/1699/2620_COA40506.pdf) (report).

*Fourth in the Generation Y series, this survey explores “the role of the Internet in the lives of Gen Yers; how it influences the way they connect with the world around them; what they perceive to be the benefits and risks of the online world; and what, if anything, they are doing to protect themselves from the potential dangers it can present.”*

- **Guttmacher Institute, “U.S. Teenage Pregnancy Statistics National and State Trends and Trends by Race and Ethnicity.”** Updated September 2006. Available at <http://www.guttmacher.org/pubs/2006/09/12/USTPstats.pdf>  
*Outlines the statistics and trends of teenage pregnancy in the United States, looking back as far as 1986. The data are disaggregated by ethnicity and state.*

—Abma, JC, et al., Teenagers in the United States: sexual activity, contraceptive use, and childbearing, 2002, Vital and Health Statistics, 2004, Series 23, No. 24. Available at [http://www.cdc.gov/nchs/data/series/sr\\_23/sr23\\_024.pdf](http://www.cdc.gov/nchs/data/series/sr_23/sr23_024.pdf)  
*Cited by the Guttmacher Institute in its “Facts on American Teens’ Sexual and Reproductive Health.” This report presents data on the sexual activity of males and females between the ages of 15 and 19 in the United States. The data comes from the 2002 National Survey of Family Growth as well as the 1988 and 1995 NSFGs and the 1988 and 1995 National Survey of Adolescent Males.*
- **Harris Interactive, “360 Youth College Explorer Study,”** Fall 2003. News release on report available online at <http://www.harrisinteractive.com/news/allnewsbydate.asp?NewsID=835> Access to the survey itself is unavailable.  
*Although a little dated, the study details the financials habits of college students (18–24 years old): both earning and spending their money. “Overall, the data point to college students as savvy, capable and influential consumers, balancing the rising cost of tuition with a hardy work ethic, spending a fair portion of their considerable discretionary income on high-end technology, and holding considerable sway over the purchasing decisions of their peers.”*

— **“Generation 2001: A Survey of The First College Graduating Class of the New Millennium.”** February 1998. Fieldwork: November 11, 1997–January 12, 1998. Available online at [http://www.nmfn.com/tn/learnctr-studiesreports-first\\_study](http://www.nmfn.com/tn/learnctr-studiesreports-first_study).  
*In addition to looking at the social and political concerns, goals and aspirations, beliefs and values, etc., this survey also looks at the Millennial generation’s take on finances—the importance not simply of financial security, but the means of financial security (having life insurance and retirement accounts and the kind of retirement accounts). It also looks at the “typical week” of a member of the Millennial generation and their perception how they look, what they spend their time doing, and what they would like to spend their time doing.*

— **“Generation 2001: A Second Study of The First College Graduating Class of the New Millennium,”** Final Report April 17, 2001. Field Dates: February 7–March 3, 2001. Available online at [http://www.nmfn.com/tn/learnctr-studiesreports-second\\_study](http://www.nmfn.com/tn/learnctr-studiesreports-second_study).  
*In their final year of college, students were wired into the Internet with most saying it was their primary source of news, means of correspondence, and center of their job search. Over half planned on beginning work immediately following graduation and had already begun their job search. Most also said they expected to have to sacrifice family time to get ahead in their careers and had modest expectations for their starting salaries. They continued to express concern on other issues, such as the direction of the county, race relations, the environment, and healthcare.*

— **“The Third Study: No Longer Students, the Millennium Generation Finds the World and Unfriendly Place.”** Fall 2001. Email study conducted October 11–October 22, 2001. Summarized findings available online at [http://www.nmfn.com/tn/learnctr--studiesreports--third\\_study](http://www.nmfn.com/tn/learnctr--studiesreports--third_study).

*Interesting change in this survey, which was taken shortly after September 11, is that the willingness of respondents to fight for their country declined. Men also earned less money than they expected and a high salary became more important—almost doubling among respondents. Entrepreneurship remained strong.*

— **“The Fourth Study: Adjusting to Life in Hard Times.”** 2002. Email study conducted July 17–July 26, 2002. Summarized findings available online at [http://www.nmfn.com/tn/learnctr--studiesreports--fourth\\_study](http://www.nmfn.com/tn/learnctr--studiesreports--fourth_study).

*The same group of Millennials that was interviewed in the previous three studies was contacted again, this time about one year after they had graduated from college. This study assessed the general level of optimism felt by the participants—their perception of 9/11’s impact on the economy and their own job security, as well as revisited goals and job priorities that participants held.*

— **“Millennium Generation Studies: The Fifth Study, The Class of 2004 and the Class of 2001—Three Years Later”** Revised Report June 13, 2004. Field Dates: March 23–April 4, 2004. Available online at [http://www.nmfn.com/tn/learnctr--studiesreports--fifth\\_study](http://www.nmfn.com/tn/learnctr--studiesreports--fifth_study) (full report).

*The fifth in a series of studies following the Millennial class of 2001 and introducing the class of 2004. It described the Millennials as a “We” generation instead of the “Me” generation that preceded it. The study captures the general sentiments of participants’ on the economy, government and society: pessimistic. It also looks at how they see the world: perceived advantages (more opportunities for minorities and women) and disadvantages (forced to grow up too quickly) unique to their generation. Finally, the study looks at what Millennials are looking for in life: careers that allow them to help others but with the freedom to spend time with family. Many are interested in pursuing entrepreneurial endeavors at some point in their lives; some have already started their own businesses.*

- > Harrison Group (for Deloitte), **“2007 State of the Media Democracy.”** Survey was conducted online from February 23 to March 3, 2007. Survey not available online. Article with extensive citations of Millennials’ habits available online at [http://www.tvweek.com/news/2007/05/Millennials\\_defying\\_the\\_old\\_mo.php](http://www.tvweek.com/news/2007/05/Millennials_defying_the_old_mo.php) (Dominiak, Mark. “‘Millennials’ Defying the Old Models,” *TelevisionWeek*. May 7, 2007.)

*Designed to look at how generations use modes of communication, the survey focused largely on new technologies but also touched on older means such as television and word-of-mouth. Among other findings, the survey found that Millennials desire control over the media that they use—particularly online. Of the time spent online, the majority of it is spent on user-generated content versus company-generated. Millennials also expressed more eagerness for advancements in technology than other generations.*

- > Harvard Institute of Politics, October 2006. **“The 11th Biannual Youth Survey on Politics and Public Service.”** [http://www.iop.harvard.edu/pdfs/survey/fall\\_2006\\_topline.pdf](http://www.iop.harvard.edu/pdfs/survey/fall_2006_topline.pdf).

*The IOP has been conducting regular polling of America’s college students for six years, highlighting key trends and issues related to politics and public service. Although there are some questions on respondents’ participation in community service, this particular survey focuses strongly on the respondent’s political views: how they would rate the*

*Bush Administration, their take on the Iraq war, how 9/11 has influenced politics, their general view of politics as positive or negative, etc.*

—April 10, 2006 Survey. Available at [http://www.iop.harvard.edu/pdfs/survey/spring\\_poll\\_2006\\_topline.pdf](http://www.iop.harvard.edu/pdfs/survey/spring_poll_2006_topline.pdf)

*As one of its regular surveys of college students to track trends, this survey questioned participants on their political affiliations, their opinions on the direction the country is taking, the administration in office and key policy issues. One of the policy issues examined was the participants' willingness to sacrifice certain degrees of civil liberties in order to be more secure. The survey also looked at participants' own religiosity and their view of its real and ideal influence on policy issues and politics.*

> Howe, Neil and William Strauss. **Millennials Rising: The Next Great Generation.** New York: Vintage Books, 2000.

> IHRSA, “**Trend Report,**” Vol. 11: No. 4. October 2004. Report available online at [http://download.ihrsa.org/trendreport/10\\_2004trend.pdf](http://download.ihrsa.org/trendreport/10_2004trend.pdf). Cited study (Yankelovich, Inc. 2003) unavailable online without subscription.

*This report compiles data on the health habits of Millennials, Generation Xers, and Boomers. It looks at what forms of exercise they participate in, which health habits they follow, as well as how interested and concerned they are about their health.*

> Johnson, Jean and Ann DuRett, with Amber Ott. “**Life After High School: Young People Talk about Their Hopes and Prospects,**” *Public Agenda*. 2005. Executive summary available online at [http://www.publicagenda.org/research/pdfs/life\\_after\\_high\\_school\\_execsum.pdf](http://www.publicagenda.org/research/pdfs/life_after_high_school_execsum.pdf). Full-report available for purchase online at [http://www.publicagenda.org/research/research\\_reports\\_details.cfm?list=31](http://www.publicagenda.org/research/research_reports_details.cfm?list=31).

*This survey asks young people between the ages of 18 and 25 about their lives. It follows both those who are pursuing college degrees as well as those who have chosen not to attend college. It looks at what factors were involved in their choices to attend or not attend college, as well as their views of the future and, in the case of those who chose not to pursue a higher degree, their perceptions of where they currently are: how they see their jobs, reflections on high school, etc.*

> Josephson Institute, “**2006 Report Card on the Ethics of American Youth: Part One-Integrity.**” October 2006. Available online at <http://www.josephsoninstitute.org/reportcard/> (summary of data); <http://www.josephsoninstitute.org/pdf/2006reportcard/reportcard-all.pdf> (complete data tables).

*According to this survey of middle and high school students by the Josephson Institute, youth place a high importance on having integrity. This includes having integrity in the workplace, though many are cynical of how realistic it is to succeed and have integrity at work. Despite the high value they place on integrity and the fairly high score they award themselves on integrity (74% say they are better at “doing what is right” than people they know), the vast majority have lied and/or cheated in the past year (82% admitted to having lied to parents about “something significant” in the past year and 60% admitted to cheating on an exam at school in the past year).*

— “**What Are Your Children Learning? The Impact of High School Sports on the Values and Ethics of High School Athletes,**” Released February 2007. Available online at [http://www.josephsoninstitute.org/pdf/sports\\_survey\\_report\\_022107.pdf](http://www.josephsoninstitute.org/pdf/sports_survey_report_022107.pdf).

*Survey of high school athletes on how participating in athletics impacts their values. This*

survey found that most high school athletes admire and respect their coaches, valuing the lessons taught by them. On the positive side, it found that slightly fewer athletes steal than their nonathletic counterparts. On the other side, however, athletes are more likely to cheat in school than their nonathletic peers and many of their coaches' lessons seem to be ethically questionable in terms of what is acceptable "sportsmanlike behavior." Certain sports had higher rates of cheating than others, with baseball, basketball, and football being the worst for males; and basketball and soccer having the highest rate of cheating for females. Gender differences were visible with female athletes across the board considerably more likely to express a deeper conviction for ethical behavior than their male counterparts.

- > The Henry J. Kaiser Family Foundation, "Parents, Children & Media," June 2007. Available online at <http://www.kaiserfamilyfoundation.org/entmedia/upload/7638.pdf>.

*Survey of parents concerning their view of the role that media plays in their children's lives. It explores how much control parents feel that they have; how appropriate they consider the content; what role they think the government should have in controlling media content; etc.*

- > Kamenetz, Anya. **Generation Debt: Why Now is a Terrible Time to be Young.** New York: Riverhead Books, 2005.

- > Lake Research Partners, "Lifetime Women's Pulse Poll," conducted by Lake Research Partners (Celinda Lake) and the WomanTrend division of The Polling Company, Inc (Kellyanne Conway), March 4-8, 2007. Press release available online at [http://www.prnewswire.com/cgi-bin/stories.pl?ACCT=ind\\_focus\\_story&STORY=/www/story/03-22-2007/0004551691&EDATE=THU+Mar+22+2007,+03:48+PM](http://www.prnewswire.com/cgi-bin/stories.pl?ACCT=ind_focus_story&STORY=/www/story/03-22-2007/0004551691&EDATE=THU+Mar+22+2007,+03:48+PM).

*Interviewing 500 18- to 29-year-old women and 200 18- to 29-year-old men, pollsters found that women in Generation Y have few aspirations in politics—preferring to pursue corporate advancement over political—but that they largely support female candidates. The perception of these women is that the best way for them to influence politics is by voting, and volunteering and/or donating money to campaigns. Women in Generation Y are less drawn to ideology and more drawn to leadership on issues that concern them.*

— "Generation Why?" conducted by Lake Research Partners and WomanTrend. February 27–March 1, 2006. Executive summary available online at <http://www.pollingcompany.com/cms/files/Executive%20Summary%20Layout%20FINAL.pdf>.

*For this study, interviews were conducted with women from three generations (Boomers, X, and Y) and compiled to create a comparison of their responses. Issues it looked at were ideal ages for marriage and children; the role of technology in their lives; shopping habits; and discrimination among others. The sharpest contrast between generations was in terms of technology use in their lives, which was much higher for the youngest generation. Generation Y was also the most in favor of settling down sooner rather than later with marriage and children. The generations were very similar in terms of perceived sacrifices for getting ahead in a career; retirement dreams and realities; and the continued presence of discrimination.*

- > Lancaster, Lynne C. and David Stillman. **When Generations Collide: Who They Are. Why They Clash. How to Solve the Generational Puzzle at Work.** HarperCollins: New York, 2002.

*This book addresses the differences between the current generations that are coexisting in society and, in particular, at work. After outlining those differences, it examines the*

ways in which they clash and looks at what businesses need to consider when recruiting, hiring, and retaining Millennial employees. In this context, it looks at the employment habits and expectations of Millennials.

- > Life Course Associates, “**High School Class of 2000 Survey**,” April–May 1999. Available online at [http://www.lifecourse.com/news/ms\\_hssurvey.html](http://www.lifecourse.com/news/ms_hssurvey.html).

*This survey was given only at Fairfax County, Virginia, public high schools to rising seniors. It questioned them on their perceptions of previous generations as well as their own. Among similar topics, it asked what expectations they thought their parents had for them; what events had had the greatest impact on them (top two at the time were the Columbine massacre and the war in Kosovo); how optimistic they were about the United State’s future; and how civically engaged they thought their generation would be compared to their older brothers’ and sisters’ generation.*

- “**Teachers’ Survey**,” April–May 1999. Available online at [http://www.lifecourse.com/news/ms\\_teachersurvey.html](http://www.lifecourse.com/news/ms_teachersurvey.html).

*According to teachers in the Fairfax County, Virginia, public schools (elementary, middle, and high) who have been teaching for at least the past 10 years, student performance has gone up over the years. Other changes include that teachers are increasingly “teaching to the test,” with 95 percent of elementary and middle school teachers saying they are teaching “more” to the test than in the past. When questioned, teachers indicated that more emphasis is being placed on team work, good behavior, and citizenship. And although problems with racial taunting have declined, gender taunting has actually increased.*

- > Magid Associates, “**The Politics of the Millennial Generation**,” March 2006. Available at <http://www.newpolitics.net/files/MillennialGenerationPolitics.pdf> (report).

*This survey compared three generations: the Millennials, Gen Xers, and Baby Boomers. Within the Millennials, they did a further break out between subgenerations: Teen Millennials, Transitional Millennials, and Cusp Millennials. Since each generation was born into such distinctive social situations and raised in distinct manners, the survey explores how that has impacted their politics: political identification, opinions on social issues, terrorism, etc.*

- > MTV/CBS News Poll: Environment. Telephone Interviews between May 30 and June 9, 2006. Available online at [http://www.mtv.com/thinkmtv/about/pdfs/mtv\\_environment\\_poll.pdf](http://www.mtv.com/thinkmtv/about/pdfs/mtv_environment_poll.pdf).

*Survey of 13- to 24-year-olds on their perception of the environment. It found that the majority of young people are concerned about global warming, with the majority (56%) believing that it is happening right now; only 3 percent don’t believe it will ever happen. Concern for global warming increases with age: 18- to 24-year-olds express higher levels of concern than 13- to 17-year-olds. More than 80 percent say that action on global warming needs to be taken “right away” and most believe that they can do something to help. Although considered important by young people, the environment is not always at the top of young people’s minds. When given five choices, “environment” was chosen as the “most important” concern for their generation; but when given the freedom to just name the most important concern, “drugs” was first and “environment” didn’t even make it into the top five.*

- > MTV/Think, “**Just Cause: Today’s Activism**,” April 27, 2006. Available online at <http://www.mtv.com/thinkmtv/research/pdf/Just.Cause.FNL.APX.pdf>.

*Survey sought to understand what “being involved” means to young people (12–24 years old) in today’s society. It looked at what prevented young people from participating and what has prompted those involved to become involved. There was a strong level of interest in volunteering among young people but that interest did not translate directly into involvement, with a much larger percentage of people expressing interest and a considerably smaller percent actually following through. Lack of time, hanging out with friends, and “just not for me” was a few of the top reasons for not becoming involved.*

- > MTV/Associated Press, “**Young People and Happiness**,” August 20, 2007. Interviews conducted April 16–23, 2007. Available online at [http://www.mtv.com/thinkmtv/about/pdfs/APMTV\\_happinesspoll.pdf](http://www.mtv.com/thinkmtv/about/pdfs/APMTV_happinesspoll.pdf) (full survey); <http://www.mtv.com/thinkmtv/research/> (press release).

*How happy are young people (13–24 year olds)? What makes them happy? What are they doing to ensure their future happiness? This survey sought to answer those questions, looking at all aspects of young Americans’ lives from sex to money to religious faith. It found that young Americans are generally happy and optimistic about their futures. They value time spent with friends and family over most other activities; and religion and spirituality play an important role in many young people’s lives (44%). With technology so intricately woven into their lives, unsurprisingly nearly two-thirds said that having different types of technology in their lives makes them happier. In terms of finance, the survey found that few young people attributed having money to happiness; but many cited the lack of money as a source of unhappiness. White young Americans are the happiest (72%), trailed by Blacks (56%), and Hispanics (51%).*

- > National Center for Education Statistics, “**Chapter 3: Postsecondary Education**,” Digest of Education Statistics: 2005. Available online at [http://nces.ed.gov/programs/digest/d05/ch\\_3.asp](http://nces.ed.gov/programs/digest/d05/ch_3.asp)

*This is the National Center for Education Statistics’ most current Digest of Education Statistics. The Digest’s “primary purpose is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school.” Chapter 3, which solely addresses postsecondary education, has education statistics that include the number of colleges, teachers, enrollments and graduates; as well as education attainment, finances, federal funds for education, and so on. “Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides background for evaluating education data.”*

- > “**National Election Pool Poll # 2006-NATELEC: National Election Day Exit Poll.**”

- > National Institute on Drug Abuse, survey designed and conducted by the University of Michigan, “**32nd Annual Monitoring the Future Survey.**” Available at <http://monitoringthefuture.org/data/06data.html#2006data-drugs>  
*Survey compares the number of adolescents who used illicit drugs or drank alcohol in 2006 with those in previous years. It found that there is a general trend down in illicit drug use since the 1990s but in recent years that trend seems to have slowed. For some age groups the downward trend seemed to have stopped altogether from 2005 to 2006.*

- > New American Media. “**California Dreamers: A public opinion portrait of the most diverse generation the nation has know**,” April 25, 2007. Executive summary available online at [http://media.newamericamedia.org/images/polls/youth/california\\_dreamers\\_executive\\_summary.pdf](http://media.newamericamedia.org/images/polls/youth/california_dreamers_executive_summary.pdf).

*This survey of young Californians between the ages of 16 and 22 years old found that*

*they were generally optimistic, held a strong belief in the "American Dream" that if they work hard enough they can achieve all of their goals, and were committed to making society more inclusive and tolerant. When questioned on how they identified themselves, respondents were as likely to say their music and fashion preferences as their race or religion. But they didn't view the world entirely through rose-colored glasses as they did harbor concerns about family stability, citing the breakdown of the family as the biggest challenge facing their generation.*

- > New York Times/CBS News/MTV Poll, "17 to 29 Year Olds." June 15–23, 2007.

Available online at [http://graphics8.nytimes.com/packages/pdf/politics/20070627\\_POLL.pdf](http://graphics8.nytimes.com/packages/pdf/politics/20070627_POLL.pdf).

*This survey of 17- to 29-year-olds focuses largely on the politics of the 2008 election and how the age group was responding to the individual candidates and which issues they considered most important. It found that more than half of the respondents would probably vote for a Democratic candidate if they were voting immediately; the economy and Iraq were the most pressing issues they were considering when choosing their candidates; and they did not think the candidates were making the issues they considered important enough of a priority.*

- > Noel-Levitz, "National Freshman Attitudes Survey." 2007. Available online at [https://www.noellevitz.com/NR/rdonlyres/3934DA20-2C31-4336-962B-A1D1E7731D8B/0/07FRESHMANATTITUDES\\_report.pdf](https://www.noellevitz.com/NR/rdonlyres/3934DA20-2C31-4336-962B-A1D1E7731D8B/0/07FRESHMANATTITUDES_report.pdf).

*This survey and report look at the attitude that college freshmen have at the beginning of their experience: how open they are to assistance in academics and career direction; how determined they are to complete their degree; whether or not they expect to work while earning their degree; etc.*

- "Embracing Diversity: Looking at Freshman Attitudes by Race/Ethnicity." 2007. Available online at <https://www.noellevitz.com/NR/rdonlyres/0F09D72F-7A65-48D6-A21A-6045DA330CBF/0/Freshmanattitudesdiversityreport2007.pdf>.

*This survey and report is also a look at the attitude that college freshmen have at the beginning of their experience: how open they are to assistance in academics and career direction; how determined they are to complete their degree; whether or not they expect to work while earning their degree; etc. It breaks all of the information down and compares it in terms of racial demographics.*

- > NORC at the University of Chicago, "General Social Survey 1972–2006: Gender Issues." Available at <http://sda.berkeley.edu/archive.htm>

*"The questionnaire contains a standard core of demographic and attitudinal variables, plus certain topics of special interest selected for rotation (called "topical modules"). Items that appeared on national surveys between 1973 and 1975 are replicated. The exact wording of these questions is retained to facilitate time trend studies as well as replications of earlier findings.... Items include national spending priorities, drinking behavior, marijuana use, crime and punishment, race relations, quality of life, confidence in institutions, and membership in voluntary associations."*

- > Patterson, Thomas E. "Young People and News," Joan Shorestein Center on the Press, Politics and Public Policy. July 2007. Available online at [http://www.ksg.harvard.edu/presspol/carnegie\\_knight/young\\_news\\_web.pdf](http://www.ksg.harvard.edu/presspol/carnegie_knight/young_news_web.pdf).

*A survey of people, disaggregated by age groups, found that young people are significantly less likely to routinely consume the news in any form than people older than them. The news they do consume is primarily via television, not the Internet. This limited consumption of news reflects a shift in young people from a couple decades*

ago when the gap between news consumption of the various age groups was considerably narrower.

- > Pew Hispanic Center, “**The Changing Racial and Ethnic Composition of U.S. Public Schools,**” August 30, 2007. Available online at <http://pewhispanic.org/files/reports/79.pdf> (report); <http://pewhispanic.org/files/reports/79.1.pdf> (appendix).

*The Millennial generation is more diverse than its predecessors, but in terms of education, many remain racially isolated in their schools. Because of demographic shifts, white students are less likely to be in nearly all-white schools than 12 years ago; minority students (Hispanics and Blacks) are slightly more likely to be in nearly all-Hispanic or nearly all-black schools.*

—Tables referenced in the Pew Hispanic Survey are available at the Institute of Education Sciences: Department of Education, “**Public Elementary/ Secondary School Universe Survey Data,**” Common Core of Data. Available online at <http://nces.ed.gov/ccd/pubschuniv.asp>.

- > Pew Research Center, “**Report: A Portrait of Generation Next,**” released January 2007. Gen Next Survey interviews were conducted September 6–October 2, 2006. Available at <http://people-press.org/reports/pdf/300.pdf> (report); <http://people-press.org/reports/questionnaires/300.pdf> (questionnaire).

*Survey of 18- to 25-year-olds aka “Generation Next” that looks at their voting trends, attitudes on social issues, religion, finances, networking, family, perceptions of the future, etc.*

—“**2005 Typology Survey: Beyond Red vs. Blue,**” embargoed for release May 10, 2005. Interviews conducted December 1-16, 2004 and re-interviews conducted March 17–27, 2005. Available at <http://people-press.org/reports/pdf/242.pdf> (report); <http://people-press.org/reports/print.php3?PageID=951> (questionnaire, part one); <http://people-press.org/reports/print.php3?PageID=952> (questionnaire, part two).

*The 2005 Typology Survey sorted voters into homogenous groups that were based on values, political beliefs, and party affiliation. Despite beliefs that the country is divided into two strong political parties, the surveys found that each party is divided internally over issues such as immigration, environmental protection, and the role of government. Since the last Typology Survey, foreign policy and national security have become more central issues for voters—both Democrats and Republicans. Although the left remains strong, more voters in the middle are leaning further right than they did in previous surveys.*

—“**Once again, the Future Ain’t What It Used to Be,**” embargoed for release May 2, 2006. Interviews conducted February 8–March 7, 2006. Available at <http://pewresearch.org/assets/social/pdf/BetterOpinion.pdf>.

*Measures the optimism of adults for their children’s futures. The survey found that Whites and Blacks are generally more pessimistic about the future than they have been in the past, with most believing that their children will not be better off than they are; Hispanics were the most optimistic that their children would be better off than they are, but they are also the least satisfied with the quality of their lives. It also found that young adults are more optimistic than older adults about the future.*

—“**Public Says American Work Life is Worsening, But Most Workers Remain Satisfied with Their Jobs,**” Labor Day 2006. Interviews conducted June 20–July 16, 2006. Available at <http://pewresearch.org/assets/social/pdf/Jobs.pdf>

*Explores how Americans perceive the job market, how they think it has changed, job security, and their satisfaction with their jobs.*

—**“Trends in Political Values and Core Attitudes: 1987-2007: Political Landscape more Favorable to Democrats,”** Released March 22, 2007. Available at <http://people-press.org/reports/pdf/312.pdf> (report); <http://people-press.org/reports/questionnaires/312.pdf> (questionnaire).

*Broad survey of how the public's political values and core attitudes have shifted over the past 20 years. The survey touches on political affiliation, levels of social liberalism/conservatism, religiosity, etc. It found that there is increased public support for social safety nets and concern over income inequality, and less support for “assertive national security policies.”*

—**“Iraq Views Improve, Small Bounce for Bush,”** June 14–19, 2006. Available at <http://people-press.org/reports/questionnaires/278.pdf> (questionnaire).

*Survey of public sentiments on Bush, including approval and disapproval of how Bush is handling Iraq.*

—**“Election 2006 Online,”** January 17, 2007. Lee Rainie, Director. Available online at [http://www.pewinternet.org/pdfs/PIP\\_Politics\\_2006.pdf](http://www.pewinternet.org/pdfs/PIP_Politics_2006.pdf).

*Overview of how widely used the Internet was for acquiring information about the candidates and issues leading up to the 2006 elections. Amid this information are some data broken out by age groups, including 18- to 29-year-olds. These look at how frequently these subgroups use the Internet for political information; the percentage of the subgroups that belong to the group of “campaign Internet users”; etc.*

—**“Luxury or Necessity?”** December 14, 2006. Available online at <http://pewresearch.org/assets/social/pdf/Luxury.pdf>.

*This survey questions respondents on the necessity of 14 items, including such things as microwaves, air conditioning, cell phones, and cable television. It found that many items that were not considered necessary in 1996 have come to be considered increasingly vital to everyday life for Americans. Young Americans, 18 to 20 years old, consider technological items, such as high-speed Internet and home computers, as necessities while older Americans place more importance on items such as air conditioning and washers and dryers.*

—**“A Barometer of Modern Morals: Sex, Drugs and the 1040,”** March 28, 2006. Available online at <http://pewresearch.org/assets/social/pdf/Morality.pdf>.

*Based on respondents' evaluations of 10 behaviors, Pew sought to gauge Americans' perceptions of morality. In terms of age differences, it found that older Americans are more likely than young Americans to consider homosexuality morally wrong. But it also found that there was no significant difference between old and young Americans on the question of the morality of abortion. Unfortunately, age groups are not split out very far, clumping 18- to 49-year-olds together.*

—**“Eating More; Enjoying Less,”** April 19, 2006. Available online at <http://pewresearch.org/assets/social/pdf/Eating.pdf>.

*This survey looks at the eating habits of Americans, garnering such information as how often they eat out, how often they consume fast food, how much they enjoy eating, and how much they enjoy cooking. It found that young adults (18–29) eat out the most frequently of all adults ages 18 to 65-plus and that they are the most likely to eat at a fast food restaurant at least once weekly.*

—**“Information Age’ Bills Keep Piling Up: What Americans Pay For—And How,”** February 7, 2007. Available online at <http://pewresearch.org/assets/social/pdf/Expenses.pdf>.

*Pew looks at what bills Americans are paying and how they pay for them. Young adults (18–29) have most of the same bills as other age groups, with a larger percentage paying school tuition and repaying student loans, and a slightly higher rate of people paying child support or alimony and having an in-store payment plan. Young adults are also most likely to pay with cash for everyday expenses and least likely, by far, to pay with check (only 5%).*

—**“We Try Hard. We Fall Short. Americans Assess Their Saving Habits,”** January 24, 2007. Available online at <http://pewresearch.org/assets/social/pdf/Saving.pdf>.

*Americans say they are instinctive savers, but most don’t think they’re saving enough. Young adults follow the trends of older adults in many categories. Forty-two percent of 18- to 29-year-olds say they spend more than they can afford, which is even with 30- to 49-year-olds but higher than older age groups. Thirty-five percent said they have felt as though their financial situation was “out of control.” In terms of splurging, 18- to 29-year-olds splurge most on eating/dining out and shopping/personal items; a much smaller percentage of young adults splurge on entertainment/recreation than any of the other age groups.*

—**“Americans Social Trust: Who, Where and Why?”** February 22, 2007. Available online at <http://pewresearch.org/assets/social/pdf/SocialTrust.pdf>.

*This short Pew survey of Americans sought to create a picture of which demographic groups, one of which was age, have the highest social trust. It found that young adults (18–29) have the lowest social trust index of all the age groups, with 49 percent of young adults registering low on the social trust index and only 23 percent registering high.*

—**“Generations Online,”** December 2005. Available online at [http://www.pewinternet.org/pdfs/PIP\\_Generations\\_Memo.pdf](http://www.pewinternet.org/pdfs/PIP_Generations_Memo.pdf).

*This memo compares how the different generations utilize the Internet. It found that users between the ages of 12 and 28 are more likely to use the Internet for chatting via IM, creating blogs, and gaming; whereas users over the age of 28, but younger than 70, use the Internet for travel reservations and online banking. Younger users also outnumber older users.*

—**“Teen Content Creators and Consumers,”** November 2, 2005. Available online at [http://www.pewinternet.org/pdfs/PIP\\_Teens\\_Content\\_Creation.pdf](http://www.pewinternet.org/pdfs/PIP_Teens_Content_Creation.pdf).

*American teenagers (12–17 years old) are active Internet users—not only using but also creating content on the web. This survey found that more than half of online teens have created web content. The survey distinguishes between bloggers and nonbloggers, with bloggers being more active online, comparing the extent of the online activity. The survey also questions teenagers on their use of music downloads and their opinions on its regulation; their use of peer-to-peer services; as well as what other activities they use the Internet for (news, political info, college info, entertainment, health info, etc.).*

—**“Protecting Teens Online,”** March 17, 2005. Available online at [http://www.pewinternet.org/pdfs/PIP\\_Filters\\_Report.pdf](http://www.pewinternet.org/pdfs/PIP_Filters_Report.pdf).

*Eighty-seven percent of teenagers (12–17) use the Internet. Of those, 87 percent have access to the Internet at home. Some of those 13 percent who do not use the Internet stopped using it because of bad experiences they had on it. According to this Pew study, most parents say they are checking up on their teens’ online activities and most*

*teens say that they don't think their parents are monitoring their online activities. Both teens and parents expressed the belief that teens do things they shouldn't online: 79 percent of teens said they share personal information online more freely than they should; and 64 percent say they do things online they wouldn't want their parents to know about. In addition to providing statistics on Internet usage and perceptions, the study looks at how parents are coping with the freedom the Internet offers their teens and how they're limiting that freedom.*

—“**Cyberbullying and Online Teens**,” June 27, 2007. Available online at <http://www.pewinternet.org/pdfs/PIP%20Cyberbullying%20Memo.pdf>.

*One-third of teens say they have experienced bullying online, with teenage girls more likely to have experienced it than their male counterparts. Bullying online is most commonly in the form of “making private information public.” This is done by maliciously forwarding emails, photographs, and IM messages. It is commonly used as a means of generating and spreading rumors more rapidly. In addition to spreading rumors and publicizing private information, teenagers also report receiving threatening emails, text messages and IMs.*

—“**Teens and Technology: Youth are leading the transition to a fully wired and mobile nation**,” July 27, 2005. Available online at [http://www.pewinternet.org/pdfs/PIP\\_Teens\\_Tech\\_July2005web.pdf](http://www.pewinternet.org/pdfs/PIP_Teens_Tech_July2005web.pdf).

*Teens are more wired than adults, reporting high uses of the Internet, instant messaging, and cell phones. Pew found that teenagers prefer instant messaging to emails, though most still use email more than IM. Teenagers use the Internet for everything from gaming, to finding information on colleges and health, to reading the news. Along with the ubiquitous use of technology has come cyberbullying, which is looked at more closely in the Pew study on the subject. Despite the prevalence of technology in their lives, teenagers say “face time” still beats screen time in terms of relationships.*

—“**Social Networking Sites and Teens: An Overview**,” January 3, 2007. Available online at [http://www.pewinternet.org/pdfs/PIP\\_SNS\\_Data\\_Memo\\_Jan\\_2007.pdf](http://www.pewinternet.org/pdfs/PIP_SNS_Data_Memo_Jan_2007.pdf).

*More than half of all American teenagers use online social networking sites—of those, the majority is female. For the most part, teens use the sites to “manage” their friendships with people they see regularly, though to a lesser degree, some teens do use the sites to stay in touch with friends who live further away. And males are both more likely than females to say they use the sites to make new friends as well as to flirt.*

—“**Most Parents Encourage their Kids to Follow the News: Growing Up with the News**,” May 23, 2007. News Interest Index with Project for Excellence in Journalism. Available online at <http://people-press.org/reports/pdf/330.pdf> (report); <http://people-press.org/reports/questionnaires/330.pdf> (topline questionnaire).

*Parents of school-age children generally encourage their kids to follow the news, although that figure depends on the parents' own news following habits. The more parents follow the news, the more likely they are to encourage their children to do so. It also depends on the age of the children, with considerably more parents encouraging their 12- to 17-year-olds to follow the news than their younger children. More than half of the parents surveyed shielded their children under 12 years old from the news. Pew found no significant difference between the practices of Republicans and Democrats; it did find that independents were slightly less likely to encourage their kids to follow the news.*

—“Mixed Views on Immigration Bill: Democratic Leaders Facing Growing Disapproval, Criticism on Iraq,” June 7, 2007. Available online at <http://people-press.org/reports/display.php3?ReportID=335> (report); <http://people-press.org/reports/questionnaires/335.pdf> (topline questionnaire).

*Young Americans (18–29 years old) are in the age group most inclined to favor providing immigrants with a way to obtain citizenship. They also look more kindly on amnesty than any of the other age groups, although they view it less favorably than the path to citizenship. In terms of Iraq, young Americans are the least like to believe that withdrawing troops would hurt the morale of troops.*

- > Public Agenda. “Life After High School: Young People Talk about Their Hopes and Prospects,” 2005. Survey conducted between August 14 and September 4, 2004. Available online at [http://www.publicagenda.org/research/pdfs/life\\_after\\_high\\_school.pdf](http://www.publicagenda.org/research/pdfs/life_after_high_school.pdf).

*Most young adults (18–25 years old), regardless of race, consider education beyond high school to be important in getting ahead in life. Despite this, many never make it. And many of those who do go to college drop out before successfully earning a degree. This survey looks at how young people make their decisions to continue with their education following high school or begin working. Money is a large barrier for young people when considering college, but many also said they “just didn’t like school.” Respondents all said they felt unprepared entering four-year colleges, admitting that they should have worked harder while in high school but also arguing that their teachers and schools didn’t prepare them properly. The study concludes that society has successfully instilled the importance of attending college in the minds of American youth but questions whether it has provided the means for all youth to successfully attain or even pursue that goal.*

- > 2004 Reboot Study, “OMG! How Generation Y is Redefining Faith in the iPod Era.” Available at <http://www.rebooters.net/poll/rebootpoll.pdf> (report); <http://www.rebooters.net/poll/rebootfq.pdf> (questionnaire), August 7–November 18, 2004.

*“The result of this partnership is a unique survey examining issues of identity, community, and meaning, from Catholic, Protestant, Jewish and Muslim youth, ages 18–25, across racial and ethnic lines. The findings, although remarkable in and of themselves, also represent a snapshot of tomorrow, a glimpse of what may happen when Generation Y matures to the peak of its member’s participatory experiences.”*

- > Resource Interactive. Research unavailable online. Company’s website is <http://www.resourceinteractive.com/aboutus/Default.aspx>. Data cited in article on DMNews: Abramovich, Giselle. “Millennials work as teams, not individuals: Mooney at Shop.org,” DMNews, October 12, 2006. Available online at <http://www.dmnews.com/cms/dm-news/research-studies/38545.html>.

*Conducted a study that looked at how Millennials spend their money. It addressed issues like Millennials’ reluctance to pay shipping and how companies can get around that (one example was Levi Strauss, which came up with a plan that let shoppers email advertisements to friends in exchange for free shipping); asked Millennials how best to target them with marketing (use new communication tools available; “keep it real”; ask young people their opinions on items; etc.).*

- > Snyder, Howard N. and Melissa Sickmund. “Juvenile Offenders and Victims: 2006 National Report,” National Center for Juvenile Justice, March 2006. Available at <http://ojjdp.ncjrs.org/ojstatbb/nr2006/downloads/NR2006.pdf>.

*This report “offers a clear view of juvenile crime and the justice system’s response at the beginning of the 21st century.” It looks at the trends in juvenile crime, including changes*

*in the racial and gender makeup of perpetrators of juvenile crime, as well as its prevalence.*

- > Twenge, Jean. **Generation Me: Why Today's Young Americans are More Confident, Assertive, Entitled—and More Miserable Than Ever Before.** Free Press: New York, 2006.  
*Includes research based on the Marlowe-Crowne Social Desirability Scale about babies of the 1970s, 1980s, and 1990s. Twenge "says her findings suggest the young don't care as much about making a good impression or displaying courtesy as their parents and grandparents did when they were growing up."*
- > University of Michigan, **American National Election Study, 2004.** Available at <http://sda.berkeley.edu/cgi-bin/hsda?harc+sda+nes2004p>; can be downloaded directly and analyzed, if you have SPSS, SAS, or STATA at [http://www.electionstudies.org/studypages/download/datacenter\\_all.htm](http://www.electionstudies.org/studypages/download/datacenter_all.htm).  
*The ANES has been around since 1948. It focuses on voter perceptions of the major political parties, the candidates, national and international issues, and of the importance of the election. The survey also explores voters' expectations about the outcome of the election, the degree of voter interest in politics, political affiliation and voting history, as well as participation in the electoral process. Interviews for the ANES are conducted before and after presidential elections and after national congressional elections. In post-election interviews, respondents are also asked about actual voting behavior and voter reflections about the election outcome.*
- > U.S. Census Bureau, **"Voting and Registration in the Election of November 2004,"** Issued March 2006. Available at <http://www.census.gov/prod/2006pubs/p20-556.pdf>.  
*"This report examines the levels of voting and registration in the November 2004 presidential election, the characteristics of citizens who reported that they were registered for or voted in the election, and the reasons why registered voters did not vote."*  
—U.S. Census Bureau Population Projects 2000 to 2050, available at <http://www.census.gov/ipc/www/usinterimproj/usproj2000-2050.xls>  
—**"Income, Poverty, and Health Insurance Coverage in the United States: 2005,"** Issued August 2006. Available at <http://www.census.gov/prod/2006pubs/p60-231.pdf>.  
*"This report presents data on income, poverty, and health insurance coverage in the United States based on information collected in the 2006 and earlier Annual Social and Economic Supplements (ASEC) to the Current Population Survey (CPS) conducted by the U.S. Census Bureau." Data is disaggregated by variables such as age, race, ethnicity, nativity, and region.*
- > USA Today/National Endowment for Financial Education, **"Young Adults' Finances Poll."** Interviews conducted October 26–November 14, 2006. Available online at [http://www.nefe.org/Portals/0/NEFE\\_Files/USATodaySurvey.pdf](http://www.nefe.org/Portals/0/NEFE_Files/USATodaySurvey.pdf).  
*This survey questioned respondents, 22 to 29 years old, on their financial lives. It asked about things such as the recent financial regrets they've had; whether or not they have and follow a budget; what areas of life they would be willing to cut back their spending on; their largest financial concerns; and how their current financial situation compares with where they thought they would be financially at this point in their lives.*
- > Young Voter Strategies, **"Young Voter Battleground Poll I,"** May 16, 2006. Available at <http://www.youngvoterstrategies.org/index.php?tg=articles&idx=>

More&article=117&topics=37 (press release); <http://www.youngvoterstrategies.org/index.php?tg=fileman&idx=get&inl=1&id=1&gr=Y&path=YVS+Polling&file=Battleground+Poll+April+2006+BANNERS.pdf> (crosstabs).

*Conducted in the months leading up to the 2006 elections, this survey questioned young voters on what they would be considering when they went to the polls, the best way for candidates to frame the issues being considered to reach them, how many were actually planning on going to the polls, etc.*

—“**Background on the Millennial Generation.**” February 2007. Available at <http://www.youngvoterstrategies.org/index.php?tg=fileman&idx=get&inl=1&id=1&gr=Y&path=Factsheets&file=Background+on+the+Millennial+Generation.pdf>.

*A snapshot fact sheet looking at the Millennial generation as a political body: voting potential, party affiliation, influencing factors, and demographics.*

—“**Young Voter Battleground Poll III,**” November 2–7, 2006. Polls conducted by Lake Research Partners. Available at <http://www.youngvoterstrategies.org/index.php?tg=fileman&idx=get&inl=1&id=1&gr=Y&path=YVS+Polling&file=Nov+Poll+Banners+2006.pdf> (crosstabs); <http://www.youngvoterstrategies.org/index.php?tg=fileman&idx=get&inl=1&id=1&gr=Y&path=YVS+Polling&file=11+8+06+Toplines.pdf> (toplines); <http://www.youngvoterstrategies.org/index.php?tg=fileman&idx=get&inl=1&id=1&gr=Y&path=YVS+Polling&file=Democratic+Analysis+Post+Election+Young+Voter+Poll+2006.pdf> (Democratic analysis); <http://www.youngvoterstrategies.org/index.php?tg=fileman&idx=get&inl=1&id=1&gr=Y&path=YVS+Polling&file=Republican+Analysis+Post+Election+Young+Voter+Poll+2006.pdf> (Republican analysis); <http://www.youngvoterstrategies.com/index.php?tg=articles&idx=More&topics=37&article=282> (press release).

*Another snapshot of the Millennial generation’s politics and political engagement.*

*Conducted during the midterm elections, it tracked participation and voting preferences. It found that most Millennials continue to be largely supportive of Democrats and disapproving of Bush’s agenda. Among those still in school, education and its cost were the primary concern. Of those out of school, the economy was the greatest concern.*

#### reports for A price:

➤“**The Millennials: American Born 1977–1994, 3rd Edition.**” New Strategist Publications, Inc. Market Research.com. June 1, 2006. Available for purchase (\$69.95) online at <http://www.marketresearch.com/product/display.asp?productid=1297225&g=1>.

*This is a comprehensive report that looks at the Millennial generation in terms of everything from education to health to family relationships and so forth. The website also has links to other related reports, also available for purchase.*

➤ Deloitte, “**2007 State of the Media Democracy,**” April 16, 2007. Online survey conducted between February 23 and March 6, 2007 by the Harrison Group. Available online at [http://www.deloitte.com/dtt/press\\_release/0,1014,cid%253D153732,00.html](http://www.deloitte.com/dtt/press_release/0,1014,cid%253D153732,00.html) (press release); <http://www.marketingcharts.com/television/Millennials-like-traditional-not-just-new-media-1117/> (additional summary of data by MC Marketing); [http://www.tvweek.com/news/2007/05/Millennials\\_defying\\_the\\_old\\_mo.php](http://www.tvweek.com/news/2007/05/Millennials_defying_the_old_mo.php) (another summary of the data).

*This survey found that although Millennials have an affinity for new technology, they still frequently use traditional media as well. Seventy-one percent, for example, like to read magazines to find information on fashion trends in clothes, cars, and music. Although Millennials are increasingly utilizing new forms of technology to communicate, their favorite pastime remains hanging out with one another—decidedly “low tech,” as pointed out by researchers. Surveyors found that word of mouth was the most common reason Millennials visited a website; and when Millennials like something, such as a television show, they broadcast that information to friends and acquaintances at a higher rate than other age groups.*

- > The Gallup Organization, “**Minority Rights and Relations**,” June 6–25, 2005. Access available to members online at <http://www.galluppoll.com/content/?ci=19033>.  
*Looks at the level of acceptance people have for interracial dating, broken down by race, age, and gender.*
- > Harris Interactive, “**Youth Pulse 2006**.” Available for purchase (\$6,000!) online at <http://www.harrisinteractive.com/services/youthpulse.asp>.  
*Broad information on people between the ages of 8 and 21 years old. Survey is directed toward marketers.*
- > Integrated Media Measurement, Inc. “**Television Viewing**.” Available online at <http://www.immi.com/marketTests.html> (scroll to the link at the bottom).  
*This survey indicates that children do not actually watch as much television as their parents do.*
- > Javelin Strategy & Research, “**Generation Y Banking Behaviors and Attitudes: Expanding the Banking Relationship on Their Terms**.” August 2007. Available for purchase online at <http://www.javelinstrategy.com/>. Preview available online at [http://www.javelinstrategy.com/uploads/717.F\\_GenYBankingBehaviorsandAttitudes\\_Brochure.pdf](http://www.javelinstrategy.com/uploads/717.F_GenYBankingBehaviorsandAttitudes_Brochure.pdf).  
*Essentially marketing advice for banks that want to target Millennial consumers. Research focused on what services Millennials wanted provided; what their banking habits and attitudes are; etc.*

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Karl Weber is a writer, editor, and book developer with over twenty-five years' experience in the book publishing industry. He is an expert in general-interest non-fiction publishing, specializing in topics in business, politics, and current affairs.

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*"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."*

MARGARET MEAD

