

These notes reference the spreadsheet “Equality Transparency - Fig 1 (Youth Respondents); notes after Fig 1 (Youth Respondents); note at end of Section 3.3.1; and Table A3.xlsx.”

Explanation of Figure 1 (bars for the Youth Respondents): In the spreadsheet, each pair of rows lists coefficient estimates for the scaled outcome variables for the “White” and “All other” samples from JAMES NONNEMAKER ET AL., EXPERIMENTAL STUDY OF GRAPHIC CIGARETTE WARNING LABELS app. C-2 at 248-60 (2010),

<https://www.regulations.gov/document/FDA-2010-N-0568-0008>. For instance, for the “Cigarette Injection” image, the coefficient estimate for the “emotional reaction scale” outcome variable for the “White” sample, with the associated indicator for the level of statistical significance, was 2.626***, as shown on p. 248 of this source. In this source, * indicates statistical significance at the 0.05 level, ** indicates statistical significance at the 0.01 level, and *** indicates statistical significance at the 0.001 level; by contrast, this paper uses the standard notation under which ** indicates statistical significance at the 0.05 level and *** indicates statistical significance at the 0.01 level (which includes, as a subset, statistical significance at the 0.001 level).

In the spreadsheet, the number of green boxes, showing coefficient estimate pairs for which there was a positive effect for the “White” sample and no effect for the “All other” sample, is equal to the height of the left-most bar for the Youth Respondents in Figure 1. (As in the Article, a positive effect means that a coefficient estimate is positive and different from 0 by a statistically significant margin; no effect means that a coefficient estimate is not different from 0 by a statistically significant margin; and a negative effect means that a coefficient estimate is negative and different from 0 by a statistically significant margin.) The number of yellow boxes, showing coefficient estimate pairs for which there was no effect for the “White” sample and a negative effect for the “All other” sample, is equal to the height of the second left-most bar for the Youth Respondents in Figure 1. The number of blue boxes, showing coefficient estimate pairs for which there was a positive effect for both samples, is equal to the height of the middle bar for the Youth Respondents in Figure 1. The number of gray boxes, showing coefficient estimate pairs for which there was no effect for the “White” sample and a positive effect for the “All other” sample, is equal to the height of the second right-most bar for the Youth Respondents in Figure 1. The number of peach boxes, showing coefficient estimate pairs for which there was a negative effect for the “White” sample and no effect for the “All other” sample, is equal to the height of the right-most bar for the Youth Respondents in Figure 1.

Explanation of first note after Figure 1: The spreadsheet shows that there are no coefficient estimate pairs for which there was a negative effect for both the “White” sample and the “All other” sample and no coefficient estimate pairs for which the effect for either the “White” sample or the “All other” sample was positive and the effect for the other sample was negative.

Explanation of second note after Figure 1 (Youth Respondents): In the spreadsheet, the coefficient estimate pairs that are not shaded any color are pairs for which there was no effect for either the “White” sample or the “All other” sample (67 pairs).

Explanation of note at end of Section 3.3.1: In the spreadsheet, the coefficient estimate pairs in which the reported *p*-value for the coefficient estimate for the “White” sample is 0.000 are bolded. The source noted above (pp. 248-60) reports *p*-values in parentheses. (Correspondence with James Nonnemaker confirmed that figures in parentheses are *p*-values.)

Explanation of Table A3: In the spreadsheet, the entries in the green boxes, showing coefficient estimate pairs for which there was a positive effect for the “White” sample and no effect for the “All other” sample, are contained in the Youth Respondents section of Table A3.