Inter-university Consortium
for Political Research

Survey Research Center
The University of Michigan

1956 Election Study (P417)

Interviewer Instructions: Pre-election Interview

Question 1, 1a. This first question is aimed at getting R's* expectations about the presidential contest. There are a couple of things to watch out for in the responses. We are interested in how R thinks the election will go, not in how he hopes it will go. We are also interested in how much R thinks one candidate will win by, not how certain he is to win.

On question 1a it might help to repeat "by how much," if necessary, to give a complete frame of reference. We need an absolute statement rather than a comparison with 1952 (e.g., "closer than last time" does not answer the question). It's hard to use answers given in percentages (e.g., "he'll win by 65%"); so be sure and try to ascertain just how much feeling such a Respondent has toward the percentage he quotes.

We are not interested in R's reasons for expecting one candidate or the other to win, or why he thinks the race will or will not be close. Write down reasons that are volunteered, but do not probe for them.

Question 2. Here we want only the direct information called for by the question. Do not probe for reasons why the election is or is not important. Using your own judgment, try to make sure that the R answers in terms of how much he cares, how important it is to him, and not in terms of how important it is to the country. One problem here might be that some R's feel embarrassed in saying they aren't much concerned about the election and who wins. Try to make such people feel at ease so they can give you their real feeling.

Questions 3 through 6. In this series of questions we ask the R about the things he likes and doesn't like about the two parties. Here, we want to get as complete a picture as possible of what R feels are the positive and negative characteristics of the two parties. Therefore, after the first response to each question (3 through 6), use such probes as "any other things you like (don't like) about the Democratic (Republican) party?" "anything else?", etc.

We need to get responses that are as specific as possible. Thus, if R says he agrees with a party's stand on issues, probe for examples of such issues; if he says it's a "better" party, probe for why it's better; if he talks in terms of a party catering to "special interest groups," probe for the particular groups he has in mind; if he says he doesn't like a party's "economy" program, probe as to why he doesn't like it, etc.

---

*R refers to respondent throughout the instructions.

We'd also like you to probe a little behind some of the standard adjectives, clichés and slogans that are used. When R gives such responses as "the ____ party is more progressive," "conservative," "socialistic," "time for a change," "party of the working man," "better for the country," etc., use such probes as "Could you tell me a little more about this?", "Can you give me some examples of what you mean?", etc.

In probing on these questions, we're interested in getting at material that is meaningful to the respondents. We don't want to probe to the extent that the respondents will just start grabbing wildly for answers; we also don't want to probe so much that it causes irritation and hurts rapport. For example, if R talks in very general terms and has difficulty being more specific, don't probe too hard for specificity. We do want to give him the opportunity to be specific so that we can say whether or not he is able to think in such terms, but we don't want to force him to give us specific examples. In general, in questions 3-6, use your judgment as to just how much meaningful material the respondent has to give on these questions.

There's one thing you might watch out for in this series. We used the term "in particular" in these questions to get at things which R considers important about the parties. However, there might be some danger that R will answer "nothing in particular" because there are a number of things he likes or dislikes about the parties, none of which stand out particularly. Therefore, when you get such a response and feel that R actually might have some for or against feelings about the parties, repeat the question without using the phrase "in particular."

Questions 7 through 10. These questions get at R's likes and dislikes about both candidates. Notice that this series parallels the 3-6 series, with emphasis here on candidates rather than parties. Here, too, we are interested in getting a fairly complete picture, so that the same instructions and problems mentioned under 3-6 are pertinent here. Phrases such as "he's a good man," and "he's a good leader," etc., should be probed for more specific feelings.

Notice that these questions are phrased in terms of characteristics that "would make you want to vote for (or against) him." This wording might cause a problem in that R might have strong favorable feelings toward a candidate but not indicate them on these questions because he doesn't intend to vote for the candidate. Therefore, if R answers Question 7 by saying something like "I'm not voting for Stevenson," you might rephrase the question and ask, "Well, is there anything you like about Stevenson?"

Question 11. This question is a direct repeat of a question we asked in 1952. It now seems pretty certain that it will be even more important for our description of the 1956 election than it was four years ago. First of all, R's ability to name the V-P candidates is important. It is a crude indication of his information about them. Other than finding out if the respondent knows who the candidates are, we want to find those people who have opinions about the candidates which might affect their voting decision. Consequently, it is important to know whether a strong opinion or feeling about either candidate is a favorable or an unfavorable feeling; is the respondent attracted or repelled by the candidate he mentions? Neutral probes may be needed in some cases. If the respondent has any reasons to offer for his feelings about either of the candidates, write these down.

Questions 12, 13 and 14. This is the "attitudes on governmental policy" section of the interview. It will provide us with three very important pieces of information about each of 16 different issues. This information includes (1) a statement of the R's own position (from question 12); (2) a measure of how close he feels the present administration is to R's own position (from question 13); and (3) a measure of whether the Democrats are closer or further away from R's position than the present administration is (from question 14). We have given this section very close attention in three pre-tests. We have tried a whole series of approaches to the problem of asking the same alternatives for a series of issues, and the use of the cards seems best. It makes the process less tedious by eliminating the need for you to repeat all of the alternatives and at the same time we have some assurance that the respondent is always choosing from among the full set of possible answers that we want him to consider. You will notice we have provided two cards, one for question 12 and one for question 13. Our pre-test experience indicated that a card was not needed in question 14.

Question 12. The respondent's position on all 16 questions is asked for here. This information must be collected separately from the rest of the data (the information in questions 13 and 14) to avoid contaminating the R's position with the position which he sees his party as taking. If you will look at pages 5-13 of the questionnaire, you will see that we have provided a somewhat unusual format, in order to facilitate asking the questions in the order specified. You begin on page 5 with question 12a, then proceed to question 12b (page 6), question 12c (page 7) and so on, without referring at all to the right-hand side of these pages. Then, after asking question 12p (page 13), you go back to page 5 and, depending on the answers you got to the question 12 series, begin with question 13a on the right-hand side of the page. We have two problems on question 12. We want statements of opinion only from those respondents who really do have opinions because (a) our analysis plans depend on getting meaningful responses to these questions and (b) we don't want to bore or tire respondents who really don't have anything to say here but who may feel that they have to say something or else appear ignorant, poorly informed citizens.

To meet these problems, question 12 is introduced with four or five sentences which indicate that "No Opinion" is a permissible response. Then, making it very easy for a person who does not have an opinion on an issue to tell us just that, we solve our other problems and, at the same time, save time in the interview (because we will not ask him any more about that particular issue) and avoid damaging your rapport with him (which might happen if you had to ask him more questions about an issue which doesn't mean anything to him).

Following the question, "Would you say you have an opinion on this or not?" we have /Yes/ and /No/ followed by a line. Use this line only for recording responses in which R gives a qualification or explanation of his "Yes" or "No" answer. If there is any indication that R has an opinion about the issue, even if he gives you a "qualified no" ask the Agree-Disagree part of question 12a, but be sure to record what he says about it in any side comments. Skip to the next issue (question 12b) only if the respondent gives you a straightforward "No Opinion."

When the respondent says anything other than "No" to the first part of 12a, use your own judgment in deciding how to present the Agree-Disagree part. If on the basis of the R's responses to the first 11 questions you feel that he is relatively alert, intelligent and literate and able to follow instructions, you might just explain to him that as you ask each of the next questions, if he has an opinion about an issue you want him to look at the card and tell you which answer best describes his own position on the issue. For such a person, after the first question or two you probably won't have to ask: "Do you agree that the government should do this, etc." Our pretest experience indicates that most respondents catch on very quickly and will choose the response they desire without prompting. At the same time, watch carefully that R does not get into a routine and give you perfunctory and probably casual answers. If he is not interested in an issue we want him to drop out by saying he doesn't have an opinion or by selecting "don't know" from the card.

There will, of course, be some respondents for whom you will always have to repeat the "Do you agree . . .?" question and for whom you will have to indicate occasionally that they should be choosing the answers from the card. For less literate, those with poor vision, etc., you will undoubtedly have to use your own copy of the card and repeat the alternatives quite frequently.

The lines at the end of each issue scale are to be used only if R volunteers information which qualifies his selected answer. We have deliberately left the scale of answers in terms of strength of feeling, omitting the "agree with qualification" or "disagree with qualifications" categories. If R agrees with an issue, but only under certain conditions, mark him "Agree" and record the conditions. If he disagrees strongly, but with qualifications, mark him "Disagree strongly" and record the qualifications.

Questions 13 and 14. Questions 13 and 14 should be asked for all issues on which the respondent gave one of the first five alternatives on question 12. They should not be asked for any issue on which the respondent answered "No Opinion" or "Don't know" on question 12; they should not be asked until you have gone through all 16 issues on question 12. Question 14 is contingent upon the answer given in question 13; the evaluation of the Democratic position on the issue is asked only if the respondent has some notion of what the Eisenhower administration is doing on the issue. Question 14 should not be asked for any issue on which the respondent answers "Haven't heard what the government is doing" or "Don't know" in question 13; it should be asked for all other responses.

The full statement of the issue is included in question 13 to insure that the respondent does not incorrectly remember only a portion of the statement from question 12. It is essential that the issue be read in full.

On questions 13 and 14, as on question 12, our analysis problems will be greatly complicated if respondents evaluate the administration, or the Democrats, when they should really be dropping out as "don't know's." We have added the "haven't heard" alternative to question 13 in an attempt to prevent those who really haven't heard from merely saying "about right."

On both questions 13 and 14, as with question 12, it is quite all right for you to use your own discretion and, where you think it would help improve the meaningfulness of the answers, reassure the respondent that not

many people you talk to have heard about what the government is doing, or that a lot of people don't know what the Democrats are doing on that particular issue. Throughout this series on questions 12, 13 and 14 we are in the position of wanting to make sure that we get all of the DK's. That is, we know that when we ask issue questions that are as specific as these are, many people will not have attitudes or opinions on many of the issues.

General comments on issue content in 12 and 13:

(1) In some instances, usually on question 12, the pre-test respondents have reacted to the general goal of the statements rather than to the question of whether the government should do something to achieve the goal. Thus, on the question of government aid for education, some respondents react in terms of, (Oh, sure, we need more schools;" on aid to Negroes in housing and jobs the response may be, "Everybody should get a fair break," with no indication that government should or should not insure getting a fair break. We have made a number of changes in question wording to minimize this problem. However, if it still exists it will probably be found on issues (b), (d), (f), (i) and (p). Could you watch the responses to these items on question 12 and indicate any apparent glossing over of the role of government in these instances?

(2) Some respondents occasionally get mixed up on the direction of the question in the question 12 series. They may be in favor of government action of a given kind, hear a question stated in terms of the government should stay out, and react only to the phrase "the government should" without really hearing the crucial addition "stay out." This may be particularly true of issue "p." In our pretests we had some respondents who apparently heard no more than "government" and "white and colored children in same schools"; they voiced strong approval of the statement but, in commenting on the question, made it evident that they misunderstood the statement and really opposed segregation and were not at all in favor of the government staying out of this matter.

The general problem is one of phrasing a question one way (either for or or against government action) and having a respondent whose belief runs counter to our statement, but who misunderstands the issue as we have stated it and, consequently, proceeds to give an incorrect answer. In such instances the side comments recorded at the bottom of each issue in the question 12 sequence will be of great importance in interpreting the answer.

(3) Try to make certain that the respondent answers the questions in terms of the intended national or federal government frame of reference. The statements of belief all involve beliefs concerning what the government in Washington, the national administration, should do. If the respondent answers in terms of what he thinks the state government or city government is doing or should be doing, repeat the question and, if necessary, insert the phrase "government in Washington."

(4) In the question 13 series, we are referring, of course, to the present administration in Washington. If we asked directly for an evaluation of "the Eisenhower administration," we would get a lot of responses (which we don't want) from people who don't know, or don't care, what the government is doing on a particular issue but who do have decided partisan attitudes toward the Eisenhower administration in general. If respondents ask what is meant

by "government in Washington," you could point out that it means the present administration, the president and his cabinet, or the executive branch. Do not mention President Eisenhower or the Republican Party by name unless you have to -- and then indicate that you have done so on the questionnaire. We don't mean Congress or the Supreme Court.

(5) The practicality of the government doing something is not involved in the 12 or 13 series. If a respondent says: "It would be good if they could do that, but I don't see how they can"; or, "I sure wish there was some way they could do that" -- code such responses as agreeing with the statement of belief. On 13, if the answer is in terms of what the government is trying to do, accept this as an indication of whether the respondent is satisfied or dissatisfied with the administration.

(6) The time reference for both 12 and 13 is the present. If R answers in terms of what should have been done, or should not have been done 50 years ago, repeat the question.

PERSONAL CONTEXT (Questions 15-21)

Beside general national issues, there are personal worries and dissatisfactions which voters are likely to take out on one party or the other. When there are wars or depressions these effects are very clear. But even in times of relative peace or prosperity many people are running into financial difficulties or are afraid that the country is not too safe from another war. Since people often have pretty firm notions about which party is most likely to avoid a war or a depression, any worries they may have are likely to show up as a very important factor in how they vote. In this section we want to find out which people are worried about their personal finances or the threat of war, in order to improve our understanding of how these feelings are linked up with voting behavior.

All of these questions have worked smoothly in other surveys and are quite straightforward.

Questions 15-18. These questions give us information concerning current financial worries, as well as R's estimate of whether he has been gaining or losing ground financially in the past few years, and what he expects in the near future.

Questions 19-21. Here we get similar information as to R's worry about war. Some respondents may think of the Korean war in question 20. Although we were actually at war four years ago, we want to know whether R thinks we are now farther from, or closer to, a full-scale world war than we have been in the recent past.

RESPONDENT'S POLITICAL BACKGROUND (Questions 22-31)

Question 22. Here we are attempting to measure the respondent's "party identification." By party identification we mean a person's feeling of attachment or belonging to a party. It is something over and above his merely supporting the party because he approves of its policies or its stand on issues.

The question is intended to pin down the respondent's "usual" or customary sense of party affiliation, not particularly how he intends to vote in this election. This means that a response such as "Oh, I have been a Democrat off and on, but I really don't know about this year" classifies the respondent as a Democrat (probably, in 22a, a not very strong Democrat), and not as an Independent. The people who are deviating from a usual party will be identified by later questions, but at this point we want to know if they have a "usual" party.

A few respondents may shy away from the question with responses such as "I am an American." Such evasions should be probed further with something such as "Well, a lot of us who feel that we are good Americans also think of ourselves as Democrats, Republicans, and so forth. Generally speaking, do you usually think of yourself . . ."

A one-word answer may be perfectly adequate for question 22. A line is available, however, for the comments of respondents who qualify their answers. For R's who say "Republican" or "Democrat," ask question 22a through 22d.

Question 22a. Again, the question refers to his customary or usual feelings about strength of party attachment. If R mentions a change in his feelings toward a party, be sure to record that information. In asking the question, use "Republican" or "Democrat" (parentheses in question) depending upon R's statement in question 22.

Question 22b. This question, of course, is to determine whether R ever thought of himself as identified with the opposite party. This information is necessary since we're trying to get a rather full history of his party identification. In using the question, if he has said that he's a Republican, ask him if he ever thought of himself as a Democrat; if he has said that he's a Democrat, ask him if he ever thought of himself as a Republican.

Question 22c. This is another question on the history of his party identification. Here we are interested in getting the year as accurately as possible, but we will settle for more general information as to the period when the changes occurred, such as "right after the Hoover depression" or "after Dewey got beat the first time." If they talk in terms of a man who was active in more than one campaign, such as Hoover, Dewey, Roosevelt, etc., try to get the particular term or campaign they are thinking of. If "when Hoover ran," try to pin down the date, was it 1928 or 1932?

Question 22d. This is a follow-up to 22c, to find out R's main reason for changing his mind at the time he has given us. If R answered 22d "during the depression" we still want to ask this, first to make sure that it was some aspect of the depression itself that made him change his mind, and secondly to find out if possible just what that aspect was.

Question 22e. This question is asked if the R answered "Independent" or something other than Republican or Democrat to question 22. Again, we want the respondent's "usual" or customary feelings toward the parties. If the R is usually Independent in his feelings, we of course want to know that. (In this case, the party he feels closest to right now will be indicated elsewhere in the interview.)

Question 22f. We included this question to determine whether Independents and others at any time in the past thought of themselves as Republican or Democratic. If the answer to this is "Yes" or equivalent, ask questions 22g and 22h.

Questions 22g and h. These get the same information as 22c and 22d, this time for Independents.

Question 23. This is the first of three questions which we ask about R's voting behavior in past presidential elections. If R has ever voted for president, ask questions 24-26; if he has never voted for president, skip to question 27. Questions 23-26 should cause you no problems.

Question 27. Try to pin the R down to one of the three categories offered in the question. Again, we are not interested in "why" his interest or lack of interest, but we do want to be able to place him in one of the three categories of interest (very much, somewhat, or not much interested).

Question 28. Special instructions for interviewers in Texas and Arkansas: Since there is no registration in either Texas or Arkansas, always use the alternate wording ("Do you know if you are eligible to vote. . .?") Since non-citizens and legal minors are not being interviewed, this should mean to most of your respondents: "Do you have your poll tax receipt?" However, do not make a direct reference to poll tax yourself.

Special instructions for interviewers in Iowa, Kansas, Louisiana, Maryland, Minnesota, Missouri, Nebraska, New York, Ohio, Virginia, and Wisconsin: Registration requirements vary in your states. In some places there will be no registration; in other places, registration will be a voting requirement which must be met. Inquire from your City Clerk or County Clerk about the requirements in the areas where your interviews fall. Use whichever alternate phrasing of question 23 is appropriate to each area.

Question 29. This is a rather straightforward question, and should cause no problems. If R says "Yes" to question 29, ask question 30. If R says "No" to question 29, or if he says he doesn't know, skip to question 31.

Question 30, 30a. When asked "how" he thinks he will vote for president, the terms in which an R answers may be significant. That is, does he answer by giving a candidate's name, by indicating a political party, or what? For this reason, it will be important that you use his own words in asking question 30a. (See parentheses in the question.)

Question 30b. Since President Eisenhower's health will be a major question mark of the election for a number of voters, we want to check on how this is affecting the vote. Some Rs will spontaneously mention health in question 30a, and in this case question 30b will be skipped. Where question 30b is asked, we have left space for recording full comments after the probe. Be sure to ask 30b of all Rs who plan to vote, regardless of political preference, and even if undecided as to how they will vote.

Question 31, 31a. This question is asked of respondents who say in question 29 that they do not plan to vote. We do not want detailed responses; single word answers will be quite satisfactory. However, it is important to get the exact answer of the respondent. Particularly, we want to know if R

gives his voting intention in terms of a party or in terms of a candidate.

Question 31b. Here we catch the same information as in question 30b, this time for non-voters.

Question 32. The question appears straightforward, and similar to some you have used on other studies.

PERSONAL DATA I (Questions Pd 1-19)

Questions PD 1-4. These are simple and straightforward and personal data questions which have been successful on many surveys. They should present no problem whatsoever. However, PD 1,2 deserve special care in order that we get a fairly full account of R's occupation. We have included the probe "What kind of business is that in?" and others may be used as necessary. If R says he is a school teacher there is not too much ambiguity about what he does. But many occupation responses are hard to code into their proper categories. Here are some examples of the kinds of coding difficulties we face when adequate occupation information is not obtained:

---R says he is a "salesman." Is he a traveling salesman or is he a clerk in a department store? If he travels, does he sell magazines from door to door or is he a traveling representative for a farm machinery manufacturer? Is he selling retail or wholesale?
---R says she is a "nurse." Is she a trained or registered nurse, or a "practical nurse"? Does she work for a private doctor, a government hospital, a manufacturing plant or a public school system?
---R says he "does carpentering." Is he a fully skilled carpenter, a carpenter's helper, an apprentice, or what?
---R says he is an "engineer." Does this mean that he tends an apartment house boiler, or is he an engineering consultant for a large corporation?
---R says he is a "farmer." Does he own the farm, rent it, manage it for someone else, or what?
---R says that he is a student, but that he is working, too. Is this just a part-time job to help on expenses, that has no relation to his expected occupation, or is he working full-time in some field and studying on the side?
---R says that he works for the local newspaper. Is he editor, reporter, business manager, copy boy, or janitor?
---R says he is "in the Army." Is he an officer or an enlisted man? If he is "on the police force," is he a police captain, a detective, or a patrolman?
---R says he is "in radio." Is he a radio repairman, an entertainer, a radio announcer, a wholesaler of radios, or what?
---In general, does R work for a private business, or for the federal, state or local government?

Try to keep these difficulties in mind when you are asking the occupation questions. Don't probe too far; we don't want to give the respondent the impression that we are trying to "trace down" the name of his employer. But do try to make these basic distinctions, so that we'll have meaningful data for analysis.

Question PD 3b. Give complete name of union; "AFL" or "CIO" is not what we want, and initials are often impossible to decipher.

Group Membership (Questions PD 5-19). Since members of various kinds of groups in our country often tend to vote in the same way, we are trying to learn more about the way in which a group may influence the vote of some of its members. We have selected farmers, labor unions, social classes and religious groups as particularly interesting this year. After we know what group R actually belongs to, we want to find out what importance he attached to his membership in the group, and whether or not he is aware of any political standards which group members in particular might want to follow. Finally, if he sees that the group has some such standards, we would like to find out whether or not he feels that this group should have much to say about politics and voting.

We have space to get only part of this information on the pre-election questionnaire. Therefore we are going to postpone the questions which will be least affected by the way the election comes out until the post-election interview. This time we will find out whether R thinks his group has any particular political choice this fall by asking how he thinks group leaders will vote and how he expects other members of the group are going to vote.

In order to ask the questions for each group only of those respondents who actually belong to the group (or whose head of household belongs, as in the case of labor unions and farmers), we will have to find out in advance what group(s) are represented in each household. That is why we have placed this set of items in the personal data section, after information has been collected on occupation, labor union membership and religious preference. This information will allow interviewers to follow the contingencies in the group section, asking the farm questions only of respondents who are farmers or live in households where the head is a farmer, etc. All respondents will be asked the questions about social class voting (questions 8 and 9); many will be asked at least one other group. Occasionally a respondent will belong to a third or even fourth group and should be asked the questions on each.

The farm questions should be asked of all active farmers but also where Head or R is a retired or part-time farmer.

Where the head of R's household is a farmer or a labor union member, R should be asked these questions even though R is not a farmer or union member. In most cases this will simply mean that farmers' wives and labor union men's wives will be asked the appropriate set of questions because of their husbands' membership in the groups.

Respondents should not have much difficulty with the questions. If R asks what we mean by "working-class," note this and try to get him to fill in whatever meaning the term has for him. For example, it would be all right to say "we want whatever you would generally think of as 'working class'."

In most cases minority group members will not be uncomfortable when asked directly about their group, since it will be apparent that we are asking similar questions for a number of other groups as well. However, in those cases where there seems to be resistance or defensiveness, this should be noted and probes need not be pressed very far here.

The questions for each group are almost the same. All of them have been pretested and respondents have reacted well to them. Only three of these questions, each of which reappears in several groups, need further comment:

Questions PD 5b, 8b, 9b, 11b, 11f, 12b, 15b, 18b: (Reasons that R sees for a group voting a particular way).

This question is asked only when R thinks a group will vote more Republican or Democratic, not when he sees them as being split. We can't afford to spend too much time on this question, but certain types of responses should be probed further. For example: (1) If R simply says that Catholics will vote Democratic "because their families are voting that way," probe to find out what reasons he thinks the families or friends have for voting Democratic. (2) If R says the middle class will vote Republican because they have always voted that way, probe to find out why he thinks they continue to vote Republican. Some Rs will not be able to say more than that it is a tradition for that group, and in such cases stop at the single probe. (3) If R gives a reason which would cover a lot of people beside the particular group members, you should use a probe to try for a specific reason which applies particularly to that group. For example, if R says Negroes will vote Democratic because there will be more jobs, probe "What reason do you feel Negroes in particular (more than some other groups) will have for voting Democratic?" (4) If the answer is vague, such as "union members will vote more Republican because they like Eisenhower," probe to find out more specifically what they like about him.

Questions PD 5c, 11c. (Will local group vote differently, and if so, reasons.) The R has already given reasons why farmers or labor union members around the country will vote a certain way (in PD 5b, 11b). Now we want to know whether or not he thinks local people in these groups will follow the lead of group members across the nation. If he thinks they will not--that is, if he thinks the local groups will vote differently--then we are especially interested in the reasons he gives, because we want to compare them with the reasons given in PD 5b, 11b for the national group. So please try to get full answers on these probes.

Questions PD 6b, 13b, 16b, 19b. (Particular leaders or organizations) Some Rs will not be able to name any particular leaders or organizations here. But where either can be named, we would like as accurate and specific information as possible. In general, names of national leaders are preferable to those of local leaders. It would be desirable, particularly where a local leader only is given, to include some identification with an organization for him, such as a church group, a lodge, NAACP, one of the major farm organizations, etc.

PERSONAL DATA II. (Questions PD 20-35).

Question PD 32. In some cases R will say that his father died early or was not around for some other reason. Here we are more interested in what kind of environment R grew up in than in his father as an individual. Therefore, ask for the occupation of "the people who brought you up," whether relatives or some other foster parents.

Question PD 33. By "grow up" here we mean the time from birth until R was roughly 18-20 years old. If R lived in more than one place during this period, information as to the proper sequence of states lived in, along with a rough estimate of the period involved, would be appreciated.

Question PD 35 (income). If R feels awkward because other people are present, or if he says he'd rather not answer, show him the categories on your schedule, and get him to check one. On the other hand, R may want to check with other people in the house to get more accurate information, and this of course is very desirable. Where R isn't really sure what the total income came to last year, some notion of the size of weekly paychecks will allow you to compute an estimate of income, especially if you make sure whether the breadwinners were employed all year, just part of the year, etc.