

INSTRUCTION BOOKLET

Election Survey

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I. GENERAL INFORMATION ABOUT THE STUDY

Background

The study of political behavior, like the study of economic behavior, has long been an important part of the Center's research program. In past years, the Center has conducted a number of surveys on citizens' ideas and involvement in international affairs, civil defense, and other public issues. In part, these surveys were designed to examine how the citizen gets information on these issues, the degree to which he sees himself involved in them, and the role he sees himself playing in their solution. A number of you have worked on several of these studies.

This study will be the Center's fifth study of a national election. We first started studying the election of a president in 1948. The very brief post-election study done that year was followed by much more ambitious studies in 1952 and 1956. In the latter studies we interviewed people in October and then reinterviewed them again in November after the election. From these studies have come a large number of articles and two major reports by the Center Staff on American voting behavior in presidential elections.

In 1954 we did our first study of the Congressional elections. As you may remember, this was a small pre-election study. The interview was actually only a part of the Fall Omnibus study of that year, but the results of the study produced a number of articles and a book by Dr. Campbell entitled Group Differences in Attitudes and Votes.

General Objectives

Our study this fall is the most elaborate study of any of those we have planned. Just as our presidential studies have become more and more extensive, so this study marks a major increase in our effort to understand voting behavior in Congressional elections. It is, in fact, two studies rolled into one. While the design involves only a single interview to be taken immediately after the election, this interview will provide information for two distinct phases of the study.

(1) In the first place, we want to look intensively at the way in which a cross-section sample of the voting public reacts to the Congressional candidates and issues surrounding these races. Here we shall study many of the same attitudes and expectations we have observed in past presidential elections, but in the less publicized setting of an off-year election. We suspect that voters have much less information about what is going on politically and may come to decisions about voting with a much less complex set of considerations in mind than we find in presidential elections. One of the important objectives of the interview is to explore the amount of information which the public has about the Congressional contests.

(2) The 1958 study is also the second phase of a panel, in which we shall reinterview all of our respondents from 1956. This phase of the study will help us assess basic and important shifts in political opinions over the last two years. Here we are interested in changes which have occurred since 1956 in attitudes on public policy, effects of the recession on party allegiances, and so forth.

The two aspects of the study, when put together, will fulfill other important objectives. For example, political scientists have long debated as to what kind of people drop out of the active voting ranks between presidential and congressional election years. The data you collect on the 1958 respondents, when combined with previous data on voting in 1956, will allow us to give answers based for the first time on accurate information rather than speculation.

Sample Design

The combination of the two studies means that we have a very complex sample design for collecting approximately 2000 interviews. In order to get an accurate cross-section of the country (first objective), we will return to you all of the addresses drawn for the 1956 sample. At a large number of these addresses we will find our old 1956 (P417) respondents. But where we did not get an interview in 1956, or where our 1956 respondents have moved from the address, we will get interviews with new respondents; we will also pick up new construction since 1956 and treat this as a part of the P417 sample. In these cases we will use a selection table to choose the respondent as though we had never visited the dwelling unit before. By interviewing at all 1956 addresses (picking up some old P417 respondents and some new respondents) we will get an accurate cross-section of the 1958 voting public. However, if we stopped at this stage, our panel of old 1956 respondents would remain incomplete, since about one-quarter of these people have moved since November, 1956. In order to complete our panel, then, we shall try to follow as many of these people as is financially possible.

Therefore our 1958 sample can be thought of in three parts:

- I. The 1958 Cross-Section. (All 1956 addresses plus new construction.) This includes:
 - (a) old 1956 addresses where the old (P-417) respondents still live and where they will be reinterviewed.
 - (b) old 1956 addresses which do not (or no longer) contain the old respondent; here a new respondent is chosen.
- II. Panel movers - old P417 respondents who have moved away from 1956 sample addresses and who will be reinterviewed at their new addresses.

Sponsorship of the Study

As a means of financing the study, the Center was awarded a research grant by the Rockefeller Foundation, a private philanthropic foundation which is interested in financing various types of research in the public interest. Under a research grant arrangement, the Center is allowed complete freedom in planning and carrying out the study. Thus, for all practical purposes, the Center is the sponsor. It goes without saying that the Center, as a research agency, is impartial and neutral in regard to the election; the role of the Center and its staff is that of an objective collector of facts about where the public stands.

Structure of the Questionnaire

Content: Two different considerations have dictated the organization of the questionnaire. First, questions are fairly well grouped by content area. The opening items (Q1-8) permit the voter to talk freely about his reactions to the parties and the candidates, along the lines of our past presidential interviews. Questions 11-19 begin to probe more specifically into the voter's attitudes on political issues. Many of you will recognize these questions drawn from the larger set used in the 1956 study. They will be extremely helpful in assessing the way in which attitude change can lead to change in political behavior. The next series of questions (Q20-26) is used to measure the general mood of the nation in view of the state of our economy, our position in world affairs, and the like. Most of the next items (Q27-45) are perennial favorites regarding party allegiance and voting behavior. For these questions we now have parallel information stretching back to 1952 and, in some cases, 1948. From Questions 46 through 66 we conduct an intensive probing of the voter's knowledge and opinions about the congressional candidates who ran in his district. Some respondents will not know much about their candidates. We have arranged the contingencies so that the least informed persons will not be subjected to any of these questions. But we have tried very hard to give the informed citizen full opportunity to indicate whatever he may know and feel about either local candidate. A smaller series of questions (Q67-71) is designed to reveal the respondent's beliefs concerning the role which Congress does or should play in the conduct of national affairs. In Questions 72-83 the pace changes. These items will measure some of the basic feelings and values which we find to be related to the way a person behaves politically. A fairly detailed "personal data" section concludes the interview.

Form: We also have organized the questionnaire to make it as simple as possible to administer. It is necessary to ask somewhat different questions of two portions of the sample --- (1) the cross-section living at P-417 addresses or in new construction and (2) the "movers." It seemed easier to put these questions in one schedule, rather than burden you with two forms, especially as many of the same questions are asked of both portions of the sample. This is why the printed interview schedule may seem unusually long; it really contains two overlapping questionnaires. No individual will be asked all of these questions. Instead, large sections drop out as contingencies.

These major contingencies are indicated by division of the questionnaire into four distinct sections. At the top of each page, the number of the section being presented is noted, to help you when you leaf through the questionnaire. The major section divisions have the following meaning.

| <u>SECTION</u> | <u>...is asked of:</u> |
|---------------------------------|--|
| I. (Q1-45) | <u>EVERYBODY</u> (One exception: page 3 is asked only of " <u>movers.</u> ") |
| II. (Q46-76) | New or old respondents at P-417 addresses or in new construction |
| III. (Q77-83) | Movers only |
| IV. (PD1-30) (Personal data) | <u>EVERYBODY</u> |

As you can see, no individual can be asked both Section II and Section III. If we are following an old respondent who has moved to a new 1958 address, Section II is omitted in favor of Section III. At all P-417 addresses, Section II is asked, and Section III is omitted.

The Questionnaire

There are several points which are important to notice about the format of the questionnaire:

1. ~~Inasmuch~~ as many of the questions have been used before, we have done a considerable amount of "pre-coding" on the questionnaire itself. This means that in many cases we have inserted a number, as well as an alternative, in the box which you are to check. As far as your interviewing is concerned, you should disregard these numbers; the alternatives will always be stated, and that is all you need be concerned with. Check all the appropriate boxes, whether they have numbers in them or not.

2. For all questions which are not open-ended, we have tried to provide boxes for all possible answers. However, there are some instances (e.g., in Questions 20-22, 31, 36, etc.) in which the respondent may answer "Don't know", but there is no box provided for such a response. Whenever a respondent answers "Don't know", indicate this on the questionnaire, even if there is no specific box for you to check. If you fail to record such an answer, we must code the question as "Not ascertained", because we have no way of telling whether or not you asked the question and received an answer.

3. In order to prevent the questionnaire from becoming even more bulky than it is, we have had to arrange some answer boxes very close together (as on the Question 11-18 series). Please be very careful to make your check marks clear and distinct. Make sure that we can tell which answers you intended to check; don't let your check marks fall between two boxes or include more than one box.

4. We have made extensive use of contingencies throughout the questionnaire. Starting with the questions on political beliefs (Questions 11-18), and interspersed throughout the rest of the questionnaire you will see that many questions are asked only of people who have given a particular answer to a previous questions. In most cases these contingencies follow a standard pattern. However, the candidate series (Questions 49-66) is a bit out of the ordinary. Please study these questions carefully, and pay particular attention to the question-by-question objectives for them. (See Section IV which follows.)

The Introduction

Be sure to read again pages 22-28 of the Manual for Interviewers for a review of the important points to remember in making your introduction to the respondent. For this study, it is particularly important that you make clear the objective, research-oriented nature of the project and its sponsorship. (See preceding section, "Sponsorship of the Study".) There is a good **chance** that some of your respondents will have heard about, or been approached in connection with other surveys or opinion polls concerning the election.

You will need to use different types of introductions depending upon whether or not you expect to find a P417 respondent at the address. The instructions for the circled number at the top of each cover sheet should help you to know what situation to expect. Below are some suggested introductions for various situations.

1. If you have name of original respondent, ask for him by name. If he is there continue:

"Mr. Jones, you may remember that you were interviewed two years ago on how you felt about the national election. We mentioned then that we might want to come back and talk with you again. Perhaps you received a letter a few months ago giving some information from the last study. This time we want to talk about the election just past. With all the new national and international developments we want to talk with the same people as we did before to see how they are feeling now about political matters."
 (IF USING A C COVER SHEET) "Before I start, I'd like to know who lives here now."

2. If you do not have name of original respondent, you might begin:

"A couple of years ago we talked with someone (man, woman) here on a study we were conducting for the University of Michigan. I am interested in talking with the same person again. Were any of you living here two years ago? I think we talked with the (man of the house, housewife, son, etc.) Is he (she) here now?"
 (MAKE IDENTIFICATION USING P417 COVER SHEET)

3. If you find that the P417 respondent is no longer at the address, you might continue:

"Well, we talked with someone who did live here two years ago, and I wanted to talk with him again. Can you tell me where he is now?"
 (IF YOU ARE USING A B COVER COVER THIS IS ALL THE INFORMATION YOU NEED)
 (IF YOU ARE USING A C COVER SHEET, HOWEVER, YOU WILL NEED TO SELECT A NEW RESPONDENT.)

" Since the person we talked with before isn't here, I'd like to talk with someone else here. Can you tell me who lives here now?"

4. If you know that the P417 respondent isn't there, or if the address was a non-interview two years ago, you can proceed with the usual type of introduction.

We want to make sure there is no confusion in their minds as to who is doing the study and how the information will be used. You will have your usual credentials to help you in this regard (ID card, R letter, "Why Ask Me?" folder, etc.).

You can also assure respondents that the findings of the study will be published, and therefore will be available to everyone interested in public opinion on the election.

In connection with the publication of the study findings, you will certainly want to stress the fact that no individual is ever identified in the reports of Center studies. However, do not promise the respondent that we are not interested in his or her name, since this information will be requested at the end of the interview (see Field Notes). There is a possibility that this year's election study will be only the second part of a panel study extending to the 1960 election. In this case, we would have to relocate respondents after a lapse of two years. (However, please do not indicate that we may come back as this might lead some R's to prepare for the next interview.) Of course, taking R's name and address for the mailing of reports doesn't mean that we will use them for any other purpose. Therefore, the anonymity of the respondent and the confidential nature of the interview are still guaranteed.

The Interview

It is important for you to be especially alert during the interview. The questionnaire format is a bit complicated in places and you will have to be thoroughly familiar with the questionnaire beforehand, in order to recognize quickly the key answers determining which contingency questions will be asked next. Also, there are many open-ended questions, and these will require alertness on your part in order to recognize when the respondent has given you an answer which fulfills the question objectives.

Be sure to study the question objectives carefully; we have tried to be clear about what we want, and to give you enough examples so that you will be able to tell when you have gotten sufficient information. You will probably have to use probes in order to elicit adequate responses in a great many cases. Throughout the questionnaire, probes have been included when it was thought they might be necessary; use them if you are at all doubtful as to whether the R has answered the question fully. In general, if you are uncertain about whether or not the question objective has been met, use probes if you can do so without disrupting rapport. But please make certain your probes are neutral and that they don't suggest possible answers or reveal your own attitudes to the respondent.

The election has, of course, been given a great deal of publicity. It is a subject of which your respondents will certainly be aware, and for the most part, they will probably be interested in discussing it. You should be looking forward to good rapport and interesting interviews.

II. SAMPLING PROCEDURES

For the Election Survey most of the sampling procedures and instructions are presented in the pages which follow. Any other new instructions you need will be sent to you with the particular sampling materials. The sampling procedures and materials that are being used and the instructions that relate to each are summarized below:

Description of Procedures:Instructions to be Found in:

1. General Procedures and Background (to be read by everyone)

Section A:

1. Two studies in one:
 - a. A reinterview study of 1956 respondents.
 - b. Cross section study of 1958 citizens of voting age
2. Three cover sheets
3. Instructions for use of cover sheets
4. Use of 1956 cover sheet
5. Identification of 1956 respondent
6. Instructions on following 1956 movers
7. Whom to include as current household members (cover sheets A and C)
8. Use of respondent selection tables (cover sheets A and C)
9. Whom to interview when you select a respondent (cover sheets A and C)
10. Use of unaddressed cover sheets

2. Addresses on "Dwelling Address Listing Sheets"

Section B

3. Segments from "Segment Control Record Folder", S 200

Section C

4. Addresses selected from City Directory

Section D

5. City Directory Block Supplement

This applies only in the following ten cities: St. Louis, Mo.; Worcester, Mass.; Tacoma, Wash.; Winston-Salem, N.C.; Troy, N.Y.; Sarasota, Fla.; Cedar Falls, Ia.; Pueblo, Colo.; Shelton, Conn.; and Mt. Vernon, Ohio

If one of these ten cities is in your PSU you will receive special instructions.

6. Appendix

Section E:

1. Instructions for determining who is a member of the household. (For use with A and C cover sheets)
2. Instructions for of cover sheets
3. Copies of each of the 3 cover sheets; A, ,C.

SECTION A

(To be read by EVERYONE)

General Procedures and Background

- A1. Two studies in one
- a. Reinterviews with 1956 respondents
 - b. Cross section study of 1958 citizens of voting age
- A2. Three cover sheets
- A3. Instructions for use of cover sheets
- A4. Additional comments on the three cover sheet forms
- A1. The Election Cross Section Survey is really two surveys in one:
- a. A panel study which requires reinterviewing each person who was interviewed in the 1956 election study. Since there were two phases to the 1956 (a pre-election study and a post-election study) some of the respondents have been interviewed twice and others only once. Such information will be available to you on the reproduced 1956 cover sheets which are being included with your sampling materials. (See part A5 below.)
 - b. A current cross section study of United States citizens of voting age. In order to reduce field costs and to avoid taking more than one interview in a household, the sampling procedures for the cross section study are somewhat more complicated than usual. However, we believe the instructions are explicit and clear so that you will be able to carry them out without difficulty.
- A2. To provide for the various contingencies that will arise, three cover sheet forms are necessary. Each cover sheet is identified by letter (A, B, or C) and by a distinguishing color. Cover Sheet A is printed on yellow paper, B is on blue, and C on white. Note that although there are three cover sheet forms, there is one and only one questionnaire form.
- A3. On a single sheet of paper we have summarized the instructions for the use of cover sheets. Each interviewer is to be supplied with a few copies of the sheet to carry with her for ready reference. The sheet is also reproduced in Section E of this Instruction Booklet.
- A4. In addition to the instruction sheet, some more detailed information may help you to understand the purposes and use of each of the three forms.

a. Cover Sheet A

(1) Uses of Cover Sheet A

(a) 1956 addresses with no interviews

(b) Situations 1 and 2 in box on cover sheet

(1)' Additional du at sample address

(2)' DU's at "new" addresses

(2) Packs of unaddressed A Cover Sheets

(3) Select respondent at each A Cover Sheet address

a. Cover Sheet A

(1) Cover Sheet A is used in three situations:

(a) If no interview was taken at an address in the 1956 sample, we will send the address to you on an A Cover Sheet.

(b) There are two other situations where you will need to make out a cover sheet A. These situations are described in the box in the upper righthand section of the cover sheet. We are asking you to distinguish between the two situations:

(1)' an additional dwelling unit at a sample address. That is, an additional dwelling unit at an address which we entered on a cover sheet A or a cover sheet C. Note that on each A or C cover sheet there is a question to remind you to inquire about additional dwelling units at the sample address.

(2)' A dwelling unit at a "new" address which did not exist at the time of the 1956 survey (or was inadvertently missed). Such addresses will come into the sample through one of three devices we have for bringing the sample up-to-date. If you are to participate in the activity of bringing the sample up-to-date, you will receive specific instructions for doing so.

(2) Each interviewer will receive packs of unaddressed A cover sheets for use in the two situations just described. (See part A11 below)

(3) Note that whenever you use cover sheet A, you are to select a respondent from the current household. Be sure to read parts A8, A9 and A10 below.

b. Cover Sheet B

(1) May have one or two addresses

(a)' If only one address

(b)' If two addresses

(2) If 1956 respondent lives at an address not entered in box A or box B

(3) Unaddressed B cover sheets

c. Cover Sheet C

b. Cover sheet B identifies a specific 1956 respondent. Cover sheet B never leads to the selection of a new respondent. Therefore, there is no respondent selection table on the cover sheet.

(1) There may be more than one address on a B cover sheet.

(a)' If we enter only one address, it will be on a gummed label pasted in box A. This means that as far as we know the 1956 respondent still lives at the address where he was interviewed in 1956.

(b)' If we enter two addresses on the cover sheet, the address in Box A will be hand written and the addressed gummed label will be pasted in box B. The box A address is for your information and for our records. The box B address is the place where we believe the 1956 respondent may now live.

(2) If you learn that the 1956 respondent now lives at an address different from that in box A or box B, you are to record the new address in the space provided in item 3 in the middle of the cover sheet. If you have occasion to make out a new cover sheet B (see part c. below) please transcribe all of the box A entries from the original cover sheet C to box A on the new cover sheet B which you prepare.

(3) You will receive a supply of unaddressed B cover sheets. Their use is explained in part All. below.

c. The addresses on C cover sheets are addresses of 1956 respondents. If he still lives there, you are to take a reinterview with the 1956 respondent. If he does not live at the address, you are to select a new respondent. (Do not forget to also make out a B cover sheet for the 1956 respondent.)

(1) Change in household composition needed

(a)' List current household

(b)' If entirely new, select new respondent

(c)' If any 1956 member present, inquire about movers and deceased

(d)' Two sources of "new" persons

(2) Interview 1956 respondent if present

(3) Select another respondent if 1956 R no longer there

(1) In either event, we need to know about changes in the household composition since the 1956 survey.

(a)' You are to begin by listing the current household members of voting age. In question 3 you determine if this is a completely new household or if some of the members lived there at the time of the 1956 study.

(b)' If the entire household is new, you are to select a respondent from among all household members of voting age.

(c)' If there is any "old" (1956) household member present, question 5 inquires about other old (1956) members if any. That is, was there any member of voting age at the time of the 1956 survey and who has moved or died since then? If so, you are to list each such person in the space provided to the right of question 5.(d)' "New" persons come from two sources:
(1) by moving into the household;
(2) or by becoming of voting age (or becoming a citizen) since the 1956 study. Questions 6 and 7 help you to identify such persons.

(2) If the 1956 respondent is still a household member, you are to reinterview him.

(3) If the 1956 respondent no longer lives at the address, you are to select another person for interviewing. If no person has moved into the household (since the 1956 study) and no household member has become of voting age since the 1956 study, then you are to select the respondent from among all of the current members of voting age. (See 10A on cover sheet C.)

If a voter has moved into the household and/or a 1956 household member has become of voting age since the 1956 study, the respondent is to be selected from among the persons belonging to these two groups. (See 10B on cover sheet C)

Note that the respondent selection table on cover sheet C is used only with instructions 4, or 10A or 10B on the Cover Sheet.

(4) C cover sheet may lead to additional A or B cover sheet

(4) Under certain conditions a C cover sheet may lead to your making out an additional A or B cover sheet. At each C cover sheet address you are to inquire about additional dwelling units at the address and, if they exist, make out an A cover sheet and interview at the added dwelling unit.

If a 1956 respondent has moved from a C cover sheet address, you are to make out a B cover sheet for the 1956 respondent. Be sure to transcribe all entries from the gummed label on cover sheet C to box A on cover sheet B.

A5. Reproductions of 1956 Cover Sheets A5. Each cover sheet which is sent to you for a 1956 address will have a reproduction of the P417 cover sheet attached.

The P417 cover sheet attached to the new A cover sheet will give information about the non-interview in 1956.

The P417 cover sheet attached to addressed B and C cover sheets is primarily to help you in identifying the 1956 respondent. In most cases the respondent's name is typed on the B or C cover sheet. However, if the name was not known to us, you will need to make use of the information in the listing box and in the thumbnail sketch of the 1956 cover sheet to identify the respondent.

A6. Identifying the P417 respondent

A6. With A cover sheets: you will never have the problem of identifying the P417 R because there was no interview taken at this address in 1956. Select a new respondent.

With B cover sheets: if it is impossible to identify the P417 respondent, do not interview anyone else at this address. Return the cover sheet with an explanation. However, if you feel fairly certain that the P417 respondent can be identified, take the interview with him and send it in with an explanation of the situation.

With C cover sheets: if you can identify the P417 respondent, interview him. If it is not possible to identify him or if he is no longer living there, select a respondent according to the instruction on the cover sheet. Also make a B cover sheet for the P417 respondent, explaining why he was not located at the P417 address. (Even if the R has died, we want a B cover sheet telling us this.)

A7. Instructions on following P417 respondents who have moved

A7. When you find that a P417 respondent has moved to a new address not given on the cover sheet B or C, please follow him if you can obtain a useable address. Do not expend great effort and time trying to obtain a new address. Ask the present occupant of the address for the information. If he knows nothing about the P417 respondent, return the cover sheet with explanation. If you do obtain a useable address, we have set up the following principles to guide you in deciding whether to follow him. Use your judgement, remembering that we want to get as many "movers" as possible at the least expense. If you are in doubt, let us know immediately and we will advise you.

a. If R has moved to address no further than approximately 1 hour's travel time from the nearest sample address where you will be interviewing.

b. If R has moved to address more than approximately 1 hour travel time from the nearest sample address where you will be interviewing.

a. If the respondent has moved to an address which is no further than 1 hour travel time from the nearest sample address where you will be interviewing, please go to the address and try to locate the respondent. If he is living there, interview him. If he is not living there, do not follow him any further.

b. If the respondent has moved to an address which is more than approximately 1 hour travel time from the nearest sample address where you will be interviewing, do not try to follow him. Return the cover to the ffi with explanation.

- A8. Whom to include as current household member (cover sheets A and C)
- A9. Use of respondent selection tables (cover sheets A and C)
- A10. Whom to interview when you select a respondent (cover sheets A and C)
- A11. Use of unaddressed cover sheets
- a. Extra A Cover Sheets
- A8. In section E you will find a table to help you determine who is to be included as a current household member. This is the same definition of household membership used for recent cross section samples of the general population.
- A9. General instructions for using respondent selection tables may be found on pages 89 through 95 of the Manual for Interviewers. Be sure to review the instructions in the manual.
- A10. Since this is an election study, we are interested in interviewing persons who are eligible voters. In the situations where it is necessary for you to select a respondent, there are additional questions for you to ask to determine if the selected person is a native of the United States or a naturalized citizen. If the selected person is not a citizen, you are to make another selection. If there is no citizen of voting age in the household, no interview is to be taken. On the non-interview form enter NER (no eligible respondent) as the reason for nonresponse and return the cover sheet to us.
- A11. You will receive stapled packs of unaddressed A cover sheets and packs of unaddressed B cover sheets. You will not receive any unaddressed C cover sheets. The extra A and B cover sheets are to be used as explained below:
- a. The unaddressed A cover sheets are for your use in the following situations:
- (1) When you find an additional dwelling unit at a sample address.
 - (2) When a "new" dwelling unit is added to the sample through one of the special procedures for bringing the 1956 sample up-to-date.
- BE SURE TO USE COVER SHEETS IN THE ORDER IN WHICH THEY ARE STAPLED. The extra A cover sheets are assembled in sets of five; within each set the sheets are numbered in the upper right hand corner. Use sheet 1 first, then sheet 2, sheet 3, etc.

b. Extra B Cover Sheets

- b. The unaddressed B cover sheets are for your use when a 1956 respondent has moved from a C cover sheet address. The extra B cover sheets are assembled three to a pack. However, **THEY MAY BE USED IN ANY CONVENIENT ORDER.**

NOTE: If you need more cover sheets, either A (yellow) or B (blue), please order them from us immediately, indicating which kind and the number of packs you estimate you will need. Such packs of cover sheets are to be used in the same way as the ones you receive originally.

SECTION B

Addresses on Dwelling Address Listing Sheets

- B1. Sampling Materials
- a. Addressed cover sheets
- b. Packs of unaddressed cover sheets A and B
- c. "Sample Address Summary" sheets (white) to Office Contact
- B1. The sampling materials you will receive are described below.
- a. An addressed cover sheet for each sample address or for each 1956 respondent is included.
- b. Packs of ~~un~~addressed A cover sheets and unaddressed B cover sheets are provided for your use as explained in section A.
- c. The "Sample Address Summary" sheets (white) contain a list of the sample addresses entered on the addressed cover sheets. These are for your use in keeping track of the addresses for your PSU. These do not need to be returned, so use them as you wish. In case there is more than one interviewer in a PSU, only the Office Contact will receive this item.
- B2. Maps
- B2. In many cases the maps for the 1956 sample addresses are in your files. If our records show that you do not have a map and ~~it appears~~ to us that a map is essential for this study, we will send a map to you. In any event, if you need a map which you do not have (or receive from us), let us know immediately.
- B3. What you are to do
- B3. The instructions in the "Manual for Interviewers", Chapter XI, Sections I and II (pages 78 to 83) are in general applicable.
- B4. Finding additional du's at sample addresses on cover sheets A and C
- B4. As usual, any additional dwelling units found at sample addresses on A or C COVER SHEETS are to be included in the sample. Make out an extra A cover sheet for each such additional dwelling unit.

Note: In general, you will not have a copy of the "Duplicate Dwelling Address Listing Sheet" for the 1956 sample addresses. Therefore, we will attach to the cover sheets any information you may need for multiple dwelling unit structures.

B5. DO NOT LOOK FOR DU'S BETWEEN
SAMPLE ADDRESS AND NEXT LISTED
ADDRESS

B5. However, unlike your usual procedure, on this study you are not to look for dwelling units between the sample address and the next listed address. For this project, we are using a special procedure for picking up addresses which do not appear on the listing sheet. In certain PSU's (see part B6 below), we will send out selected blocks to be checked against the listing sheets. (This is the procedure we use ordinarily for city directory addresses.) This procedure provides for interviewing at some of those addresses which are found in the block check. If you are to participate in the block check, you will receive special instructions; otherwise, interview at sample addresses only and do not look for dwelling units between a sample address and the next listed address.

B6. PSU's in special block check

B6. The PSU's where the special block check is to be made (to locate dwelling units not appearing on our listing sheets) are:

| | |
|--------------------|----------------------|
| Boston Metro | Boyd, Kentucky |
| Detroit Metro | Luzerne, Penna. |
| Los Angeles Metro | Mitchell, Kansas |
| New York Metro | Muhlenberg, Kentucky |
| Philadelphia Metro | St. Clair, Michigan |
| Black Hawk, Ia. | Westmoreland, Penna. |

Specific instructions will be sent to these PSU's.

SECTION C

Sampling From Segments

C1. Sampling Materials

- a. Addressed cover sheets
- b. Packs of unaddressed cover sheets
- c. "Sample Address Summary" sheets to Office Contact
- d. Blue Segment Control Record folder for segments to be brought up-to-date

C2. Maps

- C3. Use Yellow Segment Control Record to identify sample addresses

- C4. Finding additional du's at sample addresses on cover sheets A and C

C1. You will receive the following materials:

- a. An addressed cover sheet for each sample address or for each 1956 respondent is included.
- b. Packs of unaddressed A cover sheets and unaddressed C cover sheets are provided for your use as explained in Section A.
- c. The "Sample Address Summary Sheets" contain a list of the sample addresses entered on the addressed cover sheets. These are for your use in keeping track of the addresses for your PSU. These do not need to be returned, so use them as you wish. Where there is more than one interviewer in a PSU, only the Office Contact will receive this item.
- d. Whenever you are to make a special check to bring segments up-to-date, we will send you the Blue Segment folder with a special set of instructions.

Note: We are not sending out blue folders for every segment in the 1956 study. Blue folders are being sent only for the segments which are to be brought up-to-date.

- C2. Maps on which chunks are outlined and identified by numbers have been sent to you at sometime in the past and should be in the file maintained by the Office Contact. If for any reason the map you need cannot be located, notify us immediately.

- C3. No new segments have been added to the Election Study. Therefore, your yellow segment folder should include a listing of each sample segment in the 1956 study. Take the yellow folder with you when you go to interview in a segment; this should help you to locate and identify the sample address.

- C4. Following the usual procedure, you are to inquire about additional dwelling units at a sample address on cover sheets A or C. (See instruction 5c, "Supplement to Interviewing in Segments" which you will find in the blue or yellow segment folder.)

C5. Bringing the segment sample up-to-date

C5. In order that dwelling units which have come into existence since the 1956 survey may have a chance of selection for the Election Study, you may be asked to make a special check in some segments. In general, the procedure will be to canvass the entire segment and add to the listing sheet any dwelling unit which exists in the segment but is not on the listing sheet; you will be provided with sampling instructions to identify the dwelling units where you are to interview.

C6. Specific instructions included in the blue folder

C6. If you are troubled by the brief instructions above, do not be too concerned about the procedure for the present. Whenever a segment is to be checked for additional addresses, you will receive the blue folder for the segment with an instruction sheet in the segment folder to tell you exactly what to do.

C7. After first visit to segments return blue folder to office

C7. After you have canvassed a segment and completed your work in bringing it up-to-date, please return the blue folder to the office promptly.

SECTION D

Addresses from City Directory Listings

D1. Sampling materials

- a. Addressed cover sheets
- b. Packs of unaddressed cover sheets
- c. "Sample Address Summary" sheets (white) to Office Contact

D2. Maps showing survey boundary

D3. Checking for extra du's at cover sheet A and C addresses

- a. Account for all du's using sample address

D1. You will receive the following sampling materials:

- a. An addressed cover sheet for each sample address or for each 1956 respondent is included.
- b. Packs of unaddressed A cover sheets and unaddressed B cover sheets are also provided for your use as explained in Section A.
- c. The "Sample Address Summary" sheets (white) contain a list of the sample addresses entered on the addressed cover sheets. These are for your use in keeping track of the addresses for your PSU. These do not need to be returned, so use them as you wish. In case there is more than one interviewer in a PSU only the Office Contact will receive this item.

D2. In the map file kept by the Office Contact there should be a map showing the survey boundary for each city or town in the city directory sample. If for any reason the map cannot be located, please notify us promptly.

D3. There is a question on the front of the A and C cover sheets to remind you to inquire if there are additional du's at a sample address. At the time of the 1956 study, you did not have a list of transcribed city directory addresses comparable with work sheet C used for more recent studies. Therefore, we will attach to the cover sheet A or C any additional information which we believe you need. For small multi-unit structures, we will send you the "Sample Address Sheet" Form F102. If you feel the need for some additional information, WRITE US IMMEDIATELY.

- a. Be sure to account for all du's using the sample address. There may be rear structures or garage apartments not easily seen from the street. If the occupants of a "rear" du use the address of the main structure and the du was not reported in 1956, the "rear" du is now to be considered an additional du at the sample address. You are reminded, however, that house numbers that include fractions or letters are considered to constitute separate addresses. Therefore 1315 and 1315½, 1315A and 1315B are separate addresses.

b. Three categories of sample addresses

(2) Regular apartment address

(3) Address in a multiple du structure, not a regular apartment building

b. There are three categories of sample addresses each of which requires different treatment as specified below:

(1) When the sample address is just a house number and street name with no attachments, take an additional interview at every unreported du at the sample address, unless there are five or more. If there are five or more previously unreported du's at a sample address, do not take interviews but list them and write us immediately for instructions.

(2) When the sample address is a house number, street name and apartment number or letter designating an apartment in a regular apartment building, interview at that specific apartment only.

(3) Any multiple dwelling unit structure which is not a regular apartment building but was reported as having more than one du (with designations such as up, down, back, front, basement, left, right, 1st floor, 2nd floor, etc.) is to be checked for changes in the number of dwelling unit designations.

If there are changes either in the number of dwelling units or dwelling unit designations from that reported on the form F102 which we are sending to you, write to us immediately telling us what you find. If there are no changes, go ahead and take an interview at your designated dwelling unit.

SECTION E

APPENDIX TO SAMPLING PROCEDURES

Instructions for Determining Who is to be Included
as a Member of the Household

In a probability sample each individual should have a known and predetermined chance of falling into the sample. So when we find people who are staying in a household which is not normally their home, or when people are absent from what is normally their home, or when people have two homes, we need special rules to take care of these situations. We want to make sure that they don't get excluded completely. And if they can be included in more than one location we still want to give them their proper chance. Finally, we want to do this in such a way as to keep down the "not at homes".

The general rules for household membership are:

- (1) Persons staying in the unit at the time of contact should be included as members of the household, if:
 - (a) this is their usual or only place of residence; or
 - (b) a place of residence is maintained for them both here and elsewhere; or
 - (c) they have no other place of residence.
- (2) Persons absent at the time of contact should be included as members of the household, if: a place of residence is held for them here and no place of residence is held for them elsewhere.
- (3) If any of these criteria cannot be determined, the person should be included in the household; however, you should tell us what you can about the situation.

The chart on the next page puts these rules in more systematic form, together with illustrative examples.

| Have a place of residence here? | Have a place of residence elsewhere? | You Include in Household? | Examples |
|---------------------------------|--------------------------------------|---------------------------|----------|
|---------------------------------|--------------------------------------|---------------------------|----------|

1. PERSONS "STAYING" IN SAMPLE UNIT AT TIME OF CONTACT.

| | | | |
|-----|-----|------|--|
| Yes | No | Yes | (a) Just "lives here". (b) Lodger (c) Servant |
| Yes | Yes | Yes* | (a) Has country home or town house. (b) Has summer home or winter home. (c) Student living here while at school, or soldier while in service (d) Home on military leave or school recess. |
| No | No | Yes | (a) Waiting completion of new home. (b) Takes turns staying with children, or parents. |
| No | Yes | No | (a) Helping out with new baby, or during illness. (b) Visiting friends or relatives. (c) Works or eats here, sleeps elsewhere. |

2. PERSONS ABSENT FROM SAMPLE UNIT AT TIME OF CONTACT.

| | | | |
|-----|-----|-----|---|
| Yes | No | Yes | (a) Traveling salesman on the road. (b) Railroad man on a run. (c) In general hospital. (d) On vacation or visiting. (e) Absent on business. |
| Yes | Yes | No* | (a) Has country home or town house. (b) Has summer home or winter home. (c) Away at school or in service. (d) In prison or nursing home or special hospital. |

3. If "Don't Know" on any of these criteria, include in the household.*

*Please describe situation

Instructions for Use of Cover Sheets: P431

The use of each of the cover sheets for P431 will be governed by one of the following five sets of instructions. The set of instructions that applies to a particular cover sheet is indicated by the instruction number near the top of the cover sheet. When two instruction numbers are indicated, the appropriate one is circled in red.

There are three different kinds of cover sheets for P431. They are lettered A, B, or C. Two of these, A and C, are always connected to the address on the cover sheet. The other cover sheet, B, is not tied to an address, but instead it relates to a particular respondent. When cover sheet B is used you are to interview only the particular respondent indicated. In some cases this will involve following the respondent to one or more new addresses. (For information about following respondents who move see the Instruction Book.)

Each instruction describes the situation which we think you will find at the address. It also tells you what to do for various contingencies which may arise at the address.

Cover Sheet A

Instruction 1: This cover sheet is used in three situations: at a P417 non-interview address, for an additional du at a P417 address, and for a new sample address that has come into existence since P417. In each case, select a new respondent from the current household.

Cover Sheet B

Instruction 2: This is our best current address for a P417 respondent who has moved. Interview only the P417 R who is defined on the attached reproduced P417 cover sheet. If R does not live here, do not select a new R at this address, but see the Instruction Book for instructions on following "movers."

Instruction 3: This is the 1956 address of a P417 respondent who we think still lives at this address. Interview only the P417 respondent who is defined on the attached reproduced P417 cover sheet. If R no longer lives here, do not select a new R at this address, but see the Instruction Book for general instructions on following "movers."

Cover Sheet C

Instruction 4: This is the 1956 address of a P417 respondent who we think no longer lives here.

- a. If the P417 respondent does not live here, fill out the cover sheet and select a new respondent.
- b. If the P417 respondent does still live here, fill out the cover sheet through step 9. Do not select a new R, but interview the P417 respondent only. Notify the Ann Arbor office immediately when this situation occurs so that we can make necessary adjustments.

Instruction 5: This is the 1956 address of a P417 respondent who we think still lives at this address.

- a. If the P417 respondent does still live here, fill out cover sheet through step 9. Do not select a new R but interview the P417 R only.
- b. If the P417 R does not live here, fill out the cover sheet and select a new respondent. Also fill out a cover sheet B for the P417 respondent s Instructi Book for instructions on foll ing "movers."

COVER SHEET

Date Taken _____

Interviewer _____ Int. No. _____ Take Time _____

Use Cover Sheet Instruction Number 1

PSU _____ State _____

City or town _____ Seg., Cl., or Blk. _____

Address or description _____

Interviewer: When making out an extra cover sheet, please check appropriate box

1. Additional dwelling unit at sample address.

2. "New" address

1. Are there any other dwelling units at this specific address? Check: yes / no

IF YES, make out an extra yellow cover sheet "A" and interview there also.

2. LIST BELOW ALL PERSONS 21 AND OVER IN THE DWELLING UNIT
Note: In Georgia and Kentucky list all persons 18 and over

3. Number persons 21 (18 in Ga. and Ky.) or over in following order: oldest male, next-oldest male, etc.; oldest female, next oldest female, etc. Then use Selection Table below.

| Relationship to Head | Sex | Age | Adult No. | Check R (✓) |
|----------------------|-----|-----|-----------|-------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

4. Was Respondent born in the United States? yes / no

IF YES: Interview respondent (Check R in listing box)

IF NO: Is he (she) a United States citizen? Check: yes / no

IF YES: Interview respondent (Check R in listing box)

IF NO: Draw a line through this person in the listing box. Renummer the adults, and use Selection Table to select another respondent. If no U. S. citizen in household, return the cover sheet as No Eligible Respondent (NER)

5. IF INTERVIEW IS TAKEN, ATTACH COVER SHEET TO INTERVIEW AND RETURN.

6. IF NO INTERVIEW IS TAKEN, FILL OUT NON-INTERVIEW FORM AND RETURN.

NON-INTERVIEW FORM

To be filled out for every dwelling unit for which no interview was obtained.

_____ House vacant, not now being lived in (please describe situation; record whether seasonal). (HV)

_____ Address not a dwelling (please describe situation; e.g., commercial, house burned, etc.). (AND)

_____ No one at home after required number of calls. (NAH)

_____ Someone at address, but respondent absent. (RA)

_____ Refusal (give detailed account). (R)

_____ No eligible respondent (please explain). (NER)

_____ No interview for other reason (please specify).

Use This Space for Comments on Non-interviews

| Relationship | Sex | Age | Mar. | Occup. |
|--------------|-----|-----|------|--------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| Call Number | 1 | 2 | 3 | 4 | 5 | 6 | More (specify) |
|-------------|---|---|---|---|---|---|----------------|
| Time of Day | | | | | | | |
| Day of Week | | | | | | | |
| Results | | | | | | | |

Date Taken _____

Interviewer _____ Int. No. _____ Take Time _____

Use Cover Sheet Instruction Number 2 3

| | |
|--|---|
| <p>A. Respondent originally interviewed at:</p> <hr/> <p>PSU Place or City</p> <hr/> <p>Address or Identification</p> <hr/> | <p>B. More Recent Address, If Known in Office</p> <p style="text-align: center;">DO NOT WRITE HERE For Office Use Only</p> |
|--|---|

- A. If respondent located at Box A address, check (✓) here _____.
- B. If respondent located at Box B address, check (✓) here _____.
- C. If the respondent is not located at Box A or B address, or is a P417 mover picked up on Cover Sheet C:

| |
|---|
| <p>1. DO NOT INTERVIEW ANY OTHER HOUSEHOLD MEMBER.</p> <p>2. Please report whatever information you have about the respondent:</p> <p>3. If respondent has moved: new address is: _____</p> <p style="text-align: right;">_____</p> <p>Check appropriate box:</p> <p><input type="checkbox"/> No attempt was made to locate respondent at new address.</p> <p><input type="checkbox"/> Went to new address but respondent not located.</p> <p><input type="checkbox"/> Respondent located at new address (that is, an address other than the addresses in Boxes A or B above).</p> |
|---|

- D. When the respondent is located:
 - 1. ATTACH COVER SHEET TO INTERVIEW AND RETURN.
 - 2. IF NO INTERVIEW TAKEN, FILL IN NON-INTERVIEW FORM ON REVERSE SIDE AND RETURN.

| | | | | | | | |
|-------------|---|---|---|---|---|---|--|
| Call Number | 1 | 2 | 3 | 4 | 5 | 6 | |
| Time of Day | | | | | | | |
| Day of Week | | | | | | | |
| Results | | | | | | | |

NON-INTERVIEW FORM

 No one at home after required number of calls. (NAH)

 Someone at address, but respondent absent. (RA)

 Refusal (give detailed account). (R)

 No interview for other reason (please specify).

Use This Space for Comments on Non-Interviews



COVER SHEET

Date Taken _____

Interviewer _____ Int. No. _____ Take Time _____

Use Cover Sheet Instruction Number 4 5

1. Are there any other dwelling units at this specific address? yes/ /no/

IF YES: Make out a new yellow cover sheet "A" and interview there also.

Number persons 21 (18 in Ga. and Ky.) or over in the following order: oldest male, next-oldest male, etc.; oldest female, next-oldest female, etc. Then use Selection Table below.

2. LIST BELOW ALL PERSONS 21 AND OVER IN THE DWELLING UNIT and complete cols. 2 and 3. Note: In Georgia and Kentucky list all persons 18 and over.

| Relationship to Head | Sex | Age | Check if New | Adult Number | Check (✓) R |
|----------------------|-----|-----|--------------|--------------|-------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

3. Did any of these persons live here at time of the 1956 election? yes/ /no/

IF NO 4. Number in col. 5 all adults. Select a respondent by using the selection table. Then ask question 11 at bottom of cover sheet.

IF YES 5. Is there any person who was living here at the time of the 1956 election but who is no longer here? yes/ /no/

| Relationship to Head | Sex | Age |
|----------------------|-----|-----|
| | | |
| | | |
| | | |

IF YES List these persons in box at right.

6. Were all the people listed above living here at the time of the 1956 election? yes/ /no/

IF NO Check col. 4 above for each new person.

7. ASK IF ANY PERSON AGE 21-23 (age 18-20 in Ga. and Ky.) Is there any person listed above who lived here at the time of the 1956 election, but who was not of voting age at that time? yes/ /no/

IF YES Check col. 4 above for each such person.

8. Is the P417 respondent still living here? yes/ /no/

IF YES 9. Take interview with P417 respondent (Check R. in col. 6 above)

IF NO 10. SELECT RESPONDENT USING THE APPROPRIATE PROCEDURE BELOW.

A. IF THERE ARE NO CHECKS IN COL. 4 (ie., no new persons living here): number in col. 5 all the people listed (see Instruction Book). Select a respondent by using the selection table. Then ask question 11 at bottom of Cover Sheet.

B. IF THERE ARE ANY CHECKS IN COL. 4 (ie., any new persons living here): number in col. 5 those persons checked in col. 4 (see Instruction Book). Select a respondent by using the selection table. Then ask question 11 at bottom of Cover Sheet.

11. Was respondent born in the United States? yes/ /no/

IF YES Interview respondent. (Check R in col. 6 above)

IF NO Is he (she) a United States Citizen? yes/ /no/

IF YES Interview respondent. (Check R in col. 6 above)

IF NO Draw a line through this person in the listing box. Renumber the adults and use the selection table to select another respondent. If no U. S. citizen in household, return the Cover Sheet as No Eligible Respondent (NER).

NON-INTERVIEW FORM

To be filled out for every dwelling unit for which no interview was obtained.

_____ House vacant, not now being lived in (please describe situation; record whether seasonal). (HV)

_____ Address not a dwelling (please describe situation; e.g., commercial, house burned, etc.). (AND)

_____ No one at home after required number of calls. (NAH)

_____ Someone at address, but respondent absent. (RA)

_____ Refusal (give detailed account). (R)

_____ No eligible respondent (please explain). (NER)

_____ No interview for other reason (please specify).

Use This Space for Comments on Non-interviews

| Call Number | 1 | 2 | 3 | 4 | 5 | 6 | More (specify) |
|-------------|---|---|---|---|---|---|----------------|
| Time of Day | | | | | | | |
| Day of Week | | | | | | | |
| Results | | | | | | | |

IF INTERVIEW IS TAKEN, ATTACH COVER SHEET TO INTERVIEW AND RETURN.

IF NO INTERVIEW TAKEN, FILL IN NON-INTERVIEW FORM AND RETURN.

III. FIELD NOTES

Interviewing Dates

Interviewing begins on November 6. You should plan to finish by December 13. This gives you an interviewing period of over five weeks, which should be sufficient time to pick up all respondents. Since we are especially interested in a high response rate for this study, it may be necessary to allow a few extra days for picking up respondents who have been unavailable before December 17. But we must have all interviews in the office by December 20 at the very latest.

Please begin interviewing as soon as possible. Plan your work for the December 13 deadline, and do not allow for the extra week unless it becomes absolutely necessary. If you can finish earlier than December 13 it will be extremely helpful. We may be calling on some of you to take special interviews with the candidates for Congress in the November election but we do not want to interfere with your meeting the deadline.

Remember, if you are delayed for some reason, or if you foresee any difficulties in making the deadline, please let us know immediately. We must complete the required number of interviews on time, so if you are unable to finish, we will have to make arrangements for sending in reinforcements.

Materials You Should Have

1. Instruction Book (one per interviewer)
2. Questionnaires (one per respondent, plus extras)
3. Cards
 - a. Political Issues card (three per interviewer)
 - b. Name and Address card (one per respondent, plus extras)
4. Map of Congressional districts in PSU (one per interviewer)
(Will be sent only if there is more than 1 Congressional district in the PSU)
5. List of Congressional candidates in PSU's (one per interviewer)
6. Respondent Letters (All letters and envelopes
or
Enough for segments plus extras)
7. Why Ask Me (five per interviewer)
8. Envelope(s) of sampling materials under separate cover
(Please check enclosed "Transmittal Form" to make certain you have everything which is listed as enclosed. If not, please let us know immediately)

Practice Interviews

Because the questionnaire is complicated, it is important for you to familiarize yourself thoroughly with it before you take the first sample interview. Therefore, please take at least one practice interview to get the flow of the subject areas and the feel of the various contingency questions. There are several questions which you will need to reword slightly to make them pertinent before the election. For example, questions 9, 10 and 38-44 deal with such matters as "How did you vote", etc. rather than "How do you expect to vote", etc. Perhaps you can take practice interviews with friends or members of your family who will understand why you may need to hesitate to reword a question.

Mail your practice interview to your Regional Supervisor. She will send you her comments so that you can be alerted to any problems which may be involved in the questionnaire and the interview situation. You should be informed as to your Supervisor's current whereabouts, but in case of doubt send your practice interview to the office, and it will be forwarded immediately.

Contacting Local Authorities

As usual, Office Contacts should get in touch (by letter or phone) with the local Police Chief or Sheriff, as well as the Better Business Bureau or Chamber of Commerce, and give these people the following information before the interviewing begins:

1. A brief statement of the study (similar to what you'll be telling respondents).
2. The names of all local interviewers working on the study.
3. A general indication of the neighborhoods where interviews will be taken, and an estimate of the interviewing period.

If you will be interviewing in several towns, you'll need to do this for each one. Feel free to show your ID card, the "Why Ask Me" folder, and the Respondent letter. If the person wants a direct confirmation from Ann Arbor, let us know immediately, and we'll send a letter. Or, if necessary, the person can contact us directly. In such a case, he should write or call Dr. Warren Miller, director of this study, or Dr. Charles Cannell, head of the Field Office.

Planning Your Calls

The efficiency of interviewing can be determined in large part by the efficiency with which you plan to make your original and subsequent calls at the various addresses. For example, if your respondent is a man, the likelihood is that the evening is the best time to find him at home. On the original call, if the respondent is not at home, try to find out the best time to locate him.

Using the Selection Table

Please study carefully cover sheets A and C for the proper procedures to use in numbering the adults in the household and selecting your respondent by means of the selection table. If you follow the instructions and contingencies explicitly, the choosing of the respondent should not cause any difficulties. In recent studies, quite a few of you have interviewed wrong respondents, simply because you failed to follow directions in using the selection table. Please read this carefully; an interview taken with the wrong respondent cannot be included in the analysis. In order for our sample to be scientifically valid it is imperative that you interview the correct respondent. We must depend on you to carry out the selection procedures correctly, so please don't fail us.

Thumbnail Sketch

We are requesting a brief thumbnail sketch for every interview. Even if there is no incidental information which may be relevant for coding (see page 48 of the Manual for a discussion of this), it is important that you give us a brief physical description of the respondent, so that it will be easier for you or another interviewer to identify him when we interview him again.

Name and Address Cards

When you have completed the interview with the respondent, there is one more step. We hope to do a reinterview of all respondents again. In order to do this we must be able to locate the respondents despite the problems which will develop over the period of time. We will need every bit of identifying information which you can provide to insure that you, or another interviewer, can be certain that the eventual reinterview is with the correct respondent. One very important piece of identifying information is the respondent's name and address. We know from past experience that most respondents will be quite willing to give you their names, particularly if you reassure them that, as is the case, this in no way detracts from the anonymity of the interview. We have purposeely used a separate card for the name to emphasize that it will not be attached to information in the interview.

You will already have the name and address for some respondents, but be sure to fill out a card, with this information so that we can send them a report of the study.

When you do not already have the name and the address of the respondent, you will need to ask him.

To minimize the possibility of lack of cooperation from respondents, it may be useful for you to follow a two-stage approach in asking for the name. First, ask the respondent to fill out the Name and Address Card to enable us to send him a summary report of the study results. If the R objects, perhaps indicating that he isn't interested in a report, then explain that we may want to interview him again after two or three years and that it will be very helpful to you in locating him then if we have his name.

If the respondent still prefers not to give his name and address, then try to fill in on the card any and all such identifying information as you can obtain. For example, if the interview is taken at a farm, the name of the farm ("Pleasant Hill," "C.R. Jones and Son") would be of great help. The clearer and more complete the information that you obtain now, the easier it will be to relocate the respondent in the future. Of course, if the information cannot be gained without antagonizing the R, it would be better not to pursue the matter since this would defeat our purpose of being received back for another interview in the future.

When you or the respondent have filled in all of the possibly useful information on the card, be sure that at the earliest possible moment after leaving the R you mark the card with the Interview Number which is at the upper right of the typed sticker on the cover sheet. Without this number, the information on the card is useless. On A cover sheets which you have made out, there will not be an interview number. In these cases please write your name and your interview number on the card. Finally, insert the filled out card in the middle of the interview and mail it back to us in this fashion.

Editing Interviews

Before you mail an interview to the office, please go over it very carefully to see that your writing is legible, and that you have each question accounted for in some way. If a question is inapplicable, please so mark it ("Inap."). If you discover that you forgot to ask a particular question, please indicate that too.

Read each answer and make certain it will be perfectly clear in meaning to the coders and to the analyst. If you know what the respondent meant, but his own words are not particularly clear, insert in parentheses any clarifying remarks of your own.

Please check to make sure you have indicated your respondent in the column provided.

Please check to make certain you have filled in the proper identification information on the cover sheet -- e.g., your name, PSU, block, cluster or segment number etc.

Callbacks

As usual, we would like to have up to a total of four calls made at 1956 city and town addresses (i.e., three callbacks after the initial one). In segments, two callbacks or a total of three calls should be made when necessary before an address is considered a Non-Interview. When the 1956 respondent has moved and you are following him at a new address which is further than usual from your home, use your discretion about making callbacks. If it appears likely that you can obtain the interview with a second call, make the trip and try to get the interview. However, if the address is a considerable distance from your home, do not make more than one trip. When you are in doubt, let us know and we will advise you.

Computing Response Rate

After all the required calls have been completed, we would like you to compute the response rate. The percentage is computed as follows:

1. Count all of the ~~dwelling~~ units AT ADDRESSES ORIGINALLY ASSIGNED BY THE OFFICE in your sample, including any extra DU's you pick up at the sample addresses.
2. Subtract from this total the "Out of Sample" DU's-vacancies, addresses not dwellings, etc.
3. Then divide the number of interviews taken by the figure obtained in step 2.

If, after doing this, you find that you have a response of less than 85%, additional calls should be made at all NAH's, RA's, etc. This should be continued until at least 85% has been reached.

If it appears, for any reason, that you will be unable to reach 85%, please notify the office.

NOTE: In order to tie in the information obtained from the Day-by-Days with addresses visited, it is necessary for us to get more specific data entered in the call-back box on the Cover Sheet. Instead of entering only whether "AM" or "PM" in the space provided, we want you to enter the time of day that the call was made.

Mailing Interviews

Please don't delay mailing your interviews to the office. It is important that we maintain a steady flow of interviews for the coding operation. Don't let more than three interviews accumulate before mailing them.

Progress Reports

About the end of November we will send out forms for you to use in reporting the progress of your interviewing. This will give us a picture of how all the PSU's are getting along. We send these reports to Office Contacts, and it is important that they be returned to us promptly. It will help if you all keep track of your assigned addresses and keep in touch with the Office Contact on your progress.

Project Completion Form

Included in your materials is a Project Completion Form. We would like each Office Contact to fill out this form upon completion of the study in his or her PSU. It should be mailed with the final interviews and/or cover sheets, so that there will be no "mailing lag" involved, and we will have an accurate account of your final results which should agree with what our records show. In this way, if there should be a discrepancy between our records and yours, we can check it immediately, without waiting until several weeks after the study deadline. Please help us by using this form as directed.

Day-by-Days

We will require Day-by-Day work records throughout this study. The form has been revised. Please throw away any old Day-by-Days which you may have and use only the new ones. If you find that you need more be sure to requisition some.

Please read the instructions on the reverse side of the form very carefully. Note that these should be submitted with your time cards.

Respondent Letters

There are two forms of the respondent letter: one appropriate for people who were interviewed in 1956, and one for new respondents. The instruction number which is indicated near the top of every cover sheet will help you to know which letter to use.

For addresses with instructions 1 and 4, use the letter for new respondents.

For addresses with instructions 2, 3, and 5 use the letter for old respondents.

If you asked us to mail the letters from here, we will do so as usual, sending you enough copies to cover any sample dwelling units for which we have no mailing addresses, plus extras. If your instructions indicated that you want to mail the letters, we will send you enough letters and envelopes to cover your sample, plus extras.

DO NOT MAIL ANY R LETTERS BEFORE NOV. 4. We do not want to take the chance that such a letter might reach the R before the election and might influence his behavior on election day.

Copies of the two letters follow this section.

UNIVERSITY OF MICHIGAN
SURVEY RESEARCH CENTER
ANN ARBOR, MICHIGAN

A DIVISION OF THE
INSTITUTE FOR SOCIAL RESEARCH

November 1958

Dear Friend,

In the fall of 1956 you were good enough to cooperate with an interviewer from our staff on one of the nation-wide surveys which the Survey Research Center of the University of Michigan has conducted over the past ten years.

During the summer we sent you a brief report on results from our interviews with you and many other Americans. As we told you in that report, the information which all of you gave us was put together to give a description of American politics. This description has proved valuable to us and to many scholars, journalists and writers on current events. Your help was an essential part of the study, and we appreciate it.

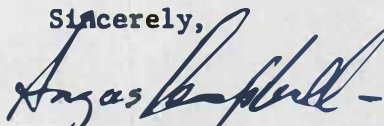
As we told you, we are now preparing for our next national study of public opinion. Within the next few weeks one of our interviewers will call and want to talk to you. The interviewer may be the one who talked to you before, or it may be another member of our staff who has been given your name and address. The interview this time will be somewhat different from the one two years ago. We think that you will find it worthwhile and interesting.

Let us assure you once again that the interview is completely confidential. When the folder containing your answers arrived in our office in 1956, your name was separated from it immediately. It has been used only as a mailing address for your report and as a means of finding you for this interview. As you saw in the report, we use the things you tell us only in tables of statistics.

Our interviewer will be glad to answer any further questions you may have about the Center or the purpose of our surveys.

Thank you again for your cooperation in this research.

Sincerely,



Angus Campbell
Director

AC:sh

UNIVERSITY OF MICHIGAN
SURVEY RESEARCH CENTER
ANN ARBOR, MICHIGAN

A DIVISION OF THE
INSTITUTE FOR SOCIAL RESEARCH

November 1958

Dear Sir or Madam:

Every few months the Survey Research Center of the University of Michigan carries out a nation-wide survey of the American people. We are interested in their ideas and opinions on important questions of the day.

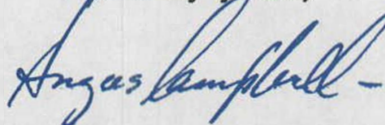
Within the next few weeks we will be interviewing men and women all over the country in another of our fall surveys of political opinion. Your house has turned up as one of the addresses to be interviewed. These addresses were selected purely by chance and are an accurate cross-section of the nation.

The results of all the interviews are combined and published in a report which represents the country as a whole. The report is entirely statistical, and no person is ever identified. Your interview is held in strict confidence.

In order that this cross-section sample be accurate, we cannot make substitutions of addresses. At each address we want to interview one person, sometimes the man of the house, sometimes the housewife, sometimes a grown son or daughter living at home. An interviewer, carrying proper identification as an employee of the University of Michigan, will call at your home sometime during the next few weeks. I feel sure that you, or the member of the household selected, will find this visit interesting and worthwhile.

If you have any questions or would like additional information about our organization, we will be glad to answer any inquiries. Thank you very much.

Sincerely yours,



Angus Campbell
Director

AC:sh

IV. QUESTION-BY-QUESTION OBJECTIVES

Preparation for P-431 Interviewing.

During the course of the interview, you will need certain pieces of information.

- I. Local Political Background. It will be important to know several facts about the political scene in the areas where you interview. In general, these facts can be readily located in advance.

DETERMINE
CONGRESSIONAL
DISTRICT

(a) You should locate each sample address within a particular Congressional District. We have included maps in your P-431 materials which will make this a relatively simple task in most cases. However, metropolitan areas are finely cross-cut with many districts, and boundaries of these districts can be very irregular. In most instances, the map supplied, along with your knowledge of major streets in the district, will allow you to make accurate classification of addresses into Districts. The map will lack sufficient detail for some borderline cases, however. When there is doubt, a call to the City Clerk's office should aid in final placement of the address. The proper number of the Congressional District for each sample address should be entered in the appropriate box on page 17 of the interview schedule.

DETERMINE
CONGRESSIONAL
CANDIDATES

(b) Once the proper Congressional District is specified, the reference list which we have supplied you ("1958 Congressional Candidates, by State and Congressional District") will give the names of the major-party candidates who ran in that district. These names should also be entered on p. 17 of the interview schedule. As you will see in reading Q47, you will need to know the names correctly to administer the schedule.

SPECIAL INSTRUCTIONS FOR CONNECTICUT AND NEW MEXICO INTERVIEWERS

In two states, CONNECTICUT and NEW MEXICO congressional balloting follows unusual procedures, and interviewers in these states must follow special instructions.

Connecticut: There is, in addition to the normal congressional district, a Congressman-at-Large which all voters in the state may choose. The two candidates this year are Antoni Sadlak, Republican (incumbent) and Frank Kowalski, Democrat.

Throughout the interview, you may ignore the fact that there is a Congressman-at-Large, and work entirely with the specific district and its candidates. However, we alert you to possible problems on items like vote for Congress (Q41), where R may give you only his vote for the Congressman-at-Large. We specifically want to know his vote for Congress in his district race. Or again, in giving names of the contestants (Q47) or the incumbent (Q48) he may speak in terms of the at-large seat. If he does, probe further for the appropriate material in the specific district. Also, use these more local candidates in the sequences starting Q 49 and Q 50.

New Mexico Here there are two seats at-large (statewide), with no districts smaller than the state itself. For questions referring to events "in this district" (e.g. Q 19, 45 and 46), you should refer instead to things "in this state".

Other questions are less easily adjusted. On the vote for Congress (Q41) find out whom R voted for (or would have voted for) with regard to both seats, continuing with the contingencies (Q41b-c) for each. A similar change must be made in Q 45. In Q 47 you will be searching for four names, instead of the usual two. The statement at the end of the question will be reworded to cover the four candidates.

In Q48 only Joseph Montoya, among the four candidates, is an incumbent. Therefore, this question will only have to be asked once. But, Q49 should be asked twice, once for each of the two Republican candidates; and Q50 will also be asked for each Democrat in the race. After these questions are answered you will know whether it is necessary to proceed with the next series (51-58) twice (for two Republican candidates), once, or not at all; and similarly, whether Q59-66 must be asked twice, once or not at all. We are sending extra copies of pages 18-23 to cover situations in which more than two candidates must be explored. This section will be tedious if any respondent knows three or four of the four possible candidates; however, our advance information suggest it highly unlikely that you will encounter such a situation at all.

INCUMBENTS

(c) Many names are starred (*) on the list of Congressional candidates. These are incumbents, who were holding the Congressional seat from that district prior to the time of the election. In asking Q48 you find out whether or not the respondent knows which candidate is the incumbent. You will not need to know the correct answer to follow the contingencies. That is, you should not correct R if he gives the wrong incumbent, but a star beside the incumbent's name as entered on p. 17 will keep you on top of the situation as you interview.

CONTEST FOR U.S. SENATE?

(d) Q 42 asks about R's vote for U.S. Senator. In the states listed below there was no election for Senatè in 1958. Interviewers in these states can cross out this question on all schedules before starting to interview.

| | | |
|----------|---------------|-------------|
| Alabama | Iowa | Oklahoma |
| Arkansas | Kansas | Oregon |
| Colorado | Kentucky | S. Carolina |
| Georgia | Louisiana | S. Dakota |
| Idaho | New Hampshire | |
| Illinois | | |

CONTEST FOR
GOVERNOR?

(e) Q43 asks about R's vote for Governor. In the states listed below there was no election for Governor in 1958. Interviewers in these states can cross out this question on all schedules before starting to interview.

| | | |
|-----------|----------------|---------------|
| Florida | Mississippi | Utah |
| Illinois | Missouri | Virginia |
| Indiana | Montana | Washington |
| Kentucky | New Jersey | West Virginia |
| Louisiana | North Carolina | |

II. Information for Major Contingencies. As mentioned in the Introduction (page 3) the questionnaire has several sections. In order to know which sections are pertinent for which respondents, it is important to follow the summary below.

- | | | | |
|---|---|---|---|
| 1. All new respondents | } | → | Skip questions 6-8 (all of page 3) and Skip Section III(77-83). Ask instead Section II (46-76). |
| 2. Old R's living at P417 address | | | |
| 3. Old R's who have moved from P417 address | } | → | Ask questions 6-8 and ask Section III (77-83). Skip Section II (46-76). |

Cover sheets A and C will always be used in situations (1) and (2). Therefore, whenever you use Cover sheets A or C, you will skip page 3 of Section I, and Section III entirely.

Section II will be skipped only when using cover sheet B, but not always with B. Cover sheet B may concern a respondent in either situation (2) or (3) above. When the B Cover sheet is used in situation (2), Section II is asked and III is skipped. It is only when Cover sheet B is applied to situation (3) that Section III is asked instead of Section II. Over the country as a whole, this will occur only once every six or seven interviews. Use of Section II will be by far the more frequent.

QUESTION OBJECTIVES

Question I. Straight attitudinal question. Try to make sure that the frame of reference is the national scene and the victory or defeat of the national political parties, not involvement because of a local candidate alone.

Questions 2-5. 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 (2 through 5), 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.

We'd also like you to probe a little behind some of the standard adjectives, cliches 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 workingman," "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 tell 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 Question 2-5, 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 questions without using the phrase "in particular."

Questions 6-8 (ASK OF P417 MOVERS ONLY) These questions get at R's likes and dislikes about the President and the Vice-President. Since we have asked these questions before (1952 and 1956) asking R to evaluate the person as a candidate for office, we want to try to get comparable information, even though obviously neither Nixon nor Eisenhower ran for the presidency this year. Hence these items ask R to imagine how he would react if either man were running for president now.

This series is a parallel for the 2-5 series, with emphasis on two individuals rather than on the two parties. Here, too, we are interested in getting a fairly complete picture, so that the instructions and problems mentioned under 2-5 are pertinent again. Phrases such as "he's a good man," and "he's a good leader", etc., should be probed for more specific feelings.

Questions 9-10. These are straight information questions. We want to know, for analysis purposes, whether the R knows who controlled Congress from 1956 to 1958, and who is going to control it for the next session. We also want the R to know, for future questions such as Q24, what the situation actually is. If "No" to Q10, be sure to read the sentence indicated. Barring an unexpected change in political sentiment, we are able to assume (at the time the questionnaire was written) that the Democrats will again win control of Congress. If the Republicans do happen to win a majority of seats, please correct the tence.

Question 11-18 This is a much abbreviated version of the attitudes on government policy which were so important in our 1956 study. We have eliminated about two-thirds of the 1956 questions and have simplified the format. However, these questions will be a very important part of our panel study and it is necessary that they be asked just as indicated, with no changes in wording and no further changes in format of presentation.

We have given this section very close attention and have, over the years, tried a whole series of approaches to the problem of asking the same alternatives for a series of issues. You will notice that we have provided a card (titled Political Issues) which should be used by the R in answering the first part of each of the eight issue questions.

The first part of each question calls for the respondent's position on a specific issue of governmental policy. We have two problems on this part of the question: 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, each question is introduced with four or five words 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/. 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 the question, but be sure to record what he says about it in any side comments. Skip to the next issue only if the respondent gives you a straightforward "No Opinion."

When the respondent says anything other than "No" to the first part of a question, use your own judgment in deciding how to present the Agree-Disagree part. If on the basis of the R's responses to the earlier 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 previous experience indicates that more 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 alternatives in the questionnaire 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 qualified 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 qualification" categories. If R disagrees strongly with an issue, but makes qualifications, mark him "Disagree strongly" and record the qualifications.

The second part (b) of each question is asked ONLY if the R answers something other than "No Opinion" or "Don't Know" to the first part.

On both parts of each issue question, our analysis problems will be greatly complicated if respondents evaluate the issue or express a preference for one party when they should really be dropping out as "don't know." On both parts 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 opinions on many of the items, or that most people don't know what positions the parties take on the issues. Throughout the series we want to make sure that we get all 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 and we want to know who these people are for each issue.

General comments on issue content in Q11-18.

(1) In some instances in the past the 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, it may still exist. If R appears to gloss over the role of government in these instances repeat the question, making clear that the government's role is a crucial part of the question.

(2) Some respondents occasionally get mixed up on the direction of the question in the 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 "18". In our previous experience 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.

To clear up this problem, we ask R specifically why he feels the way he does (18b). These content responses should remove any doubt about which half of the scale he fits. We also ask if his feelings have changed (18c), so we can clear up confusion in 1956 answers for our panel people.

But on the other issue items (other than Q18) the general problem is one of phrasing a question one way (either for 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 sequence will be of great importance in interpreting the answer.

In the issue about employment (12a) we are definitely not talking about "right-to-work" laws. We did not encounter any confusion of this sort in the 1956 study, but it turned up once or twice in the 1958 pre-tests. Since we are interested in change over time, we do not want to tamper with the wording of the question. Instead, we shall count on you to watch out for a confusion of this sort, and to be prepared to keep R thinking of the correct issue. If there is any indication R is led to think of right-to-work laws here, tell him we are asking about what responsibility the government has to keep full employment, labor unions and the closed shop aside.

(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 think 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 "a" part of the 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 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.

(6) The time reference 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.

Question 19. Here we want to identify which if any of the eight issues are pertinent for people in the R's own district. To help R remember the eight questions just talked about, we have printed a list of brief identifications on the back side of the answer card, exactly like those in your checklist. As before, you may have to read these off to some illiterate or handicapped R's.

We expect very few R's to feel any of the issues were important. The significant item here is the topic of the issue and not our particular phrasing of it. Any indication that R thinks school integration, for example, is an important issue should be noted--even if the R rephrases the question to emphasize some particular aspect of the topic. However, a rather vague, "Well, they are talking a lot about foreign policy" should be followed up in an attempt to find out which of the three foreign policy topics (#3,7, or 8 in Q19) best fits the local definition of the issue.

Questions 20-24 These are old familiar items used in many past election and omnibus studies. These should not give any trouble.

Questions 25-27 These are attempts to get a very generalized picture of a person's evaluation of the national state of well-being. We do want to separate foreign and domestic problems, as in 25-26 vs. 27, but we don't want to be any more specific if we can help it. The basic idea here is that many people react to policy in very general terms of "mood" rather than in evaluation of specific policies and problems. They may not have specific opinions about aid to neutrals or military-vs-economic aid programs, but they will have a general sense that things are going all right--or that somebody (probably Russia) is getting the best of us. Similarly, discontent on the domestic scene may be less a focussed reaction to economic or racial problems and more a sense that "things in general" have been going along better-or-worse than before.

Question 28. 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. 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 27a, 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 28. A line is available, however, for the comments of respondents who qualify their answers. For R's who say "Republican" or "Democrat," ask question 28a through 28g.

Question 28a. 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 28.

Question 28b. 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 28c. 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? Note that we are specifically interested in the time of the most recent change. That is, a "born" Republican may have become a Democrat temporarily during the depression, and may want to tell you why he switched from Republican to Democrat at that time. However, we want to know when he switched to his present identification. By stressing "When did you change from Democrat (back) to Republican" you will get the time element which we are most interested in.

Question 28d. This is a follow-up to 28c, to find out R's main reason for changing his mind at the time has has given us. For example, if R answered 28c "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 28e, f, and g. This sequence is to establish the national or local frame of reference used when respondents classify themselves in Question 27.

Question 28h. This question is asked if the R answered "Independent" or something other than Republican or Democrat to Question 28. 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 28i. 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 28j and 28k.

Questions 28j-1. These get the same information as 28c and 28d, this time for Independents.

Question 28, m, n and o. Same as for 28 e, f, g, this is to establish the national or local frame of reference used when respondents classify themselves as Independents in Question 28.

Question 29-32. These questions are directed at the political involvement and affiliation of the respondent's parents. If R grew up without one or the other of his parents this should be noted. If he was raised by some other couple, ascertain the information for each of them (as for an aunt and uncle, or for grandparents). Note the relationship between them and R, and fill in the information as though for the parents. If R was raised in an orphanage or other institutional setting, write this information down.

Question 33-35. If R has ever voted for president, ask Q34 and 35; if he has never voted for president, skip to Q 36. None of these questions should present any problems as they are old and time-tested.

Question 36. Try to pin R down to one of the three categories offered in the question. We are not interested in "why" his interest or lack of interest, but we do want to be able to locate him in one of the three (very much, somewhat, or not much interested).

Question 37. This is another item designed to assess R's involvement in things political.

Questions 38-45. NOTE TO SOUTHERN INTERVIEWERS: Over this sequence of questions, R may confuse the November general election with the primary held earlier. The ending of Q 38, "...in the November election," is intended to clarify this point. Where the primary is the more crucial contest, as it frequently is in the South, Q45 will provide the information we need about it. In Q47, please emphasize "November" for the same reason. We do not want to get the names of primary candidates in response to this question.

Question 38. This is a revised version of an old question. We are trying to avoid an "over-reporting" of the vote. There is a visible tendency in every post-election study for some non-voters to remember incorrectly that they voted. This gives us too many apparent voters when we compare our figures with national totals, and usually the people who make a mistake tell us that they voted for whoever won the election. Hence, the long and permissive introduction to the question. If you have any doubt about the accuracy of R's report, note reasons for your doubt in the margin. If R says he voted, but includes the slightest qualification suggesting lack of personal certainty, check box "3" rather than box "1".

Question 39. This question requires only the name of the Congressional candidate or party for which R would have voted. This answer is to be obtained even if R never votes or is ineligible to vote. We are interested in his preference nonetheless. If R has no preference or for any other reason does not favor a particular candidate or party, be sure to get this down. Do not force the R to choose if he actually isn't inclined this way.

Question 40. This question, to be asked of all voters whether or not they voted for congressman, is a general question and is not directed at any particular vote or office in the election.

Questions 41-44. This sequence of questions will tell us how R actually distributed his various votes in the November election. In Q 41, 42 and 43, try to get down R's exact words, i.e., we want to know if he answers by giving a candidate or party name. If R answers by saying he doesn't know whom he voted for or doesn't remember the candidate's name, probe to see whether R remembers which party he voted for. In 1952, our instructions were not sufficiently clear and we ended up with about 15% of the voters telling us they didn't know the candidate's name and then not even being asked which party the vote was cast for.

For questions 41, 42, and 43 there are a series of special instructions for interviewers in various states. These are laid out in detail at the beginning of this section, under the heading "Preparation for the 431 Interview". These are very important, and you should check them again to be perfectly clear as to how they affect use of the questionnaire in your state.

Question 44 and 44a are general questions about state and local offices other than Senator, Congressman and Governor. By voting a "straight ticket" we mean voting for all candidates of one party, excluding still the vote for Senator, Congressman and Governor. If R is a Democrat and has voted for all Democratic candidates excepting one Republican, he has voted a split ticket according to our definition. If R says he has voted "mostly" for one party, get some indication of what this means -- how many votes on each side, etc.

Question 45. This question serves two major objectives. The first part of the question is informational. The probe, for those who know that a primary was held, will provide essential information about R's political participation. In some districts where one party completely dominates the politics of the area, voting in the primary is the only meaningful chance to participate--at least it is more important than the general election and more people will vote in the primary than in the general election. A full answer to the question "Who did you vote for?" should include the name of the candidate and his party; the latter information will come, if necessary, from your asking Q45c.

Question 46. Note that this question is now about the general election--not the primary--and it calls for an answer in terms of the usual winner. If R responds in terms of: "Well, the Republicans have won the elections recently," repeat the question emphasizing usually. Any difference between the usual election winner and the winners of the recent elections should be picked up in Q46c or e, which ask if any change is taking place in the district.

Question 47. This question again serves two objectives. It gives us some indication of R's information level. It also serves to clarify the identity of the candidates and thereby paves the way for asking the next set of questions. You should be prepared to give the proper name(s) at the end of this question, in the form of the comment indicated, where R has not known the name(s) or has been incorrect in naming them. (See comments above under "Preparation for P-431 Interviewing".)

As we indicate, knowing the names is not of crucial importance to being a good citizen. Many of us on the staff could not name the minority party candidate here in our district. We expect only the very best informed respondents to know them. However, many R's who do not know a candidate's name will nevertheless know something about him, and we tell those R's the names just to clarify who it is that we are asking about in the next questions.

If our list shows only one unopposed candidate in R's district, ask Q47, 47a, and 47b anyway. This will give us valuable knowledge of the R's level of information. However, the closing statement under Q47 should be modified to fit this case.

Question 48. This question is directed at disclosing instances in which a Congressman's actions are remembered by the respondent. In a sense this is a straightforward attempt to get information. However, in an attempt to appear interested and well-informed, some respondents may give vague affirmative answers. Probe in an attempt to verify the fact that the respondent really does remember some particular action and is not just reflecting a general positive attitude toward the Congressman.

Questions 49-66. This is a very important sequence of questions. As you can see, we are trying to discover just how much people know about congressional candidates--and particularly how much they know about the stands which the candidates take on certain issues. The information is vitally important to our plans for analysis, but we anticipate that it will be provided by only a minority of all our respondents.

The sequence is set up to minimize interviewing problems. The answers which R gives for Questions 49 and 50 determine whether or not you begin to ask more specific questions about each candidate. For example, if R says he has not heard or read anything about the Republican candidate (Q49), then we assume that he does not know enough about the candidate to warrant asking the long sequence of questions about the Republican candidate, Q 51-58. Therefore, a "No" to Q49 means that all questions, 51-58 drop out; you do not ask R any more questions about his Republican candidate.

Q50 determines the fate of the series on the Democratic candidate (Q59-66), and is exactly parallel. A "No" to Q 50 means you do not start on the Q 59-66 sequence at all.

In practice, you will find that some R's will not know either candidate on Q 49 or Q 50; for them, the entire section Q 51-66 drops out. Some R's will know both candidates, and therefore both sequences will be begun with them. Most R's will know only one candidate, either Democratic or Republican, and you will proceed with either Q 51 or Q 59.

After the first screening of the less-informed, a second screen appears part-way into each sequence (after Q 52 for Republican candidates, and after Q 60 in the Democratic version). Our major concern here is to allow you to skip questions that are not meaningful to the R. Q 49 and 50 may not keep all such R's from being asked the more specific sequences. Consequently, if R gives "Don't Know" answers to Q 51 and 52, do not try to ask the rest of the sequence (Q 53-58). Similarly, if there is no content on Q 59-60, drop Q 61-66. Of course, you will have to use your own discretion here. If R gives very sparse answers to Q 51-52 or Q 59-60, or if you feel he does not really know anything about a candidate, treat him as a "Don't Know" and skip the remaining questions of the sequence. Please cross out unasked questions with an "Inap", so that we will know you have not missed them by mistake. We are hoping that R's who do not drop out on either the first or second screening will be well enough informed so that the rather full probing will not prove embarrassing or tiresome for them or for you.

However, watch for indications that people who really do know something about the candidate are too modest and tell us that they haven't read anything.

Questions 51 (for Republican) and 59 (Democrat). This very general question is intended to tell us what ideas people have about the qualifications for being a congressman. We could have made up a set of qualifications ourselves and asked people how each candidate measured up to each item, but we feel we will have a better understanding of how people see a congressman (if they see him at all) by letting them give us their own definition of "the right sort of person to be a congressman." Try not to give any hints to respondents who ask for guidance here. If the R asks "What do you mean by 'right sort of person'," do not help him out by suggesting honesty or sincerity or ability. Try to be sympathetic, indicating we just want to know what the R thinks, and repeat the question as worded.

Question 52 and 60. Here we are looking for indications that the respondent can identify himself with the candidate. We are not primarily interested in knowing what kind of people R thinks are like himself, but we do want to know when R sees any evidence that the candidate understands people like himself. If R says the candidate does not know him, repeat "Well, how about people like yourself."

Some of the possible frames of reference for both pairs of questions (51-52; and 59,60) are indicated by the specific contingency probes, 52b through 52e, or 60b-60e. These questions reflect our interest in the importance of class and group memberships and associations in voting behavior. We suspect that many votes, particularly for a congressman, are cast because of the candidates' social class, their ties with particular economic groups, their religious affiliations or their ethnic origins. If such factors are spontaneously referred to in the 51-52 and 59-60 questions, you need not re-ask the parallel item requested specifically in 52b-e or 60b-e. We want to ask the b-e series when people don't mention these subjects earlier, because we suspect that many people are aware of these various factors but do not realize or will not admit that such factors are the basic for a part of their vote decision. In each of the items (b-e) we also want to know how closely R associates the characteristic with the candidate. If on the "e" question, for example, R can say without hesitation "He's an Irishman" it probably means that he is in the habit of thinking of the candidate as an Irishman. In this case, note the response as usual and then check the first box underneath it. But if R has to stop and think about it, or says something like "Well, most people with that name are Irish, so I suppose he is probably Irish, too," then he doesn't seem to be in the habit of associating the nationality with the man. Therefore, whenever there is any pause or other evidence of thought or confusion, or if R asks what you mean, note any content response but check the second box. Save the first box for cases in which R has the answer on the tip of his tongue. You don't need to probe hard on b-e; if R doesn't find a question very meaningful for a particular candidate, move right on to the next question.

Questions 53, 54, 55, and 61, 62 and 63. You will recognize these questions as counterparts to the issue questions which we ask the respondents in the early part of the interview. The chief difference, of course, lies in the fact that the present questions are about the candidates' stands on the issues and the respondents' evaluations of these stands. The probes for the evaluations (53a, 54a, etc.) will, of course, be asked only if R thinks the candidate does have a particular position on the issue and will not be asked if R does not know the candidate's stand.

Questions 56 and 64. If "Don't Know" to all three questions, Q53-55 or Q 61-63, skip Q 56 (or Q 64). If R knows the candidate's position on any one of them (or more) ask Q 56 (or Q 64). In many instances people will know a candidate's stand on an issue only through knowing which party the candidate belongs to. That is, they may not actually know of any instance in which the candidate took a stand, but they infer from the fact that he is a Democrat or a Republican that he must take a Democratic or a Republican stand. Consequently, these two questions are asked to separate such persons from those who do "really know" the candidate's position--people who have read about a candidate's vote or speech or other indication of commitment on the issue.

These questions should be asked if a person has any notion of a candidate's stand on any one of the three issues in question. Again, we assume that very few people will have such specific knowledge of a candidate's position, and we are quite certain that in most instances the R will be able to answer 56 or 64 with regard to only one of the three possible areas. We also are assuming that where R knows about a candidate's position on two or more of the three topics he will be so well informed, and so articulate, that this information will be provided in his response without confusion.

Questions 57, 58, 65 and 66. These open questions are intended to give R a chance to mention any other issues or policy questions that were important to him. This is also the opportunity for R to talk about the candidates in terms other than issues and governmental policy. These four questions are quite similar to the candidate questions we have asked in the presidential studies. We expect a great many references to the personal qualifications, personalities and character of the candidates; also we expect frequent mention of the candidates' party affiliations.

Questions 67-71. This short sequence is intended to find out how people think a Congressman should act once he is in office. Our major problem in this series is that we are afraid that the most popular notion is the simple notion that a Congressman should be a free and independent agent who should do his job as best he can without being controlled by anyone else. We know, however, that when the right situation arises many people will change their attitudes and say, in effect, "Well, on this matter he should do what his voters want him to do," or, "On something like this he doesn't have any right to go against the president," or, "He is a Democrat and he ought to act like a Democrat instead of voting with the Republicans so often."

We have tried to avoid the slogan-like response by posing a set of conflict situations in which the respondent has to make a choice. We have also tried to establish a number of different frames of reference. Thus, in 67 the conflict is between the Congressman and the voters and the question is what should he do; in 68 it is a conflict between the Congressman and his party and the question is what should he do. In 69 and 70 the conflict is between Congressman and President, and the question is not who should have the most say, but who does have the most say. In 71 the frame of reference goes back to the question of who should decide.

NOTE:

Please note that on page 43 of the Instruction Book the Economic Behavior program questions are numbered incorrectly.

In the Instruction Book they are numbered 75 and 76; but in the questionnaire they are numbered EB 1 and EB 2. Therefore make these changes in your Instruction Book so that the numbers will coincide with those in the questionnaire.

Questions 72-74. In these questions we are interested in tapping some very general attitudes which are likely to be related to R's ideas about politics. In Question 72 we hope to measure a general feeling of cynicism about government; Question 73 is intended to assess R's feeling of competence about the conduct of his life; and Question 74 gets at the degree to which R is willing to accept change and new things.

Often in the past we have asked questions of this type in simple agree-disagree form. This makes for rapid interviewing, since only one alternative is posed and R simply agrees or disagrees. But we have found over the years that some people will agree with any commonly-heard statement, whatever the content seems to be. For example, it is not infrequent that a person will agree with both of these statements:

"It is a good idea to stick with what you have and not try to change things."

"It is a good idea to look for ways to change things, to try and make them better."

We have come to the conclusion that it is necessary to focus the attention of R upon a choice between two content alternatives, either one of which, by itself, might look attractive or at least familiar. Therefore we have been eliminating the simple "agree-disagree" type of question in our questionnaires. The replacements will not move as rapidly in the interview situation because the answers will not be as glib. The R will be forced to think more carefully, which is precisely what we wish. If R tries to get you to enlarge on the remarks, tell him that they are just general choices and that he is to choose the alternative which he finds more nearly attractive, if neither suits him. If he says that "It depends", ask him "Well in general how do you feel?"

In cooperation with the Economic Behavior program, we are including two questions in the November questionnaire concerning the new car models, getting information which could not have been obtained at the time of the Omnibus study. These questions will be familiar to you from a number of studies.

Question 75 through 75b. Be sure to ask Q.75 and 75a for all R's eligible to be asked Section II. If R answers "yes" to either (or both), ask Q 75b about each car the family expects to buy. Use the margin for answers about a second planned purchase (if any).

Question 76-76b. These questions are designed to check on people's awareness of 1956 models and changes which car manufacturers have introduced. If R has not seen or heard of the 1959 models, or doesn't know if they differ, record hsi "don't know" and omit 76a and 76b. Don't force R to express an opinion.

For respondents who are aware of 1959 models and who think they are different, Qs. 76a and 76b are there to get the extent by which R thinks they differ and the specific ways he sees them as being different. When R is specific, give us the detail he mentions; but when R cannot think of specific differences you will have to accept vague answers or a "don't know."

Questions 77-83. These questions go to make up Section III and are asked only of movers. They cover some of the same ground which has been covered in Section II (for cross-section P417 addresses only), but in some cases they cover it with slightly different items.

The first three questions (Q77-79) get at R's worry about war, and represent another way of estimating the mood of the nation, as in earlier items (Q25-27).

Question 80 is a straightforward scale measuring general reactions to politics which we have used in earlier studies.

Questions 81-83 cover almost the same ground as Q. 72-74. However, the questions are in the form which we used to employ, that of simple agree-disagree items. We know how our panel people responded to these in 1956, and we want to get an idea how stable their responses will be after two years. Therefore, for the small group of movers, we did not want to change the form of the questions, as we have for people in the cross-section.

PERSONAL DATA

These are all quite simple and straightforward questions. With one or two minor exceptions, they have been used successfully on a great number of surveys. We need the information to classify respondents, according to various characteristics pertinent to this kind of study (age, sex, income, schooling, occupation, etc.) If you need to, explain to R that we need this information in order to tell whether men feel differently than women, whether older people answer the questions differently than younger people, people of higher income differently than people with lower income, etc. We will deal in detail here with only a few of the questions which demand special attention to avoid inadequate responses.

PD 3-6. This is information which you can enter from the listing box on the cover sheet A or C. However, you will not get this information on cover sheet B, so we have included it as regular schedule items.

PD 11-12 These questions require particular care to make sure we get a full account of R's occupation. First, please note that the first set of occupation questions (PD 11) is asked of R, even though R is a housewife. PD12 gets parallel information for the head of the household, where R is not head. 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 example 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 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?

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 13-19. These are to be asked of all people who do farming, even those who have other jobs but do a little farming on the side. They should be asked not only of people who own or rent farms, but of farm laborers - harvesters, migrant workers, and the like. PD 13 allows us to distinguish between full and part-time farmers, and we would like to have the same information for both. Notice that we want the same information from farm wives as from the husbands who do the actual farming.

Question PD 14. If not clearly "own", "manage" or "rent", record the explanation.

Question PD 15. A response in acres or sections would be desirable, although as a last resort any meaningful estimate would be helpful.

Question PD 16. We are interested first in being able to distinguish R's who are engaged in diversified farming (a number of types of produce) from those who depend primarily on a single, major crop -- fruit, vegetable, grain or livestock. Then of course we want to know, for the single-crop farmers, just what that major crop is. If a second major crop is given, record this, but make sure it is important enough to the farm R to be close to equal in importance with the first.

Question PD 19. If there is any question here, "government" means the federal government in Washington.

Question PD 20. This sequence of questions will be asked of any R who lives in the same household with a union member. In PD 20b, we are anxious to get more than the simple distinction between AF of L and CIO unions; we would like to know the name of the international union to which the household member belongs. Therefore, we need enough probes to uncover the full name of the international, although we are not greatly interested in the number of R's local union. Where more than one union member lives in the same household, get the specific international union for both, indicating in the margin which household member belongs to which union. Where more than one member lives in the same household, Questions 20c-e should apply to R, if R is one of the members; or to the head of the household, if R is not one of the members. Where R is not the union member in the household, PD20c-e should be asked concerning the union member. For example, the wife of a union member would be asked, in 20d, "Would you say your husband feels pretty close..." PD 20d and 20e help us to estimate how attractive the labor union is for the member. Information of this sort, concerning the individual's identification with his group, is to affect his political behavior, and you will see that we ask similar questions pertaining to other group memberships as well (see PD 21 and 22).

PD

Question/21-22. Here, in addition to picking up factual information about group membership (initial question, PD 21), we add more information concerning the member's identification with his group. These questions have been asked of minority group members in previous surveys without any indication of discomfort aroused.

Question PD 23. This sequence of questions is another which has become tried and true over the course of past surveys. In general, if R asks what we mean by "class", 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 the first question (Question 23) we want to find out whether R does think in terms of class groups. But even if he says he does not, we are anxious to have him place himself in one class or the other. This is why we say "...if you had to make a choice" in Question 23c. We do not want R to feel that he does not need to make a choice, simply because he has said "No" to Question 23.

PD

Question/26. 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 27. 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 29. This is a new question, but it is quite straightforward and should go smoothly. It is designed to help us keep track of various types of population movement -- from region to region and from city to suburb as well. In PD 29a, it may be that R has moved to his current address from some other address in the same city or town, or he may have moved in from out of town. If he has just moved within the same town or city, we assume his response will be another address. Note his response as usual, but it will not be important to get a very precise address, if he has trouble remembering. We will be most interested in his response to PD 29b in any event. You will have to be more careful, however, if he has moved in from out of town. In this case his response is likely to be a town or city name, without an address. This is perfectly all right, as we are still not too interested in the particular address. But it is important to make sure that you get both a place name and a state. If he has moved from a nearby town, he may not mention the state, assuming you know. Since many town names crop up in state after state, however, it is necessary to make clear the state. And, if the response to 29a is "Washington", of course make sure you know whether it is Washington, D. C. or the State of Washington which is meant. When just a state is given, ask for a place name within the state.

Question PD 30. 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 is coming to this 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 winners have been employed all year, just part of the year, etc.