

INSTRUCTION BOOKLET

Pre-Election Survey

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October, 1960

SPECIAL INSTRUCTIONS FOR P-440 TELEPHONE
INTERVIEWS

INTRODUCTION

This year with your help, we are going to try to reach more of the Panel Members of P. 440, who have moved, than we have been able to in the past. Because of the long distances and remote locations of these respondents, it has been impractical to obtain interviews from many of them. In the last few months we have had a small special study in the field in Michigan which has involved follow up of movers outside the state. The work was done by telephone, and the results were so good that it seemed feasible to apply the plan to the Election Study. Respondents have been most willing to cooperate. Perhaps the long distance phone call impresses them with the importance of our need for an interview. The respondents you are to interview have been sent letters informing them of your call. Of course, we do not expect the response rates to be too high, as respondents are more difficult to locate via phone, but I do think that you will be quite surprised at how well you will be able to do.

MATERIALS

For each R whom we are trying to follow there is:

1. Cover Sheet
2. Interview schedule marked "T" in red on the Face Sheets

Certain sections of the questionnaire have been deleted to shorten the interview. Some supporting information to help you know when you have the proper respondent has been included on numerous cover sheets.

PROCEDURE TO FOLLOW

Summary of
Procedure

1. Make a person-to-person call to the address or number indicated on the cover sheet by "Phone here" or "Phone here first", or "Phone here only".
2. Verify that you have the designated R by using such information as age, sex, relationship to head, previous place of residence, first and last name, R's memory, etc.
3. a. If you are sure you have the right R take an interview.
b. If you are sure you do not have the right R, don't take an interview.
c. If you are in doubt, but have reason to believe that it may be the right R, take an interview. Err in direction of taking the interview.

Detail of
Procedure

Locating R In most cases the cover sheet bears several addresses which we have accumulated for this R over the years. In all of multiple addresses, one address is indicated (red pencil in margin) as "Phone here" or "Phone here first." This is your starting point. If this first call is a dead end, and if there is no further instruction in red pencil to try one of the other addresses, you have completed the job: it is a simple non-interview.

If, however, the first address is a dead end and you are asked to try another address, do so even if this is an address outside your general region. Where the secondary address lies outside the region, we want you to go ahead with it, since time is too short for further sailings back and forth.

If the address is marked "Phone here only", it simply means that we have reason to believe the other addresses are completely useless, and should not be tried. Naturally, if at a "Phone here only" address you get new information as to some number where R might be located, you should go ahead and follow the new clues.

Making sure you have the right "R" There are two broad problems here: (1) getting the right household; and (2) getting the proper R within that household. The second problem may be more confusing than the first. If a call goes through smoothly--that is, if there is indeed someone of the name you are searching listed at the address we give you in the local telephone directory--you are almost certain to have at least the right household, unless the family name is an extremely common one like "Jones" or "Smith". But it will take more checking to be sure that you have the proper respondent within this family.

To avoid error, you must pay attention to things like age, sex, and relationship of R to the head of the household, as well as to the all-important first name. All of this information is given on the work-sheet.

Occasionally, some household member who does not appear to be the proper R will insist that it was he (she) who actually gave the preceding interview(s). In these cases we want you to get the R indicated on the work-sheet nevertheless. We have much evidence that memory plays tricks on some respondents, so that they innocently distort who the proper R was. Or, in some cases the distortion may be intentional: a wife may try to supply the interview herself even though she knows her husband gave it before, since her husband is very busy or because she is curious about the interview. In short, the work-sheet enclosed has to be the final criterion of the proper R once the household is located.

In all cases, the cover sheet makes clear (Address "A") where the preceding interview was administered. With a few exceptions (where we had already travelled long distances to take the 1958 interview), you will find that this earlier address is some considerable distance from the address marked "Phone here (first)". Once you think you have located the right household, the most airtight verification that you do have the proper household (or better yet, the proper R) is to see if R (or at least the household) did in fact live at the previous address at the earlier date.

If, in addition, R remembers the preceding interview taken at the prior address, so much the better. Once again, however, we know that some R's fail to remember an interview two or four years before. If the potential R has the right name, age, and sex, and did live at the prior address at an earlier time, you should take the interview even if he does not remember an earlier interview.

We are dealing here with families (often young) that move around a lot and perhaps change occupation frequently. We give you past occupation information on some of the work-sheets, but you certainly cannot take for granted that R must be in the same kind of work at the new address. The simple fact that the household has changed its location drastically means some kind of job change. We give you the old occupation simply where we think it may help you pin down an identification through a knowledge of what R did at his preceding address.

We have already found cases in which our "Phone here" addresses turn out to be those of parents or the old family home, when R is young and moves a good deal. Perhaps he returns home frequently, or perhaps he simply uses the old family address as a stable forwarding address. This type of case illustrates the danger in an identification which is too hasty.

Consider this example. You call the address, find a family of the appropriate name, as well as a family member of the proper sex and first name. But you discover after the interview that you have talked to R's father or cousin, who is naturally a member of the household. It is for this reason we suggest that several pieces of information should be checked before you start the interview:

- (1) You should have a person of the same first and last name.
- (2) He should recognize that he has lived (however briefly) at the preceding address given for an earlier interview. Hopefully, he will remember the previous interview; but this latter fact, whether positive or negative, is not conclusive by itself.
- (3) He should be of the same age and sex as indicated in the information materials accompanying the cover sheet. People do not report age with perfect reliability, so that an age discrepancy of even five years need not be alarming, if everything else checks. But there should be a reasonable correspondence.

What should you do if most facts check out, but one is clearly discrepant? First, some facts are more important than others. The full name and prior residence at an earlier address are most crucial. If these do not jibe, it is likely something is wrong. If these

are all right, but age is ten years too large or small, this should serve as a danger signal. In other words, you should try to find out if there is anyone in the household who fits the total description more perfectly. If not, take the interview anyway. In general, when in doubt, take an interview. But an isolated discrepancy should alert you to the desirability of further verification.

How much to "follow" R's Telephone operators, particularly if they understand the nature of your project, are likely to take great pains to help you find the respondent. Your call will be a person-to-person call, but if no such person lives at the address, although the family name is the same, it is reasonable to ask the operator to ask the family where the proper R might be contacted. As suggested above, any new information picked up from the first address should be followed out until leads are exhausted.

The most common "dead end" which you will encounter is to discover that no telephone is listed for a person of that name at the address which we have given you. In this case, the next step should be to ascertain whether anybody of that name is listed in the local directory, regardless of whether the address coincides with ours or not. If there is such a person listed, you should call this person and try to establish the important pieces of information above. If there is no person with the same first name, but there are some listings of people with this last name at unfamiliar addresses in the community, you will have to use your judgment.

If the last name is an extremely common one, there will probably be several people of this name listed, and it is too much to expect the operator to try them all. If the name is unusual enough, or the community so small that only 2-4 people of this name are listed in the directory, we would consider it worth the time to have the operator try these listings in search of somebody of the proper first name or initials.

This instruction is particularly important where you have a wife's name given as "Mrs. Sally Doe". If she is married, it is likely that the telephone is listed in her husband's name. Therefore if there is any "Doe" listed at the address we give you, the call should be placed and Sally should be paged; or, if there is no "Doe" family at the address we give you, but there are two Does listed in the book, one "John Doe" and the other "William Doe", it is worth a call to see if the wife's name is Sally. Rest assured that we have given you the more formal name "Mrs. William Doe" in all cases where this information was available to us.

In two or three cases we have given you a name and a very poor address, such as the community without any street address. These are worth having the operator check in the local directory. If it is a very unusual name and there are one or two households of the same last name in town, you might try them to see if you can get information on R. (Naturally, if there is a listing for an R of this complete name, we assume there is no problem). But these are poor risks, and we do not expect you to try to push them very far.

In a few cases, also, there is an address "care of" some other name. This is checked in the telephone listings.

and it is likely that this person can give information as to where R may be contacted even if R no longer resides care of this person.

Finally, it should be noted that we cannot absolutely guarantee the spelling of the last name. Whenever we were aware of two possibilities we have indicated them. But it would never surprise us to learn, for example, that someone we listed as "Hertzman" turned out to be located as "Hartmann". In every case, the name given first is probably spelled correctly, but a minor variation could have crept in.

Numbering
Your
Interview

Please number your telephone interviews beginning with the next number of your last personal interview. The telephone interview number should be preceded by a "T". For instance, if the last personal interview you took was number 15, then your next telephone interview should be T16.

Length of
Interview

Accurate time records should be kept for each call and recorded under the "Take time". If possible, charges for each call should be obtained and stated in the thumbnail. You should tell the operator in advance that you will want the charges.

Record correct
phone no.s &
changes in
Address

Once you have received the correct phone number for a respondent, please record it on the cover sheet near the address. Also, verify the present address with the respondent; if there is any change note it in the proper place in 1B on the cover sheet.

Other Infor-
mation

All other information pertaining to the phone call should be recorded in the thumbnail.

Progress
Report

We are most interested in the progress of your efforts. Therefore, please wire us Thursday noon, November 3, 1960 and include the following information:

~~Number~~ of telephone interviews taken _____
Number of final non-interviews _____
Number of Rs not yet contacted _____

Dead Line

The time that you have to work on these interviews is relatively short. No interviews may be taken after November 7.

CONCLUSION

The telephone interviews we are obtaining in this study are quite different from the usual methods we use. However, it's important to keep in mind that we have made personal contacts with all these people before and so are not total strangers. It may take a few minutes at the beginning of the call to introduce yourself and explain the purpose of the call. Building rapport on the phone is important, and please don't feel that it must be cut too short because it is a long distance call. We are anxious to leave the door open for Post-election Interviews (THOUGH RESPONDENTS SHOULD NOT BE ALERTED THAT THEY MAY BE CALLED AGAIN). If you should have any questions regarding procedures of the telephone interview, please don't hesitate to call. Best wishes.

I. GENERAL INFORMATION ABOUT THE STUDY

Background

The study of political behavior, like the analysis of economic behavior, has long been an important part of the Center's research program. In fact, this will be our sixth study of a national election. A number of you have worked on several of these studies.

We first started studying the election of a president in 1948. The brief post-election study done that year was followed by much more ambitious studies in 1952 and 1956, involving interviews with the same respondents just before and just after the elections. In 1954 we did our first study of a Congressional election with a short pre-election interview. Then, as you may remember, we conducted a very comprehensive study of the Congressional elections in 1958, talking to many of the same people with whom we had talked in 1956.

From all of these studies have come books, articles and reports which now number in the many dozens. This spring we published our most ambitious piece of work to date, a 600-page volume entitled The American Voter. Earlier in the year we sent reprints of a magazine article based upon this book to the interviewing staff. As you may have noticed, The American Voter, while serving in part as our major report from the 1956 study, is really based upon all of the political studies which we have done since 1948. Even the interviews collected twelve years ago have been guarded jealously in our files, and all of these thousands of interviews which you have taken over the years were used in preparing the book. The quality of field work and interviewing done for the Survey Research Center enjoys a very high reputation among scholars and journalists, so that the book was assured of much attention from the start. We hope you may share in our pride at the warm reception The American Voter has received.

General Objectives

Our 1960 study is designed to carry on our work in a very direct way. It will be the third phase of a "panel" study, in which we return to talk to the same people with whom we have already talked in 1956 and 1958. We would like to talk to them both before and after the election.

Why talk to the same respondents again? The primary objective of our 1960 study is an analysis of stability and change in the attitudes and votes of the American citizen. In our studies up to 1958 we had always talked to a new sample at each election. At the same time, we did ask a number of the same questions with regard to each succeeding election. It has been apparent, when we have compared reactions of the public to the parties and to important political issues over the years, that significant changes in voter attitudes have been going on. We have described some of these trends in our publications. However, when we take a new sample each year, we are unable to pick out any one individual and say with certainty that he is responsible for part of the change we have seen. It is only with a panel study that we are able to put our fingers

on specific people who, in changing their view of things, have led to the change in the complexion of our results. And this information in turn permits us to deduce much more accurately what factors are really responsible for these tides of change in attitudes and votes.

Although the panel study has long been considered the ideal way to study human behavior, our 1960 election study will have the distinction of being the first nation-wide sample in the history of social research to be held together and reinterviewed over a period of time as long as four years. It will also be the only panel of any sort conducted on politics with a nation-wide sample. Naturally, as you know, we lose some respondents between each phase: some people to whom we have talked before simply drop out of sight and cannot be relocated. For this reason the basic sample which remains to be reinterviewed as a panel in 1960 will be somewhat smaller than it was in 1958. But the people who remain are, for just this reason, more precious than ever, and we are anxious to get good interviews with every one of them we can reasonably keep for the 1960 study.

The election study this year will also double as a cross-section study of the national vote. Since we lose some respondents inevitably over the course of a panel, it is hard to be sure we are still talking to a sample perfectly representative of the nation as a whole. In 1958 we were very fortunate on this score; the people whom we succeeded in interviewing a second time looked very much, on all the characteristics that interest us, like the original group interviewed in 1956. However, we cannot take for granted that this will happen again, and therefore we want to make sure we have a sample which represents the nation beyond doubt. Furthermore, by adding a cross-section to our study design, we will have materials on the 1960 presidential voting which will be directly comparable to our samples from other years. Therefore, we are adding to our panel interviews some new respondents who will serve to round out a cross-section of the nation.

Sample Design

The combination of panel and cross-section studies gives a more complex sample design than for the normal Center study, although it is very similar to the design which we used in 1958. In order to get an accurate cross-section of the country, we will return to most of the addresses drawn for our original 1956 sample. These addresses, when supplemented by new construction, will make up a cross-section sample of dwelling units in the country. Ideally, we should return to all of the original 1956 addresses. However, at a small portion of these addresses we encountered refusals in both 1956 and 1958. Furthermore, another small group of people interviewed in 1958 asked that we not return again. On the request of the Field Office and the Supervisors, we have consented to make things as pleasant as possible by not asking you to return to these addresses for another try. For 1960 purposes, therefore, we are considering that these people are already "refusals." This does not mean that you will not encounter new refusals at other addresses. But the rate of refusal for the addresses which we do send out should be much lower than for the normal study.

Our 1960 sample can be thought of in three parts:

- (1) Old 1956 addresses where our 1956 respondent no longer resides, and where we shall choose a new respondent.
- (2) Old 1956 addresses where our 1956 respondent still lives and will be reinterviewed.
- (3) "Panel movers": original 1956 respondents who have moved away from their 1956 sample addresses and who will be reinterviewed at their new addresses.

The first group contributes only to the 1960 cross-section study, and is not part of the panel. The third group contributes only to the panel, and not to the cross-section represented by 1956 addresses. The second group, however, which is the largest of the three, contributes to both the panel and the cross-section samples at the same time. This is the double-purpose part of the sample.

If we knew before we went to an address in 1960 that we would find the respondent from 1956, or if we knew in advance that he had moved out of the dwelling unit since 1956, our procedures this year would be greatly simplified. By mailings and by careful accounts on the 1958 whereabouts of each respondent, we have tried to keep track of each panel member as best we can. However, our information at this point remains very fragmentary, and even if it were complete at the time we sent out addresses, new moves on the part of panel people would make it partially obsolete before you go to the addresses. Therefore, it has been necessary for us to prepare six different types of cover sheets to handle all of the possible situations which you will encounter. We have been able to assign these various cover sheets to their appropriate addresses, so that the number of cover sheets puts less burden on you than might appear at first. However, it will be important for you to follow the instructions on each cover sheet with greatest care. What you do at any given address depends in part on the situation which you encounter, and the cover sheet given you for the address indicates what steps to take for each contingency (See description of Cover Sheets in Section II.)

At a large number of the 1956 addresses we will find our old 1956-1958 respondents. These people will fit Group 2 above. But at some of these addresses, we will find that our old respondents have moved since 1958. At certain addresses when this occurs, the cover sheet will instruct you to use the selection table to pick a new respondent for a 1960 interview from the new family which has moved in since our old respondent left. These new additions fall in Group 1 above. We shall also pick new respondents at addresses where there has been new construction since 1958 (for Group 1 also). By interviewing at these 1956 addresses and new construction addresses we complete Groups 1 and 2 above, and thus get an accurate cross-section of the 1960 voting public.

If we stopped at this stage, however, our panel of old 1956 respondents would remain incomplete, since more than one-third of these people will no longer be at their 1956 addresses. In order to complete the panel, then we shall try to follow as many of these "movers" as is financially possible. These interviews will constitute Group 3 above. In 1958 we succeeded in following and interviewing well over 300 respondents who had moved out of the 1956 addresses before we returned for the 1958 phase of the panel.

Sponsorship of the Study

As a means of financing the study, the Center was awarded a research grant by 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 with 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.

The Questionnaire

To make a panel study useful for the analysis of change, it is necessary to employ questions which have been asked of the same respondents in earlier phases. Therefore, about 80% of the questionnaire is made up of items which we have used either in 1956 or 1958. This means that the questionnaire is largely "tried and true." On the other hand, since there is a sprinkling of new questions and since two years have elapsed, we do not expect the respondents to be too closely aware that most of the questions are the same. However, a respondent may occasionally ask why we don't just use the answers he gave to these questions before. There are two things which should be said if this situation arises. First, if the respondent asks this during the main body (political attitudes) of the questionnaire, you might remind him that we have returned to talk to him instead of picking somebody new mainly because we are interested to see how new events may change people's feelings about the parties and the political issues of the day. If, on the other hand, the respondent wants to know why we are asking the same questions about things which cannot have changed (such as place of birth), you might point out that we use these questions to make sure that the person we have talked to a second or third time is the same person we talked to at the time of our first interview. While we use names for purposes of mailing reports and relocating our previous respondents, you can remind him that his name is never associated with his interview responses in our analyses, and repeating some background questions helps assure us we are really talking to the same person we talked to before as we analyze our data.

We have tried to organize the questionnaire in the clearest and simplest fashion possible. We have been able to avoid the use of different forms for different types of people. Questions are fairly well grouped by content area. The opening items (roughly, Q.1-15) permit the voter to talk freely about his reactions to the parties and the candidates, along the lines of our past interviews. Questions 16-25 begin to probe more directly into the voter's attitudes on political issues. Many of you will recognize these questions drawn from larger sets in 1956 and 1958. The next series of questions (Q.26-35) 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 (Q. 36-46) 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, to 1948. A fairly detailed "personal data" section concludes the interview.

There are several points which are important to mention concerning 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 a key answer word in the box which you are to check. As far as your interviewing is concerned, you should disregard these numbers; the answer words 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 11-12, 32-34, 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. At some points, as in the sequence of issue questions (Q. 17-25) it has saved a great deal of space to arrange the row of answer boxes fairly closely together. Please be 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. You will see that many questions are asked only of people who have given a particular answer to a previous question. In most cases contingencies follow a standard pattern. However, Q.16 is a bit out of the ordinary. Please study these contingency questions carefully, and pay special attention to the question-by-question objectives for them (see Section IV which follows).

Your Introduction to Respondent

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. We want to make sure there is no confusion in the minds of the respondents 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?" folders, etc.).

You will need to use different types of introductions depending upon whether or not you expect to find an old respondent at the address, and whether it is a respondent interviewed at the address in both 1956 and 1958, or in 1956 only. Some suggested introductions for different situations are provided in the Field Notes, Section III, pp. 25-27.

You can also assure respondents that findings of the study will be published, and therefore will be available to everyone interested in public opinion on the election. However, you will certainly want to stress the fact that no individual is ever identified in the reports of Center studies. Some respondents know that we have their names, of course, but these are the respondents who have had an opportunity to see one of our reports. They can see that they have become a "nameless statistic" in the report. Their names have been used only for mailing and for relocation purposes. We will not be taking the names of new respondents at all, unless they wish to request a report. Therefore, whether the respondent is new or old, his anonymity and the confidential nature of the interview are still guaranteed.

Although we do not expect to continue our contact with this panel after this fall, you should not lead the respondent to believe that we shall not want to talk to him again. We will need to return for a brief interview with each of our respondents after the election. Please do not make a point of the fact that we will return for a post-election interview, however, as this might lead some R's to prepare for the next interview. If a respondent asks directly whether we will be coming back again, you might say, "We may want to talk to some of our respondents one more time," leaving the timing of a return visit vague.

The Interview

It is important for you to be especially alert during the interview. 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 obtained 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 | Section A:
A1. Two studies in one:
a. A reinterview study of previous respondents
b. Cross-section study of 1960 citizens of voting age.

A2. Sample address summary sheets

A3. Six cover sheets

A4. Instructions for use of cover sheets

A5. Identification of previous respondent

A6. Instructions on following movers

A7. Whom to interview when you select a respondent (Cover Sheets A, C2, and C3) |
| 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. Section E | Section E:
Instructions for determining who is a member of the household. (For use with A, C2, and C3 cover sheets) |

SECTION A
(to be read by EVERYONE)

General Procedures and Background

- | | |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A1. Two studies in one | A1. The Election Cross-Section Survey is really two surveys in one: |
| a. Reinterview with previous respondents | a. A panel study which requires reinterviewing each person who was interviewed in the 1956 or the 1958 election studies. Since there were two phases to the 1956 Study (a pre-election study and a post-election study) some of the respondents have been interviewed three times and others only once. Prior information will be available to you on the Worksheets which are being included with your sampling materials (See part A5, p. 14 below). |
| b. Cross-section study of 1960 citizens of voting age | b. A current cross-section study of United States citizens of voting age. We believe the instructions are explicit and clear so that you will be able to carry them out without difficulty. |
| A2. Sample address summary sheets (white) for office contact | A2. 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 in your PSU. These do not need to be returned to us. If there is more than one interviewer in a PSU, only the office contact will receive these sheets. |
| A3. Six cover sheets | A3. To provide for the various contingencies that will arise, six cover sheet forms are being used. Each cover sheet is identified by a letter and a number (A, B1, B2, B3, C2 or C3) and by a distinguishing color. Cover Sheet A is printed on blue paper, B1 is on gold, B2 and B3 on white, and C2 and C3 on pink. <u>Note that although there are six cover sheet forms, there is one and only one questionnaire form.</u> |
| A4. Instructions for use of cover sheets | A4. On the following page is a general summary of uses for the various cover sheets. In addition we give below some detailed information which may help you to understand the purposes and use of each of the six forms. DO NOT FEEL THAT YOU MUST KNOW THESE DETAILED INSTRUCTIONS BY HEART BEFORE GOING INTO THE FIELD. For all except the packets of unlabeled "A" Cover Sheets, the address which you are to use already appears on the Cover Sheet itself. Using a particular cover sheet is only a matter of following carefully the instructions on the cover sheet. |

SUMMARY OF COVER SHEET USES

Using a particular cover sheet is only a matter of following carefully the instructions on the cover sheet. However, the following summary will give you a simple and rapid overview of the function of the six cover sheets. More elaborate details follow on subsequent pages.

- | | | |
|----------------|----|------------------------------------------------------------------------------------|
| A Cover Sheets | -- | Are always used for NEW respondents |
| B Cover Sheets | -- | Are always used to follow "OLD" respondents |
| C Cover Sheets | -- | 1) Are used to select <u>new</u> respondents if "old" respondent <u>has</u> moved |
| | | 2) Are used for " <u>old</u> " respondent if "old" respondent <u>has not</u> moved |

Distinction between B2-C2 Cover Sheets and B3-C3 Cover Sheets is that:

- 1) B2-C2 Cover Sheets are for situations where we have information that R has moved;
- 2) B3-C3 Cover Sheets are for situations where we believe respondent is still at C3 address.

a. Procedure for Cover Sheet A

(1) Uses of Cover Sheet A

- (a) 1956 and 1958 addresses with no interview
- (b) Situations 1 and 2 in box on cover sheet

(1)' Extra 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 or the 1958 samples, we will send the address to you on an A Cover S et.
- (b) The other situations where you will need to make out a cover sheet A are described in the box in the upper lefthand section of the cover sheet. We are asking you to distinguish between the two situati :

(1)' An extra dwelling unit at a sample address. That is, an additional dwelling unit at an address which we entered on a Cover Sheet A, C2 or C3. Note that on each A cover sheet there is a question (Q.1) 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 1958 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. (These A cover sheets will be the only unaddressed cover sheets you receive.) 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.

(3) Note that whenever you use Cover Sheet A, you are to select a new respondent from the current household. Be sure to read Section A7, p. 16 and Section E, p.21.

b. Procedure for Cover Sheet B1

- (1) May have one or two addresses
 - (a) If only one address
 - (b) If two addresses
- (2) If previous respondent lives at an address not entered in Box A or Box B

c. Procedure for Cover Sheet C2 and Cover Sheet B2 or Form B2

b. Cover Sheet B1 identifies a specific, previous respondent. Cover Sheet B1 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 B1 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 respondent still lives at the address where he was interviewed in 1958. (Occasionally the respondent was last interviewed in 1956.)
 - (b) If we enter two addresses on the cover sheet, the address in Box A is for your information and for our records. The Box B address is the place where we believe the respondent may live now.
- (2) If you learn that the 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 Q.1b in the middle of the cover sheet.

c. A Cover Sheet C2 is stapled either to a B2 Form or to a B2 Cover Sheet. The C2-B2 combination is for those cases where we believe the previous respondent has moved.

- (1) If the respondent has moved to an address in or within range of your interviewing area, the B2 Cover Sheet is attached to the C2 Cover Sheet;
 - (2) If the respondent has moved outside your area, the B2 Cover Sheet is sent to the interviewer nearest the new address of the respondent, and a pre-stamped "AIR MAIL" postal card is attached to the C2 Cover Sheet.
- Although we have information that the B2 respondent has moved to the "B" address on Cover Sheet B2, we want you to verify that he has OR has not returned to his old "A" address; this is the purpose of the B2 Form.

The "Address A" on the C2 Cover Sheet is a sample address for the 1960 cross-section study of citizens of voting age. If the dwelling

c. (continued)

- (1) Visit C2 address
- (2) Interview previous R if current household member
 - (a) Use Cover Sheet C2
 - (b) RETURN the B2 Form to the Ann Arbor office, OR complete appropriate information items on the B2 Cover Sheet
- (3) Select new R if previous R NOT current household member at C2 address
 - (a) Use Cover Sheet C2 for new R
 - (b) Inquire about additional DUs at C2 address

unit is occupied by a citizen(s) of voting age, a visit to the C2 Cover Sheet address (same as Address "A" on the B2 Cover Sheet or B2 Form) is expected to result in the selection of a new respondent even though the previous respondent is no longer a household member. The procedure is summarized below:

- (1) First, visit the address on Cover Sheet C2 and determine if the previous respondent has returned to the C2 address.
 - (2) Interview the previous respondent if he is a current member of the C2 household.
 - (a) If previous R is current member, use the C2 Cover Sheet ONLY.
 - (b) If the new address of the previous respondent is in your area, you may be using the B2 Cover Sheet to follow him; you should, therefore, ask the residents of the C2 address if they know the new address of the respondent -- our information (furnished on Address "B" of the B2 Cover Sheet) may be incomplete or erroneous, in which case you would be forced to return to this address for more information.
- If the new address of the previous respondent is not in your area, you are to complete and immediately mail the B2 form. Upon receipt in the Ann Arbor office, this form will tell us whether or not to call in the B2 Cover Sheet, saving an interviewer in another PSU unnecessary effort. Wherever convenient, we ask that you go to C2 addresses first and to B2 addresses later; this will provide time for determining if it is necessary to go to Address "B" on the B2 Cover Sheet.
- (3) If the previous respondent is no longer a member of the household at the C2 address, select a new respondent.
 - (a) List the current household members on Cover Sheet C2 and use the selection table to choose the new respondent.
 - (b) Because the C2 address is part of a cross-section sample, you are to inquire about additional dwellings using the C2 address. Q.1 on Cover Sheet C2

(b) (continued)

reminds you to inquire about additional dwellings and to make out a blue A Cover Sheet for each "extra" dwelling you locate.

(c) Visit "B" address and inquire about R

(c) If the previous respondent was not located at the C2 address, visit the addresses on the B2 Cover Sheet and make every reasonable effort to determine where the respondent can be contacted.

(d) Use B2 Cover Sheet to report about previous R

(d) On Cover Sheet B2 record whatever information you obtained about the previous respondent.

(e) Interview previous R if living nearby

(e) Interview the previous respondent if he can be located in your sample area.

(f) If unable to locate or contact previous R, send B2 to office contact or to Ann Arbor

(f) However, if you cannot locate the previous respondent, send the B2 Cover Sheet to your office contact (if you are not the contact) or to the Ann Arbor office.

d. Procedure for Cover Sheets B3 and C3

d. Cover Sheets B3 and C3 are stapled in pairs and contain the address of a previous respondent. According to our best information, the previous respondent is still living at Address "A" which is also a sample address for the 1960 cross-section study of citizens of voting age. Therefore, if the dwelling unit is occupied by a citizen(s) of voting age, a visit to an "A" address is expected to result in the selection of a respondent even though the previous respondent is no longer a household member. We outline below the procedure at addresses on B3 and C3 cover sheets.

(1) Visit "A" address

(1) Begin with Cover Sheet C3 and visit the address appearing in Box "A." (The identical "A" address appears on B3 also.)

(a) Inquire about additional DUs at "A" address on Cover Sheet C3

(a) Because the "A" address is part of a cross-section sample, you are to inquire about additional dwellings at each such address on Cover Sheet C3. Notice that Q.1 on Cover Sheet C3 instructs you to determine if there are other dwellings at the "A" address; if so, you are to prepare a blue Cover Sheet A for each and continue with the instructions on the blue sheet.

(2) Interview previous R if current household member

- (a) Use Cover Sheet C3
- (b) DO NOT use Cover Sheet B3

(3) Select new R if previous R NOT current household member at "A" address

- (a) Use Cover Sheet C3 for new R
- (b) Detach and report about previous R on B3
- (c) Interview previous R is living "nearby"
- (d) If unable to locate or contact previous R, mail B3 to office

(2) If the previous respondent is a current household member, he is the 1960 respondent; no other individual is acceptable.

- (a) Use Cover Sheet C3 ONLY
- (b) On Cover Sheet B3, check (✓) YES in Q.1. DO NOT DETACH Cover Sheet B3 from C3.

(3) If the previous respondent is no longer a member of the current household at the "A" address, select a new respondent.

- (a) List the current household members on Cover Sheet C3 and use the selection table to choose the new respondent.
- (b) On Cover Sheet B3, separate B3 from C3 Cover Sheet and record whatever information you have obtained about the previous respondent.
- (c) If the previous respondent has moved to another address in your sample area, try to locate and interview him.
- (d) However, if you cannot locate or contact the previous respondent, send the B3 Cover Sheet to your office contact (if you are not the office contact) or to the Ann Arbor office.

A5. Identifying the previous respondent

A5. In cases where you will need to identify a previous respondent, you will find a work sheet inserted in the appropriate cover sheet. These work sheets contain basic information on R's relationship to the household head, sex, approximate age (do not be disturbed if there is a slight discrepancy on age), to help in making sure you have the proper respondent. The work sheet also provides information on calls recorded for preceding interviews, so that you have some idea what circumstances to expect if the same family is still residing at the address.

There follows a summary of cases in which identifying a previous respondent will be necessary:

A5. (continued)

With A Cover Sheets: You will never have the problem of identifying a previous respondent because there was no interview taken at this address in 1956, or in 1958. Select a new respondent.

With B1, B2 and B3 Cover Sheets: If it is impossible to identify the previous respondent, do not interview anyone else at the address. On the cover sheet do report whatever information you have about the situation. However, if you feel fairly certain that the previous respondent can be identified, take the interview with him and sent it in with an explanation of the situation.

With C2 and C3 Cover Sheets: If you can identify the previous 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 on the B2 or B3 Cover Sheet for the previous respondent explain why he was not located at the address(es).

A6. Instructions on following previous respondents who have moved

A6. When you find that a previous respondent has moved to a new address not given on the Cover Sheet, please follow him if you can obtain a usable 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 respondent, return the cover sheet with explanation. If you do obtain a usable address, we have set up the following principles to guide you in deciding whether to follow him. Use your judgment, 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 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.

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

A7. Whom to interview when you select a respondent, Cover Sheets A and C2, and C3

(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 sheet to the office with explanation

A7. 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.

SECTION B

Addresses from Dwelling Address Listing Sheets
(identified on sticker by "Block" and the block number)

- | | |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B1. Addressed cover sheets | B1. You will receive an addressed cover sheet for each sample address or for each previous respondent. |
| B2. Maps | B2. In many cases the maps for the 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, Section II (pp. 78-83) are in general applicable. |
| B4. Finding additional du's at sample addresses on Cover Sheets A, C2 and C3 | B4. Any additional dwelling units found at sample addresses on A or C Cover Sheets are to be included in the sample. Make out an 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 sample addresses. Therefore, we will attach to the cover sheets any information you may need for multiple dwelling unit structures.

- | | |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B5. PSU's in special block check | B5. The PSU's where a 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 (identified on sticker by "Seg" and the segment identification)

- | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C1. Addressed cover sheets | C1. You will receive an addressed cover sheet for each sample address or for each respondent. |
| C2. Maps | C2. Maps on which chunks are outlined and identified by numbers have been sent to you at some time 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. Use Yellow Segment Control Record to identify sample addresses | 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 previous studies. 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. Finding additional du's at sample addresses on cover sheets A, C2 and C3 | 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 last 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. Blue Segment Control Record folder for <u>segments to be brought up-to-date</u> | C6. Whenever you are to make a special check to bring segments up-to-date, we will send you the Blue Segment folder. Most PSUs, using a segment sample, will be involved in this work. |
| C7. Specific instructions included in blue folder | C7. With the blue folder we will include an instruction sheet to tell you exactly what to do. |
| C8. After first visit to segments return blue folder to office | C8. 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
(identified on sticker by "cluster" and the number)

- D1. Addressed cover sheets
- D1. You will receive an addressed cover sheet for each sample address or for each respondent.
- D2. Maps showing survey boundary
- 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. Checking for extra du's at cover sheet A, C2, and C3 addresses
- 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 earlier study, you did not have a list of transcribed city directory addresses comparable with Worksheet C used for more recent studies. Therefore, we will attach to the cover sheet A, C2 or C3 any additional information which we believe you need. For small multi-unit structures, we will send you the "Sample Address Sheet," the Form F102. If you feel the need for some additional information, WRITE US IMMEDIATELY.
- a. Account for all du's using sample address
- 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 on the earlier study, 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 1315 1/2, 1315A and 1315B are separate addresses.
- b. Three categories of sample addresses
- b. There are three categories of sample addresses each of which requires different treatment as specified below:
- (1) House number and street name
- (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.

b. (2) Regular apartment address

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

(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 pre-determined 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
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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

III. FIELD NOTES

The election study this year consists of two parts: the pre-election and post-election studies. These notes refer to the first half, the pre-election study. Materials and supplies, along with a separate set of instructions, will be sent to you for the post-election project, so do not be concerned with it at this time.

Interviewing dates

The pre-election study dates are September 12 to November 7, a period of eight weeks. Interviewing begins officially on September 12, but it is perfectly all right to start a few days before that if you have received your materials, studied the instructions, and taken your practice interview.

November 7, the study deadline, must be observed. All work on the pre-election study must be completed prior to Election Day, November 8. We will expect that all your interviews and materials for the pre-election project will be in the mail to us by midnight, November 7.

Scheduling your Production

Of special interest to you in planning your production this fall is the fact that we will have two projects running concurrently. The schedule is as follows:

Pre-election	Sept. 12 to Nov. 7	Materials mailed Sept. 1
Post-election	Nov. 9 to Dec. 17	Materials mailed in Nov.
Fall Omnibus	Oct. 17 to Nov. 30	Materials mailed Oct. 6

Approximately half of your Omnibus assignment is also to be completed by Election Day, November 8.

With two studies in the field at the same time and deadlines controlled by the national election, it is essential that you approach your interviewing with foresight. Every effort should be made early in the study period to contact each respondent and/or address, leaving the last weeks for all-out attempts to find those RA's, NAH's, and movers. Please, do not leave any initial contacts to the end. The following schedule should help you in planning your time.

<u>Week</u>	<u>Dates</u>	<u>Percentages</u>
1st	Sept. 12 - 18	10%
2nd	Sept. 19 - 25	30%
3rd	Sept. 26 - Oct. 2	50%
4th	Oct. 3 - 9	75%

<u>Week</u>	<u>Dates</u>	<u>Percentages</u>
5th	Oct. 10 - 16	90%
6th	Oct. 17 - 23	95%
7th	Oct. 24 - 30	98%
8th	Oct. 31 - Nov. 7	100%

If you are delayed for any reason, or if you foresee any difficulties in meeting the study deadline, let us know immediately. We cannot help you if we do not have plenty of time to plan and arrange for reinforcements.

Materials you should have

We will enclose a "Field Office Check List of Materials" with the shipment of supplies to Office Contacts. Please check the materials you receive against the list, and let us know if there is any discrepancy.

1. Instruction Book - 1 per Interviewer, plus 1 per PSU
2. Questionnaires - 1 per sample, plus 3 extra per Interviewer
3. Set of Cards (2 per set) - 3 sets per Interviewer
4. Respondent Letters - for new Rs
5. Respondent Letters - for Panel Rs
6. Respondent Letters sent in May or July to Panel Rs
7. Report sent in May or July to Panel Rs, a reprint from U.S. News and World Reports
8. Press Release - 3 per PSU
9. "Why Ask Me?" - 5 per Interviewer
10. Thank You Cards - 1 per sample, plus extra
11. Project Completion Form - 2 per PSU
12. Immediate Action Forms - 10 per PSU
13. Envelope of Sampling Materials

Practice Interviews

As soon as possible after receiving your materials, take one practice interview and mail it to your Supervisor. She will send you her comments so you may be alerted to problem areas in the questionnaire and in 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. Please be sure to indicate that it is a practice interview.

Contacting Local Authorities

As usual, we feel it is important that the Office Contacts 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 interviewing dates, and the neighborhoods where interviews will be taken.

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, the Respondent letters and pamphlet. 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. Morris Axelrod -- NOrmandy 3-1511, Extension 2482 or Dr. Phil Converse - Extension 2255.

Suggested Introductions of P.440 to Rs

You will need to use different types of introductions depending upon:

- (1) whether or not you expect to find an old respondent at the address;
- (2) whether or not you have the name of the old respondent;
- (3) whether it is an "Address A" or an "Address B"; and
- (4) whether, if an old respondent and an "Address A" are involved, the interview at the address was taken as recently as 1958, or in 1956 only.

For item (1) above, you would expect to find an old respondent at the address:

- (a) With any "Address B"
- (b) With an "Address A" of cover sheet C3
- (c) With an "Address A" of cover sheet B1, if there is no "Address B" given

Items (2) and (3) will be obvious.

For item (4): if there is an old respondent involved in the address at all, you will find a work sheet enclosed in the cover sheet. When there is a work sheet, you should look at the number at the far right of the third line on the "Address A" label. If this number is a four-digit number, you can be sure that the most recent interview taken at "Address A" with the respondent in question was taken in 1958. If, however, this number has only three digits, it means that the most recent interview at this address was taken in 1956, not 1958. When there was no 1958 interview at the address, you will want to speak of "four years ago" at appropriate points in your introduction, rather than "two years ago."

Below are some suggested introductions for the 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 have been interviewed before on how you felt about the national election. We mentioned the last time 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 coming up this fall. 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."

2. If you do not have name of original respondent, and are approaching an "Address A", you might begin:

"A few 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 (four) years ago? I think we talked with the (man of the house, housewife, son, etc.) Is he (she) here now?"

IF R IS SUPPOSEDLY PRESENT, make identification by using the work sheet enclosed in the cover sheet.

IF ORIGINAL R IS NOT LONGER HERE AT ADDRESS A, you might continue:

"Well, we talked to someone who did live here a few 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 SHEET, this is all the information you need.

IF YOU ARE USING A C COVER SHEET, however, you will need to select a new respondent, and you could continue with:

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

3. If you do not have name of original respondent, and are approaching an "Address B", the situation is similar to that involving the preceding introduction, save that the preceding interview was not taken at this address. In this case, you might say:

"A few years ago we talked with someone (man, woman) living at (ADDRESS A) on a study we were conducting for the University of Michigan. I am interested in talking with the same person again, and we think that he has moved here from (ADDRESS A). Has anyone living here now come from that address in the last three or four years?"

(IF YES) "Is he (she) here now?" (MAKE IDENTIFICATION WITH WORK SHEET)

IF "ADDRESS A" MEANS NOTHING TO PERSON AT THE DOOR, THERE IS NOTHING MORE THAT CAN BE LEARNED AT THIS ADDRESS.

4. If you have a "C" cover sheet and know that the old 1956 respondent is not there, or if you have an "A" cover sheet, you can proceed with the usual type of introduction.

Choosing Your Respondent

You will find a discussion in the Manual for Interviewers on the selection of a respondent by use of the Selection Table on the cover sheets. Since this is a method of respondent selection which has not been used recently, we would like to call a few things to your attention.

Use of Selection Tables is fully discussed on pp. 109 through 114 of the Interviewer's Manual, and we strongly urge that each of you, including "old" staff members, study it carefully. Please remember that taking an interview with the wrong respondent means we cannot accept the interview, thus, wasting your time and ours.

In the middle of October, we will be sending out the Fall Omnibus (P. 695), and you will then be interviewing on two different studies at the same time. The Omnibus studies use a different method of respondent selection, a random selection based on family unit composition. (This method is generally covered on pp. 114-120 of the Interviewer's Manual.)

If you are fully acquainted with the use of Selection Tables before you begin to interview on P. 440, and especially before you begin work on the Fall Omnibus, you should not have any difficulty in working with the two different methods at the same time. If you have any questions about selecting a respondent for the pre-election study, please do not hesitate to contact us or your Supervisor.

Callbacks

We will follow our usual procedure on callbacks; that is, make at least four calls on all addresses in cities or towns (three callbacks after the initial one), in rural areas make at least three calls (two callbacks after initial one). Additional calls may be made if more interviews are necessary to reach the minimum acceptable response rate.

Following R who has moved

On Election studies we have an additional problem since some respondents will have moved. The question then arises as to how far you should go in following him. Please observe the following general instructions.

1. 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 or even close by at another address, interview him.
2. 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 sheet to us with an explanation.

In general, when you are looking for a particular respondent and find he has moved, use the two rules above to determine whether or not to follow him.

This assumes that you have been able to obtain a usable, new address from the present occupant of the address. Do not expend great effort and time trying to obtain a new address. Simply ask the present occupant for the information. If he knows nothing about the respondent, return the cover sheet with an explanation.

Please use your own judgement on this, remembering that we want to get as many "movers" as possible at the least expense. If you are in doubt, by all means let us know immediately, and we will advise you.

Callbacks on "movers", once you have a valid address, should follow the usual procedure as given above.

Thumbnail sketch

You will note that the page for a thumbnail sketch is placed on the cover sheet for P. 440, and because of this, the sort of information you should include in the thumbnail is slightly different from the type you included in our last four or five studies.

Cover sheets are removed from the questionnaire immediately upon arrival in Ann Arbor, information in the thumbnail will not accompany the interview schedule as it goes to and through the coding process. Be sure, therefore, to make any notes you might have which will help us interpret a respondent's answers on the questionnaire itself; do not offer such explanations in the thumbnail.

The thumbnail sketch for P. 440 is designed as an aid to you in locating and identifying a respondent for reinterview purposes. The cover sheets, with

your thumbnail sketch included, will be returned to you for the post-election study, so do include any data which will help you in the reinterview situation, or will help another interviewer take up where you left off. If the address is hard to find, mention how you did find it. A few words describing the respondent will help you or another interviewer recognize the R for the reinterview. If the household composition is a complicated one, a few words about it may ease future contacts.

Editing interviews and Cover Sheets

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. You may find it helpful if you re-read your interviews as though you had not met the Respondent personally. This way it is possible to catch those answers which are not clearly or completely stated.

Please make a final check of your cover sheets, too, making sure you have:

- 1) indicated the respondent in the listing box if a new R.
- 2) entered complete address information where required (including line #; segment, block, or cluster #; address or description just as it appears in your listing or sampling material or on a sticker tape; PSU, state and town or city, etc.
- 3) entered your name, interview number, date, city, and PSU on both the cover sheet and questionnaire.

It is easy to misplace an interview or cover sheet here if it does not bear proper identifying information.

Non-Interview Forms

The non-Interview Form is located on Page 4 of the cover sheet. Please do not fail to enter the proper identification information (your name, PSU, block or cluster or segment, line number, address, etc.) on the front of the cover sheet, and do give us any information possible on the Non-Interview Form so we will understand the reason for not obtaining an interview, including those which are "Refusals."

Mailing Interviews

Please, do not delay in mailing your interviews to the office. You should not let more than three interviews accumulate without mailing them to us. We ask this so that we may maintain a steady processing procedure here, and so

that the editing and coding of interviews does not take weeks to complete after your study deadline because so many were received at the end. Please follow the production schedule given on pages 23 and 24.

Mailing of the B2 Card Form

IMPORTANT: There are two B2 forms. One is a regular cover sheet; the other is a return mail card.

There are some respondents for whom we have two addresses. These would include those Rs we think have moved but have not been able to verify the address at which the R is now living. When an R has two addresses and they are in the same PSU, a B2 cover sheet will be sent to you attached to a C2 cover sheet. All the addresses we have for the R will be on these two cover sheets, and special mention will be made of what we think is the latest address.

We are presented with a problem, however, when the two addresses we have for an R are in different PSUs. When this happens, we will send the B2 cover sheet to one PSU and the C2 to the other PSU. Attached to the C2 cover sheet, in these cases where the two cover sheets are separated, is a B2 mail card. If you find an R at the address on the C2 cover sheet, you must fill in, detach, and mail the card to us immediately. We will then notify the interviewer in the other PSU that you have found the R, before she has spent unnecessary time and energy trying to locate him.

If the R is not at the C2 address and you are able to get another address for him in your PSU, again, fill in, detach, and mail the card to us as soon as possible. Since you would not have a B2 cover sheet for this "old" respondent, do not interview him at this time.

There is a full explanation on the use of the various cover sheets on pp.8-16 of this Instruction Book, including further discussion of the B2 and C2 forms.

Day-by-Days

We will require Day-by-Day work reports throughout this study.

Progress Reports

About the first of October we will send out a form for the Office Contacts to use in reporting the progress of your interviewing. This will give us a picture of how all the PSU's are getting along. Office Contacts, since it is very important that the form 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 with the original shipment of study materials are two Project Completion Forms. We would like each Office Contact to fill out this form immediately upon the completion of P.440 in her PSU. It should be mailed with the final interviews and/or cover sheets so we have an accurate account of your final results which should agree with what our records show. This way, if there is a discrepancy, we can check it immediately and not after the study deadline.

Two copies of the Project Completion Form are being mailed to each PSU. One copy is to be returned to us; the other is in case of loss or in case the Office Contact would like a copy for the PSU files.

Computing the Response Rate

The response rate should be computed after all the required calls have been made. The Project Completion Form will help the Office Contacts in doing this, but for those of you who are interested, the procedure to follow in figuring the percentage is as follows:

1. Count all of the addresses originally assigned to you and add to them any extra DU's you found at sample addresses, plus any new addresses you picked up by instruction.
2. Subtract from the total obtained in #1 all non-sample addresses; such as; NER (No eligible respondent), HV (House vacant), OS (out of sample - R moved where you can't follow him), AND (address not a dwelling), etc. The figure you obtain by subtracting #2 from #1 will give you the total number of possible interviews.
3. Divide the number of interviews taken by the figure you obtain in #2, above. This will give you your response rate.

If you find your response rate is less than 85%, additional calls should be made at all non-interview addresses; such as: NAH (not at home) and RA (respondent absent).

Press Release

Among the materials you have received are copies of the press release on the study prepared by the University of Michigan. Copies will be sent to the towns and cities as listed. In the metropolitan areas the release will be sent only to the major papers.

We suggest that you contact your local newspapers, giving them your name as the representative in the area who will be conducting the interviews. If there is a town in your PSU which is not on the list, you may want to contact the newspaper there, and give them a copy of the release.

Thank You card

We have prepared the Thank You card for you to leave with the Respondent -- if you wish to do so. You will note that there is a place on it for your name (and address, too, if you like). We feel this leaves a Respondent with something show for the time he has given you, serves as a verification of your connection with the University of Michigan, and tells him, again, with whom he has been spending his time. We hope you will find it useful.

Request for Study Report

We will be happy to send your respondents a copy of the study-result release as soon as it is available, but we do not want to make this a standard procedure for the study. We will not, therefore, send you cards for the respondent to fill out, requesting the report. At the same time, feel free to tell your respondents that you can arrange to have such a report sent to them, especially if it will help you in the interview situation.

Please do not enter report requests on either the questionnaire or on the cover sheet. Send us a separate memo, on which you enter the following information:

1. Respondent's name (or just "Head of Household" will do if he prefers)
2. Address (especially for those people with rural delivery)
3. Project number
4. Your name and PSU

We will keep all such requests on file and mail the report as soon as it is available, which will be at least several months after the study is completed.

Respondent Letters

There are two different respondent letters for P.440.

1) During the summer "old" respondents (from 1956 and/or 1958) were sent a letter and a copy of a reprint of an article which appeared in the February, 1960, issue of the U.S. News and World Report. The reprint reviewed the findings published in The American Voter. There is a copy of both this letter and the reprint among your supplies for you to carry with you and show to "old" respondents where necessary.

2) There is also a letter for new respondents. We cannot mail letters to new respondents from Ann Arbor since we will not have addresses for them. Most of the new respondents you pick up will be at "new construction" addresses or in extra DU's. Therefore all letters for new respondents will be sent to you for mailing from the PSU, regardless of your mailing instructions.

Copies of both letters follow this page, with a designation in the upper, right-hand corner as to which:

- 1) has already been sent to "old" respondents
- 2) is for you to send to new respondents.

THE UNIVERSITY OF MICHIGAN
SURVEY RESEARCH CENTER
ANN ARBOR, MICHIGAN

A DIVISION OF THE
INSTITUTE FOR SOCIAL RESEARCH

July, 1960

Dear Friend:

During a previous national election you were good enough to talk with one of our interviewers and give us your opinions on the campaign. We are writing to thank you again for your help and to give you another report of the results of our study.

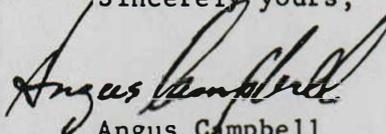
Enclosed is a reprint of an article which appeared in the February 8, 1960 issue of U.S. News and World Report. The article was based on material in our latest book, The American Voter, which was published this month by John Wiley and Sons, New York. The book reports the conclusions of our studies of the opinions, attitudes, and voting behavior of the national electorate during the presidential elections of 1952 and 1956.

The 1958 election was the fifth national election to be studied by the Center. The results of this study have been reported in newspapers, magazines, and professional journals like the American Political Science Review, and have been read with great interest by people in government, labor, business, and politics.

This fall, the Survey Research Center will conduct another political study -- this time of the 1960 presidential and congressional election. This will give us a chance to talk to some of you again. With each new study we are able to check more of our ideas and add to the existing body of scientific knowledge in the field of political science.

If you would like to see more of the results from these studies, please mail us a card. We will be happy to send you more detailed materials.

Sincerely yours,



Angus Campbell
Director

AC:mtw
encl.

THE UNIVERSITY OF MICHIGAN
SURVEY RESEARCH CENTER
ANN ARBOR, MICHIGAN

A DIVISION OF THE
INSTITUTE FOR SOCIAL RESEARCH

September, 1960

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.

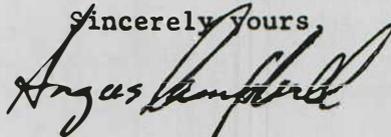
Within the next few weeks we will be interviewing men and women all over the country in another of our fall surveys of political opinion. Your house has turned up as one of the addresses to be interviewed. These addresses were selected purely by chance and are an accurate cross-section of the nation.

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. An example of the reports which are published from our work is enclosed. It is a reprint of an article which appeared in the February 8, 1960 issue of U.S. News and World Report. The article was based on material in our latest book, The American Voter, which was published in May by John Wiley and Sons, New York. The book reports the conclusions of our studies of the opinion, attitudes, and voting behavior of the national electorate during the presidential elections of 1952 and 1956.

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 before the election. 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:mtw
encl.

IV. QUESTION-BY-QUESTION OBJECTIVES

The most important remarks for you to read concerning the questionnaire as a whole have already been presented in Section I, "The Questionnaire." If you have not already done so, return to page 5 and read the points numbered 1-4 there.

- Q.1 This first question is aimed at getting R's expectations about the presidential contest. There are a couple of things to watch out for in the responses. We are interested in how R thinks the election will go, not in how he hopes it will go.
- Q.1a We are also interested in how much R thinks one candidate will win by, not how certain he is to win. We are not interested in R's reasons for expecting one candidate or the other to win, or why he thinks the race will or will not be close. Write down reasons that are volunteered, but do not probe for them.
- Q.2 Here we want only the direct information called for by the question. Do not probe for reasons why the election is or is not important. Using your own judgment, try to make sure that the R answers in terms of how much he cares, how important it is to him, and not in terms of how important it is to the country. One problem here might be that some R's feel embarrassed in saying they aren't much concerned about the election and who wins. Try to make such people feel at ease so they can give you their real feeling.
- Q.3-6 In this series of questions we ask the R about the things he likes and doesn't like about the two parties. Here, we want to get as complete a picture as possible of what R feels are the positive and negative characteristics of the two parties. Therefore, after the first response to each question (3 through 6), use such probes as "any other things you like (don't like) about the Democratic (Republican) party?", "anything else?", etc.

We need to get responses that are as specific as possible. Thus, if R says he agrees with a party's stand on issues, probe for examples of such issues; if he says it's a "better" party, probe for why it's better; if he talks in terms of a party catering to "special interest groups," probe for the particular group 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 working man," "better for the country," etc., use such probes as "Could you tell me a little more about this?," "Can you give me some examples of what you mean?," etc.

In probing on these questions, we're interested in getting at material that is meaningful to the respondents. We don't want to probe to the extent that the respondents will just start grabbing wildly for answers; we also

don't want to probe so much that it causes irritation and hurts rapport. For example, if R talks in very general terms and has difficulty being more specific, don't probe too hard for specificity. We do want to give him the opportunity to be specific so that we can 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 Q. 3-6, use your judgment as to just how much meaningful material the respondent has to give on these questions.

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

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

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

Q.11-12 These are parallel questions on the two candidates, designed to find out whether R has the feeling that his likes and dislikes about the two candidates have changed since he first learned the identity of the candidate. We are interested not only in change from liking to disliking, but also in change from neutral to disliking or liking. That is, if the R says he didn't used to care one way or the other about Nixon but began to think highly of him after Nixon's trip to Russia, this is information of great interest to us.

Respondents who indicate some change of mind may frequently volunteer all of the information required in the probes (Q.11a-c or Q.12a-c) without being asked, in explanation of their statement that they feel differently about the candidate. In these cases you need not consider yourselves bound to repeat the probes. We have put them in to indicate the three types of material we want to be sure to ascertain when an R feels he has changed his mind. The probe about timing of the change (Q.11b or 12b) may ask for information which the R will have difficulty in pinning down. If the change has to do with some well-known event, such as Nixon's trip to Russia, it won't be hard for us to specify here. But if it is some personal influence which has changed R's mind, or some new fact about the candidate that he might have learned at any time, we are eager to know in vague terms at least whether this change occurred (for Nixon) before he was ever Vice-President (before 1952), during the first Eisenhower administration(1953-56), or at some time more recently.

- Q.13 This question is a direct repeat of a question we asked in 1952. It now seems pretty certain that it will be even more important for our description of the 1960 election than it was four years ago. First of all, R's ability to name the V-P candidates is important. It is a crude indication of his information about them. Other than finding out if the respondent knows who the candidates are, we want to find those people who have opinions about the candidates which might affect their voting decision. Consequently, it is important to know whether a strong opinion or feeling about either candidate is a favorable or an unfavorable feeling; is the respondent attracted or repelled by the candidate he mentions? Neutral probes may be needed in some cases. If the respondent has any reasons to offer for his feelings about either of the candidates, write these down.
- Q.14-15 This is a short sequence of information questions about the two candidates.
- 14a,15a In response to the "a" items (Q.14a, 15a), many R's will give you a vague region such as "out west" or "the East somewhere." Please record these responses but then probe to see if R can name a specific state.
- 14b,15b In response to the "b" item on the age of the candidates, we would like to have as specific an estimate as we can get the R to make. We certainly want something more specific than the response "pretty young" or even the response "in his 40's." If R says "in his 40's" but does not want to make a specific guess, you might ask "Would you say he is in his early, middle or late 40's?"
- 14c,15c The "c" item is not really an information question, and everyone should be able to respond to it. It simply gets at a personal impression which R has of the candidate, not what the candidate "really" is in any sense. If R asks what we mean by "upper class" or "middle class," tell him "we want whatever you would generally think of as 'upper class' or 'middle class'."
- 14d,15d We are not interested in probing the "d" item. If R simply indicates that Nixon is a Protestant without giving sect or denomination, do not probe further. Of course, if a denomination is volunteered at the start, the response should be recorded as usual.
- Q.16 In times past we have asked attitude items concerning specific political issues. This new question is designed to fill a gap which we have felt: we want to permit the R himself to say what he thinks the problems are and to say how he thinks they ought to be handled.

Insofar as possible, we want R to answer in terms of his own needs and desires, if any, concerning what the government should tend to. This is why we ask "...you personally...". Some R's may cast about for things they have read concerning the campaign, dredging up a list of "issues of the day," many of which are of little real personal concern to them. We know this cannot be entirely avoided, but we would like you to stress the "personally" and to maintain the personal note in any further probing, as we do in the probe given in parentheses.

We leave space for the discussion of three problems. Few R's will mention as many as three, and this is perfectly all right. We want you to probe once for second or third problems, but do not press the matter once R has indicated he has no more to add. We're afraid that too much probing here will lead R to mention things he has read in the papers which are of no particular

personal interest to him. For the unusual R who has more than three problems on his mind, simply take the three which he considers the most important.

Occasionally you may find a "mention" which could be considered either as one problem or two, such as "something ought to be done about unemployment and there should be higher unemployment compensation." Wherever possible, follow the definition R seems to be using as to whether the mention represents two different problems or two aspects of the same problem. Where the R's definition is not clear, you must make a judgment yourselves. In the example above, we would be willing to consider the response a single problem, "unemployment." If, however, the mention is "federal help for schools and the unemployed" we would prefer to consider it two problems, education and employment, even though the concern in both areas involves federal aid.

The probes for each mention indicate the specific information we want to have for each problem. The first probe, "What would you like to see the new government do about that?" may well be answered in some cases "I don't care how they settle it just so long as it gets settled." In other words, R has taken no strong partisan position on the issue; he simply wants the problem solved one way or another. This is a perfectly legitimate response. If R has a strong attitude about the way a problem should be handled, we do not want to miss it. But we don't want to force him to pick a side he doesn't usually pick.

The final probes (Q.16g-h) will tell us which problem R considers most important, next-most-important, and least important, when more than one problem is mentioned.

Q.17-25 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 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 "Issue Questions") which should be used by the R in answering a part of each of the nine 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 straight-forward "No Opinion."

If R 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. Our previous experience indicates that most respondents catch on very quickly and will choose the response they desire without prompting. At the same time, watch carefully that R does not get into a routine and give you perfunctory and probably casual answers. If he is not interested in an issue, we want him to drop out by saying he doesn't have an opinion or by selecting "don't know" from the card.

There will, of course, be some respondents for whom you will always have to repeat the "Do you agree...?" question and for whom you will have to indicate occasionally that they should be choosing the answers from the card. For less literate, those with poor vision, etc., you will undoubtedly have to use your own copy of the 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 omitted from the scale of answers 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 Q.17-25

(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 in Q.25. 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 in Q.25b. These content responses should remove any doubt about which half of the scale he fits. We also ask if his feelings have changed (25c), so we can clear up confusion in previous answers for our panel people.

But on the other issue items (other than Q.25) 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.

Note also that Q.24, as well as Q.25, departs from the format used for the first seven issues. We have expanded this question slightly since the issue involved may provoke a fair amount of comment during the campaigns this year. We are interested in knowing whether or not the R is aware that this issue is "hot" this year. Hence, the expansion and particularly the addition of Q.24d.

In the issue about employment (16a) 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 union and the closed shop involve different policy questions.

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

should be doing, repeat the question and, if necessary, insert the phrase "government in Washington."

(4) In the "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.

- Q.26-35 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 Q.26-29 vs. 30-34, 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.
- Q.26-39 These questions give us information concerning current financial worries, as well as R's estimate of whether he has been gaining or losing ground financially in the past few years, and what he expects in the near future.
- Q.30-34 Here we get similar information concerning worries about foreign affairs, first treating "the place of the United States in the world," then moving specifically to fears about war.
- Q.35 This is a very general summary question for which the referent is once again domestic affairs. We simply want to know, at the most general level, how R thinks things are going these days.
- Q.36 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 36a, a "not very strong Democrat"), and not as an Independent. The people who are deviating from a usual party will not 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 Q.36. A line is available, however, for the comments of respondents who qualify their answers. For R's who say "Republican" or "Democrat," ask Q.36a through Q.36d.

- Q.36a 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 36.
- Q.36b 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.
- Q.36c 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.
- Q.36d This is a follow-up to 36c, to find out R's main reason for changing his mind at the time he has given us. For example, if R answered 36c "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.

- Q.36e This question is asked if the R answered "Independent" or something other than Republican or Democrat to Q.36. 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.)
- Q.36f We included this question to determine whether Independents at any time in the past thought of themselves as Republican or Democratic. If the answer to this is "yes" or equivalent, ask Q.36h and Q.36i.
- Q.36g For the R who now is Independent but leans toward one party, we want to know if there was ever an identification with the opposite party. As in Q.36b, if R has said he leans toward the Democrats, ask if he ever thought of himself closer to the Republicans, and vice versa.
- Q.36h-i For people who indicate some change in response to either Q.36f or Q.36g, these questions pick up the same detail as Q.36c and Q.36d for active party identifiers.
- Q.37-39 If R has ever voted for president, ask Q.38 and Q.39; if he has never voted for president, skip to Q.40. None of these questions should present any problems as they are old and time-tested.
- Q.40 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).
- Q.41 Special instructions for interviewers in Texas and Arkansas: Since there is no registration in either Texas or Arkansas, always use the alternate wording ("Do you know if you are eligible to vote...?") Since non-citizens and legal minors are not being interviewed, this should mean to most of your respondents: "Do you have your poll tax receipt?" However, do not make a direct reference to poll tax yourself.
- Special instructions for interviewers in Iowa, Kansas, Louisiana, Maryland, Minnesota, Missouri, Nebraska, New York, Ohio, Virginia, and Wisconsin: Registration requirements vary in your states. In some places there will be no registration; in other places, registration will be a voting requirement which must be met. Inquire from your City Clerk or County Clerk about the requirements in the areas where your interviews fall. Use whichever alternate phrasing of question 41 is appropriate to each area.
- Q.42 This is a rather straightforward question, and should cause no problems. If R says "Yes" to Q.42, ask Q.43. If R says "No" to Q.42, or if he says he doesn't know, skip to Q.44.
- Q.43 When asked "how" he thinks he will vote for president, the terms in which an R answers may be significant. That is, does he answer by giving a candidate's name, by indicating a political party, or what? For this reason, it will be important that you use his own words in asking Q.43a. (See parentheses in the question.)

Often people are less interested in the candidate they are voting for than in defeating his opponent. For this reason we are asking Q.43b. Note that for this item, in contrast to Q.43a. you will have to fill in the candidates' names even though the R may have responded entirely in terms of parties for Q.43.

- Q.44 This sequence is the same as that in Q.43, this time aimed at people who do not intend to vote, in case they may have some preference nonetheless.
- Q.45 This battery of questions is very straightforward, and similar to items asked on other studies.
- Q.46 We have previously asked R a question (Q40) about his interest in the election campaign. Here we are aiming more at the level of interest in politics which he sustains generally, whether a campaign is underway or not. Therefore, the emphasis should be upon "Generally speaking..."

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.

Q.P3-6 This is information which you can enter from the listing box on cover sheet A or C2 or C3. However, you will not get this information on B cover sheets so we have included them as regular schedule items.

Q.P11-12 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 (P11) is asked of R, even though R is a housewife. P12 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 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.

- Q.P13-19 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.
- Q.P13 P13 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.
- Q.P14 If not clearly "own," "manage" or "rent," record the explanation.
- Q.P15 A response in acres or sections would be desirable, although as a last resort any meaningful estimate would be helpful.
- Q.P16 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 R to be close to equal in importance with the first.
- Q.P20 This sequence of questions will be asked of any R who lives in the same household with a union member. In P20b, 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, Q.20c-20e 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, P20c-20e should be asked concerning the head who is the union member. For example, the wife of a union member would be asked, in P20d, "Would you say your husband feels pretty close...". P20d 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, seems to affect his political behavior, and you will see that we ask similar questions pertaining to other group memberships as well (see P21 and P23-24).
- Q.P21 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 (Q.21) 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 Q.21b. We do not want R to feel that he does not need to make a choice, simply because he has said "No" to Q.21.

- Q.P21c-d P21c and 21d seek to measure the degree to which R feels identified with his class grouping, in the same terms already used for union members (P20d-e).
- Q.P22 If R did not grow up with his own family, but with some other family, we would like him to respond in terms of the people who brought him up.
- Q.P23-24 Once again, we add more information concerning the members' identification with his group. These questions have been asked of minority group members in previous surveys without any indication of discomfort aroused.
- Q.P25-26 These two questions are asked of everyone. Mimeographed cards are included for use at this point, but R's who have difficulty reading will need to have the alternatives read to them. The R is free to choose as many or as few groups as he wishes on either question.
- Q.P29 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.
- Q.P30 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.
- Q.P32 This question 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 P32a, 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 P32b 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 32a 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.
- Q.P33 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 breadwinners have been employed all year, or just part of the year, etc.