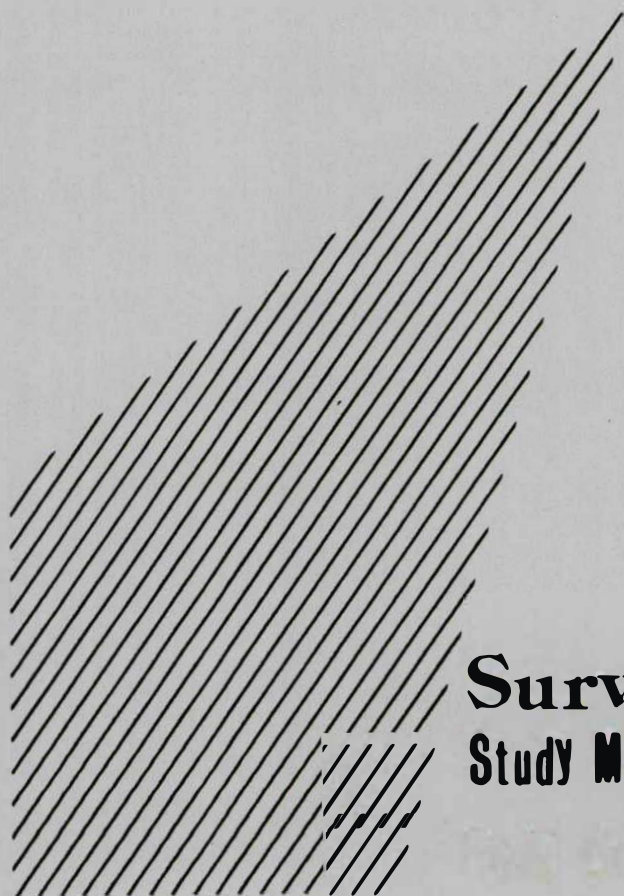


1984 NATIONAL ELECTION STUDIES

POST-ELECTION SURVEY
Personal

Instruction Book

P. 50 (495813)



Survey Research Center
Study Manager: Jeanne Castro

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EDITING

QUESTION- BY- QUESTIONS

What This Study Is About...

How did our respondents react to the events of the campaign? What impact did the Presidential (and Vice-Presidential) debates have on those who watched? How do evaluations of candidates change after the election? This year, more than ever, our interest is in learning whether and how people's ideas about candidates, parties and issues change during an election. These are a few of the questions social scientists will be trying to answer with data gathered from this year's Post-Election Study.

The Election Studies of the Survey Research Center started in 1948 and have been conducted every two years during the past three decades. Data gathered from these studies represent an invaluable contribution to the better understanding of the wants, aspirations and political behavior of American citizens. Each new election study (this is the 18th) adds to the value of the series, for not only are we able to capture people's feelings and opinions with regard to the particular historical moment they are experiencing, we are also able, once the data are gathered, to compare present feelings and opinions with those voiced in the past. Our understanding of the political and social life of our nation is sharpened as we study current opinions and behaviors, and continue to explore their trends over the years.

Two well-known books resulting from the analysis of NES data are The American Voter (1960) and Elections and the Political Order (1966), both by Angus Campbell, Philip Converse, Warren Miller, and Donald Stokes. In addition, literally scores of other books, doctoral dissertations and scholarly articles in the field of American government and politics have made use of these data. Our current Election Study bibliography lists entries of publications and research works using election studies data. With our data base now extending over 30 years, historians as well as students of contemporary government are beginning to show an interest in the interview data you have been collecting so patiently.

Those of you who have joined our staff recently might be interested to know that this archive of data is regarded so highly by students of American government that in 1962 the Interuniversity Consortium for Political Research was established in Ann Arbor partly for the purpose of making our political data readily available to other students of American politics besides ourselves. Today more than 240 American and foreign universities and colleges are members of this Consortium.

(ii)

Since 1978, the studies have been conducted under the auspices of grants made by the National Science Foundation to provide long-term support for the National Election Studies. In effect, the grant acknowledges that the Election Studies are a national resource of great value to those engaged in social science research. Because the studies have proven invaluable to so many researchers, NSF has recently agreed to fund the studies through 1988. The NSF and NES have encouraged, through financial support and other means, the involvement of a large number of scholars in these ventures. A nine-person Board of Overseers drawn from the national community of social scientists exists to supervise the implementation of the grant, set priorities for future studies and link members of the social science community to present and future National Election Studies. As in 1978, 1980, and 1982, the 1984 Election Study is best described as a collaborative venture involving the study staff, the Board of Overseers and a committee of scholars interested in electoral research. All of these have worked hard for months in designing and planning our ambitious data collection.

As we have pointed out every year, our invaluable series of survey data on the political attitudes and behavior of the American people is due in large part to our hard-working and resourceful field staff. Without all of you--interviewers, field supervisors, and ISR field personnel--our study would never come to life.

This study is being conducted by the Institute for Social Research's Center for Political Studies. Dr. Warren E. Miller, former director of the Center, is the principal investigator. Dr. Donald R. Kinder, a member of the Board of overseers, Chaired the Planning Committee. Santa Traugott is the Director of Studies. Jeanne Castro is the Field Director. For your information, Dr. Miller now teaches in sunny Arizona, but is still a project director at the Institute.

Sampling Notes

I. Description of the Post-Election Sample

The sample for the 1984 Post-Election Study consists of all those respondents who were selected and gave an interview in the 1984 Pre-Election Study. This group was then **divided** in half: one "half sample" is assigned to the face-to-face (FTF) interview, meaning that these respondents will be asked questions by a field interviewer using the "personal" version of the questionnaire; the other "half sample" is assigned to the telephone (Tel) interview, meaning that these respondents will be asked questions by an interviewer in the Ann Arbor Telephone Facility (AATF) using the "telephone" version of the questionnaire.

The reasons for splitting the sample into half samples are two-fold: The first reason is economic. It's cheaper to interview by phone, and by conducting some of the interviews on the phone the Study could afford to increase the total sample size. (There is a price, however. The telephone interview had to be shorter than the personal interview, so we will be missing data from the telephone interviews...) The second reason has to do with time. We know that respondents' memories of the election, the events surrounding it, their contact with candidates, and their vote choice "decay" rapidly once the election has taken place. By splitting the sample, and thereby increasing the number of interviewers working on the study, we hope to complete nearly all interviewing within the three weeks after the election. In doing so, we expect there will be a dramatic improvement in the quality of the data collected.

II. Your Sample - The Post Election Cover Sheets

Your Post-Election cover sheets are made up after we receive the Pre-Election interviews. Because interviewing continues through November 5, we cannot send you all your Post-Election cover sheets in late October. We will, therefore, be sending a number of batches of cover sheets. The first batch of cover sheets will be mailed around October 26 and 29. These should include cover sheets for all Pre-Election respondents whose interviews were logged in the Field Office on or before October 17. The second mailing of cover sheets will be around November 6, and a third mailing will take place about a week later when all Pre-Election interviews have been logged in the Field Office.

With each batch of cover sheets you will also receive a Sample Address Summary, listing the cover sheets assigned to you in that batch. A facsimile appears on the next page. Should it be necessary to transfer any of your cover sheets to another interviewer, use the Cover Sheet Transfer Form (facsimile and instructions follow) sending, as always, a copy to your supervisor and a copy to the Field Office.

INTERVIEWER: JEANNE CASTRO
PRIMARY AREA: ANN ARBOR, MI

SUPERVISOR: MARIA SANCHEZ

SAMPLE ID# CD HALF SAMPLE	ADDRESS (AND/OR DESCRIPTION)	NOTES (INCLUDING COVERSHEET TRANSFER DATE & TO WHOM)	REPORTED TO SPVSOR	FINAL RESULT	DATE MAILED W/IWWS
85-01-005-0 MIO2 FTF 1/2SAMP	SUSAN TRAMMELL 1984 M.V.P. LANE ANN ARBOR, MI 48103 PHONE: 313/666-0450				
85-03-001-0 MIO2 FTF 1/2SAMP	L. PARRISH 33 HOMER LANE ANN ARBOR, MI 48105 PHONE: 313/222-0230				
85-03-005-0 MIO2 FTF 1/2SAMP	JOHN MORRIS 19 WINNER DRIVE #2 ANN ARBOR, MI 48105 PHONE: 313/111-1911				

S-2

SAMPLE ID#: PSU - SEGMENT - ASP LINE# - HU
HALF SAMPLE: FTF 1/2SAMP = FACE-TO-FACE HALF SAMPLE
TEL 1/2SAMP = TELEPHONE HALF SAMPLE

*** WHENEVER YOU TRANSFER COVERSHEETS,
DON'T FORGET TO COMPLETE AND MAIL A
TRANSFER FORM ***

III. COMPLETING THE COVER SHEET TRANSFER FORM:

S-3

Cover Sheet ID: It is important to have accurate identification of each cover sheet being transferred. The eight digit cover sheet ID number for each labeled cover sheet on the Election Study is found on the cover sheet Sample Address Label and in the first column on the left hand side of the SAS.

Transfer Codes: The transfer codes shown on the top left of the form are to help us know how much work was done prior to transfer and what the status was so that we can credit the proper interviewer when the cover sheet is received in the Field Office.

Transfer Code 10. This Code is used by supervisors only.

Transfer Code 11. NO CALLS MADE; COVERSHEET WITHIN RANGE: "within range" means that R lives within 50 miles of the Primary Area boundary.

Transfer Code 12. CALLS MADE; NO CONTACT - Calls at the HU (thought or known to be occupied) have been made, but there has not been contact with an occupant or with the Recontact R.

Transfer Code 13. CALLS MADE; CONTACT MADE - Calls have been made, contact with the selected R or with someone in the household has occurred, including any calls you made for refusal conversion purposes after an initial refusal was obtained by you or someone else.

Transfer Code 21. COVERSHEET OUT OF RANGE or NEW ADDRESS UNKNOWN - This code is used when the selected respondent for an HU moves out of range (beyond 50 miles from the Primary Area boundary), or when you are unable to obtain the new address for a selected R that moved. Discuss this situation with your supervisor; she will instruct you as to whether the coversheet is to be transferred to another interviewer or to the Study Manager in Ann Arbor.

Transfer Code 31. INITIAL REFUSAL OR FIRST INDICATION OF RESISTANCE - Use Code 31 to transfer a coversheet when, for the first time, there is a probable or certain refusal or other situation where the interviewer suspects the respondent is avoiding him or her (broken appointments, looking out the window or through the peephole but not answering the door, etc.) We want to encourage interviewers to trade (transfer) coversheets in situations such as this when a new face may have a better chance of success.

Our policy is that the followup interviewer should be credited with the interview if it is converted from a refusal, but should not be charged with a final refusal if the effort to turn it into an interview fails. Accurate assignment of the transfer codes is necessary if we are to give proper credit.

Code 31 can be used only once in the course of the coversheet transfer history, since an initial refusal can be obtained only once. Use Codes 11, 12 or 13 if you are transferring to a fellow interviewer a coversheet which you had received for refusal conversion and worked on, but now are giving up to let someone else have a chance.

IV. Detailed Instructions for the Use of the Cover Sheet Transfer Form

A. Problems!

There was some confusion during the Pre-Election Study with regard to Cover Sheet Transfer Forms -- when and how to use them. The most common problems were of the following types:

1) Two Cover Sheet Transfer Forms were received in the Field Office to describe the same transfer. This happened because both the supervisor and the interviewer completed and mailed Transfer Forms for the same transaction; or, the person (supervisor or interviewer) sent in twice Transfer Forms for the same transaction.

The problem was spotted when logging transfers. The computer program would not accept the second (or duplicate) transfer since the coversheet has already been transferred at an earlier date. To solve this, the logging clerk has to print and examine the cover sheet transfer history in order to reconcile the discrepancy. This takes time and the situation can be avoided altogether by following the simple rules stated below.

2) No Cover Sheet Transfer Form was received in the Field Office, but the transfer did take place in the field and the cover sheet call record shows that the "other" interviewer made the last call. This unreported transfer is discovered while logging, when the computer program balks at the "other" interviewer's ID since, according to Field Office records, the cover sheet was never transferred to that interviewer.

3) An unnecessary Coversheet Transfer Form was completed. The interviewer that finalizes a coversheet (makes the last entry in the Call Record and sends the coversheet in to the Field Office) does not need to transfer that coversheet at all. Transfers apply to "outstanding" coversheets to be worked on by someone else. A Transfer Form is not required even when the finalized coversheet is a refusal conversion situation that you handled. Our logging programs will credit interviews and final refusals to the appropriate interviewers automatically.

B. Rules!

You will help us a great deal if you follow two basic rules:

RULE #1: Complete and send in a Cover Sheet Transfer Form to the Field Office whenever you give (mail or deliver) a cover sheet to someone else who will work on it.

RULE #2: The person responsible for completing and sending the Cover Sheet Transfer Form to the Field Office is the person who gives (mails or delivers) the cover sheet to someone else who will work on it.

Keep track of transfers you do by entering the transfer date and to whom in the "notes" section of your sample address summary (SAS).

A Field Office employee (the Study Manager or your supervisor) may be the "someone else who will work" on the cover sheet, not just a fellow interviewer. This is frequently the case in recontact studies when the interviewer encounters a respondent who "moved out of range" (R moved too far away from your home area), or one who is "unlocatable" (R moved and you have not been able to obtain the new address). Cover sheets of this sort are considered "outstanding" (not final) though you may be mailing them directly to the Field Office. The reason is that the Study Manager or the supervisor may in turn transfer the cover sheet to another interviewer in R's vicinity, or pursue special efforts with the Study Staff to locate the address of the "vanished" R. So the Final Rule is:

RULE #3: In the case of recontact studies, cover sheets for respondents who "moved out of your range" or for respondents who are "unlocatable" are to be always transferred to a designated Field Office employee (Study Manager or supervisor). Send a completed Cover Sheet Transfer Form along with the cover sheet.

For the Post-Election study, the Study Manager (Jeanne Castro) has been designated the Field Office employee to whom you should transfer and mail cover sheets for out-of-range movers and unlocatable Rs. Jeanne Castro's 4-digit ID is 9926.

C. Timeliness

Transfer Sheets must reach the Field Office before or at the same time as the cover sheets they refer to. The transfers must be logged in before the cover sheet in order for the Current, Initial, Net and Supplemental Cover Sheet Loads as well as the Initial Load Transfers to be accurately reported on the Cover Sheet Accounting Statement. Problems with inaccurate outstanding cover sheet totals often result when transfer sheets are not received in the Field Office prior to the arrival of the cover sheets.

D. Interviewer I.D.

Please record the I.D. numbers of both interviewers. You are all special to us, but with many interviewers working on a study, it is very hard for us to remember the I.D. numbers we need when recording transfers.

E. Transfer Date

Please date the transfer. Where there is no date the transfer will be recorded as the date the Cover Sheet Transfer Form was received in the Field Office.

F. Transfer Codes

If you have any questions regarding the correct transfer code, please check with your supervisor. An incorrect transfer code may adversely effect your or another interviewer's rates reported on the Cover Sheet Accounting Statement.

Remember, there can be only one 31, initial refusal, transfer. There are times, particularly toward the end of a Study period, when a cover sheet with a first refusal will be transferred to and tried by several interviewers. In those cases only the first transfer can be a 31. Subsequent transfers must be coded 11, 12, or 13. Any exceptional cases can be referred to your supervisor. We want to make sure all of you get credit for you extra efforts on a Supplemental Load.

V. Cover Sheet Item-by-Item Instructions, Page 1

Note that the 1984 Pre-Election cover sheet is inside the Post-Election cover sheet. The Pre cover sheet has been returned to you as an aid for recontacting your respondent. You will find the call record, call notes, recontact information and the household listing (especially in cases in which R refused to give us his/her name) helpful. You will also be referring to the Pre-Election cover sheet in asking recontact question on page 2 of the cover sheet (see "Recontact Information" in the Field Notes in this book).

PLEASE keep the pair (Pre and Post) of cover sheets together and return them to us together. It is a more-than-serious problem if the Pre-Election cover sheet gets lost in the shuffle.

Item 1: This is the sample label, containing the following information:

	Sample ID Number	State & Congressional District #	The log number assigned to the Pre-Election interview	
	85-01-005-0	MI02	PRE:1234	
Respondent's name, address and telephone number	SUSAN TRAMMELL 1984 M.V.P. LANE ANN ARBOR, MI 48103 PHONE: 313/666-0450			
	HALF SAMP:FTF		Q'RE:PERS	IWER:FIELD
Indicates the half sample to which the cover sheet is assigned: FTF=face-to-face Tel=telephone			Indicates the type of questionnaire to be used -- the <u>PERSONAL</u> version or the <u>TELEPHONE</u> version	} Indicates whether the cover sheet is assigned to a field interviewer (FIELD) or to an Ann Arbor Telephone Facility interviewer (AATF)

Item 2: Affix your interviewer's label here.

Item 3: Usually the respondent will still reside at the Pre-Election address -- that is, the address which appears on the Sample Label in Item 1. In this case, check YES and move on to item 9.

If the respondent has moved to a new address, check NO and go to item 3a.

Items 3a-3b: Enter R's new address and phone number.

Item 3c: 1) If R's new address is within 50 miles of the boundary of your primary area, you or the closest Election Study interviewer in your area should pursue the interview. However, before doing that, place a call to the City or County court house nearest

the respondent's new home. Ask for the office responsible for election and voting information, and ask the following questions:

QUESTIONS TO ASK AN ELECTION OFFICIAL:

1. In what U.S. congressional district is (R'S NEW ADDRESS) located?

C.D. # _____

2. Who was the Democratic candidate for the U.S. House of Representatives in Congressional District (C.D.# FROM 1 ABOVE) in the election on November 6?

NO DEMOCRATIC CANDIDATE

(NAME. CONFIRM SPELLING)

2a. Was this person an incumbent (congressman/ congresswoman)?

YES

NO

DON'T KNOW

3. Who was the Republican candidate for the U.S. House of Representatives in Congressional District (C.D.# FROM 1 ABOVE) in the election on November 6?

NO REPUBLICAN CANDIDATE
END OF FORM

(NAME. CONFIRM SPELLING)

3a. Was this person an incumbent (congressman/ congresswoman)?

YES

NO

DON'T KNOW

*Ask the questions exactly as they are written and you will get what you want to know. Ask them differently and you may get the names of candidates for the state legislature...

*When you have the information, check first to see whether R's new congressional district is among those for which you have Candidate Lists and Ballot Cards. If yes, great; you're ready to interview. If no, call Jeanne Castro (313-764-8356).

*I have not reproduced this form because it is unlikely you will need more than one. If you need more, make one, Xerox this one, or call Jeanne Castro and I'll send you one.

Item 3c (continued)

- 2) If R has moved out-of-range, i.e., beyond the 50 mile radius from your primary area, call me, Jeanne Castro (313/764-8356) so I can arrange reassignment of the cover sheet.

Item 4: Enter your interview number here. The first completed interview you take on the Post-Election Study (after the practice interview) is #1, the second one is number "2," the third is number "3," and so on. The point here is that you begin the study with #1, rather than continuing numbering from the Pre-Election.

Enter this interview number on each interview questionnaire and on the Sample Address Summary form to keep a record of each interview number and the address at which it was taken.

Nonresponse cover sheets are not numbered. If you were unable to take an interview, leave the space for "your interview number" on the cover sheet blank. Number only completed interviews.

Item 5: Enter the date on which the interview was completed. This should also be the date of your last entry in the Call Record (item 10).

Item 6: Record the length of the interview in minutes (calculated in item 5 on the face sheet of the questionnaire).

Item 7: Enter the length of time it took to pre-edit the questionnaire (calculated in item 10 on the face sheet of the questionnaire).

Item 8: Enter the length of time to post-edit the questionnaire (calculated in item 13 on the face sheet of the questionnaire).

Item 9: This is a suggested introduction to the questionnaire. You are not required to read it, but it is a basis on which you can develop your own introduction with which you are comfortable and successful.

Item 10: THE CALL RECORD: Please record each call as it is made. If a call was made by phone, indicate this by entering a "T" beside the call number. If another interviewer has to take over the cover sheet it is important to know what days of the week and times of the day were productive in finding members of the household or the respondent at home. This information is also logged, coded and analyzed when the cover sheet is received in the Field Office.

Page 4 of the cover sheet is provided for you use in making more elaborate notes about your calls.

VI. Noninterview Form Item-by-Item (page 3 of the cover sheet)

- NR1. Affix your interviewer's label here, if this is your noninterview.
- NR2. If you are following up another interviewer's noninterview, affix your label here.
- NR3. We would like you to assign a nonresponse code to the cover sheet which did not yield an interview. We have attempted to give you short, descriptive definitions of each code.

The Staff here will assign the final nonresponse code based on the code you assign in NR3 and the description of the situation you provide in NR4. It is therefore possible that our final code will be slightly different from the one you select in NR3.

- NR3a. We want to sort out those nonresponse cases which we refer to as circumstantial noninterviews, that is, where there is some situation in the household that would prevent an interview. For example, perhaps R doesn't speak English, is a stroke victim, moved to Mexico after the Pre-Election interview, or died.
- NR4. GIVE DATES FOR YOUR ACTIVITIES AND FOR THE EVENTS YOU DESCRIBE. Give us a full description of the noninterview situation. What we want is a verbal description of the reason for the noninterview. We asked you in NR3 to select the nonresponse category which you feel best describes the situation. In order to evaluate the accuracy of that choice, we need a complete description of the situation.

NR2. FOLLOWUP INTERVIEWER'S LABEL	NR1. ORIGINAL INTERVIEWER'S LABEL
-----------------------------------	-----------------------------------

NR3. Reason for Noninterview: (Describe in detail below, dating your entries. Also check to make sure that page 1 of this cover sheet is as complete as possible and has all the required information.)

51. REF-R refusal by the respondent
52. REF-O refusal by someone other than the respondent
53. REF-U refusal by someone--don't know whether person refusing was the respondent
61. NOC-RD no contact with the respondent, but respondent's address is known and within range
63. NIP noninterview due to permanent condition → Define condition at NR3a below

NR3a. Type of permanent condition:

1. R DECEASED → END OF FORM
2. LANGUAGE (What language? _____) → END OF FORM
3. MENTAL OR PHYSICAL CONDITION (DESCRIBE IN NR4)
4. R MOVED OUT-OF-RANGE--ADDRESS KNOWN BUT UNABLE TO FOLLOW (This is a Field Office decision--do not check this box without Field Office authorization.) Item 3a-3c on page 1 of this cover sheet should be complete.
5. R'S NEW ADDRESS UNKNOWN (Describe efforts to locate R in NR4; check with Field Office before sending this in.)
7. OTHER PERMANENT CONDITION (Describe in NR4)

67. NIO noninterview for other reasons (Describe in NR4)

NR4. DESCRIPTION OF NONINTERVIEW. (IF #5 CHECKED FOR NR3a, INCLUDE DESCRIPTION OF EFFORTS TO LOCATE THE RESPONDENT'S WHEREABOUTS.)

DATE: _____

Field Notes

I. Special Features of the Post-Election Study

A. Design

The 1984 Post-Election Study is the traditional reinterview survey which is conducted with Pre-Election respondents during presidential election years. In the past, researchers have designed these surveys such that two 70-minute interviews could be put together and treated in analysis as one 140-minute interview. This year the approach was slightly different, in that it was decided to treat the Pre-Post respondents as a "panel"--meaning that some items from the Pre-Election survey are repeated in the Post, in order to determine whether respondents' sentiments have changed. The speculation is that people's perceptions about candidates and issues do change and that a significant event such as a presidential election has an impact on these changes.

B. Congressional Questions

Since 1978, Post-Election surveys have carried a series of questions about the U.S. House of Representative's candidates and incumbents. There is a great deal of interest among political scientists in the dynamics of the election and of candidates to the House, how well candidates are known, and how much of an advantage an incumbent representative has over his/her challenger. The 1984 Post Election Study includes a set of the questions about the House of Representatives election. (Pretesters asked me why we don't do the same for Senate elections. The answer is that the National Election Studies try to represent the interests of the social scientists who will be using the data, and currently no groundswell of enthusiasm for the study of Senate elections has been expressed.)

C. Editing

Because the Post Study has the questions about the House of Representatives, it is necessary that questionnaires be tailored to the congressional district in which the interview will be taken. There is, therefore, a significant extra task for the interviewer--that of pre-editing, entering candidate names into the questionnaire; and post-editing, entering "candidate numbers" in coding boxes. Full instructions on how to do this appear at the end of these Field Notes.

D. Special Demands on the Interviewer

Interviewers taking part in the Post-Election Survey will ultimately determine the success of the project. We ask you to interview respondents a second time using the correctly tailored questionnaire, within the bounds of a short study period--and that's a lot to ask! However, we have gone a long way to make this easier for you.

- 1) The Post interview is significantly shorter than the Pre was; there are fewer open-ended questions and a large part of the questionnaire goes very quickly for respondents who know little or nothing about their Representative (which is frequently the case).
- 2) The editing instructions for tailoring your questionnaires have been pretested and refined. We think you will find them easy to understand and work with.
- 3) We've split the sample of Pre-Election respondents into halves, one half to be interviewed by telephone from Ann Arbor.

We hope that by lightening the load on field interviewers, we can obtain 90% of our interviews before Thanksgiving. There are several reasons for wishing to do this: people forget about campaigns, candidates, and issues very quickly after an election, including how they voted (!); once the holidays begin the difficulty in finding respondents at home who are willing to take time for the interview increases by an order of magnitude (I tried again this year to have Christmas and Hanukkah moved to sometime in April, but...); and, of course, there's you--do YOU want to spend the holidays chasing fugitive respondents?; and then there is Vote Validation, a whole new subject.

E. Vote Validation

One page 2 of the cover sheet we put you and your respondent through your paces concerning R's legal and address. The reason is that, probably in January, we will begin the portion of the project called Vote Validation, which entails looking up voting and registration records, in order to determine who among our respondents voted. (We are able, of course, to validate only whether the person went to the voting place or not. The choice of candidates by individual voters is secret information, never disclosed by electoral offices). We do this because our respondents, who are sampled to represent a cross-section of the American electorate, report having voted at a much higher rate (like 16% higher!) than the turnout figures for the nation as a whole. Some of the difference is undoubtedly due to the interest in voting sparked by our Pre-Election questionnaire. However with all due modesty we know that, fascinating though the Pre-Election may have been, some of the 16% is due to "misreporting;" people sometimes tell us they voted when they didn't. In order to explain the discrepancy we go to the vote records (which are incidentally public information) and verify that our respondents did or did not vote. In order to look up these records, we must have the exact name and address under which they are registered. Thus, the questions in C2 of the questionnaire and the recontact series on the cover sheet. In both cases, we have provided you with an explanation for needing this information. The explanation is accurate, although it only implies our intentions concerning vote records. We are vague because it sounds threatening to say we're going to look up vote records. In fact, the data from Vote Validation is treated with the same loving attention to confidentiality and privacy of the respondents as are the interviews.

II. Study Dates

The study dates for the 1984 Post-Election Study are:

Wednesday, November 7 - Wednesday, December 14.

DO NOT begin interviewing under any circumstances before November 7. Interviewing should not begin until the election has occurred and the outcome is known. As mentioned earlier, it is important that virtually all interviewing take place before Thanksgiving - important for you, important for the respondent, important for me, but mainly important for the quality of the data. Plan to complete your interviewing before Thanksgiving, and to use the period from November 24-December 14 for picking up interviews impossible to obtain before Thanksgiving.

III. Supplies

A. Items in Study Packets

1 Instruction Book
1 Questionnaire

1 Respondent Book

1 Candidate List for each congressional district in which you will be working

3 Ballot Cards with the candidate slate for each congressional district in which you will be working

1 envelope in which to mail your practice interview to your supervisor

NOTE: The Candidate List(s) and Ballot Card(s) mailed here will be the ones you will use in the "real" study. Make sure you don't lose track of these important papers!

B. Materials In Bulk Mailing (mailed to Study Coordinator)

Questionnaires
Respondent Booklets
Field Office Mailing Envelopes
Pre-Study Conference Reports

C. Items in Sample Control Packets

Pre-Election Study Cover Sheets
Post-Election Study labelled cover sheets
Post-Election Sample Address Summary

IV. Preparation for the Study

All interviewers working, or possibly working, on the Post-Election Study will be required to complete the following assignments before production interviewing begins:

- A. Study the Instruction Book, working through the problem exercises given in the Question-By-Question Section.
- B. Conduct a practice interview, not with a relative, preferably with someone you don't know or don't know well. Treat it as a production interview, completely edited with a thumbnail sketch and the face sheet filled out. Write "Practice" on the face sheet of the interview so that it cannot be mistaken for a production interview.

*You will have to make certain that you have pre-edited your questionnaire for the district in which your practice respondent resides.

*You will have to ask your respondent to cast his/her mind forward, answering questions as if the election had already occurred and the outcome known.

- C. In primary areas in which two or more interviewers are working, attend a prestudy conference. The Interviewer's Manual, currently in a state of revision, covers the purpose and procedures of the Prestudy conference thoroughly. The following is a reproduction of that section:

Prestudy conferences. In home areas where there is more than one interviewer the study plan usually calls for all interviewers working on a study to attend a prestudy conference BEFORE THEY BEGIN PRODUCTION INTERVIEWING. A supervisor may have interviewers from nearby areas get together for a prestudy conference. This conference is held by the SC at a time when all the interviewers can attend, ~~usually during the week before the election~~. The meeting should be used to go over the practice interviews, cover sheets and worksheets, the question-by-question objectives in the Instruction Book, and the sampling instructions.

We expect you to be completely prepared at the time of the conference and to have done the following:

- Studied all materials carefully, making notes in the Instruction Book of any possible problems or things you would like to discuss with the other interviewers.e

*e● Completed the worksheet.e

- Taken a practiceeinterview, completed a practice cover sheet, and edited both.e (On the Post-Election, no practice cover sheet is required.)e

All of the points listed below should be covered at the prestudy conference:

- Discuss the sampling procedures thoroughly, giving special attentione to the listing, updating, and selection procederes for that study.e
- Go over the Field Notes. You should discuss standard field procedures as well as special instructions which appear at the beginning of the Instruction Book.
- * ● Go over the worksheets together and send them to the Field Officee after the conference. When they have been logged in, the studye manager in charge of the project for the Field Office will go over them, make any corrections and return them to you.
- Go through the practice interview page by page, question by question,e in sequence. As you review, refer to the question-by-question objec-tives to make sure an appropriate answer has been obtained for everye question. Are the answers clear and complete? Do they meet thee question objectives? Are they legible and annotated? Do you neede to remind yourself to probe at a particular place? Is the thumbnaile sketch informative?
- Study coordinators should use the prestudy conference reporte (Illustration 14-I, page 14-20) to keep a running tally of eache problem and proposed solution, referring to specific questione numbers.e
- Call ~~the Field Office during regular business hours~~ ^{your supervisor} if there are important unresolved questions or if you anticipate difficulties and need additional information about question objectives or skip instruc-tions.
- When the conference is over the interviewers should send their practicee interviews to the supervisor and the worksheets to the Field Office.e The SC should complete the prestudy conference report form and sende one copy to the Field Office, one to the supervisor, and keep one copye for his/her files.e

Reports from these conferences help us catch problems in both the questionnaire and the procedures early in the interviewing period.

*Note that on this study there is no worksheet; ignore all references to thee worksheet.e

V. Materials Not Included

- A. Press Release - The Press Release for the Pre-Election Study had, to our minds, the best chance of being published. There is, therefore, no special Post-Election press release.
- B. Letters for Contacting Authorities - Letters delivered to Authorities in the Pre-Election Study were meant to be filed permanently by the relevant agencies, and therefore unnecessary for the Post.
- C. Respondent Letters - Following tradition, there is no Post-Election respondent letter.

VI. Call Procedure - No calls before November 7!

You can begin contacting respondents for appointments by phone on November 7; however, be careful and selective about making your first contact over the phone. In some cases, a personal visit may be more appropriate, particularly if your respondent was reluctant to be interviewed in the Pre-Election Study. So think before you dial. Please make sure you record all calls, telephone as well as personal, in your call record on the cover sheet. (Indicate telephone calls with a "T" beside the call number).

If your respondent has no phone, then the initial call will have to be made in person. Check item R4 (Recontact Information) on the Pre-Election cover sheet for optimal times to make this call.

If the respondent gave no name, address, or telephone number (or if R has disappeared from the address given in R1 on the Pre-Election cover sheet), you will have to locate R. Begin by returning to the recontact or sample address. If R is no longer there, put on your detective hat. Inquire about R at the sample address; talk to neighbors. Try telephone information, if you have a name. The post office may be able to help you out with a forwarding address for either the R by name or for the residents at that address.

FIND THAT RESPONDENT!!!

Again, the Interviewer's Manual section on call strategy is excellent. The relevant pages are reproduced on the next two pages.

6 CALL AND CALLBACK STRATEGY

Every sample address on a study must be accounted for with a cover sheet. We must account for dwellings which are unoccupied or which contain no eligible respondent as well as for those in which there is a person to be interviewed. Since you will not always find the respondent at home on the first call, callbacks are often necessary.

SUGGESTED PROCEDURES

The manner in which you make initial calls and subsequent callbacks can greatly affect response rates and costs. Please use the following suggestions as a guide.

- **Make calls at all of the assigned housing units early in the study period.** This will get you off to a good start and will allow you time to make repeated callbacks for respondents who are difficult to reach.

- **Plan trips to maximize the number of calls per trip.**

- **Plan to do your work in large blocks of time, especially during the early part of the study.**

- **Plan trips in accordance with your knowledge of the typical routines of people in your areas and the changes in these routines from season to season.** For example, in rural areas, people tend to be at home before 4 p.m. more often than they are in urban areas. Weekends may be a good time to find people at home in the late fall, but a poor time in the late spring. Depending on the area, you may have to plan your work around weekend sailing regattas or the deer hunting season.

Good times to call will also vary with respondent selection. For example, if the selected respondent is the head of a household in an urban or suburban area, it would probably be best to call in the late afternoon, early evening, or on a weekend when he is most likely to be home. However, a farmer might be delighted to see you at 10 o'clock on a winter morning.

- **It is best to start working at the beginning of the study in areas in which people are hardest to contact, but you should not neglect segments on the way to or from the difficult area.** Also start early in areas which are most apt to be affected by adverse weather conditions during the study; consider spring floods, snow which might close the mountain pass into a remote area, etc.

- **If no one is at home when you first call, try to get an idea of when someone is likely to be there and note this on the cover sheet.** If you cannot get any information, call at different times of the day, on different days of the week and on weekends. Because you will be talking to many people and keeping track of many schedules, you will find the call record on the cover sheet very useful in planning times to call. Not only is the call record helpful for the current study; it may also be of considerable help to you or another interviewer trying to locate this respondent for a reinterview on a future study. Often you can find out when a potential respondent is likely to be at home just by asking his neighbors. Plan to make one call in each of three distinct time periods:

- 1) *Days during the week (9 a.m. to 6 p.m.)*
- 2) *Evenings during the week (6 p.m. or later)*
- 3) *Weekends.*

- **Use discretion in setting up a definite appointment for an interview.**

- If you do make an appointment, try to make it at the beginning of your day's trip so that you can make other calls after the interview and so that you will not find yourself in the middle of an interview when you should be keeping another appointment.

- Good times for appointments are often the times that are bad for making initial calls, e.g., early in the morning or during the lunch hour. Try not to set up appointments during hours which are most productive for initial calls.

- Be prepared to do other work during odd time periods between appointments when there is too little time to conduct another interview. This might include editing interviews, completing progress reports, or corresponding with your supervisor and the Field Office. Many interviewers travel with a tidy "office" in the trunk of their cars and some of the best thumbnail sketches have been written by interviewers waiting for an elusive respondent.

- If a respondent breaks an appointment (or two), try stopping by, unannounced, when you are in the neighborhood.

- Do not use the telephone for initial contacts on household surveys; it is too easy for a respondent to refuse an interview.

But you may certainly use the telephone to confirm an appointment if the respondent suggests it.

- Sometimes just one segment has been selected in an out-of-the-way place. The most efficient way to handle this kind of assignment is to pick an optimum time for the first visit to the area and try to set up appointments at all the assigned HU's at that time. By all means, call to confirm these appointments before you drive half way across the county.

- Use the Interviewer card for personal notes, such as "Sorry I missed you . . ." when you are unable to find anyone at home. If the appointment was broken and you feel that the respondent is cooperative but absent-minded, you might leave your telephone number and ask him to call you to arrange a convenient time, adding something like "I will be back in your neighborhood Thursday and Friday . . ."

- Drive by sites of future interviews. As you go to and from interviews in the neighborhood, drive by a selected house even if you do not have time to stop and call. You may get clues as to when respondents are likely to be home (a car in the driveway) that will help you plan future calls.

- Occasionally you may have a segment for which you feel the best strategy is a "blitz" because the houses are close together and the neighbors do a lot of visiting among themselves. In such cases, and particularly if the interview is long, it may be best to have several interviewers working in the segment at the same time to clean it up as rapidly as possible.

- If you have an "albatross" segment where you have never had much luck, it may help your morale if you plan to work this segment along with your "lucky" segment where it is always a pleasure to interview.

Page 4 of the cover sheet has space in which you can record more detailed information than there is room for in the Call Record on page 1 of the cover sheet. Notes you make there could be helpful to an interviewer following up a refusal.

VII. The Post-Election Recontact Information (page 2 of the Post cover sheet).

The recontact information is collected at the end of the interview. The skip instruction on page 58 of the questionnaire sends you to page 2 of the cover sheet. The text of the closing statement for the interview is in R1.

A word of admonishment here - many times in the Pre-Election this page was either skipped or inadequately completed. This is part of the interview, and until this page is completed the interview is not complete! Of course, as with any of our questions, the respondent may refuse this information, but should this be the case the refusal should be noted by you in the margin in R's exact words, just as it would be in the questionnaire.

The purpose of the Post-Election Recontact Information is to verify that the information we already have about the respondent is accurate to the letter, and that what we have is the respondent's full legal name and address (see "Vote Validation" earlier in this section).

*R2 and R5: It would be wise to pre-edit the Respondent's name and address into the blanks provided here.

*If the respondent did not give a name or address in the Pre-Election interview (a rare event) you will have to change some wording in pre-editing:

- Use the alternate wording in the last sentence in R1 to read, "For this reason, I would like to have your full name and address."
- Use the alternate wording in R2, "What is your full name?" and enter the response in R2a.
- Use the alternate wording in R5, "What is your address?" and enter the response in R5a.

DO NOT SKIP R3 even when you think the spelling is obvious. Even a name like Brown has variations (e.g., Browne) and first names can be wild (Cathy, Kathy, Cathie, Kathie, Cathee, Cathi, etc., etc.).

A facsimile of the Recontact Information appears on the next page.

One final word here: There is a good chance that a subset (probably 200-300) of the Post-Election respondents will be contacted by phone about a year from now and asked to participate in the 1985 pilot study. If you are specifically

asked whether you will be back for another interview, say that it is possible that some respondents from this study may be contacted by phone from Ann Arbor sometime in the future, but that you have no way of knowing whether your respondent will be among those selected. The odds, obviously, are that he/she will not be selected.

RECONTACT INFORMATION

R1. These are all the questions I have. Once again, let me thank you for agreeing to participate in our study. The thoughts and ideas you have contributed will help us understand better how people's opinions and attitudes develop and how they are expressed in our political system. As mentioned earlier, we will be sending you a report of some of our findings as a way of expressing our appreciation for your cooperation. Our Ann Arbor office may also be calling or writing you to verify this interview. (For this reason, I would like to verify that we have your correct name and address./ For this reason, I would like to have your full name and address.)

R2. Is your full name _____?
(What is your full name?) (READ FULL NAME FROM R1 ON PRE-COVER SHEET)

1. YES 5. NO → R2a. WRITE CORRECT FULL NAME:



R3. Is your last name (FROM R2a OR FROM R1 ON PRE-COVER SHEET) spelled _____?

1. YES 5. NO → R3a. WRITE CORRECT SPELLING: _____



R4. Is this your legal name, the one that appears on your driver's license, social security card, voter registration, and other official documents?

1. YES, THIS NAME ONLY 2. YES, THIS NAME AND OTHER(S) 5. NO, DIFFERENT NAME 8. DON'T KNOW → R4a. What is the other name? (What are the other names?) CONFIRM SPELLING OF LAST NAME. FIRST NAME LAST NAME

R5. And is your address still: _____?
(And what is your address?) (READ ADDRESS FROM R1 ON PRE-COVER SHEET OR FROM 3a ON PAGE 1 OF THIS COVER SHEET)

1. YES 5. NO → R5a. WRITE CORRECT ADDRESS:

END OF FORM

_____ (STREET ADDRESS)

_____ (CITY) (STATE) (ZIP)

END OF FORM

YOU MAY REASSURE R THAT WE NEED THIS INFORMATION BECAUSE: We are interested in the frequency with which people have to update voting registration as a result of changes in name and in residence. Registration rules vary from community to community. Knowing the name and address at which you are currently registered will enable us to identify the regulations that apply to those who live in that area.

VIII. Persuasion Letters and Refusals

In the Pre-Election we provided supervisors with a number of different persuasion letters geared to specific refusal situations. With the Post-Election, however, there is only one point we want to stress with the respondent -- that he/she is particularly valuable to us as a respondent because of the time R has already spent with us in the Pre-Election. So one version of the persuasion letter is all that is required. The persuasion letter we plan to use is reproduced following this section.

As in the Pre-Election Study, each week you will be reporting to your supervisor by phone (see the next section, Reporting Progress and Mailing Procedures). At that time, talk with her about your problem respondents. She will send the persuasion letter and discuss with you whether the cover sheet for that R should be transferred to another interviewer for refusal conversion.

If the coversheet is to be transferred, complete as well as you can the Noninterview Form, and send the coversheet on. If the interview is completed, the new interviewer doesn't have to add anything to the noninterview form.

Reproduced here are some useful suggestions from the Interviewer's Manual regarding the handling of "reluctant respondents".

RELUCTANT RESPONDENTS

Sometimes in spite of your best efforts a respondent will politely (or impolitely) refuse to be interviewed. Although experience will help you avoid refusals and minimize your disappointment when you get one, the following suggestions may be helpful.

- Leave the door open for another try at a later time. If you find you are not getting anywhere at all during your first meeting with the respondent, try to leave before you get a final "no" and before he starts to think of you as a pest. It may just be a bad time for him, he may have had an argument with his boss, or any number of other problems may be bothering him. Call back some other day when he might be in a better mood. Make an appointment to return if he suggests one, but remember that if he really wants to avoid the interview, he will know when to avoid being there.

- Try not to let another member of the household refuse for the selected respondent. "My husband certainly wouldn't be interested in anything like that!" Be particularly dubious about such statements if a wife has just said that she *would* be willing to be interviewed. If you get a refusal from the spouse of a respondent, diplomatically explain that while they might be correct in their assessment of your chances for the interview, your job requires that you talk to the selected respondent in person. In order to avoid such refusals, make the initial call at a time when you are most likely to find the selected respondent at home.

- In primary areas with more than one interviewer working on the study, ask the FC to assign the cover sheet to another interviewer. If you do not seem to be getting any closer to an interview with a prospective respondent, perhaps another interviewer might be more successful. Again, try to avoid a definitive "no" so that another interviewer can try either with or without a persuasion letter.

Refusals are a source of concern to organizations such as the Center because they introduce bias into the survey findings. The Center studies nonresponse situations in an effort to determine the reasons behind them, better ways of avoiding them, and the degree of bias they introduce into the survey results. For these reasons, please give as much information as you can about non-response situations, especially refusals. Any demographic data on the noninterview respondent — age, sex, marital status, number of children, type of dwelling, and so on — are helpful.

The following is a list of ways in which a respondent might express his refusal.

- No reason given — respondent gives a flat "no" or "not interested" type of answer.
- Respondent expresses anti-government, anti-administration, anti-business, etc., feelings.
- Respondent expresses the feeling that surveys are "silly" or "not worthwhile."
- Respondent speaks a foreign language and is suspicious of your mission.
- Respondent seems antagonistic toward you but has no real reason for not wanting to be interviewed.
- Respondent says he is "too busy."
- Respondent says he is working and can not or does not want to take time for the interview.
- Respondent was previously interviewed by some other survey or sales organization which misrepresented the reason for the visit.

There may also be unexpressed reasons behind a respondent's refusal to grant an interview such as:

- The respondent feels personally threatened in some way by the interview or worried because he feels he does not know enough about the topic of the survey.
- The respondent may not believe that your real purpose is to conduct an interview.
- The respondent does not clearly understand the purpose of the study or why he is being asked to participate.



SURVEY
RESEARCH
CENTER

One of our interviewers called at your home recently in connection with a follow-up of the study we conducted earlier this year. I understand you are reluctant to be interviewed at this time. Of course the final decision rests with you, but I thought that if you knew more about the importance of your participation you might reconsider and allow us to interview you again.

For the study in which you participated, scientific sampling methods were used to select a national sample of addresses. Within each selected household, we used another scientific selection process in order to choose one person to be interviewed. Each person thus selected represents many other persons in the country.

Now we are asking all those who were selected and interviewed in that survey to talk with us again. Our current study serves two purposes. First, we are gathering information to establish how the public feels at the present time. Second, since we are now re-interviewing the same group of respondents, we will be able to compare the information gathered in the current study with information from the earlier one. As a result, we will understand better the development of people's perceptions and opinions in response to recent changes and events.

The two purposes stated above are central to the scientific merit of the study. In order to conduct this kind of research we must talk again with as many of our study participants as possible. We cannot interview anyone who did not participate in the earlier study. Thus, not having an opportunity to interview you again not only represents a serious loss to the current study, but also limits considerably the analytic use of the information collected in the earlier study.

The identity of the persons with whom we talk is never disclosed to anyone, and every interview is held in strict confidence. The results of all interviews are combined into statistical reports, and a summary of findings will be sent to you, as promised, after the current study is completed.

In light of this additional information, we hope you will allow an interview as soon as possible. I have asked our interviewer to call on you after you have had a chance to read this letter. Our interviewer will be happy to set a time convenient for you to be interviewed and will give you any further information you would like about the nature of this study.

Thank you for your consideration.

Sincerely,

INSTITUTE FOR
SOCIAL RESEARCH

THE UNIVERSITY
OF MICHIGAN

ANN ARBOR,
MICHIGAN 48106

Regional Field Supervisor
Survey Research Center

IX. Reporting Progress and Mailing Procedures

Reporting your progress to your supervisor will be done on a weekly basis by phone at a time she will arrange with you. She will specify exactly what information she needs and the form it should take, including time and expenses for the week, and a report of progress on the study line by line. This is also the time to tell her about refusals and any problems and discuss the next step to be taken.

To facilitate the supervisors' need to monitor the quality of interviews, to catch interviewing problems early on so that either the interviewer can be alerted to an interviewing problem (e.g., not enough probing, or misunderstood or skipped instructions), and to alert the Field Office to a more general problem (e.g., an error in the questionnaire, misleading format or an unclear instruction), we have devised the following mailing procedure for all interviewers:

*Mail together your interviews #1 and #2 to your supervisor as soon as interview #2 is complete.

*Mail interviews #3 - #6 to the Field Office. It's less costly when you send interviews in twos or threes - but it is also important that you not hold interviews for long because of our need to keep up with data coding and data processing.

*Mail together interviews #7 and #8 to your Supervisor as soon as is completed.

*Mail all other interviews to the Field Office in packs, when possible, of two or three.

Interviews sent to your supervisor will be evaluated, and she will provide feedback.

Reproduced here are the instructions from the Interviewer's Manual which describes the procedure for mailing of work to the Field Office.

Mailing completed work to the Field Office. Each interviewer is responsible for mailing his/her completed interviews and cover sheets to the Field Office; never give completed work to another person to mail for you. Interviews and cover sheets should be dropped in a mail box which you are certain has a regular pick up, given to a dependable letter carrier, or taken to the nearest post office.

NEVER HOLD COMPLETED INTERVIEWS LONGER THAN ONE WEEK. The Coding Section in Ann Arbor has a schedule designed to accommodate a steady flow of interviews from the field. Unless this flow is maintained, 20 or 30 coders may have little or nothing to do. By the same token, the coders cannot possibly do all the work required by the schedule if the interviews arrive all at once. Please maintain or keep ahead of the mailing schedule in the study Instruction Book.

Before you send any work (sampling folders, interviews, noninterview forms and TEJs) to Ann Arbor, double check to be sure it is completed properly. Check to see that all necessary blanks are filled out on the cover sheets and questionnaires, and that all essential pieces of paper associated with an interview are enclosed, such as the cover sheet, recontact sheet, etc.

Do not staple any of these materials together; questionnaires must be separated from cover sheets and the use of paper clips makes this easier. Use the large business reply envelopes, preaddressed to the Field Office, to mail your interviews and cover sheets. Do not force too many completed interviews into one envelope, since over-stuffed envelopes tend to become torn or otherwise damaged in the mails. Use one of your name labels on the envelope for your return address.

If you have to send interviews or other materials in an envelope that is not preaddressed use the Field Office address for postal service given at the beginning of this chapter and mail them First Class - Priority Mail. Never mail anything Special Delivery. Since our address is a post office box from which we pick up mail before the post office opens, Special Delivery causes delay -- the messenger has to go back later and sign for it.

X. Calling the Field Office 313/764-8356

By now, most of you have had experience calling the Field Office. The following information will help you determine who in the Field Office can help you with your specific problem:

FOR SAMPLING QUESTIONS - ask for Kathy LaDronka,
9:00 - 5:00

FOR OTHER QUESTIONS ABOUT THE STUDY - ask for Jeanne Castro 9:00 - 5:00

OR

Pat Veerkamp, 7:00 - 4:00

Remember that Ann Arbor is in the Eastern Time Zone. If you can't talk to the person from whom you need information, leave a message and we will get back to you. If you aren't sure whom to ask for, identify your problem briefly to the person who answers the phone.

Please do not call person-to-person.

Please do not call about pay and expenses. Questions about these should be directed to Heather Seixas in writing. Nothing about pay is simple, so one phone call rarely gets anyone satisfaction.

Call immediately if you are not receiving cover sheets and materials on schedule.

XI. Pay and Expenses

A. TEJs

Report each completed interview in the "X" column of your TEJ. Corresponding interview numbers should be reported in the Description of Activity/Itinerary column for every line on which an X unit appears. It is terribly important to our accounting systems that you report each completed interview in the correct ("X") production unit column as you complete it. Do not report production units for partially completed interviews. Each X production unit reported carries a supply allowance value of \$.20.

B. Time and Expense Summary Worksheets

These are to be completed every Saturday during the course of the study. You will be responsible for giving these figures to your supervisor no later than Tuesday afternoon of the following week.

C. Holidays

November 22 and 23 are University Holidays. Time reported by you on these days will be moved by the Field Office to another date.

XII. Report to Respondents

A report on some of the study findings will be sent to all respondents automatically. If your practice interview respondent would like a copy of this report, please send his/her name to Jeanne Castro, c/o the Field Office. Please warn respondents that the report we promise in the recontact statement (R1 on page 2 of the cover sheet) will not be forthcoming for at least a year. The reason for this is that we will be collecting data through December of this year, coding probably through February, 1985, after which the data must be "cleaned". Only then can we begin analysis for a meaningful report.

XIII. Verification

Interviews sent to supervisors (your interview numbers 1-2 and 7-8) will be verified by the supervisor. In addition, a selection of each interviewer's interviews sent directly to the Field Office will also be verified.

XIV. Foreign Language Interview and Interpreters

The question of conducting an interview in a language other than English will have to be decided on an individual basis, through discussion with the supervisor, the interviewer and the study staff. Should the possibility of a foreign language interview arise, call your supervisor first, and she will call the study staff to discuss the matter further.

We will have a Spanish version of: the Post questionnaire, R's Booklet and the Persuasion Letter. The questionnaire can be easily administered with the translator reading and

pointing to the answer box selected by R, so that you can check the response in your regular questionnaire version. For open-ended questions, have the translator write the verbatim answer and the corresponding question number on a sheet of paper. Later on, ask the translator to translate the answers, entering the English version on your copy of the questionnaire.

If you need Spanish study materials, contact Pat Veerkamp (313-764-8356).

Editing

This questionnaire requires you to do some extensive editing both prior to the interview and following it. Please read these instructions carefully, as your attention to the pre-edit procedure is essential to the proper administration of the interview, and your attention to the post-edit procedure will save us hours of problem-solving in coding.

pre-editing

Be sure to keep track of your pre-edit time. There is space provided on the face page of the questionnaire to record the time at which you begin pre-editing (item 8), the time when you finish (item 9) and the total number of minutes it took to do the pre-editing (item 10). We are interested in the edit time primarily for estimating costs on future studies.

Our experience in the pretest was that it took interviewers 10-12 minutes to pre-edit their first questionnaire. However, the pre-edit time consistently fell to 3-5 minutes per questionnaire once the procedure was clear. This is not meant to be a suggested time limit (!), but a suggestion that you should not be discouraged by the length of time your first pre-edit experience takes. Once you understand the process, pre-editing will go very quickly.

The Candidate List: When you read through the questionnaire, you will notice a heavy emphasis on questions about candidates, especially for the House of Representatives. Throughout the questionnaire you are asked to read a name in blanks that look like this:

(NAME #31, 33 or 35)

You will find the name to fill this "hole" on the Candidate List. And you will find only one name -- either a name for #31, or 33, or 35.

There are three things to remember about the use of the Candidate List:

- 1) When the blank lists more than one candidate number (_____) (NAME #31, 33 or 35) you will have only one name on the list to fill that blank.
- 2) When you have no number on the Candidate List which corresponds with a number under the blank (e.g., no #31, no 33, and no 35), write "NO INFO." in the blank -- this means it is inappropriate for that congressional district. (An example of this situation might be a question about the Democratic candidate to the House of Representatives in a congressional district in which the Republican incumbent is running unopposed. The question is inappropriate because there is no challenger to the incumbent in that district.)

If there is an answer blank as well, as in B2d, write "NO INFO." in that blank as well:

d. NO INFO (NAME #31, 33 or 35) NO INFO d.

--	--

3) There is a different Candidate List for each congressional district.

Obviously, it is essential that the Candidate List match the congressional district in which the respondent lives. For those of you working in only one congressional district, this is not a problem. But for those of you working in two or more districts, be aware that once the questionnaire has been pre-edited, you must use it in the district for which it was pre-edited. Using the wrong pre-edited questionnaire will be very embarrassing for you during the course of the interview, and will make the interview virtually worthless to us.

In case you are curious about the meaning of the codes on the Candidate List, a "master" list of the codes is reproduced on the next page. Don't memorize it, or anything like that (!); it's here strictly for your information.

PROCEDURE FOR PRE-EDITING

1. Plan to pre-edit several questionnaires ahead of the time when you might need them. Begin by completing item 4 on the face sheet of the questionnaire, by writing in the state and congressional district from the sample label on the cover sheet.

2. Note the time you begin pre-editing in item 8 on the face sheet of the questionnaire.

3. Using the Candidate List, begin editing in the names of the candidates.

Write in both first and last names. Then circle the name number under the line. So, for example, let's say your Candidate List tells you that House candidate #33 is John Politician. You would pre-edit the following:

JOHN POLITICIAN
(NAME #31, 33 or 35)

If there is no number on the Candidate List which corresponds with the name numbers under the line, write "NO INFO." in the blank.

Pages which need to be pre-edited have a box (i.e.,) at the top of the page with a number indicating the number of places on the page requiring pre-editing. For your convenience, the following is a list of the pages and question numbers requiring pre-editing. Note that the list also includes checkpoints which must be met in pre-editing as well. You will be able to meet these checkpoints by referring to your Candidate List. If the checkpoints indicate that questions should be skipped, write "NO INFO." in the name blanks for those questions during your pre-editing. In Section G, should the checkpoint 88 indicate you are to skip to p. 34, you may staple the intervening pages together and omit writing "NO INFO." on those pages (see the list which follows).

MASTER CANDIDATE LIST

For States With No Incumbent
Senator Running

- 11. Democratic Candidate
- 12. Republican Candidate
- 19. Other Senate Incumbent
whose term is not up
- 20. Independent Candidate

For States With No
Senate Race

- 17. (1st) Incumbent
- 18. (2nd) Incumbent

For States With Running
Incumbent Senator

- 13. Democratic Incumbent
- 14. Republican Incumbent
- 15. Democratic Candidate
- 16. Republican Candidate
- 19. Other Senate Incumbent
whose term is not up
- 20. Independent Candidate

For Districts With No Incumbent
Representative Running

- 31. Democratic Candidate
- 32. Republican Candidate
- 39. Independent Candidate

For Districts With Running
Incumbent Representative(s)

- 33. Democratic Incumbent
- 34. Republican Incumbent
- 35. Democratic Candidate
- 36. Republican Candidate
- 37. Liberal or Conservative Candidate
- 39. Independent Candidate

For States With No Incumbent
Governor Running

- 51. Democratic Candidate
- 52. Republican Candidate
- 58. Independent Candidate

For States With Running
Incumbent Governor

- 53. Democratic Incumbent
- 54. Republican Incumbent
- 55. Democratic Candidate
- 56. Republican Candidate
- 58. Independent Candidate

(In 1984, the questionnaire contains no questions about governors.)

PRE-EDITING LIST OF QUESTIONS

<u>PAGE NO.</u>	<u>QUESTION NO.</u>
5	B2
9	C5 (CHECKPOINT)
26	G1, G2
27	G3, G4
28	G5 (CHECKPOINT) G6, G7
29	G8 (CHECKPOINT) If your candidate list includes names "31, or #32, or BOTH, you may draw a line through page 29 and staple pages 29-33 together, so that the next available question is G18 on page 34.
29	G9, G10
30	G11, G12
31	G13
32	G14, G15, G16
33	G17
34	G18, G19
35	G20, G21
45	K1d, e, f
47	K4d, e, f
48	K6d, e, f

4. The next step in the pre-editing procedure is to take a Ballot Card matching the congressional district number on the Candidate List, fold it in a way that exposes only the state and congressional district number, and insert it at p. 9 in the questionnaire. The Ballot Card should not be presented to (or even seen by) the respondent before you reach p. 9 during the course of the interview (see the question-by-question objective for C4, p. 9).

5. Enter the ending time of your pre-editing in item 9 on the face sheet of the questionnaire.

6. Calculate the total number of minutes it took to pre-edit the questionnaire and enter this number in item 10 on the face sheet of the questionnaire.

SUGGESTION: In the past, interviewers have found it helpful to make the first questionnaire they pre-edit a "master" for the rest of the questionnaires for that district. Using a pre-edited questionnaire this way does make pre-editing much faster than looking up the names each time. The catch is that you better be certain your "master" is correct!

post-editing

In addition to the usual post-editing you should always be doing to every interview you take, there is an additional post-edit task on this study. In several questions we have asked the respondent to tell us the name of a candidate. Using the Candidate List again, please enter the name numbers in the coding boxes beside these questions. For example, let's say #33 on your

Candidate List is (who else?) Joe Politician, and that in response to Bla the respondent said "Joe Politician." This is how it should look after you have post-edited:

Bla. Who were they?

1. Joe Politician

3	3
---	---

What we are asking you to do here is pre-code for us the candidate names, using your Candidate List. You have no idea how much time and effort you can save us in coding if this pre-coding by you is done thoroughly and accurately. Please take time to do this additional step carefully and completely. We will cheerfully be paying your salary for the time it takes you, however long it takes you, to pre-code these names in order not to face the problems that coding the names in Ann Arbor would cause.


NOTE: IF the respondent answers with the name of a candidate that appears on the Candidate List, but you know is the wrong name for the question, enter the name numbers for the respondent's choice of candidates, regardless of the nature of the error (e.g., R gives a Senator's name in a question about a Representative, enter the Senator's name number.)

IF the respondent gives you a name which is not on your Candidate List, leave the coding boxes blank.

IF a question is not asked according to the skip instructions in the questionnaire, and therefore was not asked of the respondent, leave the coding boxes blank.

IF a question was marked "NO INFO." because there are no corresponding candidate numbers on the Candidate List, leave the coding boxes blank.

In no case should you ever write anything in (or over) coding boxes other than name codes from the Candidate List.

We have flagged the pages requiring post-editing by putting a triangle at the top of the page (i.e., ). These triangles contain a number which represents the number of places on that page where candidate name coding boxes appear. For your convenience, the following is a list of the pages and questions requiring post-edit coding:

<u>PAGE NO.</u>	<u>QUESTION NO.</u>
4	B1a
9	C4a, C6a
14	C15a
15	D2b
28	G6a, G7a

PROCEDURE FOR POST-EDITING

1. Complete items 5-7 on the face sheet of the questionnaire.
2. Note the time you begin post-editing in item 11 on the face sheet of the questionnaire.
3. Using your Candidate List, go through the questionnaire, pre-coding the candidates' names in the code boxes.

4. Go through the questionnaire, doing a usual careful post-edit.
5. Note the time you complete your post-edit in item 12 on the face page of the questionnaire.
6. Calculate the time in minutes it took to complete the post-edit and enter this number in item 13 on the face page of the questionnaire.
7. Pat yourself on the back for us, for a job well done.

AS ALWAYS, TRY TO EDIT YOUR QUESTIONNAIRES
IMMEDIATELY AFTER THE INTERVIEWS ARE COMPLETED.

Q-by-Q Objectives

- A. I received so many (one...) endorsements for the "problems" we put in the Pre-Election Q-by-Q's, the intentional ones, that I felt I really must do it again for the Post-Election. Thus, there are 8 problems within the Q-by-Q's designed mainly to give you a chance to work with the pre- and post- editing instructions.

To aid you with these exercises, I have printed the Michigan congressional district 2 Candidate List on the next page. For your information only, I've also printed the MI2 Ballot Card.

The problems also require the use of the probing abbreviations which are reproduced in this section as well.

Once you have completed the problems, check your answers in the blue section at the back of the book.

- B. Following the standard probes is a "Digest of Recent Revisions," which have been recently introduced in the interviewer training procedures. "Old" and new interviewers alike should review these revisions, as we think you will find them helpful.
- C. There are some words used so frequently by respondents in answering our questions that we have developed a list of our own abbreviations you may use, in addition to the "standard probes" (printed later in this section):

Dem. = Democratic (Democrat)
Rep. = Republican
Indp. = Independent
Fed. = Federal
Govt. = Government
Unemp. = Unemployed (unemployment)
Econ. = Economic (Economy)
Pres. = President
C.D. = Congressional District

CANDIDATE LIST

STATE: MICHIGAN

CONGRESSIONAL DISTRICT: 02

(A) NAMES FOR U.S. SENATE

13.	Carl Levin	-- Democratic incumbent
16.	Jack Lousma	-- Republican candidate
19.	Don Riegler	-- Democratic (term not up)

(B) NAMES FOR U.S. HOUSE OF REPRESENTATIVES

35.	Mike McCauley	-- Democratic candidate
34.	Carl Pursell	-- Republican incumbent

BALLOT CARD

For the November 1984 General Election

STATE: MICHIGAN

CONGRESSIONAL DISTRICT: 02

DEMOCRATIC PARTY
CANDIDATE

REPUBLICAN PARTY
CANDIDATE

INDEPENDENT
CANDIDATE

Candidates for the
U.S. HOUSE OF
REPRESENTATIVES

Mike McCauley

Carl Fursell

Candidates for the
U.S. SENATE

Carl Levin

Jack Lousma

STANDARD PROBES

9/22/82

REPEAT QUESTION

REPEAT FRAME OF REFERENCE

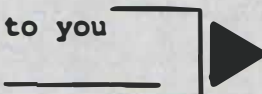
REPEAT CHOICES



(RQ)

Whatever _____ means to you

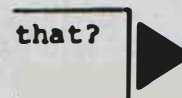
Whatever you think of as _____



(MTY)

Would you tell me more about your thinking on that?

Would you tell me what you have in mind?



(TM)

What do you mean?

How do you mean?



(WM)

What do you think?

What do you expect?



(WT)

Are there any other reasons why you feel that way?

(AO)

Which would be closer to the way you feel?

(WC)

*Would that be good times or bad times?

*(G/B)

*Would that be favorable or unfavorable?

*(F/U)

ANY PROBES USED FOR OCCUPATION INFORMATION

(PO)

ANY PROBES USED FOR INDUSTRY INFORMATION

(PI)

***FOR NES: Can you give me some examples of what you have in mind?

(GE)

NEUTRAL PREFACES TO PROBES WHICH SHOULD NOT BE RECORDED:

GENERALLY SPEAKING...

IN THE COUNTRY AS A WHOLE...

YES, BUT...

OF COURSE NO ONE KNOWS FOR SURE...

OR COURSE THERE ARE NO RIGHT OR WRONG ANSWERS...

WE ALL HOPE...

WE'RE JUST INTERESTED IN WHAT YOU THINK...

LET ME REPEAT THE QUESTION...

*Used only on the Consumer Attitude Surveys at specified questions.

DIGEST OF RECENT REVISIONS

SRC has recently revised all interviewer training procedures and materials. Below is a digest of the revisions. You are familiar with many of them, but some have been refined to achieve standardization. Please study them carefully. Effective use of these techniques will be the basis for future evaluations.

QUESTION ASKING:

1. Effective interviewers read questions exactly as they are worded in the questionnaire.
2. Make a choice from parentheses based on what you have learned about the R from the coversheet and other Qs.
3. Read the entire question before accepting the R's answer.
4. An effective interviewer must ask each R every appropriate question.
 - 4A. Always read the next question in the sequence if there is no arrow or instruction.
 - 4B. To determine which question to ask next, follow the correct skip pattern throughout the questionnaire, at interviewer checkpoints, and in special instructions.
 - 4C. Do not skip a question because the answer was given earlier.
5. Avoid directive reference to past responses.
6. Emphasize underlined words to enhance meaning.
7. Use a pleasant tone of voice which conveys assurance, interest, and a professional manner.
8. Read at about 2 words per second.

CLARIFICATION:

1. (RQ) If there is any doubt that the R has heard the entire question, repeat all of it.
2. (RQ) Upon request, the interviewer should repeat the reference for R.
3. (RQ) When you are asked to repeat one response option, you must repeat all the options given in the question.
4. (Def) Only give definitions specifically allowed in the Q-by-Qs.

PROBING FOR ANSWERS:

- 1) REPEATING THE QUESTION:
 - a. Repeat the entire question if the R's reply indicates that he did not understand it, or if he needs more time to think about his response.
 - b. If the R has clearly eliminated a response option, you do not have to include it in the repetition.
 - c. Repeat the entire question unless you are sure that only one part of it was misunderstood.
- 2) (WM) "WHAT DO YOU MEAN" or "COULD YOU TELL ME WHAT YOU MEAN BY THAT"

Use (WM) when you cannot understand the R's reply.
- 3) (TM) "WOULD YOU TELL ME MORE ABOUT YOUR THINKING ON THAT" or "WOULD YOU TELL ME WHAT YOU HAVE IN MIND"
 - a. Use the (TM) probe when you cannot understand the R's reply, or
 - b. Use the (TM) probe when the R gives an incomplete answer.
- 4) (WT) "WHAT DO YOU THINK" or "WHAT DO YOU EXPECT"
 - a. To probe an initial "don't know" response, use (WT).
 - b. To probe an "I hope so" response, use (WT).
- 5) (WC) "WHICH WOULD BE CLOSER" or "WHICH WOULD BE CLOSER TO THE WAY YOU FEEL"

(WC) is used when the R has narrowed the choices to two or a range between two.
- 6) (AO) "ARE THERE ANY OTHER REASONS WHY YOU FEEL THAT WAY"
 - a. "Are there any other reasons...." is used once for most open ended questions that ask "why".
 - b. (AO) is used when the Q-by-Qs specifically indicate that you must probe for additional mentions.
 - c. (AO) is used when the Q uses the plural form, and you must ask for additional reasons because R has only given one.
- 7) ADDITIONAL PROBES:
 - a. (PO) When you probe for occupational data, enter (PO).
 - b. (PI) When you probe for industry data, enter (PI).

Digest (continued)

FEEDBACK:

1. An effective interviewer gives feedback only for acceptable performance.
2. Effective interviewers give feedback for good performance, not "good" content.
3. Effective interviewers use only the feedback phrases listed. Avoid "all right", and "O. K." --- they are not on the list.
4. Give short feedback phrases for short, one or two word responses.
5. Longer, more thoughtful answers deserve longer feedback.
6. A brief pause followed by a feedback phrase makes the feedback more effective.
7. Specific study information and interviewer task-related comments also act as feedback because they motivate the R.
8. Give feedback for acceptable respondent performance between 30 and 50 percent of the time.

DATA ENTRY:

1. To indicate skip pattern, circle the skip instruction and go to correct question. (We are no longer using "INAP" and a slash through the questions that are not asked)
2. All probes should be inserted in parentheses where they occur.
3. All events should be entered in the order of their occurrence.
4. If a respondent requests that you repeat a question, indicate this RQ (RQ).
5. A "whatever it means to you" in response to R's request for clarification should be recorded (MTY).
6. Qualifications are always entered. A qualified response is one in which the R has somehow communicated the intensity of the answer. Words which signal qualification include: "somewhat," "very," "if," "but," and "a little,".
7. Do not enter justifications. A justified response is one in which the R has explained the answer to a closed Q. Words which signal a justification include: "because" or "sincc."
8. A digression is a statement by the R which has no bearing on or use in fulfilling the aims of the study. Since you must start writing when the R starts talking, you cannot immediately judge whether a comment will be a digression. When you realize that it is, stop and simply enter (Dig).
9. No names of people or employers should appear anywhere in the interview , including the Thumbnail Sketch.

EDITING:

1. Make sure that all Qs are accounted for.
2. Edit open responses by:
 - a. adding pronouns or articles you may have left out,
 - b. converting all non-standard abbreviations into words, and
 - c. making all words legible.
3. Make sure all probes are recorded in parentheses using standard abbreviations.
4. Enter any cross references or marginal notes which might help a coder understand a situation. Be sure these notes are enclosed in parentheses.
5. Fill out the Interviewer Observation section.
6. Write a brief Thumbnail Sketch.
7. Fill in all items on the face of the questionnaire.

PRE

POST

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1984 NATIONAL ELECTION STUDIES
 POST-ELECTION SURVEY
 PERSONAL

PROJECT 50
 (495813)
 Fall 1984



SURVEY RESEARCH CENTER
 INSTITUTE FOR SOCIAL RESEARCH
 THE UNIVERSITY OF MICHIGAN
 ANN ARBOR, MICHIGAN 48106

1. INTERVIEWER'S LABEL

(DO NOT WRITE IN SPACE ABOVE)

2. ID Number from Sample Label on Cover Sheet:

3. Panel R found living at original address reported on the Sample Label?

1. YES

5. NO

4. Congressional District from Sample Label or Item 1 on Cover Sheet: _____
 STATE C.D. #

5. Your Interview Number: _____

6. Date of Interview: _____

7. Length of Interview: _____ (Minutes)

8. Time at beginning of pre-interview editing: _____

9. Time at end of pre-interview editing: _____

10. Total time to pre-interview edit: _____ (Minutes)

11. Time at beginning of post-interview editing: _____

12. Time at end of post-interview editing: _____

13. Total time to post-interview edit: _____ (Minutes)

THE FOLLOWING STATEMENT MUST BE READ TO ALL RESPONDENTS

This interview is completely voluntary and confidential--if we should come to any question which you don't want to answer, just let me know and we'll go on to the next question.

REVIEWED BY:	<input type="checkbox"/> SUPERVISOR _____ (DATE)
	<input type="checkbox"/> FIELD OFFICE _____ (DATE)

Face Sheet

- Item 1: Affix your interviewer's label.
- Item 2: Enter the ID number. This number can be found on the sample label on the cover sheet. Please enter it carefully, and then double check it. We've had troubles with transposed numbers on the Pre-Election Study.
- Item 3: Check "YES" if the respondent is still living at the sample address, that is, the address listed on the sample label on the cover sheet. Check "NO" if the respondent no longer resides at the address given on the label.
- Item 4: Enter the state and congressional district number as listed on the sample label on the cover sheet.
- Item 5: Enter your interview number. See the item-by-item instructions for the cover sheet, item 4, for instructions on how to number interviews.
- Item 6: Enter the date on which the interview was completed. If the interview was taken in two parts, enter the date on which the interview was finished.
- Item 7: Length of interview should be entered in minutes, calculated from the beginning time on p. 1 of the questionnaire and ending time on p. 58. Subtract from this time any "time outs" of five minutes duration or longer that the respondent took to, e.g., answer the phone, put the kids to bed, etc.
- Item 8: When you sit down with your Candidate List to pre-edit this interview, enter the time here.
- Item 9, When you've completed pre-editing, enter the time in item 9, subtract the time in item 8
Item 10: from the time in item 9, and enter the number of minutes it took to pre-edit the interviews in item 10.

Items 11-

- 13: Similar to the instructions for items 8-10.

-- This statement, read to all respondents, is a requirement under the terms of our federal grant and the ISR Human Subjects Review Board. It is also a smooth lead into the interview.

-- The "Reviewed By" box will be completed by the supervisor or the Field Office.

EXACT TIME NOW: _____

SECTION A

In this interview I will be talking with you about the recent elections, as well as a number of other things. First, I have some questions about the political campaigns which took place this election year.

- A1. Some people don't pay much attention to campaigns. How about you? Would you say that you were very much interested, somewhat interested, or not much interested in following the political campaigns this year?

1. VERY MUCH INTERESTED

3. SOMEWHAT INTERESTED

5. NOT MUCH INTERESTED

- A2. Did you listen to any speeches or discussions about the campaign on the radio?

1. YES

5. NO

8. DON'T KNOW

GO TO A3

A2a. Would you say you listened to a good many, several, or just one or two?

1. A GOOD MANY

2. SEVERAL

3. ONE OR TWO

7. NONE

8. DON'T KNOW

- A3. How about magazines -- did you read about the campaign in any magazines?

1. YES

5. NO

8. DON'T KNOW

TURN TO P. 2, A4

A3a. How many magazine articles about the campaign would you say you read -- a good many, several, or just one or two?

1. A GOOD MANY

2. SEVERAL

3. ONE OR TWO

7. NONE

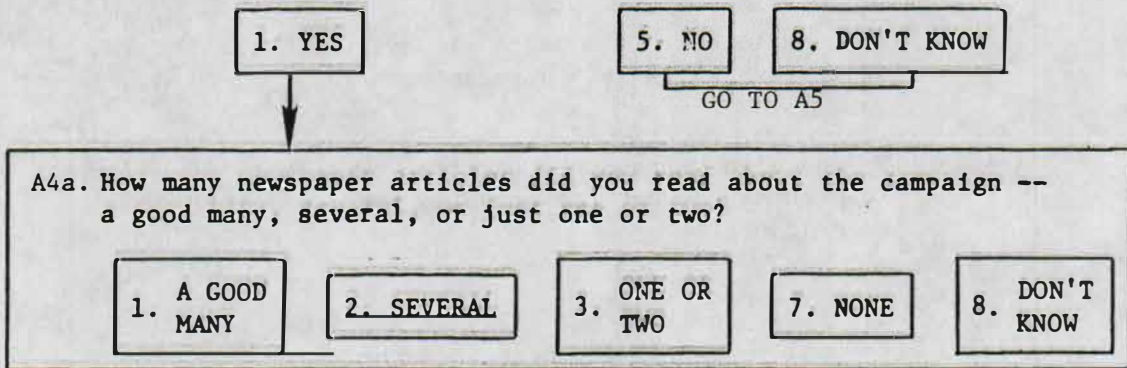
8. DON'T KNOW

Be sure to enter the exact time at which the interview begins in the space provided.

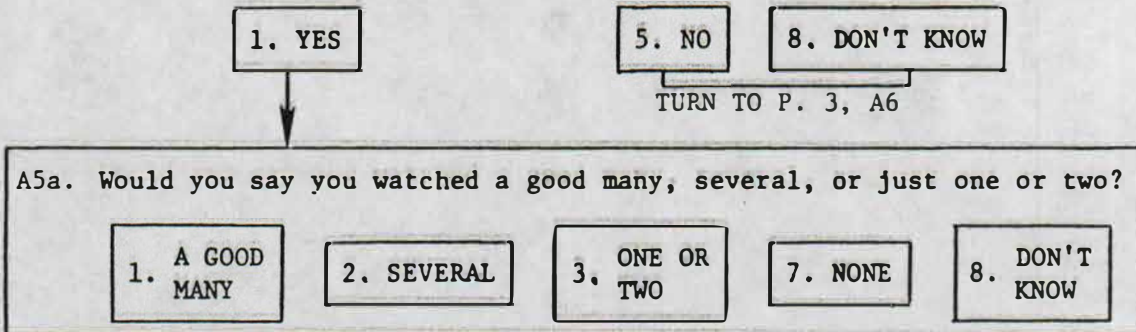
A1-A5. By campaign we mean the election campaigns in general and not the campaign for a specific race or office.

A2-A5. A2-A5 are traditional items on R's attention to—and potential influence by—the media.

A4. Did you read about the campaign in any newspapers?



A5. Did you watch any programs about the campaign on television?



A5. If R asks, "programs about the campaign" include news programs and "political spots" or advertisements for candidates.

A6. Did you watch the first televised presidential debate held on October 7 between Ronald Reagan and Walter Mondale?

1. YES

5. NO
GO TO A7

7. R VOLUNTEERS: LISTENED
TO DEBATE ON RADIO

8. DON'T KNOW;
CAN'T RECALL
GO TO A7

A6a. Did you (watch/listen to) the entire debate or just part of it?

1. ENTIRE 5. PART

7. R VOLUNTEERS:
INTERRUPTION DUE TO
CIRCUMSTANCES OTHER
THAN PERSONAL CHOICE

8. DON'T KNOW;
CAN'T RECALL

A7. Did you watch the second televised presidential debate held on October 21 between Ronald Reagan and Walter Mondale?

1. YES

5. NO
GO TO A8

7. R VOLUNTEERS: LISTENED
TO DEBATE ON RADIO

8. DON'T KNOW;
CAN'T RECALL
GO TO A8

A7a. Did you (watch/listen to) the entire debate or just part of it?

1. ENTIRE 5. PART

7. R VOLUNTEERS:
INTERRUPTION DUE TO
CIRCUMSTANCES OTHER
THAN PERSONAL CHOICE

8. DON'T KNOW;
CAN'T RECALL

A8. Did you watch the televised vice-presidential debate held on October 11 between George Bush and Geraldine Ferraro?

1. YES

5. NO
TURN TO P.4,
SECTION B

7. R VOLUNTEERS: LISTENED
TO DEBATE ON RADIO

8. DON'T KNOW;
CAN'T RECALL
TURN TO P. 4,
SECTION B

A8a. Did you (watch/listen to) the entire debate or just part of it?

1. ENTIRE 5. PART

7. R VOLUNTEERS:
INTERRUPTION DUE TO
CIRCUMSTANCES OTHER
THAN PERSONAL CHOICE

8. DON'T KNOW;
CAN'T RECALL

A6-A8. In these questions we have done what we could to identify for the respondent which of the debates we mean. However, you may get a response in A6, "I know I watched one of the debates, but I don't know which one." Write R's statement in the margin, check box 8, "Don't Know; Can't Recall," and go on to A7. A7 may jog R's memory.

The respondent, in answer to A6, A7, or A8 may volunteer immediately that he/she watched "part" of the debate. Check "yes" and ask A6a (A7a, A8a) as it's written. The reason we insist on this is that R may elaborate on the reason he/she watched only part of debate, and the elaboration may indicate that box 7 should be checked rather than box 5.

In A6a, A7a, and A8a, examples of volunteered responses belonging in box 7 might be, "I got a phone call just before it started and missed the first half hour," or "my child was ill and I had to deal with that, so I only saw snatches." We have in mind interruptions "inflicted" on R. If you're in doubt about whether to check box 5 or box 7, write the respondents explanation in the margin and leave the boxes unchecked. On the other hand, do not probe these: If the respondent simply says "part," check box 5 and move on.

SECTION B

B1. Do you happen to remember the names of the candidates for Congress--that is, for the House of Representatives in Washington--that ran in your district this November?

1. YES

5. NO → TURN TO P. 5, B2

B1a. Who were they?	B1b. (ASK FOR EACH NAME IN B1a) What was (NAME's) party?							
1. _____ CAND # <table border="1"><tr><td> </td><td> </td></tr></table>			1. <table border="1"><tr><td>1. DEM</td><td>5. REP</td><td>8. DON'T KNOW</td></tr></table> <table border="1"><tr><td>7. OTHER PARTY; SPECIFY: _____</td></tr></table>	1. DEM	5. REP	8. DON'T KNOW	7. OTHER PARTY; SPECIFY: _____	
1. DEM	5. REP	8. DON'T KNOW						
7. OTHER PARTY; SPECIFY: _____								
2. _____ CAND # <table border="1"><tr><td> </td><td> </td></tr></table> <table border="1"><tr><td>NO MENTION</td></tr></table>			NO MENTION	2. <table border="1"><tr><td>1. DEM</td><td>5. REP</td><td>8. DON'T KNOW</td></tr></table> <table border="1"><tr><td>7. OTHER PARTY; SPECIFY: _____</td></tr></table>	1. DEM	5. REP	8. DON'T KNOW	7. OTHER PARTY; SPECIFY: _____
NO MENTION								
1. DEM	5. REP	8. DON'T KNOW						
7. OTHER PARTY; SPECIFY: _____								
3. _____ CAND # <table border="1"><tr><td> </td><td> </td></tr></table> <table border="1"><tr><td>NO MENTION</td></tr></table>			NO MENTION	3. <table border="1"><tr><td>1. DEM</td><td>5. REP</td><td>8. DON'T KNOW</td></tr></table> <table border="1"><tr><td>7. OTHER PARTY; SPECIFY: _____</td></tr></table>	1. DEM	5. REP	8. DON'T KNOW	7. OTHER PARTY; SPECIFY: _____
NO MENTION								
1. DEM	5. REP	8. DON'T KNOW						
7. OTHER PARTY; SPECIFY: _____								

B1-B1b. Please record as accurately and legibly as possible the names supplied by the R. Accept any name R gives you. Some R's may mention a senatorial candidate here-- accept it without comment.

This question measures the respondent's ability to recall: A) the actual number of candidates in the race, B) their names, and C) their party affiliation. Accept the number of the names given by R and do not probe for additional names in the event that R's answer fails to cover the number of actual candidates in the race.

If the respondent says something like, "I don't remember the name of the candidate, but he is a Democrat," write DK on the line reserved for the name, and indicate the party, in this case DEM, by marking the appropriate box.

Use NO MENTION box to indicate that R gave no further mentions. For example, mark NO MENTION in item 3 if the district had two candidates and R conveys to you that he/she has finished naming candidates when he gives you the second candidate name. Similarly, you would record NO MENTION, this time in line 2, if there are two candidates in the district, but the respondent indicates that he/she is through naming candidates after giving you one name only.

In Post-Editing - Enter the candidate numbers for any name which appears on the candidate list (including incorrect names, e.g., that of a senatorial candidate).

Problem 1: Using the Candidate List for Michigan 2, complete this page, including the post-editing and any probes you think appropriate, with the following responses:

- B1. "Yes."
- B1a. "Carl Pursell."
- B1b. "Republican"
- B1a. "I can't remember the Democrat guy's name."

B2. (R.B., P. 1) I'd like to get your feelings toward some of our political leaders and other people who are in the news these days. I will use something we call the feeling thermometer and here is how it works:

I'll read the name of a person and I'd like you to rate that person using the feeling thermometer. Ratings between 50 degrees and 100 degrees mean that you feel favorable and warm toward the person. Ratings between 0 degrees and 50 degrees mean that you don't feel favorable toward the person and that you don't care too much for that person.

You would rate the person at the 50 degree mark if you don't feel particularly warm or cold toward the person.

If we come to a person whose name you don't recognize, you don't need to rate that person. Just tell me and we'll move on to the next one.

Our first person is Ronald Reagan. How would you rate him using the thermometer?

PROBE FOR "I DON'T KNOW" RESPONSE: When you say "don't know" do you mean that you don't know who the person is, or do you have something else in mind?

R DOESN'T RECOGNIZE NAME 997.	DK WHERE TO RATE; CAN'T JUDGE 998.

- RATING:
- a. Ronald Reagan _____ a.
 - b. Walter Mondale _____ b.
 - c. Jesse Jackson _____ c.
 - d. _____ d.
 - (NAME #31, 33, or 35)
 - e. _____ e.
 - (NAME #32, 34, or 36)
 - f. _____ f.
 - (NAME #37 or 39)
 - g. George Bush _____ g.
 - h. Geraldine Ferraro _____ h.

And, still using the thermometer, how would you rate the following?

- i. the Democratic Party _____ i.
- j. the Republican Party _____ j.
- k. people who call themselves political independents _____ k.

998. DK WHERE TO RATE; CAN'T JUDGE

B2. In this study, we are using the feeling thermometer to accomplish two things.

1) measure R's feelings toward important political figures

2) establish whether respondents who didn't recall some or all of the congressional candidate names in Bla, are now able to recognize the candidates when the names are read by you. We are testing the proposition that recalling a name may be more difficult than recognizing one. Our perception of the level of information among American voters may vary depending upon whether we look at the proportion who are able to recall candidate names in contrast to the proportion who are able to recognize them. The data for this year, compared to that obtained in 1978, 1980, and 1982, will tell us whether House candidates are more or less visible in presidential election years than in congressional off-year elections.

The list includes names of important 1984 presidential and vice-presidential candidates and 1984 House candidates.

Watch to be sure that warmth of feeling is not equated with anger. In order to avoid such a mix-up, make sure that R understands that warm or favorable is the same as "liking" someone and cold means "disliking."

We want the ratings entered in degrees on the interview schedule. If R wants to select a degree level which is not entered on the feeling thermometer--for example, 95 degrees--in order to indicate more accurately his/her feelings toward a person, by all means let him/her do so and record this response to the exact degree.

R may also want to pick a range such as "75 degrees - 100 degrees." No! No! Probe in such a case, "Which would you say is closer, 75 degrees or 100 degrees?" R will probably say 75 degrees, 100 degrees or maybe 85 degrees--all are acceptable. "97.5 degrees" or "97 and a half degrees" are not acceptable. Probe: "Which is closer, 97 or 98 degrees?"

A probe has been supplied which you may use when the respondent is not able to rate a person. For instance, if R only says, "I don't know"--this

B2. (CONTINUED. R.B., STILL P. 1)

998. DK WHERE TO RATE;
CAN'T JUDGE

	<u>RATING:</u>	
m. political parties in general	m.	
n. women	n.	
o. blacks	o.	
p. conservatives	p.	
q. Hispanics	q.	
r. middle-class people	r.	
s. labor unions	s.	
t. poor people	t.	
u. whites	u.	
v. liberals	v.	
w. older people	w.	
x. Evangelical groups active in politics, such as the Moral Majority	x.	
y. big business	y.	
z. Catholics	z.	
aa. black militants	aa.	
bb. the U.S. Supreme Court	bb.	
cc. people on welfare	cc.	
dd. gay men and lesbians, that is homosexuals	dd.	
ee. civil rights leaders	ee.	
ff. anti-abortionists	ff.	
gg. the military	gg.	
hh. the women's liberation movement	hh.	

B2. (Continued)

probe will help you determine which of the following two situations applies.

1. Is R trying to tell you that he knows the person (recognizes the name), but doesn't know (can't decide) how to rate the person because he/she is unfamiliar with the ideas, stances, personality, of the political figure? This answer belongs in the column labeled: DON'T KNOW WHERE TO RATE: CAN'T JUDGE.
2. Does R mean that the name just doesn't ring a bell, that is, that he/she really doesn't know who the person is, in which case the answer should be logged in the column labeled: R DOESN'T RECOGNIZE NAME.

Please take time to be sure that R understands the mechanics of the feeling thermometer.

Problem 2: Using the candidate list for Michigan 2, pre-edit *B2*

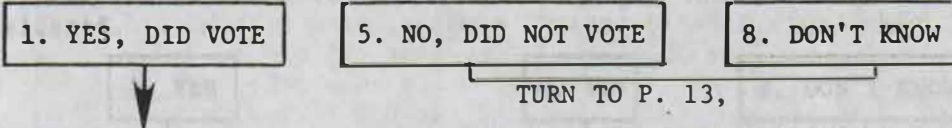
After the candidates, we continue with the groups "feeling thermometer" series to measure how R feels about a number of important groups in society.

If R does not recognize a group (for example, "evangelical groups active in politics, such as the Moral Majority"), record the answer in the DK answer box.

Please note the following problems that surfaced in our pretest. First, some R's say, "I don't have anything against GROUP X, give them 100." Remind R that 100 is for groups he/she very much likes; if all he/she can say is that he/she has nothing against them, maybe R's rating should be closer to 50. Second, be careful to distinguish, "I don't have any special feeling about them" (an answer to be recorded as 50) from "I don't know much about them" (which should be recorded in the DK answer box).

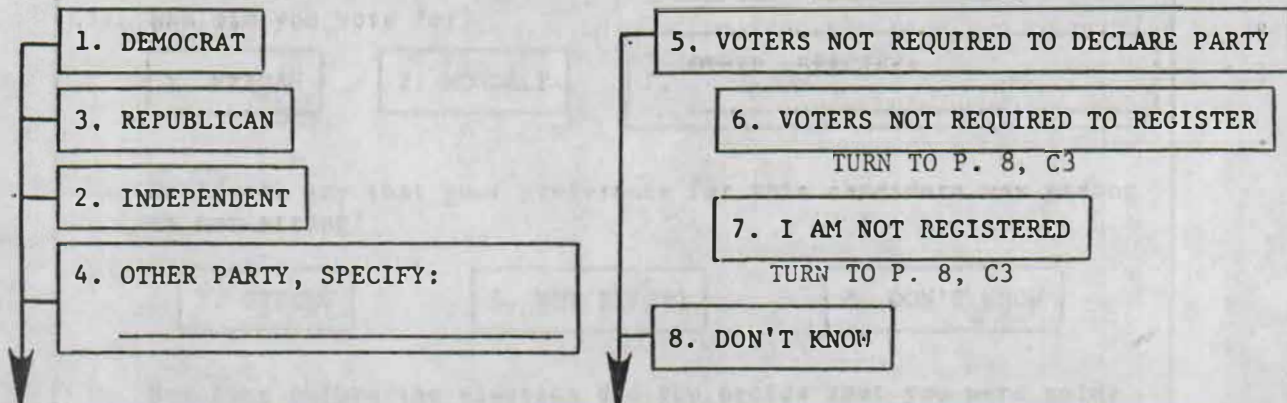
SECTION C

C1. In talking to people about elections, we often find that a lot of people were not able to vote because they weren't registered, they were sick, or they just didn't have time. How about you -- did you vote in the elections this November?

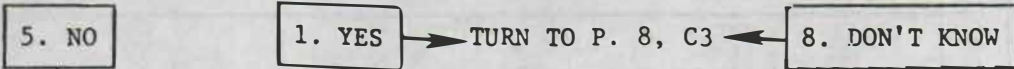


C2. Were you registered in this election as being a Republican, a Democrat, an independent or what?

R VOLUNTEERS:



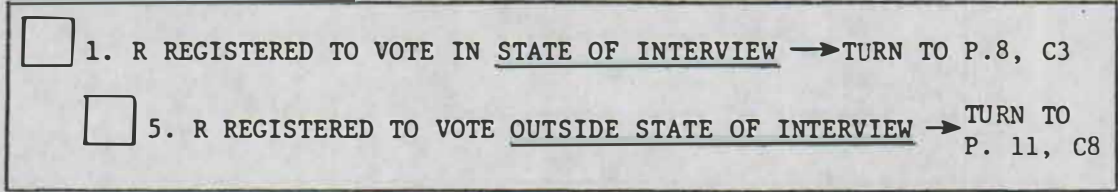
C2a. Are you registered to vote at your current address?



C2b. At what address are you registered? (ADDRESS, CITY, STATE) _____

YOU MAY REASSURE R THAT WE NEED THIS INFORMATION BECAUSE: We are interested in the frequency with which people have to update voting registration as a result of changes in residence. Registration rules vary from community to community. Knowing the address at which you are currently registered will enable us to identify the regulations that apply to those who live in that area. IF R STILL REFUSES TO GIVE YOU THE ADDRESS, MOVE ON TO P. 8, C3.

C2c. INTERVIEWER CHECKPOINT:



- C2. R may say, "We don't register by party in this state;" check box 5. R may also say, "We don't have to register in this state;" check box 6. Either answer could be correct for some congressional districts.

Some states have "independent" as a category for registration, along with Democrat and Republican. This belongs in box 2, and is different from the situation in states with non-partisan registration (box 5) where nobody gives a party when registering. By "independent," we do not mean the "Independent Party." The "Independent Party" (along with "Libertarian," "Socialist," "Liberal," and many others) belongs in box 4.

- Problem 3: R's response to C2 is, "Gosh. They didn't ask me what party I wanted to register for. They just registered me." Assuming R is quite certain about his response, which category should be checked?

_____ ANSWER CATEGORY NO.

- C2a. WARNING: A "no" answer in this question routes you to the next question, whereas a "yes" answer skips you to the next page. Since this situation is not typical of most questions (where "yes" means continue and "no" means skip), several interviewers in 1982 followed the improper path of questioning. Please follow the path of questioning as indicated in the questionnaire.
- C2b. Be certain you get a complete address (including city and state). This information will be used to contact the appropriate election registrar's office in the vote validation portion of the study.
- C2c. If R is not registered at his current address, you will need to meet this CHECKPOINT to ask the correct voting series. It is most important that you choose the appropriate checkpoint value: If 1. (Registered in state of residence), you will use the Ballot Card and ask C4-C6. If 2. (Registered outside state of residence), you will ask C9-C10 and ignore the Ballot Card since we know that the information on this card will not match any of the races in the state where R voted, probably having used an absentee ballot.

C3. How about the election for President? Did you vote for a candidate for President?

1. YES

5. NO

8. DON'T KNOW

TURN TO P. 9, C4

C3a. Who did you vote for?

1. REAGAN

2. MONDALE

7. OTHER, SPECIFY:

C3b. Would you say that your preference for this candidate was strong or not strong?

1. STRONG

5. NOT STRONG

8. DON'T KNOW

C3c. How long before the election did you decide that you were going to vote the way you did?

C3c. Try to elicit an answer that can be translated into a time frame. For example, "When I attended a PTA meeting," should be probed with "When was this meeting held?" Answers referring to recognizable events are acceptable, such as "I decided during the second presidential debate."

My favorite answer to this question (which had to be probed, but I still loved it) was, "I came down the birth canal voting Democratic."

C4. (BALLOT CARD) Here is a list of candidates for the other major races in this district. How about the election for the House of Representatives in Washington. Did you vote for a candidate for the U.S. House of Representatives?

1. YES

R VOLUNTEERS: VOTED FOR CAND. WHOSE NAME IS NOT ON BALLOT CARD; 7. R REGISTERED IN DIFFERENT DISTRICT IN STATE OF INTERVIEW (#1 CHECKED IN C2c)

5. NO

8. DON'T KNOW

GO TO C5

C4a. Who did you vote for? EDWARD K. WHITE CAND. #

C4b. Would you say that your preference for this candidate was strong or not strong?

1. STRONG

5. NOT STRONG

8. DON'T KNOW

C5. INTERVIEWER CHECKPOINT

1. U.S. SENATE RACE IN THIS STATE (CANDIDATE LIST INCLUDES AT LEAST ONE NAME FROM #10 - #16)

2. NO U.S. SENATE RACE (NO NAME FROM #10 - #16 ON CANDIDATE LIST) → TURN TO P. 10, C7

C6. (BALLOT CARD) How about the election for the United States Senate? Did you vote for a candidate for the U.S. Senate?

1. YES

5. NO

8. DON'T KNOW

TURN TO P. 10, C7

C6a. Who did you vote for? DON RIEGLE CAND. #

C4. The Ballot Card is used to gather data on how R's voted in the various races. (Until 1978, Election Studies asked R's to recall who they voted for without a "visual cue"). The Ballot Card should not be presented to the respondent until you reach this question. This is most important--be certain that the card is not in R's sight before this time, as the information on it could alter R's responses to earlier questions, particularly the one requiring R to recall candidates rather than to simply recognize candidate names.

A second important point to make is that it is vital that the Ballot Card be the correct card for the R's congressional district. To be certain there is no mistake, we urge you to insert the correct ballot card at this page in the questionnaire before you begin the interview. Fold the bottom of the Ballot Card up, such that only the state and congressional district show, should the Card accidentally fall out of the questionnaire before you get to CA.

Note that, when asking C4, R may say that the race for the U.S. House of Representatives in which he/she voted is not the one described on the Ballot Card. This could be true because R may have gone to vote in the congressional district where he/she used to live or where he/she chooses to keep his/her voter registration, and since this district is different from the one in which R now resides, the House race on the Ballot Card may, indeed, be the wrong one. If this is the case, check Box 7 in C4 and ask for the name of the House candidate in C4a.

Box 7 is the one you should check if the respondent says he/she voted for a "write-in" candidate who was not listed in the official ballot. Obtain the candidate's name in C4a.

Problem 4: This page has been completed for you. Using the Candidate List for Michigan 2, post-edit the page.

C7. How about the elections for other state and local offices -- did you vote a straight ticket, or did you vote for candidates from different parties?

1. STRAIGHT TICKET	5. DIFFERENT PARTIES	R VOLUNTEERS: 7. DIDN'T VOTE IN STATE & LOCAL ELECTIONS	8. DK
TURN TO P. 15, SECTION D			
<p>C7a. Which party?</p> <p>1. REPUBLICAN</p> <p>5. DEMOCRATIC</p> <p>7. OTHER, SPECIFY:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>C7b. Did you vote mostly Republican, mostly Democrat, or about half and half?</p> <p>1. MOSTLY REPUBLICAN</p> <p>3. ABOUT HALF & HALF, REP-DEM</p> <p>5. MOSTLY DEMOCRATIC</p>	

TURN TO P. 15, SECTION D

C7.

We had mucho problemas (pardon my French) with this question in the pretest. Unfortunately, it's an old question and we cannot change the wording. I will therefore describe what we mean by the question, and tell you what to do with various kinds of answers you might get:

What we want to know is whether the respondent voted for state and local candidates all from one party or whether some of his/her votes for state and local candidates went to Democrats and some to Republicans or to other parties. Seems simple enough, right?

However, some respondents hear "straight ticket" and think we mean, did they pull the lever (X the box, punch the hole, or whatever) which meant they voted for one party in all races including the national ones (for president, the U.S. House of Representatives, and the U.S. Senate).

So, first of all, as you read the question, stress "other state and local offices." Second, if the respondent simply says, "straight ticket," you have to accept it and assume R knows what we're talking about. However, if R says something like: "I don't know what you mean. Are you asking me if I pulled the 'straight ticket' lever?", the answer is "no," and reread the question. If R still doesn't get it, record R's statements in the margin, and follow the skip for box 8, "Don't know" (DO NOT MARK THE BOX). If R says, "Well, I don't know what you want, but I did pull the 'straight ticket' lever," then we know what we wanted to know (by accident, unfortunately), and you can mark "straight ticket" and go on.

FOR R'S REGISTERED OUTSIDE STATE OF INTERVIEW

C8. How about the election for President. Did you vote for a candidate for President?

1. YES 5. NO → GO TO C9 ← 8. DON'T KNOW

C8a. Who did you vote for?

1. REAGAN 2. MONDALE 7. OTHER, SPECIFY: _____

C8b. Would you say that your preference for this candidate was strong or not strong?

1. STRONG 5. NOT STRONG 8. DON'T KNOW

C8c. How long before the election did you decide that you were going to vote the way you did? _____

C9. How about the election for the House of Representatives in Washington. Did you vote for a candidate for the U.S. House of Representatives?

1. YES 6. NO → GO TO C10 ← 8. DON'T KNOW

C9a. Who did you vote for? _____

C9b. Would you say that your preference for this candidate was strong or not strong?

1. STRONG 5. NOT STRONG 8. DON'T KNOW

--	--

C10. How about the election for the United States Senate? Did you vote for a candidate for the U.S. Senate?

1. YES 5. NO 8. DON'T KNOW 7. R VOLUNTEERS: NO SENATE RACE IN STATE R VOTED

TURN TO P. 12, C11

C10a. Who did you vote for? _____

--	--

C8-C10. These questions are to be used, as indicated at the top of the page, when R has told you that he/she is registered to vote in a state different from the one in which he/she currently resides. (You find out about the situation at C2b, and having checked the appropriate checkpoint value at C2c), you are skipped to information R recalls about the races without the aid of a Ballot Card.

Note that you do not have to worry about post-editing candidate numbers into boxes on this page. (You'd be psychic, if you could do that!) This will be done in coding.

FOR R'S REGISTERED OUTSIDE STATE OF INTERVIEW

C11. How about the elections for other state and local offices -- did you vote a straight ticket, or did you vote for candidates from different parties?

1. STRAIGHT TICKET

5. DIFFERENT PARTIES

R VOLUNTEERS:
7. DIDN'T VOTE IN
STATE & LOCAL
ELECTIONS

8. DK

TURN TO P. 15,
SECTION D

<p>C11a. Which party?</p> <p>1. REPUBLICAN</p> <p>5. DEMOCRATIC</p> <p>7. OTHER, SPECIFY: _____ _____ _____</p>	<p>C11b. Did you vote mostly Republican, mostly Democrat, or about half and half?</p> <p>1. MOSTLY REPUBLICAN</p> <p>3. ABOUT HALF & HALF, REP-DEM</p> <p>5. MOSTLY DEMOCRATIC</p>
---	--

TURN TO P. 15, SECTION D

C11. See instructions for C7, p.10.

C12. Were you registered to vote in this election?

1. YES

5. NO

8. DON'T KNOW

6. R VOLUNTEERS: VOTERS NOT REQUIRED TO REGISTER

GO TO C14

C13. Were you registered in this election as being a Republican, a Democrat, an independent or what?

R VOLUNTEERS:

1. DEMOCRAT

3. REPUBLICAN

2. INDEPENDENT

4. OTHER PARTY, SPECIFY:

5. VOTERS NOT REQUIRED TO DECLARE PARTY

6. VOTERS NOT REQUIRED TO REGISTER

GO TO C14

7. I AM NOT REGISTERED

GO TO C14

8. DON'T KNOW

C13a. Are you registered to vote at your current address?

5. NO

1. YES

GO TO C14

8. DON'T KNOW

C13b. At what address are you registered? (ADDRESS, CITY, STATE) _____

YOU MAY REASSURE R THAT WE NEED THIS INFORMATION BECAUSE: We are interested in the frequency with which people have to update voting registration as a result of changes in residence. Registration rules vary from community to community. Knowing the address at which you are currently registered will enable us to identify the regulations that apply to those who live in that area. IF R STILL REFUSES TO GIVE YOU THE ADDRESS, MOVE ON TO C14.

C14. How about the election for President? Did you prefer one of the candidates for President?

1. YES

5. NO

TURN TO P. 14, C15

8. DON'T KNOW

C14a. Who did you prefer?

1. REAGAN

2. MONDALE

OTHER, SPECIFY:

7. _____

C14b. Would you say your preference for this candidate was strong or not strong?

1. STRONG

5. NOT STRONG

8. DON'T KNOW

C12. R may say he/she is registered, but not in this state/
city/district, etc. This is still a 'yes' answer,
since what we want to know is whether R is
registered at all. "I'm not sure" answers should
be probed by repeating the question--emphasizing
"As far as you know..." Incidentally, many people
really don't know whether they are registered.

C13. See C2, p.7.

C13a. See C2a, p.7.

C13b. See C2b, p.7.



C15. (BALLOT CARD) Here is a list of candidates for the other major races in this district. How about the election for the House of Representatives in Washington. Did you prefer one of the candidates for the U.S. House of Representatives?

1. YES

5. NO

8. DON'T KNOW

TURN TO P. 15, SECTION D

C15a. Which candidate was that? _____ CAND. #

--	--

C15b. Would you say that your preference for this candidate was strong or not strong?

1. STRONG 5. NOT STRONG 8. DON'T KNOW

C15. See C4, p.9.

SECTION D

D1. As you know, the political parties try to talk to as many people as they can to get them to vote for their candidate. Did anyone from one of the political parties call you up or come around and talk to you about the campaign this year?

1. YES 5. NO 8. DON'T KNOW

GO TO D2

D1a. Which party was that?

5. DEMOCRATIC 1. REPUBLICAN

3. BOTH 8. DON'T KNOW

OTHER, SPECIFY:
7. _____

D2. Other than someone from the two major parties, did anyone else call you up or come around and talk to you about supporting specific candidates in this last election?

1. YES 5. NO 8. DON'T KNOW

GO TO D3

D2a. Do you happen to know if this was someone from the candidate's own organization or was it someone else?

1. FROM CANDIDATE'S OWN ORGANIZATION 2. SOMEONE ELSE 8. DON'T KNOW

D2b. Which candidate(s) did (he/she/they) ask you to support?

_____ EDWARD K. White _____ CAND. #

_____ CARL PURSELL _____ CAND. #

98. DON'T KNOW

D3. We would like to find out about some of the things people do to help a party or a candidate win an election. During the campaign, did you talk to any people and try to show them why they should vote for or against one of the parties or candidates?

1. YES 5. NO

D1-D12. D1-D12 are items about R's participation in this year's campaign, not activities the respondent has performed in the past. References to "the campaign this year" and to "candidates" mean campaigns and candidates in partisan elections--those in which candidates are running from specific parties. Thus, for example, money given to school board candidates or dog catchers are not what we have in mind (if you're asked).

D2b. Note that we have allowed for two candidate names given as responses. Please probe for "Any others" and use the margin if necessary.

Problem 5: Using the Candidate List for Michigan 2,
~~not~~-edit D2b.

D3. We are interested here in whether R has been sufficiently impressed (or unimpressed) by a party or candidate to try to convince others that they should vote for (or against) the party or candidate. If R says he/she has tried to convince others simply to vote, but not for or against a candidate or a party, the answer to this question is "no."

D4. Did you wear a campaign button, put a campaign sticker on your car, or place a sign in your window or in front of your house?

- 1. YES
- 5. NO

D5. During this year's campaign, did anyone talk to you to try to get you to work for one of the parties or for a candidate?

- 1. YES
- 5. NO

D6. Did you go to any political meetings, rallies, speeches, dinners, or things like that in support of a particular candidate?

- 1. YES
 - 5. NO
- GO TO D7

D6a. Did you give any money as a result?

<input type="checkbox"/> 1. YES	<input type="checkbox"/> 5. NO	<input type="checkbox"/> 1. YES	<input type="checkbox"/> 5. NO	<input type="checkbox"/> 8. DK
---------------------------------	--------------------------------	---------------------------------	--------------------------------	--------------------------------

D7. Did you do any (other) work for one of the parties or candidates?

- 1. YES
- 5. NO

D8. Now, a few questions about giving money during this election campaign. First, did you use the one-dollar check-off option on your federal income tax return to make a political contribution this year?

- 1. YES
- 5. NO
- 8. DON'T KNOW

D9. As you know, during an election year, people are often asked to make a contribution to support campaigns. During the past year did you give any money to an individual candidate, a political party organization, people supporting a ballot proposition, or to a particular issue or interest group?

- 1. YES
- 5. NO → TURN TO P. 17, D10
- 8. DON'T KNOW

D9a. Apart from contributions to specific candidates, how about contributions to any political party organization. Did you give money to a political party during this election year?

- 1. YES
- 5. NO → TURN TO P. 17, D9c
- 8. DON'T KNOW

D9b. Which party was that?

- 5. DEMOCRATIC
- 1. REPUBLICAN
- 3. BOTH

7. OTHER, SPECIFY: _____

D6a. A pretest respondent said, "Well, I paid \$125. for the dinner. Does that count?" You bet it does! The answer is "yes."

D7. The optional use of "other" in this question is here in case R has answered "yes" to D4, D5 or D6; it makes the question a little smoother for the R.

D9-D9f. This is a difficult series, in part because respondents don't always know whether they gave to a party or a candidate, and in part because there could be some overlap (e.g., money given to a party to support a candidate or a ballot proposal). When in doubt, make copious notes and move on; we'll do our best to sort it out in coding.

D9c. Now, apart from contributing to a political party, did you give any money to an individual candidate running for public office?

1. YES

5. NO

8. DON'T KNOW

GO TO D9e

D9d. What party did that candidate belong to?

5. DEMOCRATIC

1. REPUBLICAN

3. BOTH

7. OTHER, SPECIFY: _____

D9e. Now how about state and local issues on the ballot in your state or community. Did you give any money to help support or oppose any ballot proposition this election year?

1. YES

5. NO

8. DON'T KNOW

D9f. Did you give any money to any other group that supported or opposed candidates?

1. YES

5. NO

8. DON'T KNOW

D10. During the past year did you receive any requests through the mail asking you to contribute money to a candidate, a party or an issue group?

1. YES

5. NO

TURN TO P.18, D11

8. DON'T KNOW

D10a. Did you get quite a few (of these mail requests) or not very many?

1. QUITE A FEW

5. NOT VERY MANY

8. DON'T KNOW

D10b. Did you contribute any money because of the mail you received?

1. YES

5. NO

8. DON'T KNOW

D9c. "Ballot propositions" includes state and local initiatives, ordinances, and constitutional amendments.

D10-D12b. Again, there may be overlap with responses in the D9 series. For example, a respondent may have contributed money to a political party ("yes" in D9a) in response to a telephone call ("yes" in D11). This is OK. In D9 we were trying to find out what kinds of things (parties, candidates, propositions) appeal enough to a respondent for him/her to give money. In D10-D12 we're interested in whether mail contact, telephone contact or face-to-face contact are effective methods of getting contributions, and which are most effective.

D11. In the last year, did you receive any telephone calls asking you to contribute money to a candidate, a party, or an issue group?

1. YES 5. NO → GO TO D12 ← 8. DON'T KNOW

D11a. Did you get quite a few (of these calls) or not very many?

1. QUITE A FEW

5. NOT VERY MANY

8. DON'T KNOW

D11b. Did you contribute any money because of the telephone call(s)?

1. YES

5. NO

8. DON'T KNOW

D12. In the last year, have you been contacted directly, face to face, and asked to contribute money to a candidate, a party, or an issue group?

1. YES 5. NO → TURN TO P. 19, D13 ← 8. DON'T KNOW

D12a. Did you get quite a few or not very many (contacts)?

1. QUITE A FEW

5. NOT VERY MANY

8. DON'T KNOW

D12b. Did you contribute any money because of a personal contact?

1. YES

5. NO

8. DON'T KNOW

D13. During the campaign this year did anyone talk to you about registering to vote or about voting?

1. YES

5. NO

8. DON'T KNOW

D14. In the last six months, have you worked with others or joined an organization trying to do something about some national problem?

1. YES

5. NO

8. DON'T KNOW

D13

There are massive registration and get-out-the-vote drives going on this year, particularly in response to Jesse Jackson's efforts to encourage blacks to register and vote. We are interested in how many of our respondents have been contacted by these registration and voting drives.

If R says he/she received a call on election day from the local party asking if R has voted and offering rides to the polls, etc.--that counts. The answer is "yes."

D14

Please note the focus on national problem, as opposed to things like ballot propositions or organizations working on a local or state problem.

SECTION E

- E1. In general, do you approve or disapprove of the way the U.S. Congress has been handling its job?

1. APPROVE	5. DISAPPROVE	8. DON'T KNOW GO TO E2
↓	↓	
E1a. Do you approve <u>strongly</u> or <u>not strongly</u> ?		E1b. Do you disapprove <u>strongly</u> or <u>not strongly</u> ?
1. STRONGLY	2. NOT STRONGLY	5. STRONGLY
		4. NOT STRONGLY

- E2. Do you approve or disapprove of the way Ronald Reagan is handling his job as president?

1. APPROVE	5. DISAPPROVE	8. DON'T KNOW GO TO E3
↓	↓	
E2a. Do you approve <u>strongly</u> or <u>not strongly</u> ?		E2b. Do you disapprove <u>strongly</u> or <u>not strongly</u> ?
1. STRONGLY	2. NOT STRONGLY	5. STRONGLY
		4. NOT STRONGLY

- E3. Do you approve or disapprove of the way Ronald Reagan is handling the balancing of the national budget?

1. APPROVE	5. DISAPPROVE	8. DON'T KNOW TURN TO P. 21, E4
↓	↓	
E3a. Do you approve <u>strongly</u> or <u>not strongly</u> ?		E3b. Do you disapprove <u>strongly</u> or <u>not strongly</u> ?
1. STRONGLY	2. NOT STRONGLY	5. STRONGLY
		4. NOT STRONGLY

E1-E3

The format of these questions is identical to that used in the Gallup Polls; therefore, we want to use the present format to ensure comparability with Gallup. Respondents may want to know if "approve" means the same as "satisfied." (Answer: "Whatever it means to you.") Or whether they can choose a middle category. (Answer: "Well, in general, which is closer to the way you feel?" Repeat question).

E4. Now we would like to know something about the feelings you have toward the candidates for President. I am going to name a candidate, and I want you to tell me whether something about that person, or something he has done has made you have certain feelings like anger or pride.

Think about Ronald Reagan. Now, has Reagan -- because of the kind of person he is, or because of something he has done -- ever made you feel:

1. YES; HAVE FELT 5. NO; NEVER FELT

- a. angry
- b. hopeful
- c. afraid of him
- d. proud
- e. disgusted
- f. sympathetic toward him
- g. uneasy

	1. YES; HAVE FELT	5. NO; NEVER FELT
a. angry		
b. hopeful		
c. afraid of him		
d. proud		
e. disgusted		
f. sympathetic toward him		
g. uneasy		

E5. Think about Walter Mondale. Now, has Mondale (--because of the kind of person he is, or because of something he has done--) ever made you feel:

1. YES; HAVE FELT 5. NO; NEVER FELT

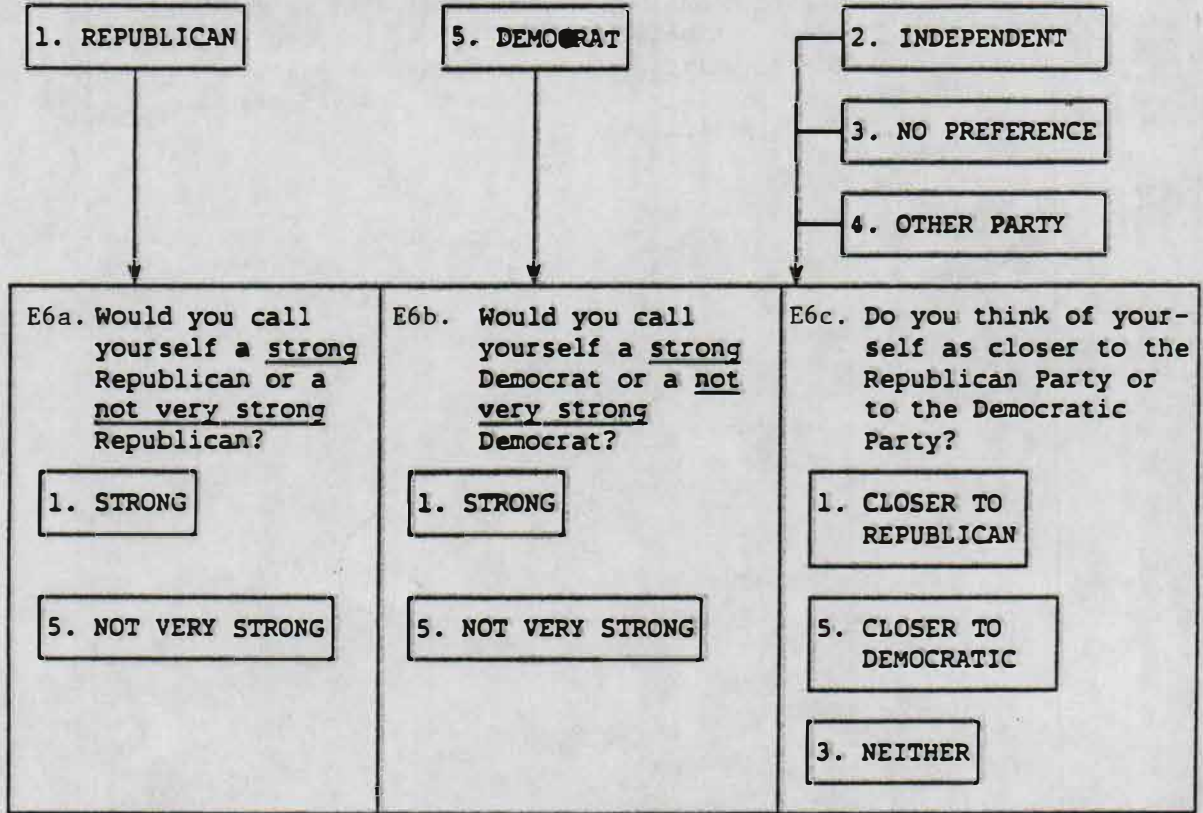
- a. angry
- b. hopeful
- c. afraid of him
- d. proud
- e. disgusted
- f. sympathetic toward him
- g. uneasy

	1. YES; HAVE FELT	5. NO; NEVER FELT
a. angry		
b. hopeful		
c. afraid of him		
d. proud		
e. disgusted		
f. sympathetic toward him		
g. uneasy		

E4-E5

These questions on feelings toward the President and Walter Mondale are complimented by another set of somewhat similar layout, F3-F4, tapping perceived candidate qualities. These questions measure in depth people's evaluations of individuals who aspire to political leadership.

E6. Generally speaking, do you usually think of yourself as a Republican, a Democrat, an Independent, or what?



E6-E6c. 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 general sense of party affiliation, not particularly how he/she voted in the election. This means that a response such as , "Oh, I have been a Democrat but I really don't know about this year" classifies the respondent as a Democrat (probably, when R responds to E6b, a "not very strong Democrat"), and not as an Independent. The people who are deviating from a usual party preference are identified by questions on vote choice. At this point, we want to know if they have a "usual" party.

If the R calls himself/herself a member of a party other than the Democratic or the Republican, check the "other" box rather than classifying him/her as an "Independent"

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...?"

In the E6a, E6b, and E6c probes concerning strength and closeness, we are again interested in R's usual party feelings. However, if R mentions any recent change in his feelings toward a party, be sure to record that in the margin.

F1-F2a The answers to this question are often going to be in terms of particular politicians or candidates. Those should be recorded but you should also probe to ascertain the difference between the two parties or between Republicans and Democrats in general. (Can you tell me more about your thinking on that? Can you give me some [other] examples?).

Some R's will answer, "Republicans are more conservative" or "Democrats are more liberal." When this occurs, F2 becomes repetitious, and you should begin by saying something like, "Referring to what you just told me, would you say..."

F2-F2a In this question we wish to find out how people associate the terms "liberal" and "conservative" with the two major parties. Therefore, it is very important that you avoid saying anything which might give the R any clue as to a response. Specifically, don't attempt to explain the terms "conservative" or "liberal." If R does not know what they mean, this is precisely what we would like to find out. If R asks you what we mean by these terms, reply that we would like him/her to use whatever meaning he/she would give these words. Actually, later at J9 and J10, we find out what kind of meaning R attaches to these words.

F3. Now we'd like to know about your impressions of Ronald Reagan. I am going to read a list of words and phrases people use to describe political figures. After each one, I would like you to tell me how much the word or phrase fits your impression of Ronald Reagan.

The first phrase is "hard-working." How much would you say "hard-working" fits your impression of Ronald Reagan: a great deal, somewhat, a little, or not at all?

	1. A GREAT DEAL	2. SOMEWHAT	3. CAN'T DECIDE	4. A LITTLE	5. NOT AT ALL	8. DK
a. HARD-WORKING	a.					
b. decent	b.					
c. compassionate	c.					
d. commands respect	d.					
e. intelligent	e.					
f. moral	f.					
g. kind	g.					
h. inspiring	h.					
i. knowledgeable	i.					
j. sets a good example	j.					
k. really cares about people like you	k.					
m. provides strong leadership	m.					
n. understands people like you	n.					
o. fair	o.					
p. in touch with ordinary people	p.					
r. religious	r.					

F3-F4

In this section we are asking R to evaluate each of the major candidates according to a list of qualities that reflect aspects of political leadership.

This section will undoubtedly seem repetitive to you, but we know from earlier election studies that respondents enjoyed it. If respondents say they don't know or can't decide, pause to let them think about it. If they don't change their response, accept the "don't know" or "can't decide" and move on.

Also see instruction for E4-E5, p.21.

F4. Now about Walter Mondale. Would you say "hard-working" fits your impression of him: a great deal, somewhat, a little, or not at all?

	1. A GREAT DEAL	2. SOMEWHAT	3. CAN'T DECIDE	4. A LITTLE	5. NOT AT ALL	8. DK
a. HARD-WORKING	a.					
b. decent	b.					
c. compassionate	c.					
d. commands respect	d.					
e. intelligent	e.					
f. moral	f.					
g. kind	g.					
h. inspiring	h.					
i. knowledgeable	i.					
j. sets a good example	j.					
k. really cares about people like you	k.					
m. provides strong leadership	m.					
n. understands people like you	n.					
o. fair	o.					
p. in touch with ordinary people	p.					
r. religious	r.					

SECTION G

G1. Next I would like to ask you some questions about the candidate(s) who ran in your district for the U.S. House of Representatives.

Was there anything in particular that you liked about Mike McCauley (NAME # 31, 33 or 35) the Democratic candidate for the U.S. House of Representatives?

1. YES

5. NO

8. DON'T KNOW

R VOLUNTEERS: "I DON'T KNOW ANYTHING ABOUT THIS PERSON."

GO TO G2

TURN TO P. 27, G3

G1a. What was that? (Anything else?) I liked the stand he took on the Michigan teachers' strikes. And I like what he says about taxes.

G2. Was there anything in particular that you didn't like about _____ (NAME # 31, 33, or 35)

1. YES

5. NO

8. DON'T KNOW

TURN TO P. 27, G3

G2a. What was that? (Anything else?) _____

Section G: You may wonder whether you should go through this section if the respondent did not recall the House candidates in B1 and did not recognize the candidates' names in B2. The answer is yes, we do want you to go through Section G. The reason is that in Section G we give the respondent not only the name of the candidate, but also information about whether he/she is an incumbent or a challenger and his/her party affiliation. People often know something about their representative, have seen him/her on television, have read about the campaign, and so on, without ever having focused on the name. Respondents frequently have a lot to say in answer to questions in Section G--when we give them enough 'cues' to trigger their memories.

G1-G4a Here, we want to get as complete a picture as possible of what R feels are the positive and negative characteristics of the major party candidates for the U.S. House of Representatives in R's congressional district. Therefore, if R mentions only one thing, probe, "Anything else?"

Specificity probes are also particularly important for this set of questions. You are likely to get responses such as: "I like his/her stand on issues" --we want to know what issues and what stands; "She is a better candidate"--but why is she better?; or "He/she favors certain interests"--which interests?

We'd also like you to probe a little behind the standard adjectives, cliches, and slogans that are used. When R gives such responses as "the candidate is more progressive/conservative/socialistic/better for the country/for the working man," or "it's time for a change," etc., use such probes as "Can you give me some examples of what you mean?"; etc.

We recognize the necessity, however, for not forcing R to respond beyond the point at which he/she has something meaningful to say. Also, the probing should not be carried to the point of being offensive and irritating to the R who cannot provide more particulars.

Problem 6. R's response to G1a is written onto the questionnaire page.

Write your probe(s) for this response:

G3. Was there anything in particular that you liked about _____
(NAME #32, 34 or 36)
the Republican candidate for the U.S. House of Representatives?

1. YES

5. NO

8. DON'T KNOW

R VOLUNTEERS: "I DON'T
7. KNOW ANYTHING ABOUT THIS
PERSON."

GO TO G4

TURN TO P. 28, G5



G3a. What was that? (Anything else?) _____

G4. Was there anything in particular that you didn't like about _____
(NAME # 32, 34 or 36)

1. YES

5. NO

8. DON'T KNOW

TURN TO P. 28, G5



G4a. What was that? (Anything else?) _____

G5. INTERVIEWER CHECKPOINT

- 1. DISTRICT IN WHICH TWO HOUSE CANDIDATES RAN (CANDIDATE LIST INCLUDES ONE NAME # 31, 33 OR 35 AND ONE NAME # 32, 34 OR 36)
- 2. DISTRICT IN WHICH ONLY ONE HOUSE CANDIDATE RAN (CANDIDATE LIST INCLUDES EITHER NAME # 31, 33 OR 35 OR NAME # 32, 34 OR 36, BUT NOT BOTH)

IF ONLY ONE HOUSE CANDIDATE RAN IN THE DISTRICT:

G6. Do you happen to know if _____ was already in the U.S. House of Representatives before the election?
(NAME # 31, 32, 33, 34, 35 OR 36)

1. YES, CANDIDATE WAS 3. NO, CANDIDATE WAS NOT 5. DON'T KNOW

CAND #
(G6a)

TURN TO P. 29, G8

IF TWO HOUSE CANDIDATES RAN IN THE DISTRICT:

G7. Do you happen to know if either of these candidates, _____ or _____, was already in the U.S. House of Representatives before the election?
(NAME # 31, 33 OR 35) (NAME # 32, 34 OR 36)

1. YES, ONE CANDIDATE WAS 2. YES, BOTH CANDIDATES WERE 3. NEITHER CANDIDATE WAS 5. DON'T KNOW

TURN TO P. 29, G8

G7a. Which candidate was that?

CAND #
 NEITHER

G6-G7a. These items are in the interview to aid in measuring the respondent's level of political information.

Post-Editing

Note that G6a consists only of coding boxes. Please enter the number for the candidate name you used in G6, but only if R answered "YES" in G6. If the answer was "NO" or "DK," leave the boxes in G6a blank.

G8. INTERVIEWER CHECKPOINT

1. DISTRICT IN WHICH NO HOUSE INCUMBENT RAN (CANDIDATE LIST INCLUDES # 31 OR # 32, OR BOTH) → TURN TO P. 34, G18

2. DISTRICT IN WHICH HOUSE INCUMBENT RAN (CANDIDATE LIST INCLUDES # 33 OR # 34)

G9. (R.R. P. 2) There are many ways in which U.S. Representatives can have contact with the people from their districts. On this page are some of these ways. Think of _____ (NAME # 33 OR 34) who has been a U.S. Representative in Washington. Have you come into contact with or learned anything about (him/her) through any of these ways?

1. YES

5. NO; NO CONTACT AT ALL → GO TO G10

G9a. Which ones? (MARK ALL MENTIONS)

- a. MET HIM/HER PERSONALLY
- b. ATTENDED A MEETING OR GATHERING WHERE HE/SHE SPOKE
- c. TALKED TO A MEMBER OF HIS/HER STAFF OR SOMEONE IN HIS/HER OFFICE
- d. RECEIVED SOMETHING IN THE MAIL FROM HIM/HER
- e. READ ABOUT HIM/HER IN A NEWSPAPER OR MAGAZINE
- f. HEARD HIM/HER ON THE RADIO
- g. SAW HIM/HER ON TV
- h. OTHER CONTACT NOT INCLUDED IN A-G ABOVE

G10. Do you know anyone, any of your family, friends, or people at work, who have had some contact with _____ (NAME # 33 OR 34) ?

1. YES

5. NO

8. DON'T KNOW

PROBLEM 7: G8. Using the Candidate List for Michigan 2,
pre-edit this checkpoint.

Questions for districts in Which House Incumbent Ran

G9-G10. These questions will tell us whether R has had any
direct or indirect contact with the district incumbent.

In G9, "NO; NO CONTACT AT ALL" means R has had no
contact or learned anything about the Representative.

In G9a, item h, "Other contact not included in A-G
above" means R has had contact but it took some form
which does not appear on the list.

G11.(R.B., STILL ON P. 2) How about _____ who also ran for the
(NAME # 35 OR 36)

U.S. House of Representatives from your district in the last election. Have you come into contact with or learned anything about (him/her) through any of these ways?

1. YES

5. NO; NO CONTACT AT ALL → GO TO G12

G11a. Which ones? (MARK ALL MENTIONS)

- a. MET HIM/HER PERSONALLY
- b. ATTENDED A MEETING OR GATHERING WHERE HE/SHE SPOKE
- c. TALKED TO A MEMBER OF HIS/HER STAFF OR SOMEONE IN HIS/HER OFFICE
- d. RECEIVED SOMETHING IN THE MAIL FROM HIM/HER
- e. READ ABOUT HIM/HER IN A NEWSPAPER OR MAGAZINE
- f. HEARD HIM/HER ON THE RADIO
- g. SAW HIM/HER ON TV
- h. OTHER CONTACT NOT INCLUDED IN A-G ABOVE

G12. Do you know anyone, any of your family, friends, or people at work, who have had some contact with _____?
(NAME # 35 OR 36)

1. YES

5. NO

8. DON'T KNOW

G11-G12. These questions will tell us whether R has had any direct or indirect contact with the candidate opposing the district incumbent in the race for U.S. House of Representatives. See instruction for G9-G10, p. 29.

G13. Have you (or anyone in your family living here) ever contacted Representative or anyone in (his/her) office

(NAME # 33 OR 34)

1. YES

5. NO

8. DON'T KNOW

TURN TO P. 32, G14

G13a. Was it to: (ACCEPT MORE THAN ONE MENTION)

- express an opinion?
- seek information?
- seek help on a problem you had?

G13b. Did you get a response from your Representative or (his/her) office?

1. YES

5. NO

8. DON'T KNOW

TURN TO P. 32, G14

G13c. How satisfied were you with the response: very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

1. VERY SATISFIED

2. SOMEWHAT SATISFIED

4. NOT VERY SATISFIED

5. NOT AT ALL SATISFIED

8. DON'T KNOW

G13-G13c. In cases where R has contacted the incumbent directly or has heard of such contacts by others, we'd like to find out whether R thinks the district incumbent has responded to the satisfaction of the person (group) who contacted him/her.

G14. Do you know anyone else who has contacted Representative _____
(NAME # 33 OR 34)
or anyone in (his/her) office?

1. YES

5. NO

8. DON'T KNOW

GO TO G15

G14a. Did this (person/group) get a response?

1. YES

5. NO

8. DON'T KNOW

GO TO G15

G14b. Was this (person/group) satisfied with the response?

1. YES;
SATISFIED2. SOMEWHAT
SATISFIED4. SOMEWHAT
DISSATISFIED5. NO; NOT
SATISFIED8. DON'T
KNOW

G15. If you had (another/a) problem that Representative _____
(NAME # 33 OR 34)
could do something about, do you think (he/she) would be very helpful, somewhat
helpful, or not very helpful to you?

1. VERY
HELPFUL2. SOMEWHAT
HELPFUL3. NOT VERY
HELPFUL

7. DEPENDS

8. DON'T KNOW

G16. Do you happen to remember anything special that Representative _____
(NAME # 33 OR 34)
has done for (his/her) district or for the people in (his/her) district while
(he/she) has been in Congress?

1. YES

5. NO

G14-G14a. In answer to G14, interviewers in the past have encountered some respondents who said they didn't know of specific individuals who had contacted the Representative, but they knew of groups who had done so. We revised G14a and G14b to allow for the inclusion of groups. Neighborhood associations, charity organizations, and social and recreational clubs are examples of some of the groups R's have mentioned.

G16. This question is directed at disclosing instances in which a Representative's actions are remembered by the respondents.

G17. In general, do you approve or disapprove of the way Representative
_____ has been handling (his/her) job?

(NAME # 33 OR 34)

1. APPROVE

5. DISAPPROVE

8. DON'T KNOW

TURN TO P. 36, SECTION H

FOR DISTRICT WITH NO INCUMBENT RUNNING

G18. (R.B., P. 2) There are many ways in which congressional candidates can have contact with the people from their district. Think about _____

(NAME # 31)

who ran for the U.S. House of Representatives from this district in the last election. Have you come into contact with or learned anything about (him/her) through any of these ways?

1. YES

5. NO; NO CONTACT AT ALL → GO TO G19

G18a. Which ones? (MARK ALL MENTIONS)

- a. MET HIM/HER PERSONALLY
- b. ATTENDED A MEETING OR GATHERING WHERE HE/SHE SPOKE
- c. TALKED TO A MEMBER OF HIS/HER STAFF OR SOMEONE IN HIS/HER OFFICE
- d. RECEIVED SOMETHING IN THE MAIL FROM HIM/HER
- e. READ ABOUT HIM/HER IN A NEWSPAPER OR MAGAZINE
- f. HEARD HIM/HER ON THE RADIO
- g. SAW HIM/HER ON TV
- h. OTHER CONTACT NOT INCLUDED IN A-G ABOVE

G19. Do you know anyone, any of your family, friends, or people at work, who have had some contact with _____?

(NAME # 31)

1. YES

5. NO

8. DON'T KNOW

Questions for Districts With No Incumbent Running

G18-G21. These questions will tell us whether R has had any direct or indirect contact with either of the major party candidates for the U.S. House of Representatives. See instructions for G9-G10, p. 29.

G20. (R.B., STILL ON P. 2) And how about _____ who (also) ran
 (NAME # 32)
 for the U.S. House of Representatives from this district in the last election.
 Have you come into contact with or learned anything about (him/her) through
 any of these ways?

1. YES

5. NO; NO CONTACT AT ALL

→ GO TO G21

G20a. Which ones? (MARK ALL MENTIONS)

- a. MET HIM/HER PERSONALLY
- b. ATTENDED A MEETING OR GATHERING WHERE HE/SHE SPOKE
- c. TALKED TO A MEMBER OF HIS/HER STAFF OR SOMEONE IN HIS/HER OFFICE
- d. RECEIVED SOMETHING IN THE MAIL FROM HIM/HER
- e. READ ABOUT HIM/HER IN A NEWSPAPER OR MAGAZINE
- f. HEARD HIM/HER ON THE RADIO
- g. SAW HIM/HER ON TV

- h. OTHER CONTACT NOT INCLUDED IN A-G ABOVE

G21. Do you know anyone, any of your family, friends, or people at work, who have
 had some contact with _____ ?
 (NAME # 32)

1. YES

5. NO

8. DON'T KNOW

SECTION H

H1. Some people seem to follow what's going on in government and public affairs most of the time, whether there's an election going on or not. Others aren't that interested. Would you say you follow what's going on in government and public affairs most of the time, some of the time, only now and then, or hardly at all?

1. MOST OF
THE TIME

2. SOME OF
THE TIME

3. ONLY NOW
AND THEN

4. HARDLY
AT ALL

8. DON'T KNOW

H2-H4. The "most important problems" series is traditional, and very valuable to us. Please make an effort to take your time and probe fully. When you finish the series, you should feel that the respondent had full opportunity to mention all of the problems he feels are important, that you understand what R has in mind with each problem, and that you have conveyed the meaning to us.

In these questions, nearly all of the responses will be political or governmental in nature. Please try to get specific problems R has in mind. For example, common responses are "foreign affairs" (what does this mean? The Arab-Israeli problems? The American talks with Russia? or what?); "national health" (does this mean that we should have socialized medicine? or that we shouldn't? or that the quality of health services is poor? or what?); and "energy" (the cost of energy? the scarcity of energy? the Alaskan Pipeline? problems with the OPEC nations? the way in which the high cost of oil causes a deficit in the balance of trade? or what?). The point is, we cannot code such general answers. Probe with questions like, "Could you tell me what you have in mind?", "Could you tell me a little more about that?"

We also need to know here about the "direction" of the respondent's thoughts. For example, we get "Medicare spending"--but we don't know if R favors what's being spent now, or whether he/she is dissatisfied because we're spending too much. Or too little. "Nuclear power" is sometimes mentioned, but we don't know whether R favors more nuclear power plants, fewer, or feels the problem is at the root of a lot of social unrest. Again, probe with, "Tell me what you have in mind," or something similar.

Probe for problems ("any other important problems?") until R says "no".

H5. How good a job is the government doing in dealing with this problem, a good job, only fair, or a poor job?

1. GOOD JOB

3. ONLY FAIR

5. POOR JOB

8. DON'T KNOW

H6. Which political party do you think would be most likely to get the government to do a better job in dealing with this problem -- the Republicans, the Democrats, or wouldn't there be much difference between them?

1. REPUBLICANS

5. DEMOCRATS

3. NOT MUCH DIFFERENCE

8. DON'T
KNOW

PROBLEM 8: Here are several answers to H2. In the space provided, add any probes you feel are appropriate to obtain answers which meet the question objectives.

1. The economy. High interest rates. Relations with Israel.

PROBE(S):

2. Interest rates are so high that no one can get loans to buy houses or cars. The economy can't get going again unless folks can buy.

PROBE(S):

3. Well, I think the social problems are the worst. I mean all the stuff people get away with these days. Just look what's happening to police, and those guys in industry. And teachers. We should take care of our social problems at home before we worry about feeding the rest of the world.

PROBE(S):

SECTION J

J1. If you had a say in making up the federal budget this year, which programs would you like to see increased and which reduced--

	1. INCREASED	2. SAME	3. DECREASED	8. DON'T KNOW
a. Should federal spending on <u>improving and protecting the environment</u> be <u>increased, decreased, or kept about the same?</u>				
b. Should federal spending on <u>dealing with crime</u> be <u>increased, decreased, or kept about the same?</u>				
c. Public schools (Should federal spending on <u>public schools</u> be <u>increased, decreased, or kept about the same?</u>)				
d. Social Security				
e. Food stamps				
f. Medicare				
g. Government jobs for the unemployed				
h. Science and technology				
i. Defense				
j. Assistance to blacks				

J1. We have printed the stem of the question ("Should federal spending on _____ be increased, decreased, or kept about the same?) in the first three question (a, b, and c). Please repeat it as often as necessary to keep the answer categories in the respondent's mind.

J2. Do you happen to know which party had the most members in the House of Representatives in Washington before the election (this/last) month?
(IF NECESSARY: Which one?)

1. REPUBLICANS

5. DEMOCRATS

8. NO, DON'T KNOW

J3. As a result of the election (this/last) month, which party will now have the most members in the House of Representatives?

1. REPUBLICANS

5. DEMOCRATS

8. DON'T KNOW

J4. Do you happen to know which party had the most members in the U.S. Senate before the elections (this/last) month? (IF NECESSARY: Which one?)

1. REPUBLICANS

5. DEMOCRATS

8. NO, DON'T KNOW

J5. As a result of the election (this/last) month, which party will now have the most members in the U.S. Senate?

1. REPUBLICANS

5. DEMOCRATS

8. DON'T KNOW

J2-J5. Unlike most of our questions, these question have right answers, and some people may feel a little uneasy about answering them. Read the questions directly to R and record his/her responses in a straightforward manner so as not to make R feel uncomfortable even if R's answers are incorrect.

J6. When it comes to politics, do you usually think of yourself as a liberal, a conservative, a moderate, or what?

1. YES, LIBERAL	→	J6a. Do you think of yourself as a <u>strong liberal</u> or a <u>not very strong liberal</u> ? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 1. STRONG 5. NOT VERY STRONG </div>
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TURN TO P. 42, J7

5. YES, CONSERVATIVE	→	J6b. Do you think of yourself as a <u>strong conservative</u> or a <u>not very strong conservative</u> ? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 1. STRONG 5. NOT VERY STRONG </div>
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TURN TO P. 42, J7

3. YES, MODERATE	} →	J6c. Do you think of yourself as more like a liberal or more like a conservative? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 1. LIBERAL 5. CONSERVATIVE </div> <div style="border: 1px solid black; padding: 2px 10px; margin-top: 10px; text-align: center;">3. NEITHER; R REFUSES TO CHOOSE</div> <div style="border: 1px solid black; padding: 2px 10px; margin-top: 10px; text-align: center;">8. DON'T KNOW</div>
7. NO, NEVER		
8. DON'T KNOW		

TURN TO P. 42, J7

0. R HAS <u>ABSOLUTELY NO UNDERSTANDING</u> OF TERMS " <u>LIBERAL</u> " AND " <u>CONSERVATIVE</u> "	→	TURN TO P. 45, SECTION K
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J6. If the respondent has trouble with the terms liberal, conservative and moderate, meaning that he/she has no idea at all what the terms mean and insists he/she can't answer the question, say something like, "It's all right if you haven't thought much about this. We can just go on to the next question, "check box 9, and skip to Section K. Please do not help the respondent define the words "liberal" and "conservative."

If the respondent gives an answer other than "liberal," "conservative," or "moderate," (e.g., "communist," "radical"), probe by repeating the question. If the answer is still not one of the responses boxed, record the respondent's choice in the margin and move on to J7.

J7. What about Ronald Reagan? Do you usually think of Ronald Reagan as a liberal, a conservative, a moderate, or what?

1. YES, LIBERAL

J7a. Do you think he is a strong liberal or a not very strong liberal?

1. STRONG

5. NOT VERY STRONG

TURN TO P. 43, J8

5. YES, CONSERVATIVE

J7b. Do you think he is a strong conservative or a not very strong conservative?

1. STRONG

5. NOT VERY STRONG

TURN TO P. 43, J8

3. YES, MODERATE

7. NO, NEVER

8. DON'T KNOW

J7c. Do you think he is more like a liberal or more like a conservative?

1. LIBERAL

5. CONSERVATIVE

3. NEITHER

8. DON'T KNOW

TURN TO P. 43, J8

J7-J8. Even if R has trouble deciding whether he/she is liberal or conservative, he/she usually has much less trouble deciding how the rest of the world stacks up. Self-placement (J6) is more difficult than placement of others (J7-J8).

J8. What about Walter Mondale? Do you usually think of Walter Mondale as a liberal, a conservative, a moderate, or what?

1. YES, LIBERAL

J8a. Do you think he is a strong liberal or a not very strong liberal?

1. STRONG

5. NOT VERY STRONG

TURN TO P. 44, J9

5. YES, CONSERVATIVE

J8b. Do you think he is a strong conservative or a not very strong conservative?

1. STRONG

5. NOT VERY STRONG

TURN TO P. 44, J9

3. YES, MODERATE

7. NO, NEVER

8. DON'T KNOW

J8c. Do you think he is more like a liberal or more like a conservative?

1. LIBERAL

5. CONSERVATIVE

3. NEITHER

8. DON'T KNOW

TURN TO P. 44, J9

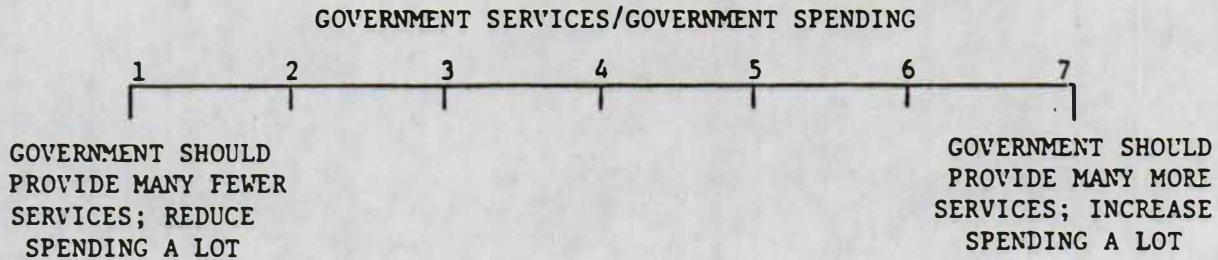
J9. People have different things in mind when they say that someone's political views are liberal or conservative. We'd like to know more about this. Let's start with liberal. What sorts of things do you have in mind when you say that someone's political views are liberal? (PROBE: Can you give me an example?) (Anything else?)

J10. And, what do you have in mind when you say that someone's political views are conservative? (PROBE: Can you give me an example?) (Anything else?)

J9-J10. As with J6-J8, we do not want you to help R define the terms, "liberal" and "conservative." If R has trouble, say something like, "It's alright if you haven't thought much about this. We can just go on to the next question."

SECTION K

K1. (R.B., P. 3) Some people think the government should provide fewer services, even in areas such as health and education, in order to reduce spending. Suppose these people are at one end of the scale at point number 1. Other people feel it is important for the government to provide many more services even if it means an increase in spending. Suppose these people are at the other end, at point 7. And, of course, some other people have opinions somewhere in between at points 2, 3, 4, 5, or 6.



a. Where would you place yourself on this scale, or haven't you thought much about this?

RATING

8. DON'T KNOW

0. HAVEN'T THOUGHT MUCH

TURN TO P. 46, K3

- b. Where would you place Ronald Reagan on this scale?
- c. (Where would you place) Walter Mondale?
- d. (Where would you place) _____ ?
(NAME # 31, 33, or 35)
- e. (Where would you place) _____ ?
(NAME # 32, 34, or 36)
- f. (Where would you place) _____ ?
(NAME # 37 or 39)
- g. (Where would you place) most liberals?
- h. (Where would you place) most conservatives?

RATING	8. DK

K2. How important is it to you that the federal government do what you think is best on this issue of spending and services? Is it extremely important, very important, somewhat important, or not important at all to you?

1. EXTREMELY IMPORTANT

2. VERY IMPORTANT

4. SOMEWHAT IMPORTANT

5. NOT IMPORTANT AT ALL

8. DON'T KNOW

K1, K4, K6, K9. If you've worked on election studies before, you're familiar with this "proximity format" for determining where R stands on issues in relation to where he thinks political leaders and groups stand. We realize that these questions are demanding of both you and R; however, much valuable research information has already been derived from this technique.

Our first task for the respondent is to place himself/herself on the scale. Note that if R responds with DK or HAVEN'T THOUGHT MUCH ABOUT THIS with regard to his/her own placement on the scale, and sticks to this response after your probes, we don't want any information for others on that particular scale. Simply check the appropriate box and follow the skip instruction. While we always want as much information as possible, we do not care in this case to elicit further answers from those respondents indicating lack of interest or familiarity with the issue in question.

After placing himself/herself, the respondent is asked to place: the presidential candidate; the district candidates for the U.S. House of Representatives; liberals and conservatives.

It is important that R understand that he/she should place the groups and the political leaders on the scale in terms of where he/she thinks they stand now, NOT in terms of where he/she would like them to be. If you get a response with all 1's or all 7's, R may be falling into the trap of putting the leaders or groups where he/she wants them to be and not where he/she thinks they are. Whenever such confusion becomes apparent to you, please try to get R to think in terms of where he/she thinks the leader or party position in now. (Needless to say, it is possible that R does think everyone is with him at 1 or 7, and that's a legitimate answer—just make sure that's what you're getting before you go on.)

Definitely try to get R to specify his/her response in terms of a number on the scale. If R gives a range (e.g., 5-7), record this but also ask R to give, if possible, a single number out of that range. "Which would you say is closest to the way you feel?" A "DON'T KNOW" answer for any of the groups or political leaders is a perfectly acceptable response to be handled by pausing to be sure the R doesn't want to change his/her mind, and then checking the DON'T KNOW box and moving on to the next group or leader in the list.

K3. Some people think it is all right for the public schools to start each day with a prayer. Others feel that religion does not belong in the public schools but should be taken care of by the family and the church. Have you been interested enough in this to favor one side over the other?

1. YES

5. NO → TURN TO P. 47, K4

K3a. Which do you think -- schools should be allowed to start each day with a prayer or religion does not belong in the schools?

1. SCHOOLS SHOULD BE ALLOWED TO START EACH DAY WITH A PRAYER.

5. RELIGION DOES NOT BELONG IN THE SCHOOLS

7. OTHER; DEPENDS; SPECIFY: _____

8. DON'T KNOW

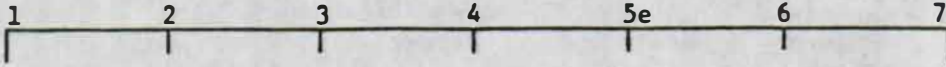
Our pretest revealed that you may be required to handle the following awkward situation: The respondent has already told you (or his/her answers have conveyed to you) that he/she knows little or nothing about one or more of the candidates, yet throughout these 7 point questions you are expected to solicit, repeatedly, information about these same candidates. (This is also the case with an R who has told you he/she has absolutely no understanding of the terms "liberal" and "conservative".) How should you handle this? We don't want R to feel inadequate because he/she has to say "don't know" too frequently--or worse, we don't want to force R to guess in order to cover up his/her lack of information. At the same time, we don't want you to skip asking about certain candidates because you feel (maybe correctly) that R has no information to give. Skipping in this unsystematic fashion will lead to biases (lack of comparability) in the data collected by all of you. So, here's how we prefer you take care of the situation. When R has conveyed to you that he/she is totally unfamiliar with certain candidates (or groups), say the following after you have read through the candidate (group) names for the first time: "I know there are people (groups) on this list who you've already told me you don't know very much about. In some of the following questions I will read the names anyway because my instructions are that everyone we talk with must be given the opportunity to place all persons (and groups) on the scales. When we come to a candidate (group) you really can't place on the scale, just tell me and we'll go on to the next name.

K1. Read this question slowly and allow time for the respondent to digest the information. The question poses a complicated trade-off situation. It's not just a matter of whether government should provide more or fewer services, but whether government should do one or the other in light of what happens to spending. Thus, people may feel that 7 is the preferred answer for the desired amount of government services, yet come down to settling for point 5 because they feel government spending must be curtailed.

K2. This is the first of our "centrality" questions, which follow a number of the issue questions. What we are trying to discover is how important the issue is to the respondent, how much R cares, how much it matters to R that the issue be handled by the federal government in the manner R feels is best.

K4. (R.B., P. 4) Some people think that the United States should become much more involved in the internal affairs of Central American countries. Others believe that the U.S. should become much less involved in this area.

CENTRAL AMERICA



U.S. SHOULD BECOME MUCH MORE INVOLVED IN INTERNAL AFFAIRS OF CENTRAL AMERICA

U.S. SHOULD BECOME MUCH LESS INVOLVED IN INTERNAL AFFAIRS OF CENTRAL AMERICA

a. Where would you place yourself on this scale, or haven't you thought much about this?



8. DON'T KNOW 0. HAVEN'T THOUGHT MUCH

TURN TO P. 48, K6

- b. Where would you place Ronald Reagan on this scale?
- c. (Where would you place) Walter Mondale?
- d. (Where would you place) _____ ?
(NAME # 31, 33, or 35)
- e. (Where would you place) _____ ?
(NAME # 32, 34, or 36)
- f. (Where would you place) _____ ?
(NAME # 37 or 39)
- g. (Where would you place) most liberals?
- h. (Where would you place) most conservatives?

RATING	8. DK

K5. How important is it to you that the federal government do what you think is best on this issue of involvement in Central American countries? Is it extremely important, very important, somewhat important, or not important at all to you?

1. EXTREMELY IMPORTANT 2. VERY IMPORTANT 4. SOMEWHAT IMPORTANT 5. NOT IMPORTANT AT ALL 8. DON'T KNOW

K4. See instructions for K1, et.al.. R's may want to know what we mean by "internal affairs" Providing guns? advice? aid? military expertise? The answer is, "Whatever it means to you."

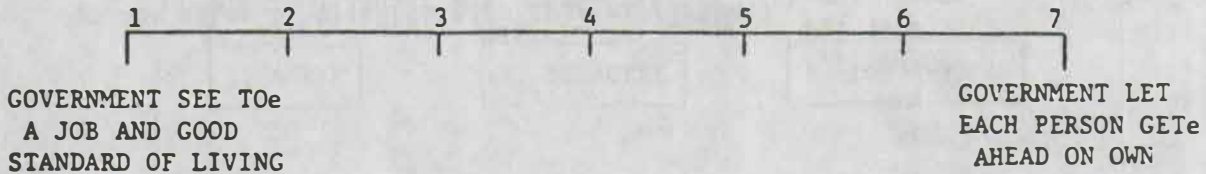
A respondent in the Pre-Election Study asked what we meant by "Central America". The interviewer responded, "Whatever it means to you." R replied, "Well, to me, 'Central America' means North and South Dakota." At this point the interviewer should repeat the question emphasizing "Central American countries."

K5. See instructions for K2.

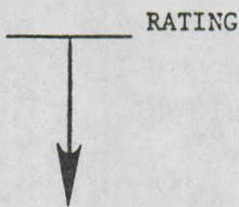
3

K6. (R.B., P. 5) Some people feel the government in Washington should see to it that every person has a job and a good standard of living. Others think the government should just let each person get ahead on his own.

JOB AND GOOD STANDARD OF LIVING



a.e Where would you place yourself on this scale, or haven't you thought much about this?



8. DON'T KNOW 0. HAVEN'T THOUGHT MUCH e

TURN TO P. 49, K8

- b. Where would you place Ronald Reagan on this scale?
- c. (Where would you place) Walter Mondale?
- d. (Where would you place) _____ ?
(NAME # 31, 33, or 35)
- e. (Where would you place) _____ ?
(NAME # 32, 34, or 36)
- f. (Where would you place) _____ ?e
(NAME # 37 or 39)
- g. (Where would you place) most liberals?
- h. (Where would you place) most conservatives?

RATING	8. DK

K7. How important is it to you that the federal government do what you think is best on this issue of jobs and standard of living? Is it extremely important, very important, somewhat important, or not important at all to you?

- 1. EXTREMELY
IMPORTANT
- 2. VERY
IMPORTANT
- 4. SOMEWHAT
IMPORTANT
- 5. NOT IMPORT-
TANT AT ALL
- 8. DON'Te
KNOW

K6. See instructions for K1, et. al.

K7. See instructions for K2.

K8. I am going to read a statement about U.S. foreign policy, and I would like you to tell me whether you agree or disagree. The statement is...

This country would be better off if we just stayed home and did not concern ourselves with problems in other parts of the world.

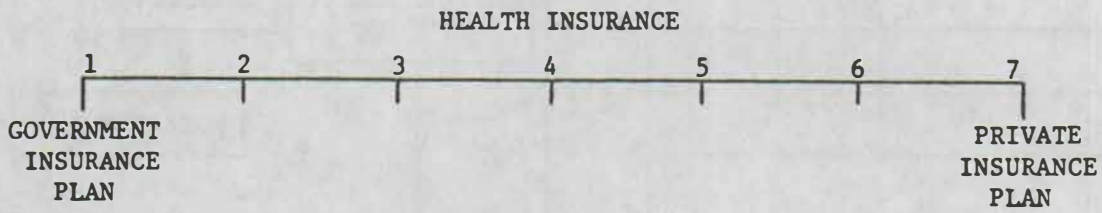
(Do you agree or disagree with this statement?)

1. AGREE

5. DISAGREE

8. DON'T KNOW

K9. (R.B., P. 6) There is much concern about the rapid rise in medical and hospital costs. Some people feel there should be a government insurance plan which would cover all medical and hospital expenses for everyone. Others feel that all medical expenses should be paid by individuals, and through private insurance plans like Blue Cross or other company-paid plans.



a. Where would you place yourself on this scale, or haven't you thought much about this?

_____ RATING

8. DON'T KNOW

0. HAVEN'T THOUGHT MUCH

K9. See instructions for K1, et. al.

K10. Some people are afraid the government in Washington is getting too powerful for the good of the country and the individual person. Others feel that the government in Washington is not getting too strong. Do you have an opinion on this or not?

1. YES

5. NO

TURN TO P. 52, SECTION L

K10a. What is your feeling, do you think the government is getting too powerful or do you think the government is not getting too strong?

1. GOVERNMENT
TOO POWERFUL

5. GOVERNMENT
NOT GETTING
TOO STRONG

7. OTHER; DEPENDS, SPECIFY: _____

8. DON'T KNOW

K10b. Do you think the government should become more powerful or should it stay the way it is?

1. BECOME MORE POWERFUL

5. STAY THE WAY IT IS

K10c. Which party do you think is more likely to favor a powerful government in Washington -- the Democrats, the Republicans, or wouldn't there be much difference between them on this?

1. DEMOCRATS

5. REPUBLICANS

3. NO DIFFERENCE

8. DON'T KNOW

K10-K10c. We are aware that this question is difficult for both you and respondent, but it is an old item and we are reluctant to part with or revise it.

We do not want to force R to come up with an answer. If R says "No" in K10, do not probe. Simply move on to p. 52, Section L.

K10a. Make use of the lines following "OTHER; DEPENDS" both for R's reasons for refusing to accept one of the two answers, and for any comments R makes on his/her choice of one of the answers. In the latter case, be sure to make the box R chose as well.

SECTION L

People have different ideas about the government in Washington. These ideas don't refer to Democrats or Republicans in particular, but just to the government in general. We want to see how you feel about these ideas. For example:

- L1. Do you think that people in the government waste a lot of the money we pay in taxes, waste some of it, or don't waste very much of it?

5. A LOT

3. SOME

1. NOT VERY MUCH

8. DON'T KNOW

- L2. How much of the time do you think you can trust the government in Washington to do what is right — just about always, most of the time, or only some of the time?

1. JUST ABOUT
ALWAYS3. MOST OF
THE TIME5. SOME OF
THE TIME7. R VOLUNTEERS:
NONE OF THE
TIME8. DON'T
KNOW

- L3. Would you say the government is pretty much run by a few big interests looking out for themselves or that it is run for the benefit of all the people?

5. FEW BIG INTERESTS

1. FOR THE BENEFIT OF ALL

8. DON'T KNOW

- L4. Do you think that quite a few of the people running the government are crooked, not very many are, or do you think hardly any of them are crooked?

5. QUITE A FEW

3. NOT MANY

1. HARDLY ANY

8. DON'T KNOW

- L2. If R wants to know what we mean by "right," say "Whatever 'right' means to you; whatever you think the government should do."
- L3. If the R has a difficult time make a choice, repeat the question, beginning with, "In general..."
- L4. Some cynical R's pick "hardly any," but they mean "hardly any are just a little crooked." If you read the item over a couple of times you can see how it could be interpreted that way, but that's obviously not what we mean. If you think that's what you're getting, try repeating the question once, and note any comments R makes.

- L5. How much do you feel that having elections makes the government pay attention to what the people think -- a good deal, some, or not much?

1. A GOOD DEAL

3. SOME

5. NOT MUCH

8. DON'T KNOW

- L6. Over the years, how much attention do you feel the government pays to what people think when it decides what to do -- a good deal, some, or not much?

1. A GOOD DEAL

3. SOME

5. NOT MUCH

8. DON'T KNOW

- L7. Please tell me whether you agree or disagree with each of these statements. The first statement is...

	1. AGREE	5. DISAGREE
a. If a person doesn't care how an election comes out, then that person shouldn't vote in it.		
b. People like me don't have any say about what the government does.		
c. I don't think public officials care much what people like me think.		
d. Sometimes politics and government seem so complicated that a person like me can't really understand what's going on.		

L7. R may try for "something in between" agree and disagree. Probe: "Which is closer to the way you feel?" "Agree strongly" and "disagree strongly" get marked as "agree" (as does "agree somewhat") and "disagree" (as does "disagree somewhat") respectively.

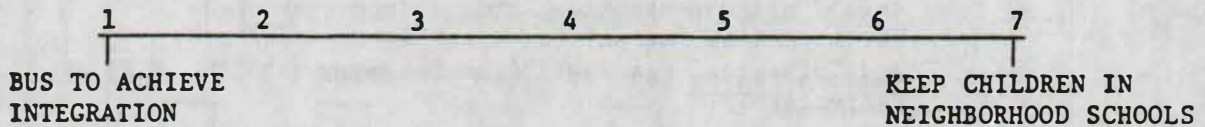
- L8. Some say that the civil rights people have been trying to push too fast. Others feel they haven't pushed fast enough. How about you: Do you think that civil rights leaders are trying to push too fast, are going too slowly, or are they moving at about the right speed?

1. TOO FAST

5. TOO SLOWLY

3. ABOUT RIGHT

- L9. (R.B., P. 7) There is much discussion about the best way to deal with racial problems. Some people think achieving racial integration of schools is so important that it justifies busing children to schools out of their own neighborhoods. Other think letting children go to their neighborhood schools is so important that they oppose busing.



Where would you place yourself on this scale or haven't you thought much about this?

8. DON'T KNOW

0. HAVEN'T THOUGHT MUCH

- L10. In the past few years we have heard a lot about improving the position of black people in this country. How much real change do you think there has been in the position of black people in the past few years; a lot, some, or not much at all?

1. A LOT

3. SOME

5. NOT MUCH AT ALL

8. DON'T
KNOW

- L11. (R.B., P. 8) For a nation, it is not always possible to obtain everything one might wish. On this page, several different goals are listed. If you had to choose among them, which one seems most desirable to you?

<input type="checkbox"/>	1. MAINTAINING ORDER IN THE NATION
<input type="checkbox"/>	2. GIVING THE PEOPLE MORE SAY IN IMPORTANT POLITICAL DECISIONS
<input type="checkbox"/>	3. FIGHTING RISING PRICES
<input type="checkbox"/>	4. PROTECTING FREEDOM OF SPEECH
<input type="checkbox"/>	8. DON'T KNOW → TURN TO P. 56, L12

L11a.(R.B., P. 8) Which one would be your second choice?

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8. DON'T KNOW
----------------------------	----------------------------	----------------------------	----------------------------	--

L12. Do you consider religion to be an important part of your life, or not?

1. YES, IMPORTANT

5. NO, NOT IMPORTANT

8. DON'T KNOW

GO TO L15

L13. Would you say your religion provides some guidance in your day-to-day living, quite a bit of guidance, or a great deal of guidance in your day-to-day living?

1. SOME

2. QUITE A BIT

3. A GREAT DEAL

8. DON'T KNOW

GO TO L15

L14. Some people have had deep religious experiences which have transformed their lives. I'm thinking of experiences sometimes described as "being born again in one's faith" or "discovering Jesus Christ in one's life." There are deeply religious people who have not had an experience of this sort. How about you; have you had such an experience?

1. YES

5. NO

8. DON'T KNOW

L15. (R.B., P. 9) Here are four statements about the Bible, and I'd like you to tell me which is closest to your own view.

1. THE BIBLE IS GOD'S WORD AND ALL IT SAYS IS TRUE.
2. THE BIBLE WAS WRITTEN BY MEN INSPIRED BY GOD BUT IT CONTAINS SOME HUMAN ERRORS.
3. THE BIBLE IS A GOOD BOOK BECAUSE IT WAS WRITTEN BY WISE MEN, BUT GOD HAD NOTHING TO DO WITH IT.
4. THE BIBLE WAS WRITTEN BY MEN WHO LIVED SO LONG AGO THAT IT IS WORTH VERY LITTLE TODAY.
7. OTHER, SPECIFY: _____
8. DON'T KNOW

SECTION M

M1. (R.B., P. 10) Here is a list of groups. Please read over the list and tell me the letter for those groups you feel particularly close to -- people who are most like you in their ideas and interests and feelings about things. (MARK ALL MENTIONS)

- | | |
|--|--|
| <input type="checkbox"/> a. POOR PEOPLE | <input type="checkbox"/> k. PEOPLE SEEKING TO PROTECT THE ENVIRONMENT |
| <input type="checkbox"/> b. LIBERALS | <input type="checkbox"/> m. BUSINESSMEN AND BUSINESSWOMEN |
| <input type="checkbox"/> c. SOUTHERNERS | <input type="checkbox"/> n. YOUNG PEOPLE |
| <input type="checkbox"/> d. HISPANICS | <input type="checkbox"/> o. CONSERVATIVES |
| <input type="checkbox"/> e. THE ELDERLY | <input type="checkbox"/> p. WOMEN |
| <input type="checkbox"/> f. BLACKS | <input type="checkbox"/> q. WORKINGMEN AND WORKINGWOMEN |
| <input type="checkbox"/> g. LABOR UNIONS | <input type="checkbox"/> r. FARMERS |
| <input type="checkbox"/> h. FEMINISTS | <input type="checkbox"/> s. WHITES |
| <input type="checkbox"/> j. MEN | <input type="checkbox"/> t. EVANGELICAL GROUPS, SUCH AS THE MORAL MAJORITY |
| | <input type="checkbox"/> u. MIDDLE-CLASS PEOPLE |

M2. INTERVIEWER'S CHECKPOINT:

<input type="checkbox"/> 1. R MENTIONED <u>MORE THAN ONE</u> GROUP IN M1 ↓	<input type="checkbox"/> 2. R MENTIONED <u>ONLY ONE</u> GROUP IN M1 ↓	<input type="checkbox"/> 3. R MENTIONED <u>NO GROUPS</u> IN M1 ↓ TURN TO P.58, TIME MARK
---	--	---

M2a. (R.B., P. 10) Look at the list again. Of the groups you just mentioned, which one do you feel closest to?

NAME OF GROUP

8. DK

TURN TO P. 58,
TIME MARK

M2b. Do you belong to any organizations or take part in any activities that represent the interests and viewpoints of (GROUP NAMED IN M2a)?

1. YES

5. NO

8. DK

M2c. Do you belong to any organizations or take part in any activities that represent the interests and viewpoints of (GROUP NAMED IN M1)?

1. YES

5. NO

8. DON'T KNOW

Don't Forget to Mark the Time Here!

- Z1. If you're in doubt about this one...you're fired, especially now that the respondent has been interviewed twice.
- Z2. This is by observation, and we know that. Give us your best guess.
- Z3. ALWAYS answer this question. It is possible for a respondent to be black and hispanic--or any other combination--so regardless of your answer to Z2, answer Z3.
(If you want to make me crazy, skip this question...)
- Z4. This is "head of the family."
- Z5. This question refers to anyone present during any portion of the interview.
- Z6-Z11. We know these are judgemental, but please give us your opinion.

Z9. How suspicious did R seem to be about the study, before the interview?

- | | | |
|--------------------------|------------------------|--------------------|
| 1. NOT AT ALL SUSPICIOUS | 3. SOMEWHAT SUSPICIOUS | 5. VERY SUSPICIOUS |
|--------------------------|------------------------|--------------------|

Z10. Overall, how great was R's interest in the interview?

- | | | | | |
|--------------|------------------|------------|------------------|-------------|
| 1. VERY HIGH | 2. ABOVE AVERAGE | 3. AVERAGE | 4. BELOW AVERAGE | 5. VERY LOW |
|--------------|------------------|------------|------------------|-------------|

Z11. How sincere did R seem to be in (his/her) answers?

- | | | |
|-----------------------|--------------------|---------------------------------|
| 1. COMPLETELY SINCERE | 2. USUALLY SINCERE | 3. OFTEN SEEMED TO BE INSINCERE |
|-----------------------|--------------------|---------------------------------|

GO TO Z13

Z12. Were there any particular parts of the interview for which you doubted R's sincerity? If so, name them by section or question numbers.

Z13. OMITTED.

Z14. Was this interview conducted entirely in English, or was it necessary to translate some (or all) questions into another language?

- | | |
|--|---|
| 1. INTERVIEW CONDUCTED ENTIRELY IN ENGLISH | 2. SOME (OR ALL) QUESTIONS TRANSLATED INTO ANOTHER LANGUAGE |
|--|---|

TURN TO P.60,
THUMBNAIL SKETCH

Z14a. What language?

TURN TO P. 60, THUMBNAIL SKETCH

Z14. Here we're trying to determine whether the interview was entirely in English, or whether some questions had to be translated into another language.

THUMBNAIL SKETCH:

This space is provided for you to enter a short description of the respondent and the interview situation. This is a good place to capture the special flavor of the respondent or the situation. You can also "blow off steam" here about the interview. Coders turn first to the thumbnail sketch so that they can get some idea about the personality behind the responses before they start translating these responses into numbers.

A thumbnail sketch could contain the following types of information:

- The respondent's attitude toward you and the survey.
- Unusual circumstances and events that had any bearing on the interview such as interruptions, language difficulty, etc.
- Feelings that you might have about the respondent and the interview, things you sense or suspect.
- Anything else that happened while you were at the respondent's home that has any bearing on the survey objectives.

A good rule of thumb(nail) is to include in your sketch any information that would enable you to recall this particular respondent and/or the interview situation. "Good interview, no problem," is not very revealing. (My personal favorite "no info." thumbnail is "R terse.")

Remember that respondents have a legal right to come to Ann Arbor and ask to look at their interview--including the comments in the thumbnail sketch. "R had trouble with the respondent book, also limited interest in the survey compounded by three small, demanding children," is an appropriate comment to put in the thumbnail--"This was the dumbest R I have ever interviewed," is not... Also keep in mind that NO NAMES and NO ADDRESSES should appear anywhere in the interview, including the thumbnail sketch. Information of this sort is appropriate only on the cover sheet.

PLEASE DO NOT ENTER ANY ACTION REQUESTS OR ASK THE OFFICE ANY QUESTIONS IN THE THUMBNAIL! The Field Office personnel, unlike coders and analysts, do not usually read the thumbnail, so that your requests or questions could be overlooked.

SECTION B

B1. Do you happen to remember the names of the candidates for Congress--that is, for the House of Representatives in Washington--that ran in your district this November?

1. ~~YES~~

5. NO → TURN TO P. 5, B2

B1a. Who were they?

B1b. (ASK FOR EACH NAME IN B1a) What was (NAME's) party?

1. Carl Pursell CAND #

3	4
---	---

1.

1. DEM	5. REP	8. DON'T KNOW
--------	-------------------	---------------

7. OTHER PARTY; SPECIFY: _____

2. I can't remember the Democrat guy's name CAND #

--	--

2.

1. DEM	5. REP	8. DON'T KNOW
-------------------	--------	---------------

7. OTHER PARTY; SPECIFY: _____

NO MENTION

3. _____ CAND #

--	--

3.

1. DEM	5. REP	8. DON'T KNOW
--------	--------	---------------

7. OTHER PARTY; SPECIFY: _____

~~NO MENTION~~

PROBLEM #2

3

5

B2. (R.B., P. 1) I'd like to get your feelings toward some of our political leaders and other people who are in the news these days. I will use something we call the feeling thermometer and here is how it works:

I'll read the name of a person and I'd like you to rate that person using the feeling thermometer. Ratings between 50 degrees and 100 degrees mean that you feel favorable and warm toward the person. Ratings between 0 degrees and 50 degrees mean that you don't feel favorable toward the person and that you don't care too much for that person.

You would rate the person at the 50 degree mark if you don't feel particularly warm or cold toward the person.

If we come to a person whose name you don't recognize, you don't need to rate that person. Just tell me and we'll move on to the next one.

Our first person is Ronald Reagan. How would you rate him using the thermometer?

PROBE FOR "I DON'T KNOW" RESPONSE: When you say "don't know" do you mean that you don't know who the person is, or do you have something else in mind?

R DOESN'T RECOGNIZE NAME 997.	DK WHERE TO RATE; CAN'T JUDGE 998.

RATING:

- a. Ronald Reagan _____ a.
- b. Walter Mondale _____ b.
- c. Jesse Jackson _____ c.
- d. Mike McCauley _____ d.
(NAME #31, 33, or 35)
- e. Carl Pursell _____ e.
(NAME #32, 34, or 36)
- f. NO INFO _____ NO INFO f.
(NAME #37 or 39)
- g. George Bush _____ g.
- h. Geraldine Ferraro _____ h.

And, still using the thermometer, how would you rate the following?

- i. the Democratic Party _____ i.
- j. the Republican Party _____ j.
- k. people who call themselves political independents _____ k.

998. DK WHERE TO RATE; CAN'T JUDGE

PROBLEM #3

5 ANSWER CATEGORY NO.

PROBLEM #4

2

1

9

C4. (BALLOT CARD) Here is a list of candidates for the other major races in this district. How about the election for the House of Representatives in Washington. Did you vote for a candidate for the U.S. House of Representatives?

1. YES	R VOLUNTEERS: VOTED FOR CAND. WHOSE NAME IS NOT ON BALLOT CARD; 7. R REGISTERED IN DIFFERENT DISTRICT IN STATE OF INTERVIEW (#1 CHECKED IN C2c)	5. NO	8. DON'T KNOW
GO TO C5			

C4a. Who did you vote for? <u>EDWARD K. White</u>	CAND. #		
C4b. Would you say that your preference for this candidate was strong or not strong?	<table border="1"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>		
1. STRONG	5. NOT STRONG	8. DON'T KNOW	

C5. INTERVIEWER CHECKPOINT

<input checked="" type="checkbox"/> 1. U.S. SENATE RACE IN THIS STATE (CANDIDATE LIST INCLUDES AT LEAST ONE NAME FROM #10 - #16)
<input type="checkbox"/> 2. <u>NO</u> U.S. SENATE RACE (NO NAME FROM #10 - #16 ON CANDIDATE LIST) → TURN TO P. 10, C7

C6. (BALLOT CARD) How about the election for the United States Senate? Did you vote for a candidate for the U.S. Senate?

1. YES	5. NO	8. DON'T KNOW
TURN TO P. 10, C7		

C6a. Who did you vote for? <u>Don Whiggle</u>	CAND. #		
<table border="1"> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">9</td> </tr> </table>		1	9
1	9		

PROBLEM # 6

Problem 6. R's response to G1a is written onto the questionnaire page.

Write your probe(s) for this response:

(Tell me more about what you mean when you say you liked his stand on the teachers' strikes.) (Tell me what you have in mind when you say you like what he says about taxes.) (Any others?)

ED Note: I wrote the probes out to show you exactly what I would say. If you used abbreviations, you're right - I'm wrong...

PROBLEM # 7

G8. INTERVIEWER CHECKPOINT

<input type="checkbox"/>	1. DISTRICT IN WHICH <u>NO</u> HOUSE INCUMBENT RAN (CANDIDATE LIST INCLUDES # 31 <u>OR</u> # 32, OR BOTH) → TURN TO P. 34, G18
<input checked="" type="checkbox"/>	2. DISTRICT IN WHICH HOUSE INCUMBENT RAN (CANDIDATE LIST INCLUDES # 33 <u>OR</u> # 34)



PROBLEM #8

PROBLEM 8: Here are several answers to H2. In the space provided, add any probes you feel are appropriate to obtain answers which meet the question objectives.

1. The economy. High interest rates. Relations with Israel.

PROBE(S):

(TM - econ) (TM - interest rates) (TM - relations
with Israel) or (WM - relations with Israel)
(Anything else)

2. Interest rates are so high that no one can get loans to buy houses or cars. The economy can't get going again unless folks can buy.

PROBE(S):

(Anything else)

3. Well, I think the social problems are the worst. I mean all the stuff people get away with these days. Just look what's happening to police, and those guys in industry. And teachers. We should take care of our social problems at home before we worry about feeding the rest of the world.

PROBE(S):

(TM - social problems) (Anything else)