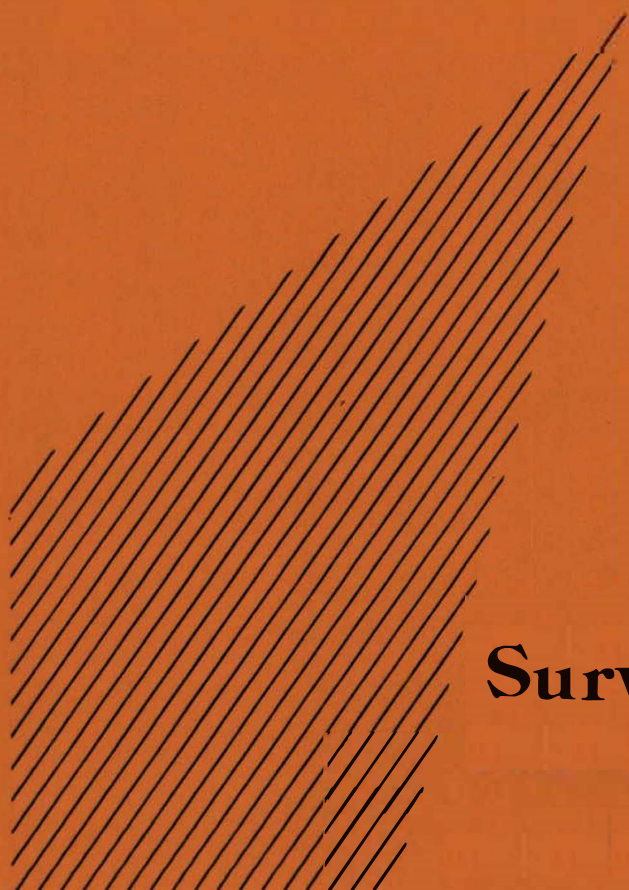


1984 NATIONAL ELECTION STUDIES

PRE-ELECTION SURVEY

Instruction Book

P.49 (495811)



Survey Research Center

Survey Research Center
University of Michigan

MEMO

August 14, 1984

TO: Interviewers, Trainees and Supervisors working on P. 49, the
1984 Pre-Election Study

FROM: Jeanne Castro

RE: Corrections to the questionnaire and Instruction Book

By now you should have three "sets" of corrections -- one set was included at the bottom of the checklist of study packet materials; second is a replacement page for S1-S2 of the Instruction Book; and the third is this memo. Hopefully, this will be the last (!) as it is a collection of errors and clarifications found by study staff, Field staff, and three supervisors.

The positive note is that so far only one error in the questionnaire has surfaced. This occurs on p. 57 in Y12a, which should read:

"Did you work..."

The following are major and minor corrections to the Instruction Book. I suggest you write the corrections in as you go through this memo.

| <u>PAGE</u> | <u>ITEM</u> | <u>CORRECTION:</u> |
|-------------|-------------|---|
| S14 | 7 | Fourth paragraph, first sentence should read: The second task is to record the sample address on the "HU2:" line and add something to that address or description which will describe uniquely the previously unlisted HU. |

IN THE Q-BY-Q's:

7 C1a

Second paragraph, second line should read:

For example, in C2c, begin the question...

Common sense would dictate the use of p. 1 of the Respondent Booklet at C2. However, since it isn't printed in the questionnaire, and since all respondents should receive the same prompts, it seems better to have all interviewers not use the Booklet at C2 rather than having interviewers try to remember to use it but forgetting every now and then.

9 D1

Fifth line should read:

...check box 0, and skip...

Last line should read:

...the respondent's choice in the margin and move on to D2.

| PAGE | ITEM | CORRECTION: |
|-----------------|--------------------------|--|
| 14 | Exercise 14 | It has been pointed out that a better probe for this problem than the one suggested in the answer section would be to repeat the question (RQ). If the interviewer still didn't get anything, then the probes given in the answer section would be appropriate. |
| 15 | E3 | Third line should read: ...in the margin and ask <u>E3a</u> as long as R... |
| 17 | Exercise 5 | In the facsimile of the problem given on the questionnaire page for E12, the box for the probe should have been checked, and "young professionals" should have been probed with, "Any others?" (AO) until R said "no." |
| 18 | E13-E13b | Because the question number references in this instruction were so completely muddled, we've reprinted p.18. Please use this page to replace the one currently in the Instruction Book. |
| opposite 52a | Exercise 11 A) and B) | <p>In both these exercises I have given you the correct answer in the answer section, but have not adequately explained the reasoning behind the answer.</p> <p>In both A) and B) the respondent has a spouse. On p. 52 of the q-by-q's under Y3j, the first "IF" statement says:</p> <p>IF R has a spouse/partner, we want this information about the spouse/partner.</p> <p>This guideline includes situations when the spouse/partner is not among those listed in the household at the time of the interview. However, confusion is bound to occur because the checkpoints at Y3j and Y24 do not describe a situation in which R has a spouse/partner who has two places of residence and is not at the sample residence at the time of the interview.</p> <p>The key to singling out R's with an unusual living arrangement of this type is at the response to Y2. If you know that there is no spouse/partner in the household (which you <u>would</u> know from the HU listing), but R says at Y2 that he/she is <u>married</u> or <u>partners; not married</u>, then you know you have one of these special cases. In checkpoints Y3j and Y24 we would like box 2 checked and the questions that follow asked about the absent spouse/partner because, for our purposes here R is "living" with the spouse/partner -- meaning that the spouse/partner has two places of residence, one of which is with R. (This is not the case with couples who are separated-with-intent-to-end-the-marriage or with divorced couples.)</p> |

PAGE ITEM

CORRECTION:

In the past several years separation of couples due to circumstance has become more common. Many more couples are developing "commuting marriages" because they work or attend school in different cities. An even more frequent circumstance is when one person, usually the male, goes to a different area to work. In Michigan, for example, often women and families stay here while husbands go to Texas in search of work.

81 Z13

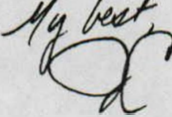
Both references in the instruction to "box 3" should be changed to "box 5."

Face page First para.,
 fifth line

Ed. Note: I am not a "dong"! Many other things perhaps, but never that! The sentence should read:

...teach an old (dog) new tricks -- some "he's" slipped by me.

Take care, everyone, and good luck with the study!

My best


REPLACEMENT PAGE

- E13. This checkpoint will determine what you do in E13b. If in E12 R has said, "Black middle class," for our purposes this is two groups--blacks and middle class. Box 1 in E13 would be checked, and in E13b you would ask which group (blacks or the middle class) R feels closest to. (Be prepared to remind R of his/her responses to E12).
- E13b. Please note that the response categories in E13b (i.e, Women, Blacks, Elderly, the Poor, and Middle Class) are not to be read to the respondent. They are to be used and checked off only when the respondent gives any of these responses exactly.

Unless the respondent uses the exact words (or very close) in the answer boxes, the group mentioned goes in the "other" category. For example, "feminists" is not the same group as "women". "Old people," however, is the same group as "elderly." If you're not sure whether R's response goes in a specific box or the "other" category--put it in the "other" category. In this event in E17 #5 will be checked and E18-E22 will be asked.

- E14. Throughout E14-E16c you must read in the name of the group R finally selected in in E13b. So, for example, let's say R picked "women" in E13b. E14 would be read, "Would you say that over the past year the economic position of women has gotten better..." If R said "feminists" in E13b, you will have written "feminists" in the "other" box and in E14 will ask "Would you say that...the economic position of feminists has gotten better..." If R said "black middle class" in E13b, you probed "which closer," but R couldn't choose, you'll have entered "black middle class" in the "other box" and will read "black middle class" into E14-E16c.

If R has trouble choosing a category, say, "Overall, would you say..." or "Generally, would you say..."

- E15c, The intent here is similar to that in Elc,d, and e, except that we're d,e inquiring about what has had an economic impact on the group's welfare in the past year.

EXERCISE #6: R'S RESPONSE TO E13B IS "WHITE WOMEN."
WRITE A PROBE FOR THIS RESPONSE:

EXERCISE #7: TO E13B R SAYS "STUDENTS AND PROFESSIONALS," AND REFUSES TO CHOOSE BETWEEN THEM. YOU ENTER THE RESPONSE IN "OTHER." WRITE E14 AS YOU WOULD READ IT TO R:

E15. Would you say that over the past year the incomes of GROUP FROM E13a have gone up more than the cost of living, stayed about even, or fallen behind the cost of living?

| | | | |
|---|----------------------|---|-------------|
| 1. GONE UP MORE | 3. STAYED ABOUT EVEN | 5. FALLEN BEHIND | 8. DK |
| GO TO E16 | | GO TO E16 | |
| E15a. Have they gone up <u>a lot</u> or <u>a little</u> ? | | E15b. Have they fallen behind <u>a lot</u> or <u>a little</u> ? | |
| 1. A LOT | 2. A LITTLE | 5. A LOT | 4. A LITTLE |

E16. Would you say that the economic policies of the federal government have made GROUP FROM E13a better off, worse off, or haven't they made much of a difference?

| | | | |
|---|---------------------------------|---|---------------|
| 1. BETTER | 3. HAVEN'T MADE MUCH DIFFERENCE | 5. WORSE | 8. DON'T KNOW |
| GO TO E16c | | GO TO E16c | |
| E16a. Is that <u>much</u> better off or <u>somewhat</u> better off? | | E16b. Is that <u>much</u> worse off or <u>somewhat</u> worse off? | |
| 1. MUCH | 2. SOMEWHAT | 1. MUCH | 2. SOMEWHAT |

E16c. Would you say that over the past year GROUP FROM E13a have had a harder time finding work, an easier time, or have things stayed about the same?

| | | | |
|---|-------------------|---|-------------|
| 1. HARDER | 3. ABOUT THE SAME | 5. EASIER TIME | 8. DK |
| GO TO E17 | | GO TO E17 | |
| E16d. Have they had a <u>much</u> harder time or <u>a little</u> harder time? | | E16e. Have they had a <u>much</u> easier time or <u>a little</u> easier time? | |
| 1. MUCH | 2. A LITTLE | 5. MUCH | 4. A LITTLE |

E17. INTERVIEWER CHECKPOINT

| | |
|--|--|
| <input type="checkbox"/> 1. IN E13a ONE OF THE CHECK BOXES 10-50 IS "Xed" BELOW, CHECK THE BOXES INDICATING WHETHER THE GROUP WAS OR WAS NOT MENTIONED BY R IN E13a: WOMEN: MENTIONED NOT MENTIONED BLACKS: MENTIONED NOT MENTIONED THE ELDERLY (SENIOR CITIZENS): MENTIONED NOT MENTIONED THE POOR: MENTIONED NOT MENTIONED THE MIDDLE CLASS (INCLUDING UPPER/LOWER MIDDLE): MENTIONED NOT MENTIONED GO TO P.20, F1 | <input type="checkbox"/> 5. IN E13a NONE OF THE CHECK BOXES 10-50 HAS BEEN "Xed" E18. What about women? Would you say that over the past year the economic position of women has gotten better, stayed about the same, or gotten worse? 1. BETTER 3. SAME 5. WORSE 8. DK E19. What about blacks? Would you say that over the past year the economic position of blacks has gotten better, stayed about the same, or gotten worse? 1. BETTER 3. SAME 5. WORSE 8. DK E20. (And what about) the elderly? 1. BETTER 3. SAME 5. WORSE 8. DK E21. (And what about) the poor? 1. BETTER 3. SAME 5. WORSE 8. DK E22. (And what about) the middle class? 1. BETTER 3. SAME 5. WORSE 8. DK |
|--|--|

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FOR THE

PRE-ELECTION 1984 NATIONAL ELECTION STUDY

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IV. QUESTION-BY-QUESTION OBJECTIVES.....UNNUMBERED

Standard Probes

Digest of Recent Revisions

Question-by-Question instructions with facsimile of the Questionnaire

Answers to Exercises in Q-by-Q Objectives

What This Study Is About...

With the nomination of Geraldine Ferraro as the Democratic Vice-Presidential candidate, the election of 1984 makes a special mark in social and political history. How will the voters react to this "first"? What will happen to the "Gender Gap"? And we have had a busy 4 years since Mr. Reagan was first elected. How do our respondents evaluate his performance in office? Does their personal economic situation play a role in this evaluation? What are the respondent's views on a wide range of issues--from cooperating more with Russia to abortion--and how do these views relate to the vote decision? These are a few of the questions social scientists will be trying to answer with data gathered from this year's National Election Studies.

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.

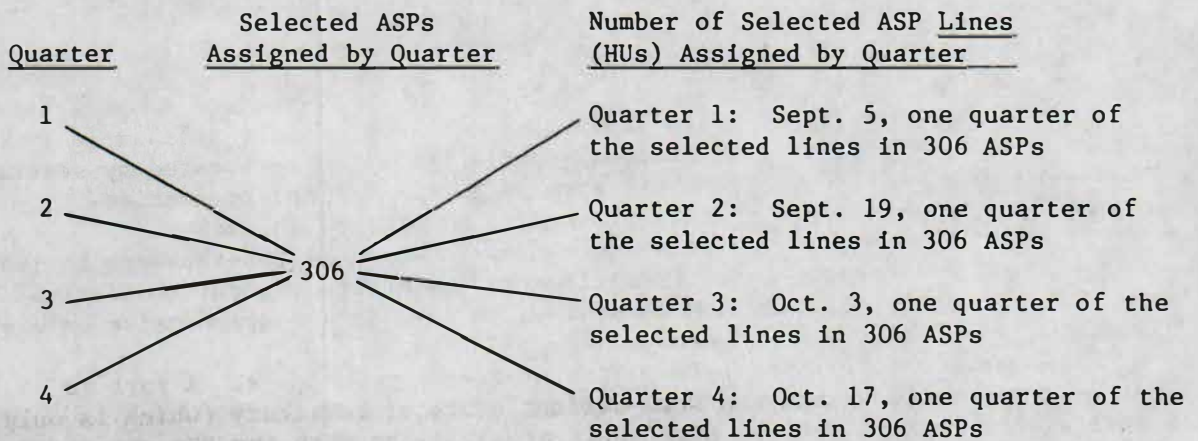
(ii)

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.

The Election Study ASPs (and the selected HUs contained therein) have been randomly assigned to four interviewing periods, or Quarters 1-4. The assignment scheme is as follows:

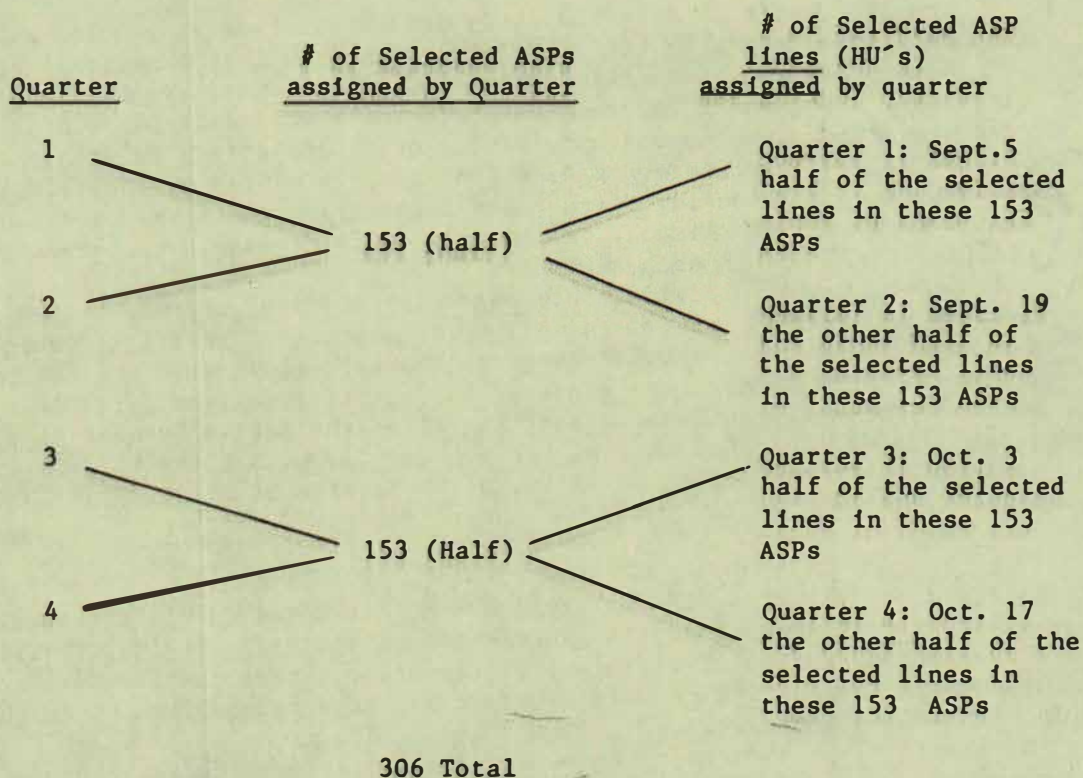


As the chart above indicates, the selected lines in each of the 306 ASPs have been divided into quarters. This means that interviewing will be occurring in every ASP during each quarter. (This is a departure from the original sample design explained in any earlier study descriptions. The reason for the change is that it is thought to be more cost efficient to interview in all ASPs at all times.)

Sampling Materials you will use

1. The Sampling Manual for detailed instructions and procedures applying to sampling activities. This manual will be among your Sampling Materials, to be mailed in mid-August.
2. Segment Folder (blue with U of M seal) - one for each selected ASP in the primary area. In addition to listing HUs in the ASP, the Folder includes documentation pertinent to the segment as a whole. You will need the Segment Folder in order to update the ASP listing of HUs before production interviewing. The Segment Folder contents are discussed below in greater detail, followed by instructions on how to carry out the updating task.

The Election Study ASPs (and the selected HUs contained therein) have been randomly assigned to four interviewing periods, or Quarters 1-4. The assignment scheme is as follows:



As the chart above indicates, half of the 306 ASPs selected for the Election Study will be used during both Quarters 1 and 2; the other half will be used during both Quarters 3 and 4. Half of the lines (or HUs) from the selected ASP half-samples are then assigned to each Quarter.

Sampling Materials you will use

1. The Sampling Manual for detailed instructions and procedures applying to sampling activities. This manual will be among your Sampling Materials, to be mailed in mid-August.
2. Segment Folder (blue with U of M seal) - one for each selected ASP in the primary area. In addition to listing HUs in the ASP, the Folder includes documentation pertinent to the segment as a whole. You will need the Segment Folder in order to update the ASP listing of HUs before production interviewing. The Segment Folder contents are discussed below in greater detail, followed by instructions on how to carry out the updating task.

Sampling Notes

Introduction

The 1984 National Election Study is the first cross-section sample to use the new primary areas in the 1980 Survey Research Center National Sample frame.

Each primary area in this national sample frame is represented by several segments. A segment is a geographic area with well-defined boundaries. Presently, there are approximately 6 segments identified in each primary area. These segments were individually mapped by interviewers in 1983. At that time, all Housing Units (HUs) located inside the segment boundaries were systematically listed, one to a line, to develop a comprehensive or master listing of all HUs in each segment.

Segments are subdivided into parts for sampling purposes. A part is just what you would expect - a well-defined piece of territory (which is only a part of the segment's total geographic area), along with the HUs contained therein. Study samples are prepared by selecting segment parts in a scientific manner. The selected segment part is called the Active Segment Part (or ASP), because it defines that part of the segment in which there will be updating activity, or interviewing activity, or both types of activity as is usually the case.

Before a study begins, the interviewer is instructed to visit the selected ASPs in her primary area to update (check and, if necessary revise) the listing of HUs corresponding to the ASP. This activity ensures that the listings are brought up-to-date, reflecting HU changes which may have taken place since the last visit to the ASP by interviewers.

The sample for the current study, and for all future studies, should incorporate these HU changes in order to be as accurate as possible. Accordingly the interviewer is instructed to record changes and to notify the supervisor of any such revisions to the ASP listing.

While the entire ASP listing is checked by the interviewer to update the HU listing, only some of the listed HUs will require visits or calls for interviewing purposes. Typically, the sample for most studies is produced by subselecting lines (or HUs) from the ASP listing. These selected lines (or HUs) are identified in the ASP listing. They define the addresses which interviewers will visit to attempt an interview for the current study.

The 1984 Election Study Sample

Approximately 306 ASPs from 45 primary areas in the continental United States have been selected for the 1984 Election Study. The study goal is to obtain 2,000 interviews with eligible persons residing in specified HU's located inside the 306 ASP's. To be eligible, a person must be a U.S. citizen 18 years of age or older by Election Day (November 6). In other words, eligible persons are those who are eligible to vote in the upcoming presidential election by the criteria of age and nationality.

3. Sample Address Summary (SAS) - a handy list of the address or description of the HUs in the ASP selected for the study. The SAS conveniently lists the selections by Quarter (i.e., one list for Quarter 1 selections, another for Quarter 2 selections, etc.) The SAS lists are less cluttered than the ASP HU listing because only selected HUs are referenced in the SAS. You will use the SAS to keep track of progress for sample selections assigned to you by your supervisor. (An example of an SAS is on p. S-7).
4. Cover Sheets with pre-addressed sample labels. A label corresponds to a printed line in the SAS forms. Like the SAS, these coversheets define the ASP sample selections for the current study. (Item-by-Item instructions for these cover sheets begin on p. S-13).
5. Unlabelled Cover Sheets, in packs of five. These are supplied in case you locate any additional HUs in the ASP, and some of those happen to be selected for the current study. (~~Item-by-item~~ instructions for these cover sheets are on p. S-20).
6. A supply of 1984 Pre-Election Noninterview forms to document the situation resulting in a noninterview at a selected HU. (Instructions for the use of this form begin on p. S-22).
7. A Segment Reassignment Form for each quarter period is included among the sampling materials sent to each Primary Area. This is a computerized list of all ASP lines selected for a given quarter period in a primary area and the expected number of HUs in which interviews will be attempted. Initially, all cover sheets for these segments are assigned to your supervisor or to the Primary Area Study Coordinator. This person will divide the sample by segments among interviewers working on the study. By entering on the Segment Reassignment Form the name and number of the interviewer assigned to each segment, she effectively describes each interviewer's sample for that quarter. When the Field Office receives its copy of the form, we will know exactly who is responsible for each coversheet in the sample. (A facsimile of this form appears on p. S-8).
8. A supply of Cover Sheet Transfer forms is provided for each interviewer. The purpose of the form is to keep supervisors and the Field Office up-to-date on the whereabouts of coversheets. It is to be completed whenever coversheets are transferred from one interviewer to another. The interviewer who is transferring the coversheet (giving it to another interviewer) is the person responsible for completing this form and mailing copies to the supervisor and the Field Office. (Instructions for the completion of this form begin on p. S-9).

Segment Folder Contents

The Segment Folder contents are discussed and illustrated in detail in the Sampling Manual. The most pertinent items are:

1. A map piece with the segment outlined in red;
2. An enlarged copy of the segment sketch with boundaries and interior streets identified by name;
3. A copy of the active segment part (ASP) list of housing units identified by numerical street address or HU description. Housing Units selected for the 1984 Election Study are designated in Column (4) on the ASP listing sheets by a two-digit project number, 49, and a Quarter number, either 1,2,3, or 4, in parentheses.
4. The Post Office-Zip Code Label inside the Segment Folder cover. You will need to find out the post office name and zip code number for the addresses in the ASP listing. The post office name is not always the same as the sample location. You will need this information to mail respondent letters prior to interviewing.
5. A blank listing sheet entitled "Previously Unlisted HU Structures." May be used when updating to add new HUs.

Updating the Active Segment Part (ASP)

Updating means just what the word implies: to check for HU changes that may have occurred in the ASP since the last checking was done, and, whenever necessary to revise the listing in such a manner that the information about HUs is an accurate reflection of the present situation.

Type I Updates - checking structures in the ASP

HU listings are inaccurate or incomplete for a variety of reasons. New HU structures may have been built; old ones may have been destroyed; or a

structure listed as a HU may have been turned into a commercial unit or storage place. It is also possible that a HU structure was simply overlooked by the person who completed the prior listing.

This type of updating, (designated Type I), is performed before production interviewing starts. Interviewers visit the ASP to search for HU structures omitted from the listing. If any are found, they are added to the Segment Folder in the blank listing sheet entitled "Previously Unlisted HU structures." The previously unlisted structures may be single-family units or a multi-unit dwelling. If the structure is multi-unit, list each housing unit, one to a line.

You may encounter situations when the number of HUs in the ASP has more than doubled compared to the number of lines in your listing. Record the new HU's, one to a line, and call your supervisor. (If you estimate that there are more than 100 new HU's, call your supervisor before you list.) The ASP will have to be reselected by the Sampling Section to cut down on the number of HUs to be contacted for the study. At some later date, you will be notified of the new selections.

HUs no longer in existence, or structures no longer used as HUs, should be handled by writing SLIP (sample listing isn't proper) in the appropriate ASP line. Include a brief note describing the SLIP situation.

TYPE II Updates - Additional HUs in selected structures

During production interviewing, as you approach selected HUs to attempt an interview, you may discover additional HUs inside the structure described as a single HU in the listing. An example may be a house that has been subdivided into apartments.

These revisions, to handle additional HUs at selected structures, are designated TYPE II updates. Type II updates are recorded on the ASP listing line corresponding to the structure in which multiple dwelling units were found, and not on a separate sheet.

If the total number of HUs in the structure is four or fewer, you will complete an unlabelled cover sheet for each additional HU and attempt an interview in all of the HUs in the structure. If the structure consists of five or more HUs, obtain their locations within the structure and contact your supervisor before attempting any interviews. The Sampling Section will probably reselect HUs within the structure in order to cut down, on the number of HUs eligible for the study from that structure.

Reporting Type I and Type II Updates

Your supervisor must be notified of all updating actions you undertake. She will verify your decisions and supply unique sample ID's and corresponding Quarter assignments for any new structures or additional HUs qualifying for inclusion in the current study sample. Try always to call your supervisor from the field whenever sampling problems arise. This is particularly important when you are running out of time to complete the assignment, or if you have travelled a significant distance from your home to reach the ASP. Quite frequently, your supervisor will request additional information to clarify the sampling problem and you may need to revisit the area to seek out the information your supervisor needs.

INTERVIEWER: JEANNE CASTRO
PRIMARY AREA: FORT WAYNE, IN
QUARTER: 1
CONG DIST: INO4

SUPERVISOR: MARIA SANCHEZ

| SAMPLE ID# | ADDRESS (AND/OR DESCRIPTION) | NOTES | REPORTED TO SPVSOR | FINAL RESULT | DATE MAILED W/IW#S |
|-------------|------------------------------|---|--------------------|--------------|-------------------------|
| 32-04-001-0 | | 9/5 Appt for 9/6 8:00 pm 9/6 Int with single male R | 9/11 | Int. 2 | (to supv.) 9/10 1 |
| 32-04-005-0 | | 9/5 Int w/ elderly R, only occupant | 9/11 | Int 1 | (to supv.) 9/10 2 |
| 32-04-010-0 | | 9/5 NOC - curtains moved - car in driveway 9/6 wife gave listing - R = husband - refused - too busy 9/11 transferred to Paula Kline per supv. | 9/11 | | |
| 32-04-014-0 | | 9/5 NOC at 10:45 and at 3:20 9/6 listing from teenager - mother = R, call back in evening 9/6 appt 9/12 9:30 am | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

1984 NATIONAL ELECTION STUDY
SEGMENT REASSIGNMENT FORM

PRIMARY AREA: FORT WAYNE, IN
QUARTER: 2

[illegible]

PROCEDURES FOR THE USE OF COVER SHEET TRANSFER FORMS

1. Interviewers are responsible for all cover sheets they receive in their initial assignment. The ID number of the interviewer assigned is part of the logging-in procedure for each cover sheet. Cover sheets for completed work cannot be logged in unless they have the label of the assigned interviewer or we have received a Cover Sheet Transfer Form which assigns the cover sheet to another interviewer.
2. The interviewer is to immediately inform the Field Office and her supervisor of all reassignments by sending each copies of the Cover Sheet Transfer Form. This form has been printed on self-carbon paper so one copy is produced automatically. When you complete the form, use a very sharp pencil or a ballpoint pen.
3. The interviewer keeps track of cover sheets she has transferred by recording the transfer date and the name of the interviewer receiving the cover sheet on the appropriate SAS line.

COMPLETING THE COVER SHEET TRANSFER FORM:

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; COVER SHEET 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 have been made, it's thought or known to be occupied, but there has not been contact with an occupant to explain the purpose of the study.

Transfer Code 13. CALLS MADE; CONTACT MADE; NO INDICATION OF RESISTANCE- Calls have been made, contact with someone in the household has occurred, the purpose of the study is known, and there is no indication of resistance.

Transfer Code 21. NO CONTACT; COVERSHEET OUT OF RANGE - This code is used when the selected respondent for an HU moves out of range (beyond 50 miles from the Primary Area boundary). 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 Field Office (interviewer code 9999).

Transfer Code 31. CALLS MADE; CONTACT MADE, INITIAL REFUSAL OR INDICATION OF RESISTANCE -- This code should be used when there is a probable 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) cover sheets 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 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.

Transfer Codes
10. SPECIAL TRANSFER (SUPERVISOR ONLY)

11. NO CALLS MADE; COVERSHEET
WITHIN RANGE
12. CALLS MADE; NO CONTACT
13. CALLS MADE; CONTACT MADE,
NO INDICATION OF RESISTANCE
21. NO CONTACT; COVERSHEET OUT OF RANGE
(WRITE "9999 AA OFFICE" IN "TO IWER")
31. CALLS MADE; CONTACT MADE, INITIAL
REFUSAL OR INDICATION OF RESISTANCE

PROJECT NO.: 49

9926

999-99-9999

48105

[illegible]

4

WHITE COPY TO FIELD OFFICE, YELLOW COPY TO SUPERVISOR

Why The Pre-Election Study Sample Is Divided Into Quarters

Presidential campaigns traditionally build momentum after the party nominees are chosen at the conventions. The political contest, which during the primary season was mostly an internal party squabble over who would get to be the party nominee, changes character once these nominees are selected and the two candidates and parties face each other at the polls.

The changes in the character and the intensity of the political confrontation are reflected in the campaign developments occurring after Labor Day. During this period, as one party tries to gain or retain the advantage over the other, new and critical information about the opponent is bound to surface. The opponent is forced to justify his views or to defend himself in public. The media, in the meantime, is guaranteed to give wide coverage to this type of exchange. Furthermore, the media will also broadcast and cover in depth the various formal presidential debates which are expected to take place several times during September and October.

The point is simply this. To keep up with the quick pace of the campaign and monitor changes brought about by the information that reaches the public throughout September and October, we have to "spread" the interviewing fairly evenly throughout this period. If we don't do so, we risk misinterpreting the nature of the 1984 election in basic ways. For example, significant and quite persuasive information about one of the candidates could become available to voters, say, in mid-October. Without "spreading" the interviews, we could find a high proportion of all of the interviews assigned to the pre-election period before the mid-October event. (Incidentally, in the post-election period the reverse is true. Memories about the election -- even how one voted -- fade quickly for most respondents, so the idea is to obtain as many interviews as possible, as quickly as possible, in the post-election period.)

"Spreading" the interviews in the pre-election phase is achieved by the scientific construction of four "mini-samples" (or quarter samples) from the pool of addresses sampled for use in the study. Then, each quarter sample is assigned a different two-week period so that Quarter Sample #1 (to be administered Sept. 5 - Sept. 18) monitors what happens during that particular slice of time Quarter Sample #2 (Sept. 19 - Oct. 2) keeps track of developments occurring during that time period, etc. (The quarter sample designation for each cover sheet appears printed on the top line of the Sample Label.) Each quarter sample is a representative mini-sample of eligible voters which means that we can generalize from this sample to how voters in the nation feel for the specific two-week period in which the particular quarter sample was administered. What a bonus for the political analyst!

There is one catch, however. The success of the "spreading" design hinges on completing the interviews for each quarter sample within their assigned two-week period. Otherwise the representativeness of each mini-sample could be seriously compromised. This, we realize, is not a trivial request, although it is essential to the scientific merit of study.

Now that you know why quarter samples are being used in the Pre-Election Study we'd like you to do your very best to help us realize this design. This is the sort of challenge we feel our interviewers can live up to, successfully.

Labeled Cover Sheet Item-by-Item

Page 1

Item:0. On labeled Cover Sheets the label will be placed over the text in this box, because the text doesn't apply. The color of the label indicates the quarter to which the cover sheet is assigned.

| <u>Quarter</u> | <u>Dates</u> | <u>Label Color</u> |
|----------------|-----------------|--------------------|
| 1 | Sept 5 - 18 | Blue |
| 2 | Sept 19 - Oct.2 | Pink |
| 3 | Oct. 3 - 16 | Yellow |
| 4 | Oct. 17 - 30 | Green |

The label has the following information:

| | <u>Cover Sheet</u> <u>Id</u> | <u>Primary</u> <u>Area</u> | <u>Congressional</u> <u>District</u> | |
|--|---------------------------------|-------------------------------|---|-----|
| address or description of the sample HU | 32-04-012-0 | FT WAYNE | IN04 | Q:2 |
| | 425 MADISON ST | | | |

Quarter to which the cover sheet is assigned

1. This box does not need to be completed on labeled cover sheets.
2. Affix your interviewer's label here.
3. Enter your interview number here. The first completed interviews you take on each study (after the practice interview or interviews) is number "1", the second one is number "2," the third is number "3," and so on. Enter this interview number on each interview questionnaire and on 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.

The Center guarantees the confidentiality of all information to respondents, and every effort is made to observe this pledge. Therefore, all direct identification, such as the address, is recorded on a cover sheet, which is separated from the interview after the sample listing has been accounted for in the Field Office. The interviewer's name and sequential interview number are used in the office to link the cover sheet, the interview, and any associated questionnaires, for confidentiality reasons.

4. Enter the date on which the interview was completed: This should also be the date of your last entry in the Call Record (Item 9).
5. Record the length of the interview in minutes, calculated from, the "Exact Time Now _____" entries at the beginning and end of the questionnaire. The length of the interview should be also recorded on the face sheet of the questionnaire.
6. Record the length of time (in minutes), it took to edit the interview. This figure should also be calculated and recorded on the face sheet of the questionnaire.
7. In most cases, you will go to the the address on the Sample Label in Item 0, find the HU described there, and only that HU. Thus, in most cases "1 HU" will be checked in Item 7, and you'll move on to Item 8.

However, it is possible that you'll arrive at the address described on the Sample Label, and discover that one or more previously unlisted HU's exist in the same structure -- for example, a small apartment built on what used to be the back patio of the listed HU. In this example, you would check "2 Hu's," and complete the information in the box below.

[Note that if there are 5 or more HU's you don't attempt any interviews at all until you've spoken with your supervisor. Try to call her from the field, in case she needs more information.]

The first task is to add something to the address (or description) on the Sample Label in order to differentiate the listed HU from the previously unlisted HU you have found. In our example, you might add "front apt." to the address on the label.

The second task is to record the sample address on the "HU2:" line and add something to the address or description printed on the Sample Label to describe uniquely the previously unlisted HU. In our example, "430 E. Jefferson Blvd, Rear Apt." would be recorded on the "HU2:" line. The location of the HUs inside the structure is usually a good way to differentiate among them.

The third task is to make out a cover sheet for the previously unlisted HU's (see "Unlabeled Cover Sheet Item-By-Item Instructions"); and attempt an interview at that newly discovered HU.

A previously unlisted HU which exists in the same structure as a listed HU gets added in the Segment Folder to the same line as the listed HU. The previously unlisted HU is also assigned to the same quarter as the listed HU. Thus going back to our example, the Sample Label indicates that the listed HU belonged in the first Quarter. The apartment in the rear is also assigned to the First Quarter.

Once you are home and sipping your much needed cup of coffee, you can call your supervisor, give her the information about the previously unlisted HU, verify with her that the quarter to which you assigned this HU is correct, and she will give you the sample ID number to enter in the boxes provided.

You see? It looks harder than it really is!

For Office Use Only

COVER SHEET
PRE-ELECTION SURVEY
1984 NATIONAL ELECTION STUDIES

S-15

Project 49
(495811)
Fall 1984

32-04-001-0 FT WAYNE IN04 Q:1

430 E JEFFERSON BLVD

9926

Name

Street

City, State

999-99-9999

48105

1. SAMPLE ADDRESS: a. Quarter
Code

1

2

3

4

b. State

c. Congressional District

d. Segment Line

e. (Unique) Address or Description:

f. Sample Location

3. Your Iw Number 8

4. Date of Iw 9/11/84

5. Length of Iw 68 (Minutes)

6. Length of Post-Edit 13 (Minutes)

7. ADDRESS OR DESCRIPTION PRINTED ON THE SAMPLE LABEL ABOVE WAS FOUND TO HAVE: (CHECK ONE)

1 HU

2 HU's

3 HU's

4 HU's

5 OR MORE HU's

Do not attempt any interviews. Obtain
HU locations within the structure and
call your supervisor.HU 1 is uniquely described by adding the following description about the location of HU 1 in the
structure to the sample address on the label:

front apt.

The unique and complete address or description for each of the additional HU's is (use street
address/description and location of HU in the structure).

SAMPLE ID:

QUARTER CODE

HU2: 430 E. Jefferson Blvd., rear apt.

32-04-001-1

X 2 3 4

HU3:

- - - - -

1 2 3 4

HU4:

- - - - -

1 2 3 4

Make out a cover sheet for each of the additional HU's. Attempt an interview at HU 1 and at each
of the additional HU's.Call your supervisor later to obtain sample ID's and quarter verification for each of the addi-
tional HU's. Record the ID's on the respective lines above. Enter the ID in Box 0 of the cover
sheet(s) for each added HU(s).

Hello, my name is _____, and I work for The University of Michigan's Survey Research Center. Here is my identification (SHOW ID). The University is conducting a study throughout the nation, asking the American people about their feelings on a variety of topics, things like feelings about the economy, the upcoming presidential election, and some of the important issues facing the country these days. This address was selected as part of the study's national sample, and I would like to interview a member of this household.

TURN TO P. 4, #10, HOUSEHOLD LISTING

9. CALL RECORD

| Call Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|--------|---------|---------|---|---|---|---|---|
| Date | 9/8/84 | 9/10/84 | 9/11/84 | | | | | |
| Day of Week | Sat. | Mon | Tues | | | | | |
| Time of Day | 9:30a | 8:20p | 7:00p | | | | | |
| Result | NOC | Appt. | Int | | | | | |
| Iwer ID No. | 9926 | 9926 | 9926 | | | | | |

CALL & APPOINTMENT NOTES

APPOINTMENT INFO:

[illegible]

8. This is a suggested door-step introduction. You are not required to read it, but to use it as the basis for developing your own introduction with which you are comfortable and successful.
9. Call Record:
Please record each call in the call record as it is made. 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 a member of the household or the respondent at home. This information is also logged, coded and analyzed when the cover sheet is received in Ann Arbor.

(Page 2 of the Cover Sheet is the Recontact Form. See the Field Notes, P. F9, for instructions for completing this form.)

Page 3

Refer to the Standardized Call Record Abbreviations when filling out the result line of the Call Record. Page 3 of the cover sheet is provided for more extensive notes about your calls. Basically, you should never complete a call at an HU without having learned something about it, either from an occupant, a neighbor, or by observation. This information can be noted on P.3, along with notes to yourself about appointment times and so on. These notes will be helpful to you, but they have the additional utility of being informative to another interviewer who may be calling on the HU.

4

5-18

10(a) - (c). In order to determine who to interview, I need to know who lives here at this address--not their names, just their ages and their relationship to you and whether any of the persons is not an American citizen. Let's start with you--how old are you?

Now I'd like the sex and age and relationship to you of each of the other members of this household who are 17 years of age or older.

10(d). (IF 17 YEARS OR AGE) Will (PERSON) be 18 years old on or before November 6, 1984?

10(e). Are all of these people U.S. citizens? (Who is not a U.S. citizen?)

| | | (a) Household Members Relationship to Informant | (b) Age | (c) Sex | (d) 18 by Nov. 6? YES/NO | (e) U.S. Citizen YES/NO | (f) Eligible Person "✓" | (g) Persons Number | (h) Selected Respondent "R" |
|-------------------------------|----|---|------------|------------|-----------------------------------|----------------------------------|----------------------------------|--------------------------|--------------------------------------|
| PERSONS 17 YEARS OLD OR OLDER | M | Husband | 24 | M | Yes | Yes | ✓ | 1 | |
| | A | | | M | | | | | |
| | L | | | M | | | | | |
| | E | | | M | | | | | |
| | S | | | M | | | | | |
| | F | Informant | 24 | Fe | Yes | Yes | ✓ | 2 | R |
| | E | Sister | 17 | F | No | Yes | | | |
| | Me | | | F | | | | | |
| | A | | | F | | | | | |
| | L | | | F | | | | | |

11.e Now I'd like the sex and age and relationship to you of each of the members of this household who are 16 years of age or younger

| | | (a) Household Members | (b) Sex <i>Male</i> | (c) Age <i>Years</i> |
|-----------------------------|--|--------------------------|---------------------------|----------------------------|
| PERSONS 16 YEARS OR YOUNGER | | Son | M | 7 |
| | | Son | M | 1 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| SELECTION TABLE F | |
|---------------------------------------|--------------------------------|
| If the number of eligible persons is: | Interview the person numbered: |
| 1 | 1 |
| 2 | 2 ✓ |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 or more | 6 |

| FOR OFFICE USE | |
|------------------------------|--------------------------------|
| <input type="checkbox"/> | # Persons |
| <input type="checkbox"/> | Household Composition |
| <input type="checkbox"/> | # Eligible Adults (✓) |
| # Children: | |
| <input type="checkbox"/> ≤ 5 | <input type="checkbox"/> 10-13 |
| <input type="checkbox"/> 6-9 | <input type="checkbox"/> 14-17 |

12.e You've said there are (REPEAT LISTING); does that include everyone living here at the present time?e (IF NO, CORRECT ABOVE.) [Now, I will use a selection procedure--I'm going to number the persons in this household to determine whom we need to interview--(it will take a second...)]e

13. ☐ NO ELIGIBLE RESPONDENT (NO ADULTS 18 BY NOV. 6 OR NO U.S. CITIZENS)→ SEND IN COVER SHEET WITHOUT NONINTERVIEW FORM. CODE RESULT "NER".

SELECTING RESPONDENT

10f. Enter a check mark (✓) in column (f) for each person eligible for selection. Eligible persons are U.S. citizens who will be 18 on or before Nov. 6, 1984. In other words, if (d) is "no" and/or (e) is "no", do not enter a check mark in (f).

10g. In column (g) assign a sequential number to each eligible person checked in column (f). First number checked MALES from oldest to youngest and then continue the numbering with checked FEMALES, again from oldest to youngest.e

10h. Use the selection table above to select a respondent. In the first column circle the total number of eligible persons (the highest number assigned in column (g)). The corresponding number in the second column of the selection table denotes the person selected to be interviewed. Enter "R" in column (h) for this person.

14. IF NO INTERVIEW WAS OBTAINED AND THE HU IS OCCUPIED: Were you able to list all adultse (18 years or older) residing in this household?

1. YES, ALL ADULTS LISTED

2. YES, PROBABLY ALL ADULTS LISTEDe

3. IN LT LIST IS ETE OR 'T KNOW'

Page 4

10. We have provided a suggested wording you may use or alter slightly to obtain the information you need to complete a Household Listing of adults: It is important that you go through each step of getting
- 1). relationships to the informant, age, and sex of all members of the household (10(a-c));
 - 2). determine whether anyone 17 years old now will be 18 by Nov. 6, and therefore eligible for selection (10(d)) and
 - 3). determine whether any of the adults listed are not not U.S. citizens (10(e)).

Without all of this information, you will not be able to accurately select a respondent.

11. We have provided the suggested wording you may use to obtain a listing of all children 16 years or younger in the HU.
12. Don't Skip Item 12! Item 12 verifies with the informant that you have listed everyone in the HU. People forget household members -especially newborn babies and occupants who have recently moved in, such as children who have moved back in with their parents or elderly parents who have moved back in with their children.
13. If there are no eligible respondents (no U.S. citizens 18 years of age or older by Nov 6), check the box, code "NER" in your call record (Item 9, p.1) and send the cover sheet to the Field Office.

Below the heavy black line are the instructions for selecting the respondent

- 10f 10f, when completed, will help you weed out the occupants who are not eligible for selection by virtue of their age or their citizenship.
- 10g In 10g you assign persons numbers. In the listing box, you'll be assigning numbers to all eligible persons above the double line (males) first, and then to all eligible persons below the double line (females).
- 10h By completing the instructions in 10h, you will have selected a respondent using the highest person number assigned and the selection table.
14. This item should be completed only in the case of a noninterview, in an occupied HU. By completing this item, you tell us how complete the data you've provided in the Household Listing Box are - and therefore how heavily we can rely on that information when we analyze the characteristics of our nonresponse HU's. From this question you go to the Non-Interview Form, unless you've determined in item 13 that there are no eligible respondents in the household.

Unlabeled CoverSheet Item-by-Item Instructions

Page 1

Item 0. You will be using unlabeled coversheets in two instances:

- 1.) You located during updating or interviewing a previously unlisted HU structure, listed it on the ASP listing sheet, and your supervisor informed you that the line on which you listed it is designated as being in the study and to which quarter it is assigned. In this case check the first box in Item 0, enter the Sample ID number obtained from your supervisor in the space provided and go to Item 1.
- 2.) You located during updating or interviewing a previously unlisted HU in a structure already listed and selected for this study. You've added the previously unlisted structure to the ASP line for the listed structure, completed item 7 on the cover sheet for the listed HU, and are now ready to proceed attempting an interview at the previously unlisted HU. In this case check the second box in Item 1, enter (then or later) the Sample ID number you obtained from your supervisor, verify the quarter number, and go on to Item 1.

[It is possible, although rare, for both instances to apply to the previously unlisted HU, in which case check both boxes.]

1. Enter the Sample Address Information from the listing you've made on the ASP
- 3-6. See instructions for these items in the Labeled Cover Sheet Item-By-Item Instructions, p. 5-13.
7. In almost all cases, you will be checking "1 HU" in Item 7. The rare exception to that will be when you discover one or more other unlisted HU's in this previously unlisted HU, in which case you have to complete the box as described for this item in the Labeled Cover Sheet Item-By-Item Instructions on p. 5-14. When completing this box, "address on the label" will, in this case, mean the address you've entered in Item 1e.
- 8-14 The remainder of the cover sheet instructions, Items 8-14 are the same as those which appear in the Labeled Cover Sheet Item-By-Item Instructions, pp. 5-17 - 5-19.

COVER SHEET
PRE-ELECTION SURVEY
1984 NATIONAL ELECTION STUDIES

S-21

Project 49
(495811)
Fall 1984

For Office Use Only

This cover sheet describes:

- ☐ An HU structure added to ASP Listing Sheet and selected for this study
☒ An added HU found at a listed and selected ASP line

The sample ID is: 32-04-001-1

9926

Name
Street
City, State

999-99-9999

48105

1. SAMPLE ADDRESS: a. Quarter Code

| | | | |
|-------------------------------------|---|---|---|
| <input checked="" type="checkbox"/> | 2 | 3 | 4 |
|-------------------------------------|---|---|---|

b. State IN

c. Congressional District 04

d. Segment 4 Line 1

e. (Unique) Address or Description:

430 E. Jefferson Blvd., rear apt.

f. Sample Location FT. WAYNE

3. Your Iw Number 9

4. Date of Iw 9

5. Length of Iw 71 (Minutes)

6. Length of Post-Edit 12 (Minutes)

7. THE ADDRESS OR DESCRIPTION PRINTED ON THE SAMPLE LABEL ABOVE WAS FOUND TO HAVE: (CHECK ONE)

☒ 1 HU

☐ 2 HU's

☐ 3 HU's

☐ 4 HU's

☐ 5 OR MORE HU's

Do not attempt any interviews. Obtain HU locations within the structure and call your supervisor.

HU 1 is uniquely described by adding the following description about the location of HU 1 in the structure to the sample address on the label:

The unique and complete address or description for each of the additional HU's is (use street address/description and location of HU in the structure).

| | SAMPLE ID: | QUARTER CODE |
|------------|---|---|
| HU2: _____ | <input type="text"/> - <input type="text"/> - <input type="text"/> - <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| HU3: _____ | <input type="text"/> - <input type="text"/> - <input type="text"/> - <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| HU4: _____ | <input type="text"/> - <input type="text"/> - <input type="text"/> - <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |

Make out a cover sheet for each of the additional HU's. Attempt an interview at HU 1 and at each of the additional HU's.

Call your supervisor later to obtain sample ID's and quarter verification for each of the additional HU's. Record the ID's on the respective lines above. Enter the ID in Box 0 of the cover sheet(s) for each added HU(s).

8. Hello, my name is _____, and I work for The University of Michigan's Survey Research Center. Here is my identification (SHOW ID). The University is conducting a study throughout the nation, asking the American people about their feelings on a variety of topics, things like feelings about the economy, the upcoming presidential election, and some of the important issues facing the country these days. This address was selected as part of the study's national sample, and I would like to interview a member of this household.
TURN TO P. 4, #10, HOUSEHOLD LISTING

CALL RECORD

| Call Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|-------|-------|---|---|---|---|---|---|
| Date | 9/10 | 9/12 | | | | | | |
| Day of Week | Mon | Weds. | | | | | | |
| Time of Day | 8:30p | 9:30a | | | | | | |
| Result | Appt | Int | | | | | | |
| Iwer ID No. | 9926 | 9926 | | | | | | |

1984 Pre-Election Noninterview Form

Page 1 - item-by-item

DO NOT WRITE IN THE SPACE ABOVE THE DOUBLE LINE:

Interviewer's Labels

If the cover sheet is given to a different interviewer after an initial nonresponse, the original interviewer should fill out the noninterview form and affix her label in the designated space on the right. The follow-up interviewer (if any) should put her label in the space on the left if she is unable to obtain an interview. If an interview is obtained, the non-interview form should be destroyed.

NR1 - NR3

This information comes from the Sample Address Summary.

NR4-NR5

The answers to these questions determine whether or not the sample listing is proper. NR4 refers to housing units which were listed erroneously as located inside the segment boundaries.

NR5 refers to listed lines which are not actually housing units (e.g., turn out to be storage sheds; have been converted into a place of business) or housing units which have been destroyed (e.g. torn down, burned down).

NR6-NR6a

We would consider public access to be restricted if there is: a doorman; a locked gate; a guardhouse to a subdivision or apartment complex; a locked apartment building with an intercom system; posted private roads; a ferocious (BEWARE OF) dog guarding the premises, etc.

Restricted public access DOES NOT mean: a flooded area; bridges out; snow in the mountain pass, etc.

NOTE: If "restricted access" applies to several HUs in one segment, a detailed explanation should appear on one Non-Interview Form and other Non-Interview Forms may be cross referenced to that Non-Interview Form (indicate the sample ID numbers).

1984 PRE-ELECTION STUDY NONINTERVIEW FORM

PROJ.
49

☐ 51. REF (R)
☐ 52. REF (O)
☐ 53. REF (U)

☐ 61. NOC (RD)
☐ 62. NOC (RU)
☐ 63. NIP (DR)
☐ 67. NIO (UR)

☐ 71. HV
☐ 72. SV, SORE
☐ 73. ORE
☐ 81. SLIP
☐ 83. VTS

DO NOT WRITE ABOVE THIS LINE ↑

FOLLOW-UP INTERVIEWER'S LABEL

ORIGINAL INTERVIEWER'S LABEL

NR1. SAMPLE ID
(FROM SAS) _____

NR2. STATE _____

NR3. SEGMENT NO. _____

ASP LINE NO. _____

NR4. Is this listing line inside the segment boundary?

1. YES, INSIDE BOUNDARY

5. NO, OUTSIDE BOUNDARY

TURN TO P. 3, NR15 AND
CHECK BOX 81

NR5. Does the listing address (or description) describe a housing unit (HU)?

1. YES, DESCRIBES A HU

5. NO, DOES NOT DESCRIBE A HU

TURN TO P. 3, NR15 AND
CHECK BOX 81

NR6. Is public access to this HU restricted in any way?

1. YES

5. NO → TURN TO P. 2, NR7

NR6a. DESCRIBE: _____

NR7. Is this HU occupied?

| | | | | |
|---------------------------|-------------------------|--|-------------------------|----------|
| 1. DEFINITELY OCCUPIED | 2. PROBABLY OCCUPIED | 4. NO INDICATION OF OCCUPANCY, BUT NOT DEFINITELY VACANT | 5. DEFINITELY VACANT | 7. OTHER |
|---------------------------|-------------------------|--|-------------------------|----------|

TURN TO P. 3, NR15

NR8. Were you ever able to talk with someone at this HU (need not be resident)?

| | | |
|--------|-------|---|
| 1. YES | 5. NO | NR8a. On any calls were there people in the HU who did not answer the door (or intercom)? |
|--------|-------|---|

| | | |
|-----------------------|---------------|-----------------------------|
| 1. YES, DEFINITELY | 3. SUSPECT SO | 5. NO REASON TO THINK SO |
|-----------------------|---------------|-----------------------------|

NR8b. Were all adult occupants of this HU residing elsewhere at a different HU?

| | | |
|-------|--------|---|
| 5. NO | 1. YES | TURN TO P. 3, NR15 (CHECK BOX 72 OR BOX 73) |
|-------|--------|---|

NR9. Were you able to identify the respondent in this housing unit?

| | |
|---|---|
| 1. YES, R IDENTIFIED IN ITEM 10, P. 4 OF COVER SHEET | 5. NO, HOUSEHOLD LISTING MAY BE OR IS INCOMPLETE |
|---|---|

TURN TO P. 3, NR15

NR10. Age of R: _____ (approximate if necessary)

NR11. Sex of R: 1. MALE 2. FEMALE

NR12. What is the estimated income of R's household?

| | | | | |
|----------------------|--------------------------|--------------------------|---------------------|------------------------------|
| 1. UNDER \$10,000 | 2. \$10,000- \$30,000 | 3. \$30,000- \$50,000 | 4. \$50,000 OR MORE | 8. IMPOSSIBLE TO ESTIMATE |
|----------------------|--------------------------|--------------------------|---------------------|------------------------------|

NR13. Respondent's Race: DEFINITELY PROBABLY

| | | | |
|------------------|--------------------------|--------------------------|--------------------------------------|
| 8. DON'T KNOW | <input type="checkbox"/> | <input type="checkbox"/> | 1. WHITE |
| | <input type="checkbox"/> | <input type="checkbox"/> | 2. BLACK |
| | <input type="checkbox"/> | <input type="checkbox"/> | 3. AMERICAN INDIAN OR ALASKAN NATIVE |
| | <input type="checkbox"/> | <input type="checkbox"/> | 4. ASIAN OR PACIFIC ISLANDER |

NR14. Is R of Hispanic Origin?

| | | | | |
|-------|--|-------------------------|---------------------------|------------------|
| 5. NO | 1. YES, MEXICAN-AMERICAN OR CHICANO | 2. YES, PUERTO RICAN | 3. YES, OTHER HISPANIC | 8. DON'T KNOW |
|-------|--|-------------------------|---------------------------|------------------|

Noninterview Form, Page 2

NR7

PROBABLY OCCUPIED means that you see curtains in the window, the lawn is mowed, there is furniture on the balcony, terrace or inside, but you have not been able to contact anyone on any of your calls and have been unable to establish whether the HU is currently occupied.

NO INDICATION OF OCCUPANCY, BUT NOT DEFINITELY VACANT might be particularly descriptive of an apartment building that you have not been able to get into or where the manager has given you no information. You have seen no lights or other signs of occupancy. REMEMBER that we consider the HU to be occupied until it is definitely established to be vacant.

OTHER is to be used for quarters that have some residential characteristics, but whose use at the time you call to interview is not clearly as an occupied housing unit. The issues handled here are unusual forms of occupancy and usages which are neither clearly residential nor non-residential. (If the use is clearly non-residential, NR5 should have been checked "NO.")

One of the more common occupancy problems to be classed "OTHER" is a non-seasonal HU being "held" for someone who resided there at one time, but is living elsewhere now. Such HU's are not on the market for sale or rent, and are at least partially furnished so they cannot be called vacant. This may occur when someone has been unable to care for himself/herself for an extended period, but doesn't want to rule out the possibility that he/she might again be able to live independently. In the meantime the person may be institutionalized (in a long term care facility) or living with family elsewhere.

Places where use as a residence is unclear and therefore should be checked OTHER (and described in NR16) are: apartments maintained only for entertainment, guest houses, company-owned quarters for visiting executives, quarters used as mail drops or as legal addresses for voting or school attendance purposes. Another often unclear use occurs when a residential unit is owned or rented by a company or group for recreational purposes.

It may be used by the group as a hunting or ski lodge in season, and as a vacation home for one family from the group at other times of the year.

Occasionally interviewers encounter mobile homes, or other structures being used as "field headquarters" but not necessarily as residences by individuals at a work site. Families may do this while they build a new home, using the trailer during the day to prepare meals, and as a place for their children to play and rest, with everyone returning at night to their regular place or residence. Farmers sometimes maintain such a place in the fields to take meals and rest during the day, but not to live in. Occasionally someone may stay overnight in such places, either for convenience or to guard the work site.

Because all of these situations are rare and the final classification of such places often depends on subtle distinctions we find it easiest to apply uniform interpretations by having the interviewer describe the situation in detail to the supervisor so that we can make the classification in Ann Arbor. If you find a place such as those described in this section, complete a noninterview form, checking OTHER in NR3 and describing the situation in full in NR16. (Leave NR15 blank if you are in doubt about the type of non-interview to check.) Let your supervisor know how the place is being used, what the user's connection is to the place in question as well as the other places where they may reside, what the pattern of use has been and, if possible, what appears most likely for the future. A description such as the following would be helpful. "After 3 calls finding no one at home in this apartment, I spoke with the R on line 3 who lives across the hall. She told me a man in his 20's rents the apartment, but for the last six months he has been living a mile away with his girl friend and only comes by now and then to pick up the mail. She says he has asked her to keep an eye on his place, and had given her a key so her parents could use the apartment when they visited. Last week he told her that he was planning to get married in December and would move all his things out when the lease is up next month. I have his name and the phone number at his friend's house in case I should try an interview."

NR7

If, as in the above example, you think it is possible that the place might be an occupied housing unit, with residents who qualify for listing and meet study eligibility rules for interviewing, call your supervisor for further instructions. These cases are hard to handle, so be patient if we have to take your "case" to Sampling for a decision.

NR8

"Need not be a resident" means that you have talked with the cleaning woman, a babysitter, a guest or relative, etc. If you talked with ANYONE who was at this HU, check "YES."

NR8a

We want to distinguish evasive refusals from other refusals. YES, DEFINITELY means that you saw someone enter the house, but no one answered your knock, or you saw someone peeking through the curtain, etc. SUSPECT SO means that you may have seen lights on and heard the radio playing but never actually saw anyone. NO REASON TO THINK SO is for all other cases.

NR8b

A "Yes" answer to this question means that you have determined that there is no adult who can be listed when you follow the rules for determining members of the household. You may determine that an HU is occupied, but learn also that all adult occupants are residing elsewhere; e.g. the elderly resident is institutionalized; the family is at their winter home in Florida, etc. Or, you found a couple from Iowa vacationing at a friends's house while the friend is in turn vacationing in Florida, and you spoke with one of the visitors. Since the visiting couple resides in Iowa, and the friend (the HU occupant) is only vacationing elsewhere, you would check NR8b "NO." In order for the answer to this question to be "Yes," all of the adult occupants must be residing at another residence. Someone who is travelling about would not fall in this category.

One test of whether someone is residing elsewhere is to find what the current living situation is and ask yourself whether the kind of place where he/she is meets our HU definition and whether he/she would be listed as a member of the HU there if an interviewer called. If the answer to either of these questions is "no," we would probably not consider him/her to be residing elsewhere.

It is sometimes difficult to obtain definite answers to these questions, since some of the informants you will talk with don't know the full details of the occupants' current living situation, and are not at all familiar with our HU definition. Therefore, we have to make certain assumptions. For example, we assume that "vacationing in California" means they are not residing elsewhere. "Wintering in La Jolla" suggests that this is more permanent and likely to be a second residence, but is less certain than "at their winter home in La Jolla." Please try to get information that is as specific on these points as you can within the obvious limit of your informant's knowledge.

NR9

Any information you have about the occupants in a household should be listed on the cover sheet, page 4, item 10. If you obtained enough information to list the household and select an R (assuming there was an eligible adult), then the answer to NR9 is "Yes," and the answer to item 14 on the cover sheet was "Yes All Adults Listed."

If you suspect, or are certain, the information you obtained about the household on the cover sheet in item 10, page 4, is incomplete, box 5 should be checked here and either box 2 or box 3 should be checked in item 14 on the cover sheet.

NR10 -
NR14

Please give us your best guess. We are trying to determine the demographic characteristics of our non-response.

Noninterview Form, Page 3

NR15

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. However, at the end of these sampling notes beginning on p. S-34, we have included more extensive definitions with examples of non-response to help you code the less-obvious non-response situations.

The Staff here will assign the final nonresponse code based on the code you assign in NR15 and the description of the situation you provide in NR16. It is therefore possible that our final code will be slightly different from the one you select in NR15.

NR15. What is the reason an interview was not taken at this address?

- ☐ 51. REF-R--refusal by the selected respondent
- ☐ 52. REF-O--refusal by someone other than the selected respondent
- ☐ 53. REF-U--refusal-respondent undetermined (refusal before the HU could be listed and the respondent could be selected)
- ☐ 61. NOC-RD--no contact with the determined (selected) respondent (the HU was listed and the respondent selected but R could never be contacted)
- ☐ 62. NOC-RU--no contact; the respondent was undetermined (household listing was never obtained)

☐ 63. NIP--noninterview due to a permanent condition

NR15a. What is the permanent condition?

- ☐ 1. R DECEASED AFTER LISTING → END OF FORM
- ☐ 2. LANGUAGE (What language? _____) → END OF FORM
- ☐ 3. MENTAL OR PHYSICAL CONDITION (Describe in NR16)
- ☐ 4. MOVED OUT OF RANGE AFTER OCCUPANCY DETERMINED (Enter new address, if known, in NR16)
- ☐ 7. OTHER PERMANENT CONDITION (Describe in NR16)
- ☐ 67. NIO--noninterview for other reasons (Describe in NR16)
- ☐ 71. HV--housing unit is vacant
- ☐ 72. SV/SORE--seasonal vacant; or seasonal and all adult occupants are residing elsewhere
- ☐ 73. ORE--all adult occupants are residing elsewhere
- ☐ 81. SLIP--sample listing isn't proper; listing does not describe a housing unit or the listing is outside the segment boundary
- ☐ 83. VTS--vacant trailer space

TURN TO
P. 4, NR16

NR15a

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 household listing, or died.

Respondents who move out of the household after you've listed the household: Once a household listing for an HU is established and a respondent is selected, that R is the only person who can represent that household.

We cannot relist the household if the R moves out, nor can we list an entirely new household which might move in after R's household moves out. This is a basic sampling "law." If, however, that R moved out of the household after the listing is established but before an interview is taken, it is up to the individual study whether the R is followed and an interview attempted at the new residence.

For NES, please follow these guidelines:

- 1) If the R moves somewhere within the Primary Area, pursue him/her and attempt an interview
- 2) If the R moves within 50 miles of the of the Primary Area, pursue him/her and attempt an interview.
- 3) If the R moves beyond the 50 mile limit, call your supervisor with the information about R's new address. If the respondent has moved to or within a 50 mile radius of another Primary Area, we will want to transfer the coversheet to someone in the new Area. Otherwise we will have you complete the Non-Interview Form, coded in NR15 "63", and box 4 checked in NR15a.
- 4) If R moves and the new address is unobtainable, call your supervisor. If all avenues for acquiring address information have been investigated and found fruitless, your supervisor will direct you to complete a Non-Interview Form, coding NR15 "63", and to check box 4 in NR15a. Be sure you describe your efforts in NR16.

NR16. Describe in detail the reasons an interview was not taken. Give dates for the activities and events you describe. Examples of the kind of information we are seeking appear below.

IF LISTING DESCRIBES SOMETHING WHICH IS NOT AN HU OR WHICH IS LOCATED OUTSIDE THIS SAMPLE SEGMENT indicate what you found.

IF UNABLE TO GAIN ACCESS what attempts were made? (Try to obtain names, addresses, and phone numbers of persons to contact re: gaining access.)

IF REFUSAL, indicate who refused and reasons (either given or suspected) and what efforts (including letters) were made at persuasion.

IF "BUSY," "SICK," ETC., indicate whether you think this is simply an excuse or a genuine difficulty.

IF R AWAY check the Sampling Manual to be sure that (he/she) should be listed. If so, state when R will return, and if R could be interviewed elsewhere.

IF YOU HAVE BEEN UNABLE TO DETERMINE WHETHER AN HU WAS OCCUPIED OR VACANT, describe the situation: State what inquiries and other attempts you have made to determine occupancy status.

IF ALL ADULT OCCUPANTS ARE RESIDING ELSEWHERE describe situation giving location of other residence, expected length of stay and reason for absence.

DATE

Noninterview Form, Page 4

NR16

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 NR15 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.

HAS R BEEN DETERMINED? We have found that interviewers tend to say "R" in NR16 when in fact the person they talked with may be only an informant. It is important to know whether or not you have enough information to determine who the R is.

Expanded Non-Response Definitions

I. REFUSALS (REF)

Refusals may be expressed by either direct statement or by clear action. The following are considered clear action.

- A. Not keeping two or more appointments unless extenuating circumstances indicate R was willing and simply unable to keep the appointment.
- B. Slamming door in interviewer's face, or breaking off phone/intercom contact after the interviewer has explained purpose of call or requested an interview.
- C. Seeing the interviewer and not answering the door when the identity of the interviewer and purpose of her visit are clearly known.

A "Whatever you want we're not interested" response with no opportunity to explain purpose is not a clear indication that action was made with the knowledge that the person calling was an interviewer or someone wanting to conduct an interview. This is an NI-Other.

Exception: Do not count failure to grant an interview as a refusal if the person is incapable of understanding what is being requested or physically or mentally incapable of giving an acceptable interview. This would include those who do not understand English as well as those who are judged too sick or confused to grant an interview at any time during the study period. These are permanent conditions.

II. NO "OCCUPANT" CONTACTED (NOC)

At least one attempt was made during the interviewing period to reach the occupants, but no occupants were ever contacted. (Being denied entrance by a doorman can count as an attempt to contact all of the study's sample selections in the building.) It is not an NOC if ANY informant in the HU was contacted, whether or not the person(s) contacted qualified for listing. Thus, minor children, guests babysitters, household workers, and other people who may be in the HU are considered "occupants" if they can inform the interviewer about who lives there.

Contact does not include situations in which occupants are seen, but the interviewer has no opportunity to speak with them, and the purpose of her call is not likely to be known by the occupant. For example, no contact has been made if someone looks out the window or peephole but doesn't open the door, talk with the interviewer, or give the interviewer a chance to identify herself.

NOTE: When apartments are NOC because the interviewer could not get into the building, the situation may be clarified by making a cross reference to Noninterview Forms for other units in the same building.

III. OTHER NONINTERVIEWS

Information on household composition of R's circumstances can be obtained from any reliable source.

For a complete description of N1-Permanent Condition -- See NR15a.

N1-Other

Includes R not available at times occupants contacted but no clear indication that interview could not have been obtained at some more convenient time during the study. Describe situation.

It also includes no attempt to interview, insufficient information or reason for nonresponse and rejection before purpose of contact stated.

IV. EXAMPLES OF "NONSAMPLE" CATEGORIES

| | |
|--|--|
| HV- House Vacant | A year-round HU is not being lived in, and you have obtained no indication of occupancy on calls made during the interviewing period before determining for certain that the HU was vacant. (See NR7) |
| ORE - Occupants Residing Elsewhere | A year-round HU in which all eligible occupants are staying at another place of residence at the time you determine whether the HU was occupied or not. The occupants must either be in a long term institutional housing situation or at another place of residence, not simply travelling about. (SEE NR8b) |
| SV - Seasonal Vacancy | An HU intended for occupancy only during certain seasons is not being lived in on the first call and it appears as if no one will return at night. Use SV when the unit is clearly vacant (unfurnished or unoccupied and posted for sale or rent) and SORE when it is not clearly vacant, but the occupants are not living there. (SEE NR 7, 8b) |
| SORE-Seasonal Occupants in Residence Elsewhere | |
| SLIP-Sample Listing Isn't Proper | The listing as it is given does not describe an HU that qualifies for sampling. This may be for one of several reasons: there may be no HU at the address; all quarters at the listed address may be excluded; the address may be outside the established survey boundaries, etc. (SEE NR4&5) |
| VTS-Vacant Trailer Space | If, on the first call, a trailer <u>space</u> in a regular trailer park did not have a <u>trailer parked</u> on it, consider the space vacant for the entire study. Unoccupied trailers are to be classified HV, ORE, SORE, SV, SLIP, depending on the way in which they are being used. |

NER-No
Eligible
Respondent

No one at the address is eligible to be interviewed according to the study definition. For example, none of the occupants are US citizens, 18 years of age by Nov.6, 1984. (SEE item 13 on Coversheet).

Field Notes

I. Introduction

This study is the pre-election phase of the 1984 Election Study. We have been conducting election studies regularly since the early 1950's, following very comparable study designs throughout these years. For presidential years, tradition dictates that the pre-election respondents are reinterviewed after the election with what we cleverly refer to as the "Post-Election Survey." Because there will be a reinterview, we have kept the Pre-Election questionnaire size down to what we expect will be a 70 minute interview.

The success of the 1984 Election Study depends heavily on you, the interviewers. We must depend on you to be persuasive in obtaining the cooperation of households selected for the Pre-election study so that the Post-Election study has a sample large enough to be meaningful. We must rely on you to establish sufficient rapport with respondents selected at pre-election time so that they will be willing to give us a second interview in November. And we must count on your diligence in order to realize a difficult, but essential sample design--a sample divided into four parts, each with a very short study period. We've done the best we can in providing you with useful tools to work with, and are more than willing to be as supportive as possible. Call us if you need us.

The Post-Election sample, which will consist of all respondents from the Pre-Election Study, will be divided in half. Half the cover sheets will go back to Field Interviewers, the other half will be kept in Ann Arbor and the reinterview will be conducted by phone from the Survey Research Telephone Interviewing Facility. We've divided the work in this manner to maximize the chances that all respondents will be reinterviewed within the first three weeks after the election, before memories of the campaign and election begin to fade in the respondents' minds.

II. Study Dates

The following are the study dates for the Pre-Election Study:

| Cover sheet | | | |
|----------------|--------------------|-----------------------|----------------------|
| <u>Sample</u> | <u>Label Color</u> | <u>Quarter Period</u> | <u>Clean-up Week</u> |
| Quarter Code 1 | Blue | Sept.5-18 | Sept.19-25 |
| Quarter Code 2 | Pink | Sept.19-Oct.2 | Oct.3-9 |
| Quarter Code 3 | Yellow | Oct.3-16 | Oct.17-23 |
| Quarter Code 4 | Green | Oct.17-30 | Oct.31-Nov.5* |

*Note that, because the election is on Nov.6, there is less than a full week for clean up on Quarter 4.

All interviewing on the Pre-Election study will end on November 5, without exception. This is one study we can never extend because we are bound by the occurrence of the national election on November 6.

The Post-Election Survey, in which we reinterview Pre-Election respondents, will begin on November 7. Pre-election cover sheets must go through several hands before we can return them to you attached to the Post-Election cover sheets. This means that it is important that you mail your interviews to the Field Office or your supervisor promptly (see "Mailing Rules," p. F13) so we can process them and get them back to you promptly.

Obviously, we want as many interviews as possible completed during their specified quarter periods. However, we have allowed one week, which overlaps with the first week of the next quarter period, to conduct interviews which are impossible to do during the scheduled quarters. We really mean IMPOSSIBLE--e.g., R out of town for the length of the quarter period. If it seems that you will not be able to get a respondent either during his/her assigned quarter or during the clean-up week, but feel you might be able to get him/her at another time, call Jeanne Castro (313/764-8356) for further instructions.

What must be immediately evident to you is that you must plan your work carefully. As soon as possible divide your cover sheets into their respective quarters, and then schedule your work accordingly. You need a good understanding of what your sample looks like and when the demands on your time are going to be heaviest.

III. Materials Supplied in Study Packets

Those of you not attending training sessions will receive study packets, mailed from Ann Arbor on August 8. These packets contain the following materials:

- 1 Instruction Book
- 1 Questionnaire (for practice interview)
- 1 Respondent Booklet
- 1 Cover Sheet (for practice interview)
- 1 Worksheet
- 1 Envelope for use in mailing your practice interview to your supervisor

IV. Bulk Materials Sent to Study Coordinators

On August 20-22 we will be mailing the sample and all bulk materials for the study to Primary Area Study Coordinators. The study materials (not including the sampling materials) will include:

- Questionnaires (Estimated Sample Size, ESS--that is, enough for the number of lines selected in the primary area)
- Respondent Booklets (5 per interviewer in the area)
- Unlabeled Cover Sheets (1 or 2 packs of 5 each per interviewer)
- Respondent Letters (ESS + 5 extra per interviewer)
- Franked Envelopes (ESS + 20 extra per primary area)
- Study Fact Pamphlets (ESS + 10 extra per interviewer)
- Interviewer Cards (20 per interviewer)
- Press Releases (10 per primary area)
- Letters for Contacting Local Authorities (10 per primary area)
- Field Office Mailing Envelopes (50% of ESS)
- Manila Envelopes for Mailing Interviews to Supervisor (4 per interviewer)

V. Preparation for the Study

All interviewers working, or possibly working, on the Pre-Election Study will be required to complete the following assignment before production interviewing begins on Sept.5.

- A. Study this Instruction Book, working through the problem exercises given in the Question-by-Question Section.
- B. Complete the Worksheet.
- C. Complete a cover sheet for a practice interview. Please go through the entire cover sheet, including the selection of a respondent on page 4. You do not have to interview the selected R for your practice, but you should identify the person who would have been the respondent were it a production interview. Circle, in the household listing, the person you did interview for the sake of your supervisor who will be reviewing your work.
- D. Complete 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.
- E. Mail the practice coversheet and interview and your completed worksheet to your supervisor.

VI. Press Releases

Copies of the Press Release, 10 per Primary Area, are provided among the bulk materials. Space is provided on the Press Release for the Study Coordinator to fill in the names of the interviewers working on the project and to list the areas (e.g., names of cities, sections of towns, or suburb names) where interviewing will occur. We have found that newspapers are likely to print our press release only when it is hand delivered to the newspaper editor. Delivery of the press release to local papers should be done by the Study Coordinator.

Watch for the appearance of an article about the study in the paper, and clip it. Sometimes showing such an article to a prospective respondent convinces the person that you really aren't the Fuller Brush salesperson after all, if there were any doubts in that person's mind.

VII. Contacting Local Authorities (A copy of this letter appears on p.F18)

We have provided among the study materials, a letter the Study Coordinator can deliver to police stations, the Better Business Bureau, the Chamber of Commerce and so on, alerting them to our existence and purpose. Suggest that the letter be filed under "The University of Michigan." "ISK" is often confused with the "IRS" and there are several "Survey Research Centers." It would be wise to deliver these before interviewing begins. This is the first study using the "new" 1980 sample and, thus, no one will have an old copy of a letter on file.

Study Coordinators are urged to check with their supervisor for other ideas about where these letters might be helpful.

VIII. Mailing Respondent Letters and the Study Fact Brochure (copies of these items appear on pp. F19-21).

The division of the sample into quarters will have an effect on the schedule for mailing respondent letters. I've given up trying to out-guess the U.S. Postal Service, but an estimate would be that four to five days before the beginning of each new quarter, you should mail your respondent letters for that quarter.

On the respondent letter a space has been provided in which the interviewer enters her own name: "Your Interviewer is : _____." Note also that the letter refers to the I.D. badge you all have. For heavens sake, don't forget to wear your badge whenever you are interviewing.

We've also provided you with brochures which say "National Election Studies", on the outside. This is a "study fact brochure," written to inform household members about the study itself and the sample selection procedure. The brochure must be included with the respondent letter. Don't forget to enclose it.

Extra copies of both these items have been provided in case you get to a door and find that your informant has seen neither the letter nor the brochure. Like a Scout, be prepared... to hand over copies on the spur of the moment.

Franked (stamped) envelopes for respondent letters have been included among materials. Over the Field Office return address, there is a blank rectangle. Please enter your Interviewer ID Number in this box, and write 'NES' above the rectangle. Letters are returned to the Field Office if they can't be delivered as addressed. Getting these back to you will be facilitated by not having to open the envelope to see which interviewer mailed it (your Interviewer ID on the envelope will identify you), and which study the returned letter refers to (the NES initials will identify the study).

A few other points about mailing respondent letters:

- *Send letters only to mailable address. Descriptive listings are not mailable addresses; letters for these listings will have to be hand delivered.
- *Address envelopes to "Residents of the Household," never to "Occupant" or "Residents".

IX. Interviewer Cards

These cards were designed for multiple uses. There is enough room to write your name and a message on it if you find no one at home. It can be a calling card, or even a thank you card after an interview. Some respondents, especially elderly ones, feel reassured if they know the name of the interviewer who called on them matches the name on the respondent letter.

X. Call Procedure

As soon as you receive your Segment Folders and coversheets, and before interviewing begins on Sept.5, please plan an updating trip to every segment in your sample for the entire sample. The reason for this procedure is that we would like to have the sampling problems identified and being worked on by the Sampling Section before interviewing begins. The quarter periods are short and if problems are not identified well ahead of time, a problem affecting Quarter 2 may not be resolved until Quarter 4. The Interviewer's Manual, which is being revamped at the present time, has some valuable advice about the call procedures in general. The following is a reproduction of those pages:

INTERVIEWER'S MANUAL

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.

There is an amendment to the general procedure outlined above. Because quarter periods are so short, it might help your rate of success if you examined your sample carefully and did some calling on some cover sheets ahead of time. THIS SHOULD BE DONE WITH GREAT DISCRETION--we do not want you to call in advance in most single-family situations. However, it might be useful to call ahead if you have an apartment building in your sample, or perhaps a trailer court, where it is highly likely you will have to touch base with the building/court manager before you can make contact with residents. This is also true for exclusive housing areas which are guarded in some manner.

This procedure is especially important for Quarter Period #4, since Quarter 4 has a short "clean-up" week.

Should you decide that calls in advance of the designated Quarter are in order, PLEASE don't make those calls more than one Quarter ahead. For example: In Quarter Period #1 you may wish to call on an apartment ~~house~~ which doesn't appear in your sample until Quarter Period #2. But wait until Quarter Period #2 to call on the trailer court which doesn't appear in your sample until Quarter Period #3.

Page 3 of the cover sheet has space in which you can record more detailed information than there is room for in the Call Record. Notes you make there could be helpful to an interviewer following up a refusal and to a different interviewer who might work on the Post Election.

XI. Recontact Information (a copy of the Recontact form appears on p.F10)

The recontact information on this study is collected at the end of the interview. The skip at the end of Section Y in the Questionnaire guides you to the Recontact Form. When completing this form, remember that you, or someone will be trying to locate the respondent in November. Any hints you can supply about ways to recontact the R in case he/she moves will be of enormous value.

We've provided space on this form for getting an alternate address if the HU you found R in was a seasonal residence. We've also asked you to tell us at R5 whether there is a special reason this respondent would be uncomfortable or unable to be interviewed by phone during the Post Election Study. We'd like to know if the Respondent, for example, has a severe hearing problem, might have trouble understanding English on the phone, or is bed-ridden and needs face to face contact. [It is likely that cover sheets for these respondents will be sent back to field interviewers whether or not they wind up in the half-sample assigned to the telephone for the Post Election Study.]

R5b. What is the reason?

XII. Persuasion Letters and Refusals (copies of these letters appear on pp. F22-F26).

This year, at the suggestion of supervisors, we are trying something new. We've written several persuasion letters, each directed to a definite problem the respondent may have with the study.

Did you realize there is a Hit Parade of reasons for refusal? 1) "I'm Too Busy." 2) "This is too Personal," 3) "I'm Too Old (to Boogie)," 4) "I Ain't Interested (in Jawwing With You); and the ever popular "Evasion! (Evasion Every Mornin' and Night)"-- remember "Fever?"

When a respondent (or someone in the household) refuses to participate in the study, listen carefully to what he/she says. You'll probably hear what it is that bothers them about the study, and the reason will probably fall into one or more of the first four categories: the R is too busy, or "doesn't have time;" the R feels the interview is too personal and/or is uncomfortable giving opinions--fears that what is said will not be kept in confidence, fears his/her name will appear on mailing lists, or he/she will be identified in some report; the R is too old, or too old and ill; or the R is not interested in surveys or politics or "academic stuff." The most difficult refusal to "hear" is the evasion, when the respondent never says he/she won't participate, but puts you off, breaks appointments, doesn't answer the door. Sometimes you have no clue what the problem is, other times the reason for evasion will have been mentioned in conversations with the R.

Each week you will be reporting to your supervisor by phone (see next section, Reporting Progress and Mailing Procedures). At that time, talk with her about your problem respondents. She will then send the appropriate persuasion letter and discuss with you whether the cover sheet for that R should be transferred to another interviewer.

If the coversheet is to be transferred, complete as well as you can, the Noninterview Form, including NRI6, so the new interviewer will have the "case history" before attempting to call back. Put the Noninterview Form inside the cover sheet. When the new interviewer gets the interview, she will tear up the Noninterview Form. If she is unable to get the interview, she will add her label and her notes to the Noninterview record already begun by you.

Again, the old Interviewer's Manual has some useful suggestions about handling "reluctant respondents." Reproduced below are the relevant paragraphs:

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 nonresponse 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.

XIII. 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 discuss the next step to be taken.

To facilitate the supervisors' need to monitor the quality of interviews, and 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) or the Field Office can be alerted 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 together interviews #3 and #4 to your supervisor as soon as interview #4 is complete

- *Mail interviews #5 - #9 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 turn the cover sheets around for the Post-Election Study.

- *Mail together interview #10, #11, #12, and #13 to your Supervisor as soon as #13 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.

XIV. Calling the Field Office 313/764-8356

Calling the Field Office can be a frustrating experience, or a joyful one. The following information may avoid the fruitile (fruitless and futile) experiences and increase the joyful ones:

*Ann Arbor is in the Eastern Time Zone. This means that in states in Pacific Time calling after around 2:30 will be fruitile as the person you need to talk to has probably gone home already.

*There are a number of people in the Field Office you may need to speak with. If you are not sure whom to ask for, identify your problem briefly to the person who answers the phone. However:

FOR SAMPLING QUESTIONS - KATHY LA DRONKA (hours are 9:00-5:00) is the liason with the Sampling Section. Never call the Sampling Section directly (fruitile). Most sampling questions take some back and forthng between Sampling and Field Section, and Kathy smooths the way (joyful). I will also try to help you with Sampling problems if Kathy is unavailable although usually my help will consist of writing down information and sending it to Kathy.

FOR OTHER QUESTIONS ABOUT THE STUDY - JEANNE CASTRO (hours are 9:00-5:30) is the "STUDY MANAGER," for the National Election Studies and also author of this Best Selling Instruction Book. Aside from sampling questions, questions or problems with the study from the field end up on my desk (joyful).

Ahh, but there is a catch - my office is not located in the Field Office although my phone is hooked into their phone. The result of this is that sometimes I am not in my office to answer my phone, and the Field Folk aren't usually eager to run up two flights and down a corridor to see if I'm loitering in the halls (fruitile).

The upshot is that PAT VEERKAMP has agreed to share the responsibility for the study with me. Her office is in the Field Office and she is much better than I about not loitering in the halls (fruitile.)

IF YOU CAN'T REACH JEANNE CASTRO - PAT VEERKAMP (Hours 7:00- 4:00) will answer your questions when she can, and take messages for me when she can't. She could also use the exercise running up those stairs, but don't tell her I said that...

A few other points:

When you call, don't call person-to-person. If none of the three of us is around, the person who answers the phone will take a message.

Please don't call about pay and expenses. Questions on that subject should be directed to HEATHER SEIXAS in writing. Nothing about pay and expenses is simple, so one phone call rarely gets anyone satisfaction.

Call immediately if your sampling or field materials are not arriving on schedule.

XV. Pay and Expenses

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.

Time & 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.

XVI. 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 the 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.

XVII. Verification

Interviews sent to supervisors (your interview numbers 1-4 and 10-13) 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.

XVIII. 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.

Contacting Local Authorities



SURVEY
RESEARCH
CENTER

Dear Sir or Madam:

The Survey Research Center of the University of Michigan is undertaking a national research project to study the opinions and perceptions of the American electorate before and after the 1984 presidential elections. This study will be the eighteenth in a long series of election studies which the Center has conducted since 1952. Support is provided by a grant from the National Science Foundation.

Your area has been selected as part of the national sample for this study. Starting in September, professional interviewers employed by the Survey Research Center will visit designated sample addresses in your area to establish contact with household residents and attempt an interview with a selected person in each household. Since residents are frequently concerned about security and safety, we wanted to inform your organization of the research project. Some of those selected to be interviewed may call you for confirmation. Of course, participation in the study is voluntary.

Our interviewers will be wearing identification badges which identify them as interviewers for The University of Michigan Survey Research Center. They also carry identification cards. A facsimile of the identification badge and card is printed on the reverse of this letter, along with a list of the areas in which we will be working.

The Survey Research Center is one of four research divisions within the Institute for Social Research of The University of Michigan. The Institute is one of the oldest and most prestigious academic survey research organizations in the nation. The Center has been conducting nationwide surveys for over thirty-five years, during which we have earned the reputation for research that is scientifically sound and socially worthwhile.

If you have questions or would like more information, please call our Ann Arbor office collect and ask for "The National Election Study." The number is 0-313-764-8356.

Sincerely,

Howard Schuman

Howard Schuman, Ph.D.
Director, Survey Research Center

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ANN ARBOR,
MICHIGAN 48106



SURVEY
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Respondent Letter

The University of Michigan Survey Research Center is conducting a research project in communities across the nation. The enclosed brochure describes the project and explains how your household was selected to participate in the study.

This letter is to introduce our interviewer, whose name is shown below, and to reassure you that she is not a salesperson. Our interviewer will be wearing an identification badge like the one reproduced below when she calls on your home in the near future. If you wish to confirm the interviewer's assignment, please do not hesitate to call our office in Ann Arbor collect at 0(313)764-8356.

The Survey Research Center is a national research organization whose reputation is based on more than 35 years of interviewing for scientific purposes. The information you give will be kept in complete confidence and will be reported in statistical fashion which will not identify either your name or address.

Sincerely,

Howard Schuman

Howard Schuman
Director
Survey Research Center



SURVEY RESEARCH CENTER
THE UNIVERSITY OF MICHIGAN

(INTERVIEWER'S NAME HERE)

INTERVIEWER

INSTITUTE FOR
SOCIAL RESEARCH
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OF MICHIGAN

ANN ARBOR,
MICHIGAN 48106

Enclosure/brochure

The name of your interviewer is

What kinds of questions will be asked?

Questions in the interview will cover a wide range of topics, including how people are getting along financially, their perceptions of the presidential candidates this year, their thoughts on several issues often discussed in the media, and a section involving people's employment situation, their activities in their community, and some general background information.

What happens with the answers?

Interviewers from the Survey Research Center are trained to record respondents' answers objectively and accurately. They have pledged to keep in confidence anything said in an interview.

Once the questionnaires are in the office of the Survey Research Center, answers from participants will be used for research purposes only; all names, addresses, and other identifying information will be removed from the answers before they are processed.

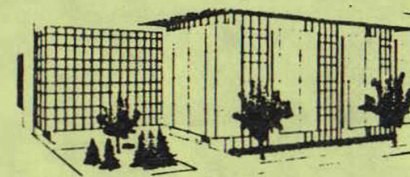
Who is doing the study?

The study is conducted by The University of Michigan's Survey Research Center under a grant from the National Science Foundation. The Survey Research Center is one of the world's largest and most respected academic survey research organizations. It has been conducting national surveys for over 35 years.

Interviewers from the Survey Research Center carry identification badges. For security reasons, you may wish to check the interviewer's identification at the time of the first call to your home. Our interviewers will be glad to comply with your request.

If you wish more information, write:

*The University of Michigan
Field Section
Survey Research Center
National Election Studies
Box 1248
Ann Arbor, MI 48196*



SURVEY RESEARCH CENTER

INSTITUTE FOR SOCIAL RESEARCH
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ANN ARBOR, MICHIGAN

NATIONAL
ELECTION
STUDIES

What is this study all about?

This study deals with many aspects of the political, social and economic life of our nation. The topics covered include public opinion about the campaigns and candidates for president this year; people's feelings about issues discussed frequently in the news these days; personal satisfaction with various government policies; and the impact of economic trends on individuals, groups, and the nation as a whole.

Who is asked to participate?

Around 2000 U.S. citizens who are 18 years of age or older will be asked to participate throughout the nation. These persons will have been selected by means of a scientific sampling process so that, in the end, they make up a representative sample of all U.S. citizens of voting age.

How will the interviews be conducted?

Interviewers from the Survey Research Center of The University of Michigan will be given a list of selected addresses to contact. The interviewers will call at these addresses in person to determine how many adults live in each of the households. Using a special sampling procedure, interviewers will then select one adult to be interviewed from each household.

Once selected, a person may choose to be interviewed right away or to set up an appointment for a more convenient time at a later date. Because the sample has been so carefully designed to reach a representative number of American households, and to select only one person at each address, the interviews can be taken only with the selected persons.

Does the selected person have a choice about participating in the study?

Yes--participation in this study is strictly voluntary. Participants may refuse to answer any or all questions. However, we have found that most people enjoy being interviewed and find the interviews themselves to be quite interesting.

Why is this study important?

This country has gone through major economic and political changes in the last several years. In order to understand those changes and their impact on the lives of Americans, we need to talk to people and find out how things are going for them now, how they feel about their government leaders, and how they think things might change in the future.

The data gathered are available, in statistical form, to anyone wishing to use them. Government policy makers and advisors will use the data, as well as scholars and students of the political, social and economic life of the nation.

The research keeps policy makers informed about how Americans view their government, how people evaluate what the government does, what they currently find satisfying or dissatisfying in their lives, and what directions they would like to see their government take.



SURVEY
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*Persuasion Letter
"Too Busy"*

One of our interviewers called at your home recently in connection with a study being conducted by The University of Michigan. I understand you did not wish to be interviewed at that time. Of course the final decision rests with you, but I thought that if you knew how important our research is and how important you are to our study, you might reconsider and let us interview you.

In scientific random sampling, some 2,000 addresses are carefully selected to represent our country's population with accuracy. A selected address cannot be replaced by another. Failure to interview the person chosen at that address results in a loss of information about the opinions and behavior of thousands of Americans who would be represented by that interview.

We realize you have many demands on your time. However, without interviews from busy people such as yourself, we would wind up with findings that mostly (or only) represent the opinions of those who have quite a bit of spare time. These people are very different from people like you, and findings such as these would therefore not be truly representative of our nation's population.

Your interviewer will be happy to arrange a time that is convenient for you within the bounds of the study period. Please reconsider your decision. I'm sure you will find the interview both interesting and rewarding. An interviewer will contact you again soon.

Sincerely,

Regional Field Supervisor
Field Section

MS/bsy

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F-23

*Persuasion Letter
"Too Personal"*

One of our interviewers called at your home recently in connection with a study being conducted by The University of Michigan. I understand you did not wish to be interviewed at that time. Of course the final decision rests with you, but I would like to reassure you of the commitment we have to keep confidential all of the information we gather from people we interview.

Your address, without the association of any name, was selected by means of a scientific random sampling procedure. In fact, you need never give us your name at all, and your address appears only on a "cover sheet," which would be separated from your interview immediately upon reaching the University. From that point on, YOU are the only person who has the right to connect the cover sheet with your interview.

Our interviewers have all taken an oath of confidentiality, and they take professional pride in never discussing their interviews with another person. The results of the study are released in statistical form only. We report public opinion as percentages of people who feel one way or another about an issue. Never do we release information which has even a remote chance of identifying an individual interviewed.

In addition to being confidential at both the institutional and individual interviewer levels, interviews are also completely voluntary. This means that you may choose to refuse the answer to any question we ask in the survey.

I'm sure you will find the interview both interesting and rewarding, and I hope you will reconsider your decision. An interviewer will contact you again soon and will be happy to arrange a time that is convenient for you.

Sincerely,

Regional Field Supervisor
Field Section

MS/nsy



SURVEY
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*Persuasion Letter
"Too Old"*

One of our interviewers called at your home recently in connection with a study being conducted by The University of Michigan. I understand you did not wish to be interviewed at that time. Of course the final decision rests with you, but I thought that if you knew how important our research is and how important you are to our study, you might reconsider and let us interview you.

We are interviewing 2,000 people living at addresses selected through scientific random sampling. A selected address cannot be replaced by another not chosen. Each selected person's interview represents the opinions of thousands of other people in similar situations.

Older Americans make up a very large and special part of our population, and it is important that their opinions be well represented in our findings. It is also true that our policy makers and government officials have no better source of information for understanding the opinions and special needs of older citizens than that which a study such as this one provides.

I am sure you will find the interview an interesting and rewarding experience. Please reconsider your decision. An interviewer will contact you again soon, and she will be happy to arrange a time that is convenient for you.

Sincerely,

Regional Field Supervisor
Field Section

MS:eld

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Persuasive Letter
"Not Interested"

One of our interviewers called at your home recently in connection with a study being conducted by The University of Michigan. I understand you did not wish to be interviewed at that time. Of course the final decision rests with you, but I thought that if you knew how important our research is and how important you are to our study, you might reconsider and let us interview you.

In scientific random sampling, some 2,000 addresses are carefully selected to represent our country's population with accuracy. A selected address cannot be replaced by another. Failure to interview the person chosen at that address results in a loss of information about the opinions and behavior of thousands of Americans who would be represented by that interview.

Because we need a cross-section of the population, it is important that we interview all kinds of people--those who are very much interested in the subject of the study, as well as those who are not. Lack of strong interests or opinions is just as important to our research, and we need to have that position represented in our findings.

I am sure you will find the interview interesting, and we will be happy to arrange a time that is convenient for you. Please reconsider your decision. An interviewer will contact you again soon.

Sincerely,

Regional Field Supervisor
Survey Research Center
Field Section

MS/int

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*Persuasion Letter
Erasmus*

One of our interviewers attempted to interview you recently in connection with a study being conducted by The University of Michigan. I understand you could not be interviewed at that time, but I thought that if you knew how important our research is and how important you are to our study, you would arrange for a definite appointment and let us interview you.

In scientific random sampling, some 2,000 addresses are carefully selected to represent our country's population with accuracy. A selected address cannot be replaced by another. Failure to interview the person chosen at that address results in a loss of information about the opinions and behavior of thousands of Americans who would be represented by that interview.

Because we need a cross-section of the population, it is important that we interview all kinds of people--young people as well as older persons; those who are very much interested in the subject of the study, as well as those who are not; people who are very busy, as well as those who have quite a bit of spare time. This variety of situations and opinions is important to our research and needs to be represented in our findings.

I am sure that like most people, you will find the interview interesting, and rewarding. Your interviewer will be happy to arrange for an appointment at a time convenient for you. She will contact you again soon.

Sincerely,

Regional Field Supervisor
Field Section

MS/evd

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Q-by-Q Objectives

- A. For the past several years we have presented here a "mock interview," filled in on the questionnaire portion of the Q-by-Q Objectives. Boring, right?

In 1982 we changed all that, and although we weren't overwhelmed by thundering applause from the Field interviewers, we've decided to repeat our act. So this year participation on your part is one of the requirements of working with this section. There are several exercises among the objectives which you should complete as you read through to make sure you've understood the mechanics, and the nuances, of the questionnaire. These exercises were selected to give you some experience with the questionnaire, sensitize you to some of the problems, and give you practice with the major, and more unusual, features of the questionnaire.

The exercises may require the use of the probing abbreviations which are reproduced on the next page.

Once you have completed the exercises, check your answers with the green section in the back of the book, the "answer section."

- 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. In the interest of economy and love of trees, some questionnaire pages are printed on the right hand side of the book. I'm sure you'll know them when you see them...
- D. 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 on the next page):

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

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 specificially 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).

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 "since."
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 Th bn il 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.

For Office Use Only

1984 NATIONAL ELECTION STUDIES
PRE-ELECTION SURVEY

Project 49
(495811)
Fall 1984



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

1. INTERVIEWER'S LABEL

2. ID Number from Sample Label
on cover sheet or item 0 on
cover sheet:

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

3. Quarter Code from Sample Label
or item 1 on cover sheet:

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

4. Congressional District from
Sample Label or item 1 on
cover sheet:

STATE

NUMBER

5. Primary Area: _____

6. Your Interview Number: _____

7. Date Interview Completed: _____

8. Length of Interview: _____ (Minutes)

9. Time at the beginning
of post-interview editing: _____

10. Time at the end of
post-interview editing: _____

11. Total Time to post-
interview edit: _____ (Minutes)

THE FOLLOWING STATEMENT MUST BE READ TO ALL RESPONDENTS:

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

REVIEWED BY:

☐ SUPERVISOR _____ (DATE)

☐ FIELD OFFICE _____ (DATE)

Editor's note: In past years we have referred to interviewers as "she" and respondents as "he" for the sake of clarity. This year I decided that interviewers could still be "she," because they usually are she's, but respondents would have to change to "he/she." I verified in final proofing that it really is difficult to teach an old dog new tricks -- some "he's" slipped by me.

Please stand by. I'll get it right next round...

1. Affix your interviewer's label here.
2. Enter the Sample ID number here. This number can come from the Sample Label on labeled cover sheets or from Item 0 on unlabeled cover sheets. It also appears in the left-hand column of your SAS.
3. The Quarter code should be X'ed here. This can be found on the Sample Label on labeled cover sheets, or from Item 1 on unlabeled cover sheets or from the SAS.
4. The Congressional District designation appears on the top line of the Sample Label on labeled cover sheets or is entered in Item 1c on unlabeled cover sheets. It is also on the SAS sheet, left-hand side, under the Quarter Code designation.
5. Enter your primary area here.
6. Enter your interview number here. See the item-by-item instructions for labeled cover sheets, item 3, for instructions on how to number interviews.
7. Enter the date on which the interview was completed. If the interview was taken in two parts, this date would be the date on which the interview was finished.
8. Length of interview should be entered in minutes, calculated from the beginning time on p.1 of the questionnaire and ending time from p.79. Subtract from this time any "time outs" of five minutes duration or longer that the respondent took, e.g., to answer the phone, put kids to bed, etc.
9. When you sit down to edit this interview, enter the time here.
10. When you've completed your editing, enter the time here.
11. Subtract item 9 from item 10 and enter the difference, the time it took you to edit, here in minutes.

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

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

EXACT TIME NOW _____

SECTION A

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

1. VERY MUCH INTERESTED

3. SOMEWHAT INTERESTED

5. NOT MUCH INTERESTED

A2. Who do you think will be elected President in November?

1. REAGAN

I hope Mondale wins.

8. DON'T KNOW

2. MONDALE

7. OTHER, SPECIFY: _____

A2a. Do you think the Presidential race will be close, or will (NAME GIVEN IN A2) win by quite a bit?

☐

1. CLOSE RACE

☐

3. WIN BY QUITE A BIT

☐

8. DON'T KNOW

A2b. Do you think the presidential race will be close or will one candidate win by quite a bit?

☐

1. CLOSE RACE

☐

3. WIN BY QUITE A BIT

☐

8. DON'T KNOW

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

- A1. By campaign we mean the election campaigns in general and not the campaign for a specific race or office.
- A2. Make certain you get what R thinks will happen, not what he hopes will happen.

A2a. This question requires that you read into the question R's response to A2. For example, if R said "Ronald Reagan" in A2, A2a would be read as follows:

"Do you think the Presidential race will be close, or will Ronald Reagan (or just "Reagan") win by quite a bit?"

EXERCISE #1: TO A2, R RESPONDED "I HOPE MONDALE WINS."
WRITE YOUR PROBE FOR THIS RESPONSE:

A3. How about here in (R's STATE)? Which candidate for president do you think will carry this state? (IF NECESSARY: Which candidate will win in this state?)

| | |
|---|--|
| 1. REAGAN | 8. DON'T KNOW |
| 2. MONDALE | |
| 7. OTHER, SPECIFY: _____ | |
| <p>A3a. Do you think the Presidential race will be close here in (R's STATE) or will (NAME GIVEN IN A3) win by quite a bit?</p> <p><input type="checkbox"/> 1. CLOSE RACE</p> <p><input type="checkbox"/> 3. WIN BY QUITE A BIT</p> <p><input type="checkbox"/> 8. DON'T KNOW</p> | <p>A3b. Do you think the Presidential race will be close here in (R'S STATE) or will one candidate win by quite a bit?</p> <p><input type="checkbox"/> 1. CLOSE RACE</p> <p><input type="checkbox"/> 3. WIN BY QUITE A BIT</p> <p><input type="checkbox"/> 8. DON'T KNOW</p> |

A4. Generally speaking, would you say that you personally care a good deal which party wins the presidential election this fall, or that you don't care very much which party wins?

| | | |
|---------------------|-------------------------|---------------|
| 1. CARE A GOOD DEAL | 3. DON'T CARE VERY MUCH | 8. DON'T KNOW |
|---------------------|-------------------------|---------------|

A3. This question series parallels the A2 series, only the focus is on the presidential race in R's state and not the nation as a whole. "R's state" refers to the state in which the interview is taking place. This is true in A3b as well. If the interview were taking place in Michigan, the first sentence in A3 should be read, "How about here in Michigan?"

A3a. As in A2a, you read into the question R's choice from A3.

A4. Note that this question refers to which party will win, not which candidate.

SECTION B

B1. Now I'd like to ask you about the good and bad points of the two major candidates for president. Is there anything in particular about Mr. Reagan that might make you want to vote for him?

1. ~~YES~~

5. NO

8. DON'T KNOW

TURN TO P.4, B2

B1a. What is that? Well, he's done alright so far. He's made a lot of changes, and he's done some of the things he said he would when he campaigned.

B1b. Anything else? _____

- B1 - Here we want to get as complete a picture as possible of what R feels
 B4 are the positive and negative characteristics of the three presidential candidates. 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 stand on issues"-- we want to know what issues and what stands; "He is a better candidate"-- but why is he better; or "He favors certain interests"-- which interests? Use probes such as "What do you have in mind?" and "Would you tell me more about (your thinking on) that?"

Every now and then a respondent will answer the questions in this series out of order. To B1, R may say, "Well, I think the way he's handling the national economy is great, but I sure wouldn't vote for him because of his foreign policy!" (The second part of the answer properly belongs to B2). Record what R says wherever it's said, and we'll sort the answers out in coding.

The correct way to handle the example above is to record R's words in B1. Probe, "Tell me more about what you mean when you say 'his handling of the national economy'." Follow that with, "Is there anything else (that might make you want to vote for Ronald Reagan)?" Then ask B2 at which time you may get the foreign policy thing, again, or something completely different.

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 "he is more progressive," "conservative," "better for the country," "he would do more," etc., use such probes as: "Could you tell me a little more about this?"; "Can you give me some examples of what you mean?"; etc.

We recognize the necessity, however, for not forcing R to respond beyond the point where he has something meaningful to say. Also, the probing should not be carried to the point where it is offensive and irritates the R who cannot provide more particulars.

B1 is R's first experience with an open-ended question, and therefore will be the most difficult for both you and the R. Nail R down on this one, get him/her to give you what you need to know on this question, and the rest will be much easier--the respondent will have learned how to answer the question and what kind of information you need.

EXERCISE #2: R'S RESPONSE TO B1A IS WRITTEN ONTO THE Q'NAIRE PAGE.

WRITE YOUR PROBE(S) FOR THIS RESPONSE:

B2. Is there anything in particular about Mr. Reagan that might make you want to vote against him?

1. ~~YES~~

5. NO

8. DON'T KNOW

TURN TO P. 5, B3

B2a. What is that? I don't think he handled our social problems very well. The stuff people get away with today! Just look at the police, and those guys in industry. And teachers. We should be taking care of our social problems and worrying less about the rest of the world.

B2b. Anything else?

B2. See instructions for B1

EXERCISE #3; R'S RESPONSE TO B2A IS WRITTEN ON THE Q'NAIRE.
WRITE YOUR PROBE(S) FOR THIS RESPONSE:

B3. Is there anything in particular about Mr. Mondale that might make you want to vote for him?

1. YES

5. NO

8. DON'T KNOW

TURN TO P.6, B4

B3a. What is that?

B3b. Anything else?

B4. Is there anything in particular about Mr. Mondale that might ~~make~~ you want to vote against him?

1. YES

5. NO

8. DON'T KNOW

TURN TO P. 7, SECTION C

B4a. What is that?

B4b. Anything else?

SECTION C

C1. Do you ever discuss politics with your family or friends?

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

GO TO C2

C1a. (R.B., P. 1) How often do you discuss politics with your family or friends — every day, 3 or 4 times a week, once or twice a week, or less often than that?

| | | | | | |
|--------------|-----------------|------------------|---------------|------------------------|-------|
| 1. EVERY DAY | 2. 3 OR 4 TIMES | 3. ONCE OR TWICE | 4. LESS OFTEN | 5. R VOLUNTEERS: NEVER | 8. DK |
|--------------|-----------------|------------------|---------------|------------------------|-------|

GO TO C2

C1b. How many days in the past week did you talk about politics with your family or friends?

_____ NUMBER OF DAYS

| | |
|---------|---------------|
| 0. NONE | 8. DON'T KNOW |
|---------|---------------|

C2. How often do you watch the national network news on TV -- every day, 3 or 4 times a week, once or twice a week, or less often?

| | | | | | |
|--------------|-----------------|------------------|---------------|---|---------------|
| 1. EVERY DAY | 2. 3 OR 4 TIMES | 3. ONCE OR TWICE | 4. LESS OFTEN | 5. R VOLUNTEERS: NEVER WATCHES NEWS ON TV | 8. DON'T KNOW |
|--------------|-----------------|------------------|---------------|---|---------------|

TURN TO P. 8, C3

C2a. When you watch the news on TV, do you pay a great deal of attention to news about government and politics, do you pay some attention, or don't you pay much attention to news about government and politics?

| | | | |
|----------------------------------|-----------------------|-----------------------------|---------------|
| 5. PAY A GREAT DEAL OF ATTENTION | 3. PAY SOME ATTENTION | 1. DON'T PAY MUCH ATTENTION | 8. DON'T KNOW |
|----------------------------------|-----------------------|-----------------------------|---------------|

C2b. How many days in the past week did you watch national news on TV?

_____ NUMBER OF DAYS

| | |
|---------|---------------|
| 0. NONE | 8. DON'T KNOW |
|---------|---------------|

TURN TO P. 8, C3

C2c. (R. B., p. 2) How much attention did you pay to news on TV about the campaign for president--a great deal, quite a bit, some, very little, or none?

| | | | | | |
|-----------------|----------------|---------|----------------|---------|-------|
| 1. A GREAT DEAL | 2. QUITE A BIT | 3. SOME | 4. VERY LITTLE | 5. NONE | 8. DK |
|-----------------|----------------|---------|----------------|---------|-------|

C1. Respondents may have difficulty deciding whether they "discuss" politics. If asked what we mean by "discuss," say "Whatever it means to you." We want to know if they feel they discuss politics, whether they have in mind a lengthy debate over candidate stands on the immigration issue, or a brief mention concerning Ronald Reagan's golf game.

C1a. This is the first time you will be asking the respondent to work with the Respondent Booklet. Hand R the booklet, and say something to the effect of "This is a booklet we'll be using for some of the questions throughout the rest of the questionnaire. It will help you keep in mind what the questions I am asking you are about. Now, looking at page 1, how often do you discuss politics with your family or friends--every day, 3 or 4 times a week, once or twice a week, or less often than that?"

For questions which require the use of the Respondent Booklet that follow, prompt the R at the beginning of the question. For example, in C2, begin the question by saying, "Now, looking at page 2 in the booklet, how much attention..."

Use the Respondent Booklet! It is part of the question, and part of the uniform stimulus we want all respondents to receive. Asking a question without the designated Respondent Booklet page could alter the response choice the respondent makes.

C1b.

/C2b. This asks for number of days, not number of times.

C1a.

/C2. Some cantankerous R may insist he/she discusses politics/watches the news 5 or 6 times a week. Well... That's fair. Write an answer like that in the margin and go on to C1b/C2a.

C2. Note that this question refers to "national network news"--meaning ABC, CBS, NBC, CNN and PBS national news--not the local 10:00 police report.

C3. How many days in the past week did you read a daily newspaper?

_____ NUMBER OF DAYS

| | |
|---------|---------------|
| 0. NONE | 8. DON'T KNOW |
|---------|---------------|

GO TO C4

C3a. Which paper or papers did you read? (GET FULL TITLE AND CITY WHERE PUBLISHED.) (Any others?)

| <u>TITLE</u> | <u>CITY WHERE PUBLISHED</u> |
|--------------|-----------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

C3b. (R. B., still p. 2) How much attention did you pay to newspaper articles about the campaign for president--a great deal, quite a bit, some, very little, or none?

| | | | | | |
|-----------------|----------------|---------|----------------|---------|-------|
| 1. A GREAT DEAL | 2. QUITE A BIT | 3. SOME | 4. VERY LITTLE | 5. NONE | 8. DK |
|-----------------|----------------|---------|----------------|---------|-------|

C4. During the past week did you read a weekly news magazine such as Time, Newsweek, U.S. News & World Report, or some other weekly news magazine?

| | | |
|--------|-------|-------|
| 1. YES | 5. NO | 8. DK |
|--------|-------|-------|

TURN TO P.9, SECTION D

C4b. (R. B., still p. 2) How much attention did you pay to magazine articles about the campaign for president--a great deal, quite a bit, some, very little, or none?

| | | | | | |
|-----------------|----------------|---------|----------------|---------|-------|
| 1. A GREAT DEAL | 2. QUITE A BIT | 3. SOME | 4. VERY LITTLE | 5. NONE | 8. DK |
|-----------------|----------------|---------|----------------|---------|-------|

- C3. Again, we are asking about the number of days R read a newspaper, not the number of papers. We're interested in daily newspapers, as opposed to weekly papers.
- C3a. It is important that you get the FULL NAME OF THE PAPER and the CITY where it's published if R can supply it. "The Trib" won't help much--there must be 500 papers in the country called "The Tribune." On the other hand, national papers such as USA Today are published in many cities, and the R may not be able to provide a city where published. If they can't, they can't, but the more information you can get the better...
- C3b. Here we want R to look again at the Respondent Booklet, p.2 (which R used in C2c). We've indicated to you that we mean a page the R has just looked at by saying (R.B., still p.2). You might lead off this question with "Now, looking again at p.2 in the booklet..." or "Now, still on page 2 of the booklet..." Incidentally, "still p.2" should have been in capital letters--it is an instruction to you, not something to be read to R. Sorry about that...
- C4. Some respondents may ask whether we also mean The Star or The Enquirer or some other magazine not mentioned in the question. Repeat the question emphasizing "weekly news magazine."

SECTION D

D1. In general, when it comes to politics, do you usually think of yourself as a liberal, a conservative, a moderate, or what?

1. YES, LIBERAL

D1a. Do you think of yourself as a strong liberal or a not very strong liberal?

1. STRONG

5. NOT VERY STRONG

8. DK

TURN TO P.10, D2

5. YES, CONSERVATIVE

D1b. Do you think of yourself as a strong conservative or a not very strong conservative?

1. STRONG

5. NOT VERY STRONG

8. DK

TURN TO P.10, D2

3. YES, MODERATE
(MIDDLE OF THE ROAD)

7. NO, NEVER
(NO PREFERENCE)

8. DON'T KNOW

D1c. Do you think of yourself as more like a liberal or more like a conservative?

1. LIBERAL

5. CONSERVATIVE

3. NEITHER, R REFUSES TO CHOOSE

8. DON'T KNOW

TURN TO P.10, D2

0. R INSISTS (HE/SHE) HAS ABSOLUTELY NO UNDERSTANDING OF TERMS "LIBERAL" AND "CONSERVATIVE"

TURN TO P. 14
SECTION E

- D1 - We ask about liberal/conservative "leanings" in two sets of questions,
 D5 this D series, and again at N1. You might well wonder why. The N1 series
 is the 'old' traditional liberal/conservative question NES has asked since
 and the time we all were in grade school. The D1-5 series is new, asked the
 first time in 1983 in a pilot study, and in 1984 in an NES telephone study
 N1 - which has been going on continuously since January. It's a series
 N1e developed specifically for the telephone interviewing because in telephone
 interviewing, the respondent does not have use of a Respondent Booklet.

The D1 series has been very successful for telephone interviewing, and we suspect it may work better in the personal interview as well. But before it can replace the N1 traditional series, it must be tested against N1, in the same instrument. Liberal/Conservative leaning is an extremely important and broadly used "variable" for analysts, which explains why we are so cautious about changing oars midstream.

We thought respondents might kick at being asked about liberal/conservatism twice. Oddly, enough, in the pretest they went through both series like little lambs. We think that's probably because the two questions are widely separated and look quite different, even though they are after the same information.

- D1. 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 E. 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 J2.

D2. What about Ronald Reagan? Do you usually think of Ronald Reagan as a liberal, a conservative, a moderate, or what?

1. YES, LIBERAL

D2a. Do you think he is a strong liberal or a not very strong liberal?

1. STRONG

5. NOT VERY STRONG

8. DK

TURN TO P.11, D3

5. YES, CONSERVATIVE

D2b. Do you think he is a strong conservative or a not very strong conservative?

1. STRONG

5. NOT VERY STRONG

8. DK

TURN TO P.11, D3

3. YES, MODERATE
(MIDDLE OF THE ROAD)

7. NO, NEVER
(NO PREFERENCE)

8. DON'T KNOW

D2c. 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.11, D3

D2 - Even if R has trouble deciding whether he/she is liberal or conservative,
D5 he/she usually has much less trouble deciding how the rest of the world
stacks up. Self-placement (D1) is more difficult than placement of
others (D2-D5).

D3. What about Walter Mondale? Do you usually think of Walter Mondale as a liberal, a conservative, a moderate, or what?

| | | | |
|-----------------|--|--------------------|-------|
| 1. YES, LIBERAL | D3a. Do you think he is a <u>strong</u> liberal or a <u>not very strong</u> liberal? | | |
| | 1. STRONG | 5. NOT VERY STRONG | 8. DK |

TURN TO P.12, D4

| | | | |
|----------------------|--|--------------------|-------|
| 5. YES, CONSERVATIVE | D3b. Do you think he is a <u>strong</u> conservative or a <u>not very strong</u> conservative? | | |
| | 1. STRONG | 5. NOT VERY STRONG | 8. DK |

TURN TO P.12, D4

| | | | | | | |
|--|---------------------------------|---------------|--|-----------------|--|--|
| 3. YES, MODERATE (MIDDLE OF THE ROAD) | 7. NO, NEVER (NO PREFERENCE) | 8. DON'T KNOW | D3c. 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.12, D4

D4. What about the Democratic Party? Do you usually think of the Democratic Party as liberal, conservative, moderate, or what?

1. YES, LIBERAL

D4a. Do you think of the Democratic party as very liberal or not very liberal?

1. VERY
LIBERAL

5. NOT VERY
LIBERAL

8. DK

TURN TO P.13, D5

5. YES, CONSERVATIVE

D4b. Do you think of the Democratic party as very conservative or not very conservative?

1. VERY
CONSERVATIVE

5. NOT VERY
CONSERVATIVE

8. DK

TURN TO P.13, D5

3. YES, MODERATE
(MIDDLE OF THE ROAD)

7. NO, NEVER
(NO PREFERENCE)

8. DON'T KNOW

D4c. Do you think the Democratic party is more liberal or more conservative?

1. LIBERAL

5. CONSERVATIVE

3. NEITHER

8. DON'T KNOW

TURN TO P.13,D5

D5. What about the Republican Party? Do you usually think of the Republican Party as liberal, conservative, moderate, or what?

1. YES, LIBERAL

D5a. Do you think of the Republican party as very liberal or not very liberal?

1. VERY
LIBERAL

5. NOT VERY
LIBERAL

8. DK

TURN TO P.14, SECTION E

5. YES, CONSERVATIVE

D5b. Do you think of the Republican party as very conservative or not very conservative?

1. VERY
CONSERVATIVE

5. NOT VERY
CONSERVATIVE

8. DK

TURN TO P.14, SECTION E

3. YES, MODERATE
(MIDDLE OF THE ROAD)

7. NO, NEVER
(NO PREFERENCE)

8. DON'T KNOW

D5c. Do you think the Republican party is more liberal or more conservative?

1. LIBERAL

5. CONSERVATIVE

3. NEITHER

8. DON'T KNOW

TURN TO P.14, SECTION E

D5. See instructions for D1 and D2-D5.

SECTION E

E1. We are interested in how people are getting along financially these days. Would you say that you (and your family living here) are better off or worse off financially than you were a year ago?

[illegible]

E1- We think economics is an extremely powerful factor in how people
 E11 assess issues, candidates, and the government. Therefore, this year
 we have concentrated heavily on the subject of economics, asking
 and similar questions at three economic levels:

G1- E1-E11 have to do with R's personal economics--how things
 are going for R and R's family.

G6 E12-E22 have to do with the economics of the group R
 relates to economically (e.g., the middle class,
 blacks, women, etc.).

G1 -G6 have to do with economics at the national level.

E1. If R says they are "better off" in some respects, but "worse off" in
 others, probe by asking, "Overall, would you say.."

Elc, Here we are looking for a reason why things have gotten better/
 Eld, stayed the same/gotten worse, an event, or even a person who may have
 Ele affected R's personal economic well being: for example, "I received
 a raise," "I was laid off," or "I got a better job."

Sometimes multiple events are given: for example, "they added another
 shift at the plant and so I was recalled to my job," or "the car was
 wrecked in a hit and run and the insurance company refused to pay to
 have it fixed up, but I needed to have it to get to work so I had to
 take out a loan."

And sometimes respondents will mention an enduring condition (though
 not necessarily a current condition) rather than a distinct event;
 for example, "business was bad last year" or "the economy has been
 recovering."

And sometimes respondents will mention both an event and a condition,
 or perhaps several conditions: for example: "I was sick a lot last
 year and so I missed work a lot," "the kids are finally out on their
 own, so we have more money to spend on ourselves--in fact, we're going
 to Hawaii next month."

In Eld, we ask of those who have said things are the "same" why they
 think things have stayed the same. What you would expect a respondent
 to say is, "Well, I have the same job, the same obligations, the same
 car, everything's the same!" And some do say that--and that's perfectly
 acceptable as an answer. Others, however, will surprise you. They'll
 say, "well, my salary is higher but so is the cost of living, so it
 balances out," or "My wife took a great new job, but both my kids started
 at college, so economically we're the same." These are also acceptable
 answers.

Probe for "Any others" until R says "no."

EXERCISE #4: R'S RESPONSE TO E1D IS WRITTEN ON THE Q'NAIRE.
 WRITE A PROBE FOR THIS RESPONSE:

- E2. Now looking ahead--do you think that a year from now you (and your family living here) will be better off financially, or worse off, or just about the same as now?

1. BETTER YEAR FROM NOW

3. SAME

5. WORSE YEAR FROM NOW

8. DON'T KNOW

- E3. This past year, have you (and your family living here) had to watch your budget more closely than the year before?

1. YES

5. NO

8. DON'T KNOW

GO TO E4

E3a. Is that much more closely or a little more closely?

1. MUCH MORE CLOSELY

5. A LITTLE MORE CLOSELY

8. DK

- E4. Do you think that over the last year, (your/your family's) income has gone up more than the cost of living, has it fallen behind, or has it stayed about even with the cost of living?

1. GONE UP
MORE3. STAYED
ABOUT EVEN5. FALLEN
BEHIND8. DON'T
KNOW

GO TO E5

GO TO E5

E4a. Has it gone up a lot more or a little more?

1. A LOT

2. A LITTLE

E4b. Has it fallen behind a lot or a little?

5. A LOT

4. A LITTLE

- E5. During the past year have you (and your family living here) been able to buy most of the things you needed and planned on, or have you had to put off buying these things?

1. BEEN ABLE TO BUY

5. HAD TO PUT OFF BUYING

8. DON'T KNOW

- E6. In the past year did you (or anyone in your family living here) put off medical or dental treatment because you didn't have the money?

1. YES

5. NO

8. DON'T KNOW

- E2. If R says they will be "better off" in some respects, but "worse off" in others, probe by asking "Overall, do you think...?" Here we want to know what R actually expects financially in the coming year. Responses in terms of what R "hopes" will happen are not acceptable. If you get a "hopes" response, repeat the question, emphasizing the word "think."
- E3. An off-the-wall answer could be, "Well, we're certainly watching our budget more closely, but I'm not sure it's because we have to. We want to." Record a response like this in the margin and ask A3a as long as R says they have watched their budget more closely, whatever the reason might be. We'll sort the wheat from the chaff here.
- E4. "Well, now," says R, "I don't really recall what the cost of living rate was last year...What was it?" "Whatever you think," replies the interviewer, and repeats the question.
- E5. If R mentions he/she had to put off buying a luxury item (e.g., "Yes, I had planned to buy a 70-ft. cruising sailboat, but I had to put that off") check had to put off buying," and record R's comment in the margin.

E7. This past year did (any of) you borrow money from a bank, a lending institution, or from relatives or friends in order to make ends meet?

1. YES

5. NO

8. DON'T KNOW

GO TO E8

E7a. Did you have to borrow more, money, the same amount, or less money than the year before or didn't you have to borrow money then?

1. MORE

3. SAME

5. LESS

7. DIDN'T BORROW THEN

8. DON'T KNOW

E7b. How about the year before last? Did you borrow any money then to make ends meet?

1. YES

5. NO

8. DON'T KNOW

E8. In the past year have you (and your family) had to use your savings to make ends meet?

1. YES

3. R VOLUNTEERS:
HAS NO
SAVINGS

5. NO

8. DON'T KNOW

TURN TO P.17, E9

TURN TO P.17, E9

E8a. Did you use more of your savings, the same, or less of your savings than the year before, or didn't you have to use your savings then?

1. MORE

3. SAME

5. LESS

7. DIDN'T USE SAVINGS THEN

8. DON'T KNOW

E8b. Over the past year have you (and your family) been able to save any money?

1. YES

5. NO

8. DON'T KNOW

TURN TO P.17, E9

E8c. Have you been able to save more, money, the same amount, or less money than the year before?

1. MORE

3. SAME

5. LESS

8. DK

E7, In all three questions, the pivotal phrase is "to make ends meet."
E8 Borrowing money/ using savings to buy a summer home--or any home for
and that matter--is not what we have in mind. We mean borrowing /using
E10 savings to put food on the table and pay the rent and electric bill.

In E10, getting another job to climb up the corporate ladder is not what we mean. Taking a second job in a bookstore to "learn the ropes" is not what we mean either. However, doing these things to provide for yourself or your family or to pay the college tuition for yourself or your children--these are what we have in mind.

E9. This past year have you (or anyone in your family living here) fallen behind in rent or house payments?

1. YES

5. NO

8. DON'T KNOW

E10. In the past year have (any of) you looked for a new job, or looked for a second job, or tried to work more hours at your present job in order to make ends meet?

1. YES

5. NO

8. DON'T KNOW

E11. Would you say that the economic policies of the federal government have made you (and your family living here) better off, worse off, or haven't they made much of a difference either way?

1. BETTER OFF

3. HAVEN'T MADE MUCH DIFFERENCE

5. WORSE

8. DON'T KNOW

GO TO E12

GO TO E12

E11a. Is that much better off or somewhat better off?

1. MUCH BETTER

2. SOMEWHAT BETTER

E11b. Is that much worse off or somewhat worse off?

5. MUCH WORSE

4. SOMEWHAT WORSE

E12. Sometimes people think about other groups of people in society when they think about their own economic well-being, people who are being helped or hurt by economic conditions. When it comes to economic matters, what groups of people do you feel close to?

(IF R DOESN'T KNOW WHAT WE MEAN BY "GROUPS": Some people have mentioned farmers, the elderly, teachers, blacks, and union members.)

☐

CHECK THIS BOX IF THE DEFINITION OF "GROUPS" WAS READ TO R.)

Young professionals

R DOESN'T MENTION ANY GROUPS

TURN TO P.18, E13

TURN TO P.19, E18
(ASK E18-E22)

E10. See instructions for E7.

E11. If R wants to know what we mean by "economic policies of the federal government," it's "whatever it means to you," that is, whatever R perceives those economic policies to be. If R has trouble choosing, probe with, "Generally," or "Overall," and repeat the question.

E12. Some respondents may not understand what we mean when we talk about "groups." Examples of the kinds of groups we have in mind are given in parentheses in the question, but we want to encourage respondents to pick any group(s) they feel close to economically. Popular answers in both our pilot study and our pretest were groups like "housewives," "working class," ethnic groups, and religious groups. All of these are acceptable. The respondent may be unable to identify any group he feels close to. We've provided a response box for this possibility. Please take careful note of the skip--go directly to E18 and ask E18 through E22. Do probe for "any others" until R says, "no."

EXERCISE #5: R'S RESPONSE IS WRITTEN ONTO THE Q'NAIRE FOR E12.

GIVEN THIS RESPONSE, MARK THE INTERVIEWER'S CHECKPOINT IN E13.

Ed. Note: Any group R mentions is acceptable. We've gotten "Born Again Christians" here, and were delighted. As long as R felt economically connected to born-again Christians, we were happy with the answer.

E13. INTERVIEWER CHECKPOINT:

E13B.

| | |
|---|--|
| <input type="checkbox"/> 1. R NAMED MORE THAN ONE GROUP IN E12 | <input type="checkbox"/> 5. R NAMED ONLY ONE GROUP IN E12 |
|---|--|

When it comes to economic matters what sorts of people do you feel closest to?

| | |
|--|---|
| <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">10. WOMEN</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">20. BLACKS</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">30. ELDERLY (SENIOR CITIZENS)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">40. THE POOR</div> <div style="border: 1px solid black; padding: 2px;">50. MIDDLE CLASS (INCL. UPPER-MIDDLE AND LOWER-MIDDLE)</div> | <div style="border: 1px solid black; padding: 5px; min-height: 100px;">OTHER (SPECIFY): </div> |
|--|---|

E14. Would you say that over the past year the economic position of GROUP FROM E13a has gotten better, stayed about the same, or gotten worse?

| | | | |
|--|--|---|---|
| <div style="border: 1px solid black; padding: 2px;">1. GOTTEN BETTER</div> | <div style="border: 1px solid black; padding: 2px;">3. STAYED THE SAME</div> | <div style="border: 1px solid black; padding: 2px;">5. GOTTEN WORSE</div> | <div style="border: 1px solid black; padding: 2px;">8. DK</div> |
|--|--|---|---|

TURN TO
P.19, E15

| | | | | | |
|---|-------------|-------------|---|---------|-------------|
| E14a. Would you say <u>much</u> better or <u>somewhat</u> better? <table style="width: 100%; margin-top: 5px;"> <tr> <td style="border: 1px solid black; width: 50%; padding: 2px;">1. MUCH</td> <td style="border: 1px solid black; width: 50%; padding: 2px;">2. SOMEWHAT</td> </tr> </table> | 1. MUCH | 2. SOMEWHAT | E14b. Would you say <u>much</u> worse or <u>somewhat</u> worse? <table style="width: 100%; margin-top: 5px;"> <tr> <td style="border: 1px solid black; width: 50%; padding: 2px;">5. MUCH</td> <td style="border: 1px solid black; width: 50%; padding: 2px;">4. SOMEWHAT</td> </tr> </table> | 5. MUCH | 4. SOMEWHAT |
| 1. MUCH | 2. SOMEWHAT | | | | |
| 5. MUCH | 4. SOMEWHAT | | | | |

| | | |
|---------------------------------------|---|---------------------------------------|
| E15c. Why do you think this happened? | E15d. Why do you think things have stayed the same? | E15e. Why do you think this happened? |
|---------------------------------------|---|---------------------------------------|

REPLACEMENT PAGE

- E13. This checkpoint will determine what you do in E13b. If in E12 R has said, "Black middle class," for our purposes this is two groups--blacks and middle class. Box 1 in E13 would be checked, and in E13b you would ask which group (blacks or the middle class) R feels closest to. (Be prepared to remind R of his/her responses to E12).
- E13b. Please note that the response categories in E13b (i.e, Women, Blacks, Elderly, the Poor, and Middle Class) are not to be read to the respondent. They are to be used and checked off only when the respondent gives any of these responses exactly.

Unless the respondent uses the exact words (or very close) in the answer boxes, the group mentioned goes in the "other" category. For example, "feminists" is not the same group as "women". "Old people," however, is the same group as "elderly." If you're not sure whether R's response goes in a specific box or the "other" category--put it in the "other" category. In this event in E17 #5 will be checked and E18-E22 will be asked.

- E14. Throughout E14-E16c you must read in the name of the group R finally selected in in E13b. So, for example, let's say R picked "women" in E13b. E14 would be read, "Would you say that over the past year the economic position of women has gotten better..." If R said "feminists" in E13b, you will have written "feminists" in the "other" box and in E14 will ask "Would you say that...the economic position of feminists has gotten better..." If R said "black middle class" in E13b, you probed "which closer," but R couldn't choose, you'll have entered "black middle class" in the "other box" and will read "black middle class" into E14-E16c.

If R has trouble choosing a category, say, "Overall, would you say..." or "Generally, would you say..."

- E15c, The intent here is similar to that in E1c,d, and e, except that we're d,e inquiring about what has had an economic impact on the group's welfare in the past year.

EXERCISE #6: R'S RESPONSE TO E13B IS "WHITE WOMEN."
WRITE A PROBE FOR THIS RESPONSE:

EXERCISE #7: TO E13B R SAYS "STUDENTS AND PROFESSIONALS," AND REFUSES TO CHOOSE BETWEEN THEM, YOU ENTER THE RESPONSE IN "OTHER." WRITE E14 AS YOU WOULD READ IT TO R:

E13. This checkpoint will determine what you do in E13a. If in E12 R has said, "Black middle class," for our purposes this is two groups--blacks and middle class. Box 1 in E13 would be checked, and in E13b you would ask which group (blacks or the middle class) R feels closest to. (Be prepared to remind R of his/her responses to E12).

E13b. Please note that the response categories in E13a (i.e, Women, Blacks, Elderly, the Poor, and Middle Class) are not to be read to the respondent. They are to be used and checked off only when the respondent gives any of these responses exactly.

Unless the respondent uses the exact words (or very close) in the answer boxes, the group mentioned goes in the "other" category. For example, "feminists" is not the same group as "women". "Old people," however, is the same group as "elderly." If you're not sure whether R's response goes in a specific box or the "other" category--put it in the "other" category. In this event in E17 #5 will be checked and E1b-E22 will be asked.

E14. Throughout E14-E16 you must read in the name of the group R finally selected in in E13b. So, for example, let's say R picked "women" in E13b. E14 would be read, "Would you say that over the past year the economic position of women has gotten better..." If R said "feminists" in E13b, you will have written "feminists" in the "other" box and in E14 will ask "Would you say that...the economic position of feminists has gotten better..." If R said "black middle class" in E13b, you probed "which closer," but R couldn't choose, you'll have entered "black middle class" in the "other box" and will read "black middle class" into E14-E16.

If R has trouble choosing a category, say, "Overall, would you say..." or "Generally, would you say..."

E15c, The intent here is similar to that in E1c,d, and e, except that we're d,e inquiring about what has had an economic impact on the group's welfare in the past year.

EXERCISE #6: R'S RESPONSE TO E13B IS "WHITE WOMEN."
WRITE A PROBE FOR THIS RESPONSE:

EXERCISE #7: TO E13B R SAYS "STUDENTS AND PROFESSIONALS," AND REFUSES TO CHOOSE BETWEEN THEM. YOU ENTER THE RESPONSE IN "OTHER." WRITE E14 AS YOU WOULD READ IT TO R:

E15. Would you say that over the past year the incomes of GROUP FROM E13a have gone up more than the cost of living, stayed about even, or fallen behind the cost of living?

| | | | |
|---|----------------------|---|-------------|
| 1. GONE UP MORE | 3. STAYED ABOUT EVEN | 5. FALLEN BEHIND | 8. DK |
| GO TO E16 | | GO TO E16 | |
| E15a. Have they gone up <u>a lot</u> or <u>a little</u> ? | | E15b. Have they fallen behind <u>a lot</u> or <u>a little</u> ? | |
| 1. A LOT | 2. A LITTLE | 5. A LOT | 4. A LITTLE |

E16. Would you say that the economic policies of the federal government have made GROUP FROM E13a better off, worse off, or haven't they made much of a difference?

| | | | |
|---|---------------------------------|---|---------------|
| 1. BETTER | 3. HAVEN'T MADE MUCH DIFFERENCE | 5. WORSE | 8. DON'T KNOW |
| GO TO E16c | | GO TO E16c | |
| E16a. Is that <u>much</u> better off or <u>somewhat</u> better off? | | E16b. Is that <u>much</u> worse off or <u>somewhat</u> worse off? | |
| 1. MUCH | 2. SOMEWHAT | 1. MUCH | 2. SOMEWHAT |

E16c. Would you say that over the past year GROUP FROM E13a have had a harder time finding work, an easier time, or have things stayed about the same?

| | | | |
|---|-------------------|---|-------------|
| 1. HARDER | 3. ABOUT THE SAME | 5. EASIER TIME | 8. DK |
| GO TO E17 | | GO TO E17 | |
| E16d. Have they had a <u>much</u> harder time or <u>a little</u> harder time? | | E16e. Have they had a <u>much</u> easier time or <u>a little</u> easier time? | |
| 1. MUCH | 2. A LITTLE | 5. MUCH | 4. A LITTLE |

E17. INTERVIEWER CHECKPOINT

| | |
|--|---|
| <input type="checkbox"/> 1. IN E13a ONE OF THE CHECK BOXES 10-50 IS "Xed" | <input type="checkbox"/> 5. IN E13a <u>NONE</u> OF THE CHECK BOXES 10-50 HAS BEEN "Xed" |
| BELOW, CHECK THE BOXES INDICATING WHETHER THE GROUP WAS OR WAS NOT MENTIONED BY R IN E13a: | |
| <p>WOMEN:</p> <p>MENTIONED NOT MENTIONED</p> | <p>E18. What about women? Would you say that over the past year the economic position of women has gotten better, stayed about the same, or gotten worse?</p> <p>1. BETTER 3. SAME 5. WORSE 8. DK</p> <p>E19. What about blacks? Would you say that over the past year the economic position of blacks has gotten better, stayed about the same, or gotten worse?</p> <p>1. BETTER 3. SAME 5. WORSE 8. DK</p> <p>E20. (And what about) the elderly?</p> <p>1. BETTER 3. SAME 5. WORSE 8. DK</p> <p>E21. (And what about) the poor?</p> <p>1. BETTER 3. SAME 5. WORSE 8. DK</p> <p>E22. (And what about) the middle class?</p> <p>1. BETTER 3. SAME 5. WORSE 8. DK</p> |
| <p>BLACKS:</p> <p>MENTIONED NOT MENTIONED</p> | |
| <p>THE ELDERLY (SENIOR CITIZENS):</p> <p>MENTIONED NOT MENTIONED</p> | |
| <p>THE POOR:</p> <p>MENTIONED NOT MENTIONED</p> | |
| <p>THE MIDDLE CLASS (INCLUDING UPPER/LOWER MIDDLE):</p> <p>MENTIONED NOT MENTIONED</p> | |
| GO TO P.20, F1 | |

E15. See instruction for E4.

E16. See instruction for E11.

E17. Please use this checkpoint during the course of the interview. It's there to guide you to the questions you are supposed to ask. If it isn't used in the course of the interview, you may ask questions unnecessarily or, worse, skip one that should have been asked. Please note that if box #5 is checked, E18-E22 are all asked. Also, if box #1 is checked, one and only one of the groups listed ("women" -"the middle class") will be marked "mentioned."

Look at this page carefully. We were at the point of taking the questionnaire to the printer when we discovered we had accidentally omitted two questions on this page. This is why the type is small and the question numbering for E16 is unusual.

SECTION F

- F1. (R.B., P. 3) I am going to read several statements. After each one, I would like you to tell me whether you agree strongly with the statement, agree somewhat, neither agree nor disagree, disagree somewhat, or disagree strongly. You can just give me the number of your choice from the booklet. The first statement is . . .

| | 1. AGREE STRONGLY | 2. AGREE SOMEWHAT | 3. NEITHER AGREE NOR DISAGREE | 4. DISAGREE SOMEWHAT | 5. DISAGREE STRONGLY | | 8. DON'T KNOW |
|--|-------------------------|-------------------------|---|----------------------------|----------------------------|--|---------------------|
| a. Our society should do whatever is necessary to make sure that everyone has an equal opportunity to succeed. | | | | | | | |
| b. Most people who don't get ahead should not blame the system; they have only themselves to blame. | | | | | | | |
| c. We have gone too far in pushing equal rights in this country. | | | | | | | |
| d. Hard work offers little guarantee of success. | | | | | | | |
| e. One of the big problems in this country is that we don't give everyone an equal chance. | | | | | | | |
| f. If people work hard they almost always get what they want. | | | | | | | |
| g. Men are just better cut out than women for important positions in society. | | | | | | | |

- F2. (R. B., p. 4) Here is a list of candidates who ran for the Democratic nomination for president this year. Who, out of that group did you want most to see win the Democratic nomination?

96. R VOLUNTEERS: DIDN'T LIKE
ANY DEMOCRATIC CANDIDATE

(NAME OF CANDIDATE)

98. DON'T KNOW, OR R VOLUNTEERS:
DIDN'T CARE

F1 This series and that in J1 are designed to elicit R's feelings about
and egalitarianism (equality among people) in this country (Fla,c,e, J1a,
J1 c,e), work ethics (Flb,d,f, J1b,d,f), and in response to Geraldine
Ferraro's candidacy, equality between the sexes (Flg, J1g).

Respondents don't seem to have trouble answering these. In fact, the bigger problem is to get them to stop talking. Try to keep R in course here, minimizing digressions. Another problem may be that you'll read a statement and R will say, "Oh I agree." Probe, "Do you agree strongly or not strongly?" Or R may say, "Yes, that's right." Probe by repeating all the response options, "Do you agree strongly with the statement, agree somewhat, neither agree nor..."

F2. The list the respondent is reading in the Respondent Booklet consists of all the names of people who declared their candidacy for the Democratic presidential nomination before the primary period began in February. We are hoping to elicit from the respondent his/her favorite candidate. Republicans may pick someone and add "because he had the least chance of winning." Please note this kind of information in the margin.

R may want to choose someone not on the list, which is o.k. too. Just write the name mentioned in the blank. "Ted Kennedy" is a likely choice, for example.

F3. 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

[illegible]

F4. 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

[illegible]

F3 Even though these questions may appear repetitive--and will certainly
and feel repetitive to you after completing your second or third
F4 interview for the study--our experience confirms that the over-
whelming majority of the respondents actually enjoy it a lot.

These questions on feelings toward presidential candidates is
complimented by another set of questions of somewhat similar layout,
in Section M, tapping perceived candidate qualities. These questions
measure in depth people's evaluations of individuals who aspire to
political leadership.

SECTION G

G1. Let's talk about the country as a whole. Would you say that things in the country are generally going very well, fairly well, not too well, or not well at all?

1. VERY
WELL

2. FAIRLY
WELL

4. NOT TOO
WELL

5. NOT WELL
AT ALL

8. DON'T KNOW

G2. How about the economy. Would you say that over the past year the nation's economy has gotten better, stayed about the same, or gotten worse?

1. ~~GOTTEN~~ BETTER

3. STAYED SAME

5. GOTTEN WORSE

8. DK

TURN TO
P.23,G3

G2a. Would you say much better or somewhat better ?

1. ~~MUCH~~
BETTER

2. SOMEWHAT
BETTER

G2b. Would you say much worse or somewhat worse ?

5. MUCH
WORSE

4. SOMEWHAT
WORSE

G2c. Why do you think this happened?

G2d. Why do you think things have stayed the same?

G2e. Why do you think this happened?

Everything has gone down.

- G1. This is a new question, so we can't anticipate what kinds of problems you may have with it. We are talking about the country as a whole, and we want to know how things are going generally. R may want to know what we mean by "things"--politically? economically? socially? defensewise? Yes, we mean all those "things"--"Whatever it means to you," is the correct response.
- G2- These questions are the "national" versions of the personal economics
G6 and group economic questions in Section E.
- G2- See similar instructions for E1-Ele.
G2e

EXERCISE #8: R'S RESPONSE TO G2C IS RECORDED ON THE Q'NAIRE.
WRITE A PROBE FOR THIS RESPONSE:

- G3. Would you say that over the past year, people across the country have had a harder time finding enough work, an easier time, or have things stayed about the same?

| | | | | | | | |
|--|--------------------|----------------|--------------------|--|--|----------------|--------------------|
| 1. HARDER TIME | 3. STAYED SAME | 5. EASIER TIME | 8. DON'T KNOW | | | | |
| ↓ | GO TO G4 | ↓ | GO TO G4 | | | | |
| <p>G3a. Would you say <u>much</u> harder or <u>a little</u> harder?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">1. MUCH HARDER</td> <td style="width: 50%; text-align: center; padding: 5px;">2. A LITTLE HARDER</td> </tr> </table> | | 1. MUCH HARDER | 2. A LITTLE HARDER | <p>G3b. Would you say <u>much</u> easier or <u>a little</u> easier?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">5. MUCH EASIER</td> <td style="width: 50%; text-align: center; padding: 5px;">4. A LITTLE EASIER</td> </tr> </table> | | 5. MUCH EASIER | 4. A LITTLE EASIER |
| 1. MUCH HARDER | 2. A LITTLE HARDER | | | | | | |
| 5. MUCH EASIER | 4. A LITTLE EASIER | | | | | | |

- G4. During the last year, have the costs of things gone up, gone down, or have they remained about the same?

| | | | | | | | |
|--|----------------|--------------|---------------|--|--|----------|-------------|
| 1. GONE UP | 3. STAYED SAME | 5. GONE DOWN | 8. DON'T KNOW | | | | |
| ↓ | GO TO G5 | ↓ | GO TO G5 | | | | |
| <p>G4a. Have they gone up <u>a lot</u> or <u>a little</u>?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">1. A LOT</td> <td style="width: 50%; text-align: center; padding: 5px;">2. A LITTLE</td> </tr> </table> | | 1. A LOT | 2. A LITTLE | <p>G4b. Have they gone down <u>a lot</u> or <u>a little</u>?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">5. A LOT</td> <td style="width: 50%; text-align: center; padding: 5px;">4. A LITTLE</td> </tr> </table> | | 5. A LOT | 4. A LITTLE |
| 1. A LOT | 2. A LITTLE | | | | | | |
| 5. A LOT | 4. A LITTLE | | | | | | |

- G5. What about the next 12 months? Do you expect the economy to get better, get worse, or stay about the same?

| | | | |
|---------------|--------------|--------------|---------------|
| 1. GET BETTER | 3. STAY SAME | 5. GET WORSE | 8. DON'T KNOW |
|---------------|--------------|--------------|---------------|

- G6. Would you say that the economic policies of the federal government have made the nation's economy better, worse, or haven't they made much of a difference either way?

| | | | | | | | |
|--|---------------------------------|----------------|--------------------|--|--|---------------|-------------------|
| 1. BETTER | 3. HAVEN'T MADE MUCH DIFFERENCE | 5. WORSE | 8. DON'T KNOW | | | | |
| ↓ | TURN TO P. 24, G7 | ↓ | TURN TO P.24,G7 | | | | |
| <p>G6a. Would you say <u>much</u> better or <u>somewhat</u> better?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">1. MUCH BETTER</td> <td style="width: 50%; text-align: center; padding: 5px;">2. SOMEWHAT BETTER</td> </tr> </table> | | 1. MUCH BETTER | 2. SOMEWHAT BETTER | <p>G6b. Would you say <u>much</u> worse or <u>somewhat</u> worse?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">5. MUCH WORSE</td> <td style="width: 50%; text-align: center; padding: 5px;">4. SOMEWHAT WORSE</td> </tr> </table> | | 5. MUCH WORSE | 4. SOMEWHAT WORSE |
| 1. MUCH BETTER | 2. SOMEWHAT BETTER | | | | | | |
| 5. MUCH WORSE | 4. SOMEWHAT WORSE | | | | | | |

G5. See similar instructions at E2.

G6. See similar instructions at E11.

- G7. During the past year, would you say that the United States' position in the world has grown weaker, stayed about the same, or has it grown stronger?

| | | | |
|-----------|----------------|-------------|---------------|
| 1. WEAKER | 3. STAYED SAME | 5. STRONGER | 8. DON'T KNOW |
|-----------|----------------|-------------|---------------|

- G8. How worried are you about our country getting into a conventional war at this time, one in which nuclear weapons are not used? Are you very worried, somewhat worried, or not worried at all?

| | | | |
|-----------------|---------------------|----------------|-------|
| 1. VERY WORRIED | 3. SOMEWHAT WORRIED | 5. NOT WORRIED | 8. DK |
|-----------------|---------------------|----------------|-------|

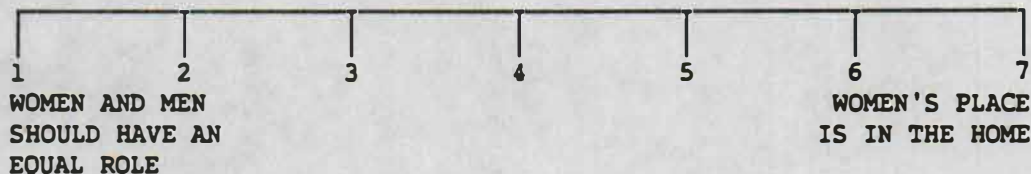
- G9. How worried are you about our country getting into a nuclear war at this time? Are you very worried, somewhat worried, or not worried at all?

| | | | |
|-----------------|---------------------|----------------|-------|
| 1. VERY WORRIED | 3. SOMEWHAT WORRIED | 5. NOT WORRIED | 8. DK |
|-----------------|---------------------|----------------|-------|

- G10. Looking ahead, do you think the problem of keeping out of war would be handled better in the next four years by the Republicans, or by the Democrats, or about the same by both?

| | | | |
|--------------------------|-----------------|------------------------|-------|
| 5. BETTER BY REPUBLICANS | 3. SAME BY BOTH | 1. BETTER BY DEMOCRATS | 8. DK |
|--------------------------|-----------------|------------------------|-------|

- G11. (R. B., P. 5) Recently there has been a lot of talk about women's rights. Some people feel that women should have an equal role with men in running business, industry, and government. Suppose these people are at one end of the scale at point number 1. Others feel that women's place is in the home. Suppose these people are at the other end at point 7. And, of course, some people have opinions somewhere in between at points 2, 3, 4, 5, or 6.



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

- G7. Respondents may want to know what we mean by "position"--prestige-wise? defense-wise? diplomatically? Answer: "Whatever position means to you."
- G8. The emphasis here is on conventional war, and being worried at this time. One of the pretest respondents had problems with the question because he felt we are, and have been in, conventional wars for the last 30 years. All you can do is repeat the question and let the respondent sort it out for himself.
- G9. Again, the emphasis is on at this time.
- G10. The respondent may feel that keeping out of war would be handled better if...and here he/she digresses into the merits of some third party, or how much better things would be if there were no parties, etc. Repeat the question.
- G11. This is the first of our many 7-point scale questions; see the instructions for N1 for a full explanation of the use of these scales.

SECTION J

J1. (R.B., P. 6) Now I am going to read several statements, as I did before. After each one, I would like you to tell me whether you agree strongly with the statement, agree somewhat, neither agree nor disagree, disagree somewhat, or disagree strongly. As before, you can just give me the number of your choice from the booklet. The first statement is. . .

| | 1. AGREE STRONGLY | 2. AGREE SOMEWHAT | 3. NEITHER AGREE NOR DISAGREE | 4. DISAGREE SOMEWHAT | 5. DISAGREE STRONGLY | 8. DON'T KNOW |
|---|-------------------------|-------------------------|---|----------------------------|----------------------------|---------------------|
| a. This country would be better off if we worried less about how equal people are. | | | | | | |
| b. Most people who do not get ahead in life probably work as hard as people who do. | | | | | | |
| c. If people were treated more equally in this country we would have many fewer problems. | | | | | | |
| d. Any person who is willing to work hard has a good chance of succeeding. | | | | | | |
| e. It is not really that big of a problem if some people have more of a chance in life than others. | | | | | | |
| f. Even if people try hard they often cannot reach their goals. | | | | | | |
| g. Most men are better suited emotionally for politics than are most women. | | | | | | |

J1. See instruction for F1.

(Ed, Note: Page 26 in the questionnaire is blank.)

J2. 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 J3 |
| J2a. Do you approve <u>strongly</u> or <u>not strongly</u> ? | | J2b. Do you disapprove <u>strongly</u> or <u>not strongly</u> ? |
| 1. STRONGLY | 2. NOT STRONGLY | 5. STRONGLY |
| | | 4. NOT STRONGLY |

J3. Do you approve or disapprove of the way Ronald Reagan is handling the economy?

| | | |
|--|-----------------|---|
| 1. APPROVE | 5. DISAPPROVE | 8. DON'T KNOW |
| | | GO TO J4 |
| J3a. Do you approve <u>strongly</u> or <u>not strongly</u> ? | | J3b. Do you disapprove <u>strongly</u> or <u>not strongly</u> ? |
| 1. STRONGLY | 2. NOT STRONGLY | 5. STRONGLY |
| | | 4. NOT STRONGLY |

J4. 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 |
| | | GO TO J5 |
| J4a. Do you approve <u>strongly</u> or <u>not strongly</u> ? | | J4b. Do you disapprove <u>strongly</u> or <u>not strongly</u> ? |
| 1. STRONGLY | 2. NOT STRONGLY | 5. STRONGLY |
| | | 4. NOT STRONGLY |

J5. Do you approve or disapprove of the way Ronald Reagan is handling our relations with foreign countries?

| | | |
|--|-----------------|---|
| 1. APPROVE | 5. DISAPPROVE | 8. DON'T KNOW |
| | | TURN TO P. 28, SECTION K |
| J5a. Do you approve <u>strongly</u> or <u>not strongly</u> ? | | J5b. Do you disapprove <u>strongly</u> or <u>not strongly</u> ? |
| 1. STRONGLY | 2. NOT STRONGLY | 5. STRONGLY |
| | | 4. NOT STRONGLY |

J2- These questions are similar in format, all designed to reduce to four-
J4 point scales of approval and disapproval of various aspects of Ronald Reagan's presidency.

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.."). Probably, after the first one, respondents will catch on and know they'll get the strongly/not strongly follow-on.

SECTION K

K1. I'd like to ask you what you think are the good and bad points about the two national parties. Is there anything in particular that you like about the Democratic Party?

1. YES

5. NO

8. DON'T KNOW

TURN TO P.29,K2

Kla. What is that?

This image shows a single page of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

K1b. Anything else?

- K1. Here we want to get as complete a picture as possible of what R feels are the positive and negative characteristics of the two parties. Probe for "anything else" until R tells you "no."

Specificity probes are also particularly important for this set of questions. You are likely to get responses such as: "I like the party's stand on issues"-- we want to know what issues and what stands; "It is a better party"--but why is it better; or "It is run by certain interests" --which interests? Use probes such as, "What do you have in mind?" and "Would you tell me more about (your thinking on) that?"

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 _____ party is more progressive," "conservative," "socialistic," "better for the country," "party of the working man," "time for a change," etc.; use such probes as: "Could you tell me a little more about this?" "Can you give me some examples of what you mean?", etc.

Sometimes R's will answer questions out of order. For example, in K1a, R may say, "I just think Republicans can handle the country's inflation and employment problems better than the Democrats." This response really belongs in K2a. Write down what R says when he says it (in our example, the response would be recorded in K1a). Smile and repeat the question, and move on. (In our example, K1 would be repeated and the K2 series would be asked in order--even though the R has already given at least part of K2a in his response to K1a. We will correct the order of responses in coding.)

Because R's do respond to these questions out of order, please verify the "direction" of R's response when there is doubt. For example, in K1a, R could say, "They are stopping a lot of economic legislation." While you are writing it down, say as if repeating R's words, "I see. A particular thing you like about the Democratic party is that they are stopping a lot of economic legislation." (Pause for protest). "Is there anything else you like about the Democratic party?"

We recognize the necessity for not forcing R to respond beyond the point where he/she has something meaningful to say. Probing should not be carried to the point of being offensive or irritating to an R who cannot provide more particulars.

K2. Is there anything in particular that you don't like about the Democratic Party?

1. ~~YES~~

5. NO

8. DON'T KNOW

TURN TO P. 30, K3

K2a. What is that? *I really prefer the Republican Party. They've done a lot for the economy.*

K2b. Anything else?

K2. See instructions for K1.

EXERCISES #9: R'S RESPONSE TO K2A IS RECORDED IN THE Q'NAIRE:
WRITE AN APPROPRIATE PROBE HERE:

8. DON'T KNOW

TURN TO P.31, K4

K3a. What is that?

This image shows a single page of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

K3b. Anything else?

K4. Is there anything in particular that you don't like about the Republican Party?

1. YES

5. NO

8. DON'T KNOW

TURN TO P. 32, K5

K4a. What is that? _____

K4b. Anything else? _____

- K5. (R. B., P.7) 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.

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.

If you do recognize the name, but you don't feel particularly warm or cold toward the person, you would rate the person at the 50 degree mark.

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
- b. Howard Baker
- c. George Bush
- d. Jimmy Carter
- e. Robert Dole
- f. Gerald Ford
- g. John Glenn
- h. Gary Hart
- i. Jesse Jackson
- j. Ted Kennedy
- k. George McGovern
- m. Walter Mondale
- n. Richard Nixon
- o. Tip O'Neill
- p. Geraldine Ferraro

- K5. Please take time to be sure that R understands the mechanics of the feeling thermometer.

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 feelings toward a person, by all means let him do so and record his response to the exact degree.

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

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 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 is unfamiliar with the ideas, stances, personality, etc. of the political figure? This answer belongs in the column labelled: 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 really doesn't know who the person is, in which case the answer should be logged in the column labelled: R DOESN'T RECOGNIZE NAME.

K5. (CONTINUED)

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

q. the Democratic party

RATING:

r. the Republican party

s. people who call themselves
political independents

t. political parties, in general

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

K6. 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

K7. 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

K8. Please tell me whether you agree or disagree with each of these statements:

| | 1.AGREE | 5. DISAGREE |
|---|---------|-------------|
| K8a. If a person doesn't care how an election comes out, then that person shouldn't vote in it. | | |
| K8b. People like me don't have any say about what the government does. | | |
| K8c. I don't think public officials care much what people like me think. | | |
| K8d. Sometimes politics and government seem so complicated that a person like me can't really understand what's going on. | | |

- K8. 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.

K9. Generally speaking, do you usually think of yourself as a Republican, a Democrat, an Independent, or what?

| 1. REPUBLICAN | 5. DEMOCRAT | 2. INDEPENDENT 3. NO PREFERENCE 4. OTHER PARTY |
|---|---|--|
| <p>K9a. Would you call yourself a <u>strong</u> Republican or a <u>not very strong</u> Republican?</p> <p>1. STRONG</p> <p>5. NOT VERY STRONG</p> | <p>K9b. Would you call yourself a <u>strong</u> Democrat or a <u>not very strong</u> Democrat?</p> <p>1. STRONG</p> <p>5. NOT VERY STRONG</p> | <p>K9c. Do you think of yourself as closer to the Republican Party or to the Democratic Party?</p> <p>1. CLOSER TO REPUBLICAN</p> <p>5. CLOSER TO DEMOCRATIC</p> <p>3. NEITHER</p> |

K9-K9c. 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 will vote in the coming 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 probably, in K9b , 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 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 K9a., K9b., and K9c. 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.

EXERCISE #10: TO K9, R SAYS, "THIS YEAR I'M VOTING DEMOCRATIC!"
WRITE A PROBE FOR THIS RESPONSE.

SECTION M

- M1. (R.B. P. 9) I am going to read a list of words and phrases people may use to describe political figures. For each, please tell me whether the word or phrase describes the candidate I name.

Think about Ronald Reagan. The first phrase is "hard-working". In your opinion does the phrase "hard-working" describe Reagan extremely well, quite well, not too well, or not well at all? You can just tell me the number of your choice.

| 1. | 2. | 3. | 4. | 8. |
|-----------|-------|---------|----------|-------|
| EXTREMELY | QUITE | NOT TOO | NOT WELL | DON'T |
| WELL | WELL | WELL | AT ALL | KNOW |

- | | | | | | |
|---------------------------------------|--|--|--|--|--|
| a. HARD-WORKING | | | | | |
| b. decent | | | | | |
| c. compassionate | | | | | |
| d. commands respect | | | | | |
| e. intelligent | | | | | |
| f. moral | | | | | |
| g. kind | | | | | |
| h. inspiring | | | | | |
| i. knowledgeable | | | | | |
| j. sets a good example | | | | | |
| k. really cares about people like you | | | | | |
| m. provides strong leadership | | | | | |
| n. understands people like you | | | | | |
| o. fair | | | | | |
| p. in touch with ordinary people | | | | | |
| r. religious | | | | | |

M1- In this section we are asking R to evaluate each of the major candidates
M4 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, and even remarked that it helped them firm up their feelings about some candidates. If respondents say they don't know or can't decide, pause to let them think about. If they don't change their response, accept the "don't know" or "can't decide," and move on.

Also see instruction for F3-F4.

M2. (R. B., still P.9) Think about Walter Mondale. The first phrase is "hard-working". In your opinion does the phrase "hard-working" describe Mondale extremely well, quite well, not too well, or not well at all? (You can just tell me the number of your choice.)

| 1. | 2. | 3. | 4. | 8. |
|-----------|-------|---------|----------|-------|
| EXTREMELY | QUITE | NOT TOO | NOT WELL | DON'T |
| WELL | WELL | WELL | AT ALL | KNOW |

- a. HARD-WORKING
- b. decent
- c. compassionate
- d. commands respect
- e. intelligent
- f. moral
- g. kind
- h. inspiring
- i. knowledgeable
- j. sets a good example
- k. really cares about people like you
- m. provides strong leadership
- n. understands people like you
- o. fair
- p. in touch with ordinary people
- r. religious

[illegible]

M2. See instructions for M1.

| 1. | 2. | 3. | 4. | 8. |
|-----------|-------|---------|----------|-------|
| EXTREMELY | QUITE | NOT TOO | NOT WELL | DON'T |
| WELL | WELL | WELL | AT ALL | KNOW |

- a. HARD-WORKING
- c. compassionate
- f. moral
- h. inspiring
- i. knowledgeable
- j. sets a good example
- k. really cares about people like you
- m. provides strong leadership
- p. in touch with ordinary people

[illegible]

M4. (R. B., still P.9) Think about Geraldine Ferraro. The first phrase is "hard-working". In your opinion does the phrase "hard-working" describe Ferraro extremely well, quite well, not too well, or not well at all? (You can just tell me the number of your choice.)

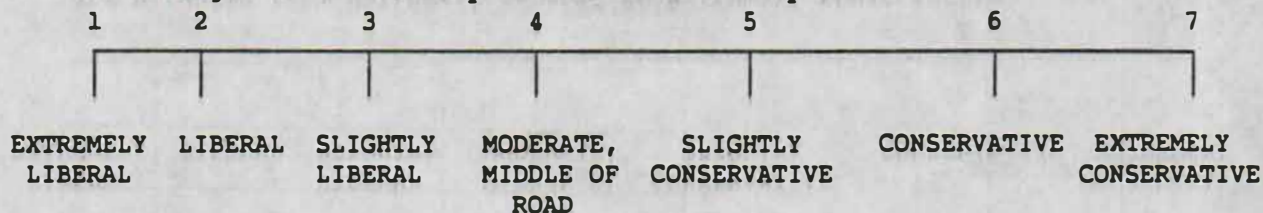
| 1. | 2. | 3. | 4. | 5. |
|-----------|-------|---------|----------|-------|
| EXTREMELY | QUITE | NOT TOO | NOT WELL | DON'T |
| WELL | WELL | WELL | AT ALL | KNOW |

- a. **HARD-WORKING**
- c. **compassionate**
- f. **moral**
- h. **inspiring**
- i. **knowledgeable**
- j. **sets a good example**
- k. **really cares about people like you**
- m. **provides strong leadership**
- p. **in touch with ordinary people**

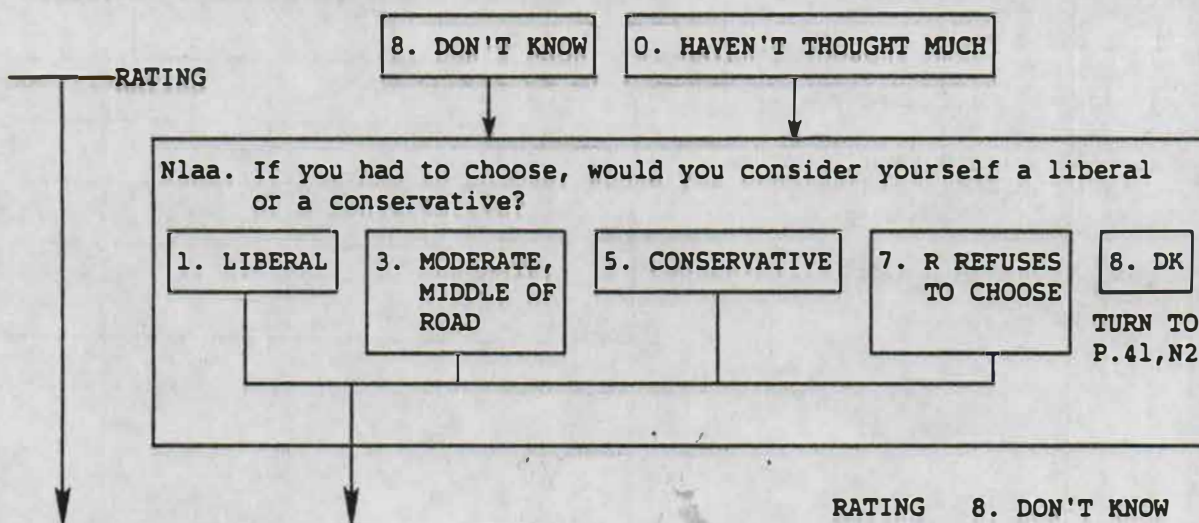
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SECTION N

N1. (R.B., P.10) We hear a lot of talk these days about liberals and conservatives. Here is a seven-point scale on which the political views that people might hold are arranged from extremely liberal to extremely conservative.



N1a. Where would you place yourself on this scale, or haven't you thought much about this?



N1b. Where would you place Ronald Reagan on this scale?

N1c. (Where would you place) Walter Mondale?

N1d. (Where would you place) the Democratic Party?

N1e. (Where would you place) the Republican Party?

RATING 8. DON'T KNOW

| | | |
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N1, If you've worked on election studies before, you're familiar with this
 N2, "proximity format" for determining where R stands on issues in relation
 N4, to where he thinks political leaders, parties, and the federal
 N5, government stand. We realize that these questions are demanding of both
 N7, you and R; however, much valuable research information has already been
 N8, derived from this technique.

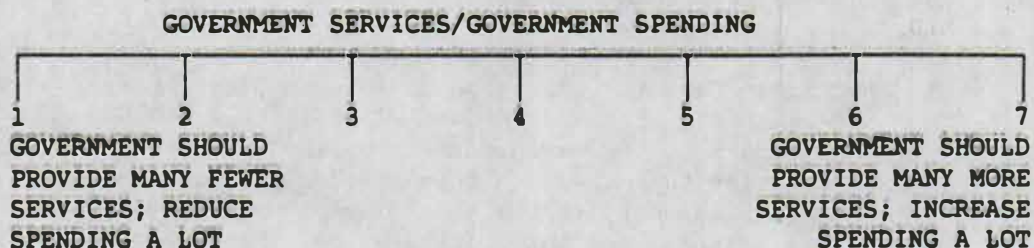
N10,
 and

N11 Our first task for the respondent is to place himself on the scale.
 Note that if R responds either DK or HAVEN'T THOUGHT MUCH ABOUT THIS
 with regard to his own placement on the scale, we don't want any
 information for others on that particular scale (except in N1). 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
 president; Walter Mondale; the parties; and (except in N1) the federal
 government.

It is important that R understand that he/she should place the parties
 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 and 7's, R may be falling into the
 trap of putting the leaders or parties 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 is now. (Needless to say, it is
 possible that R does think everyone is with him/her 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 parties 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 item on the list.

- N2. (R.B., P.11) 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.



- N2a. 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. 42, N4 | |

- b. Where would you place Ronald Reagan on this scale?
- c. (Where would you place) Walter Mondale (on this scale)?
- d. the Democratic Party?
- e. the Republican Party?
- z. Where would you place what the federal government is doing at the present time?

| RATING | | 8. DON'T KNOW |
|--------|--|---------------|
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- N3. 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?

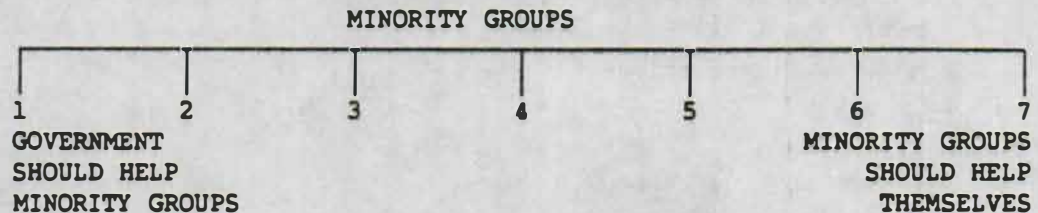
| | | | | |
|---------------------------|----------------------|--------------------------|----------------------------|------------------|
| 1. EXTREMELY IMPORTANT | 2. VERY IMPORTANT | 4. SOMEWHAT IMPORTANT | 5. NOT IMPORTANT AT ALL | 8. DON'T KNOW |
|---------------------------|----------------------|--------------------------|----------------------------|---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

- N2. 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.

Also see instructions for N1.

- N3. This is the first of our "centrality" questions, which follow a number (N6, of the issue questions. What we are trying to discover is how N9, important the issue is to the respondent, how much R cares, how much N12) it matters to R that the issue be handled by the federal government in the manner R feels is best.

- N4. (R.B., P.12) Some people feel that the government in Washington should make every effort to improve the social and economic position of blacks and other minority groups. (Suppose these people are at one end of the scale at point number 1.) Others feel that the government should not make any special effort to help minorities because they should help themselves. (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. 43, N5

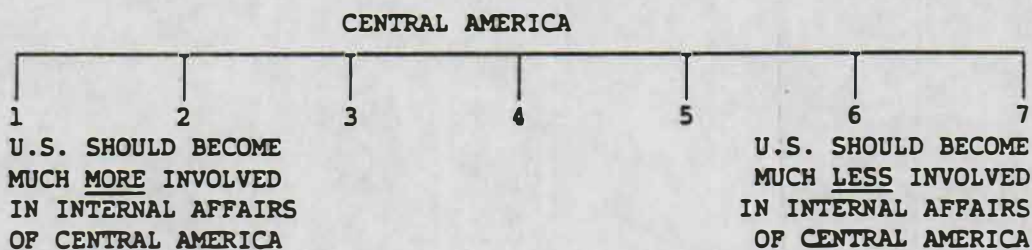
↓

- b. Where would you place Ronald Reagan on this scale?
- c. (Where would you place) Walter Mondale (on this scale)?
- d. the Democratic Party?
- e. the Republican Party?
- z. Where would you place what the federal government is doing at the present time?

| RATING | 8. DON'T KNOW |
|--------|---------------|
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- N4. See instructions for N1. We've put the instructions for use of the scale in parentheses... Most R's will be well-trained by now, but you may want to reinforce the instructions anyway.

- N5. (R.B., P.13) 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.



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

| | | |
|------------------------|--|--|
| <p>RATING</p> <p>↓</p> | <div style="border: 1px solid black; padding: 2px; display: inline-block;">8. DON'T KNOW</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 10px;">0. HAVEN'T THOUGHT MUCH</div> | |
| | <div style="border: 1px solid black; width: 150px; height: 15px; margin: 0 auto;"></div> | |
| | TURN TO P. 44, N7 | |

- b. Where would you place Ronald Reagan on this scale?
- c. (Where would you place) Walter Mondale (on this scale)?
- d. the Democratic Party?
- e. the Republican Party?
- z. Where would you place what the federal government is doing at the present time?

| RATING | 8. DON'T KNOW | |
|--------|---------------|--|
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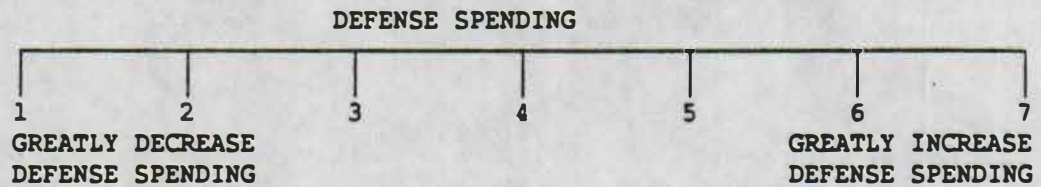
- N6. How important is it to you that the federal government do what you think is best on this issue of involvement in Central American countries? Is it extremely important, very important, somewhat important, or not important at all to you?

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

N5. See instructions for N1. 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."

N6. See instructions for N3.

- N7. (R.B., P. 14) Some people believe that we should spend much less money for defense. Others feel that defense spending should be greatly increased.



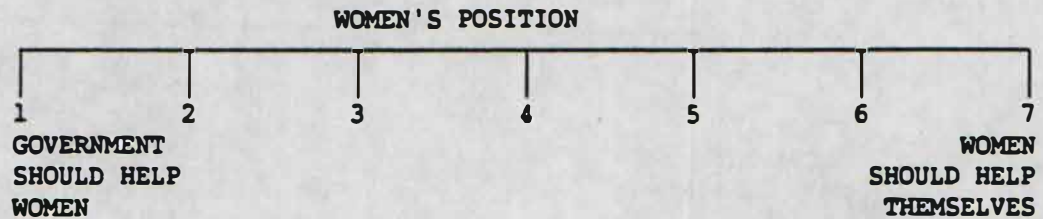
- a. Where would you place yourself on this scale, or haven't you thought much about this?

| | | |
|---|-------------------|-------------------------|
| <p style="text-align: center;">RATING</p> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 60px; margin: 0 auto; width: 20px;"></div> | 8. DON'T KNOW | 0. HAVEN'T THOUGHT MUCH |
| | TURN TO P. 45, N8 | |

- b. Where would you place Ronald Reagan on this scale?
- c. (Where would you place) Walter Mondale (on this scale)?
- d. the Democratic Party?
- e. the Republican Party?
- z. Where would you place what the federal government is doing at the present time?

| RATING | | 8. DON'T KNOW |
|--------|--|---------------|
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- N8. (R.B., P. 15) Some people feel that the government in Washington should make every effort to improve the social and economic position of women. Others feel that the government should not make any special effort to help women because they should help themselves.



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

| | | |
|--|--|--|
| <p style="text-align: center;">RATING</p> <p style="text-align: center;">↓</p> | <div style="border: 1px solid black; padding: 2px; display: inline-block;">8. DON'T KNOW</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 10px;">0. HAVEN'T THOUGHT MUCH</div> | |
| | <div style="border: 1px solid black; width: 150px; height: 10px; margin: 0 auto;"></div> <p>TURN TO P. 46, N10</p> | |

- b. Where would you place Ronald Reagan on this scale?
- c. (Where would you place) Walter Mondale (on this scale)?
- d. the Democratic Party?
- e. the Republican Party?
- z. Where would you place what the federal government is doing at the present time?

| RATING | | 8. DON'T KNOW |
|--------|--|---------------|
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- N9. How important is it to you that the federal government do what you think is best on this issue of women's economic and social position? 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- ANT AT ALL | 8. DON'T KNOW |
|---------------------------|----------------------|--------------------------|------------------------------|------------------|

N10. (R.B., P. 16) Some people feel it is important for us to try to cooperate more with Russia, while others believe we should be much tougher in our dealings with Russia.



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. 47, N11 | |

b. Where would you place Ronald Reagan on this scale?

c. (Where would you place) Walter Mondale (on this scale)?

d. the Democratic Party?

e. the Republican Party?

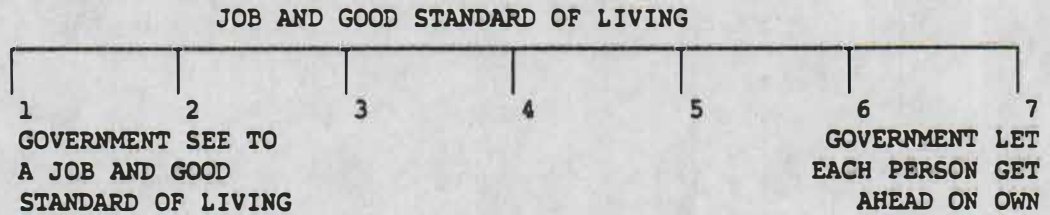
z. Where would you place what the federal government is doing at the present time?

RATING 8. DON'T KNOW

| | | |
|--|--|--|
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N10. See instructions for N1.

- N11. (R.B., P. 17) 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 their own.



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

| | | |
|------------------------|--|--|
| <p>RATING</p> <p>↓</p> | <div style="border: 1px solid black; padding: 2px; display: inline-block;">8. DON'T KNOW</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 10px;">0. HAVEN'T THOUGHT MUCH</div> | |
| | <div style="border: 1px solid black; width: 150px; height: 10px; margin: 0 auto;"></div> <p>GO TO N13</p> | |

- b. Where would you place Ronald Reagan on this scale?
- c. (Where would you place) Walter Mondale (on this scale)?
- d. the Democratic Party?
- e. the Republican Party?
- z. Where would you place what the federal government is doing at the present time?

| RATING | | 8. DON'T KNOW |
|--------|--|---------------|
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- N12. 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?

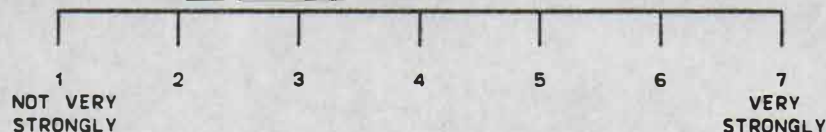
| | | | | |
|---------------------------|----------------------|--------------------------|-------------------------------|------------------|
| 1. EXTREMELY IMPORTANT | 2. VERY IMPORTANT | 4. SOMEWHAT IMPORTANT | 5. NOT IMPORT- TANT AT ALL | 8. DON'T KNOW |
|---------------------------|----------------------|--------------------------|--------------------------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

- N13. Do you ever think of yourself as a political independent, or not?

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

TURN TO P. 48, N14

- N13a. (R.B., P. 18) On this scale from 1 to 7 (where 1 means "not very strongly," and 7 means "very strongly"), please choose the number that describes how strongly independent in politics you feel.



| | |
|----------------------------|--|
| <p>RATING</p> <p>_____</p> | <div style="border: 1px solid black; padding: 2px; display: inline-block;">8. DON'T KNOW</div> |
|----------------------------|--|

TURN TO P. 48, N14

N11. See instructions for N1.

N12. See instructions for N3.

N13. Are you still awake? Well, here's a change of pace. Unfortunately, N13-N13a "contaminate" (meaning they have an effect on) the responses R gives to questions that follow it. We've had a difficult time finding a home for it, a place where it can do the least damage. So, although it seems out of place, this appears to be the only 'safe' place for it (the other choice was somewhere in the Thumbnail sketch..)

N14. (R.B., P. 19) There has been some discussion about abortion during recent years. Which one of the opinions on this page best agrees with your view? You can just tell me the number of the opinion you choose.

☐

1. BY LAW, ABORTION SHOULD NEVER BE PERMITTED.

☐

2. THE LAW SHOULD PERMIT ABORTION ONLY IN CASE OF RAPE, INCEST OR WHEN THE WOMAN'S LIFE IS IN DANGER.

☐

3. THE LAW SHOULD PERMIT ABORTION FOR REASONS OTHER THAN RAPE, INCEST, OR DANGER TO THE WOMAN'S LIFE, BUT ONLY AFTER THE NEED FOR THE ABORTION HAS BEEN CLEARLY ESTABLISHED.

☐

4. BY LAW, A WOMAN SHOULD ALWAYS BE ABLE TO OBTAIN AN ABORTION AS A MATTER OF PERSONAL CHOICE.

☐

7. OTHER, SPECIFY _____

☐

8. DON'T KNOW

- N14. Luckily for you, R reads the response options to this question. Give R plenty of time to think this one over. People usually have strong feelings on this subject, but it takes them a while to match their feelings with one of the response options.

SECTION R

R1. So far as you know now, do you expect to vote in the national elections this coming November or not?

| 1. YES, WILL VOTE | 5. NO, WILL NOT VOTE | 8. DON'T KNOW |
|---|--|---------------|
| <p>R1a. Who do you think you will vote for in the election for President? (PROBE: We all know the election is sometime away and that people are not certain at this point who they will vote for. Still, who do you think you will vote for in the election for President?)</p> <div style="margin-top: 20px;"> <input type="checkbox"/> 5. RONALD REAGAN <input type="checkbox"/> 1. WALTER MONDALE <input type="checkbox"/> 7. OTHER, SPECIFY: _____ <div style="margin-top: 10px;"> <input type="checkbox"/> 8. DON'T KNOW TURN TO P.50, SECTION Y </div> </div> <p style="margin-top: 20px;">R1b. Would you say that your preference for this candidate is <u>strong</u> or <u>not strong</u>?</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> 1. STRONG 5. NOT STRONG 8. DK </div> | <p>R1c. If you were going to vote--who do you think you would vote for in the election for President? (PROBE: We all know that the election is sometime away and that people are not certain at this point who they might vote for. Still, who do you think you would vote for in the election for President?)</p> <div style="margin-top: 20px;"> <input type="checkbox"/> 5. RONALD REAGAN <input type="checkbox"/> 1. WALTER MONDALE <input type="checkbox"/> 7. OTHER, SPECIFY: _____ <div style="margin-top: 10px;"> <input type="checkbox"/> 8. DON'T KNOW TURN TO P.50, SECTION Y </div> </div> <p style="margin-top: 20px;">R1d. Would you say that your preference for this candidate is <u>strong</u> or <u>not strong</u>?</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> 1. STRONG 5. NOT STRONG 8. DK </div> | |

- R1- Recognizing that more people than usual may be uncertain as to who they
- R1c will (or might) vote for in the election for president this year, we have printed for you a probe which, has been very effective in eliciting an answer for those respondents who were hedging. We would like to have respondents pick a preferred candidate; however, avoid brow-beating the respondent into a choice. If after using the probe the respondent is still unwilling to state a choice, accept the "DON'T KNOW" answer.

You may encounter respondents who will flatly and unequivocally tell you something like: "I simply will not vote in November," or "I refuse to vote this year because the choices for president are absurd" or other comments of this nature. Rather than push the respondent into a choice, record R's remarks in the margin and move on.

SECTION Y

Y1. What is the month, day and year of your birth?

MONTH

DAY

YEAR

Y2. Are you married now and living with you (husband/wife)--or are you widowed, divorced, separated, or have you never married?

1. MARRIED AND
LIVING WITH
SPOUSE (OR
SPOUSE IN
SERVICE)

5. WIDOWED

3. DIVORCED

4. SEPAR-
ATED

2. NEVER
MARRIED

7. PARTNERS;
NOT
MARRIED

Y2. If R mentions either now, at the time you took the household listing, or some other time that he/she is "living with someone" (meaning common law marriage) as opposed to being "married to someone," record this information here by checking box 7 and treat the R as "married" throughout the remainder of the questionnaire. The wording will be awkward unless you substitute either "your friend" or "your partner" for "your (husband/wife)."

Special reminders: If the above is the case, be sure you mark:
#2 or #3 in Y3j, (p.52) ask Y3k-q about R's partner;
and
#2 or #3 in Y24 (p.62) and ask Y25-Y44 about R's partner.

Y3. What is the highest grade of school or year of college you have completed?

| GRADES OF SCHOOL | COLLEGE | | | | | | | | | | | | | | | | | | |
|---|---|----|----|-----|----|----|----|----|----|----|----|----|----|--|----|----|----|----|-----|
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px;">00</td><td style="width: 20px;">01</td><td style="width: 20px;">02</td><td style="width: 20px;">03</td><td style="width: 20px;">04</td><td style="width: 20px;">05</td><td style="width: 20px;">06</td><td style="width: 20px;">07</td><td style="width: 20px;">08</td><td style="width: 20px;">09</td><td style="width: 20px;">10</td><td style="width: 20px;">11</td><td style="width: 20px;">12</td> </tr> </table> | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px;">13</td><td style="width: 20px;">14</td><td style="width: 20px;">15</td><td style="width: 20px;">16</td><td style="width: 20px;">17+</td> </tr> </table> | 13 | 14 | 15 | 16 | 17+ |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | | | | | | | |
| 13 | 14 | 15 | 16 | 17+ | | | | | | | | | | | | | | | |
| <p>Y3a. Did you get a high school diploma or pass a high school equivalency test?</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px 5px;">1. YES</div> <div style="border: 1px solid black; padding: 2px 5px;">5. NO</div> </div> | <p>Y3b. Do you have a college degree?</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px 5px;">1. YES</div> <div style="border: 1px solid black; padding: 2px 5px;">5. NO</div> </div> | | | | | | | | | | | | | | | | | | |
| <p>Y3g. Have you had any other schooling?</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px 5px;">1. YES</div> <div style="border: 1px solid black; padding: 2px 5px;">5. NO</div> </div> <p style="margin-left: 100px;">→ TURN TO P. 52, Y3j</p> <p>Y3h. What kind? _____</p> <p>_____</p> <p>_____</p> | <p>Y3c. What was the last college you attended? (COMPLETE NAME)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Y3d. Where is it located?</p> <p>_____</p> <p>_____</p> <p>_____</p> | | | | | | | | | | | | | | | | | | |
| TURN TO P. 52, Y3j | TURN TO P. 52, Y3j | | | | | | | | | | | | | | | | | | |
| <div style="border: 1px solid black; padding: 10px;"> <p>Y3e. What is the highest degree that you have earned?</p> <p>_____</p> <p>_____</p> <p>Y3f. From what college is that and where is it located? (COMPLETE NAME)</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> | | | | | | | | | | | | | | | | | | | |

TURN TO P. 52, Y3j.

Y3, In Y3, "grades of school" refers to elementary and secondary school,
Y3f not to college or technical school. Under COLLEGE, categories 13-16
refer to the usual four years of college while 17 would be marked for
anyone beyond the bachelors level or anyone in a program more than the
normal four years to receive a college degree.

Y3h, under "other schooling" we want to be able to distinguish between
noncollege courses which are primarily technical or vocational and
college courses which include liberal arts requirements. Please
record enough information about the schooling to make this distinction
clear.

Y3c, Y3e, and Y3f should be answered with the complete name and location
of the college, written clearly.

EDUCATION SEQUENCE FOR HEAD/SPOUSE OF HOUSEHOLD

Y3j. INTERVIEWER CHECKPOINT

| | |
|--------------------------|--|
| <input type="checkbox"/> | 1. R IS FAMILY HEAD; NO SPOUSE IN FAMILY → TURN TO P.53, Y4 |
| <input type="checkbox"/> | 2. R IS FAMILY HEAD, LIVING WITH SPOUSE - ASK Y3K ABOUT SPOUSE |
| <input type="checkbox"/> | 3. R IS NOT FAMILY HEAD - ASK Y3K ABOUT FAMILY HEAD |

Y3k. What is the highest grade of school or year of college (the head of your family/your husband/your wife) has completed?

| GRADES OF SCHOOL | | | | | | | | | | | | | COLLEGE | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Y3m. Did (he/she) get a high school diploma or pass a high school equivalency test? | | | | | | | | | | | | | Y3n. Does (he/she) have a college degree? | | | | |
| <input type="checkbox"/> 1. YES <input type="checkbox"/> 5. NO | | | | | | | | | | | | | <input type="checkbox"/> 1. YES <input type="checkbox"/> 5. NO | | | | |
| Y3s. Has (he/she) had any other schooling? | | | | | | | | | | | | | Y3o. What was the last college (he/she) attended? (COMPLETE NAME) | | | | |
| <input type="checkbox"/> 1. YES <input type="checkbox"/> 5. NO → TURN TO P.53.Y4 | | | | | | | | | | | | | <hr/> <hr/> <hr/> <hr/> <hr/> | | | | |
| Y3t. What kind? <hr/> <hr/> <hr/> <hr/> <hr/> | | | | | | | | | | | | | Y3p. Where is it located? <hr/> <hr/> <hr/> <hr/> <hr/> | | | | |
| TURN TO P. 53, Y4 | | | | | | | | | | | | | TURN TO P. 53, Y4 | | | | |
| Y3q. What is the highest degree that (he/she) has earned? | | | | | | | | | | | | | | | | | |
| <hr/> <hr/> <hr/> | | | | | | | | | | | | | | | | | |
| Y3r. From what college is that and where is it located? (COMPLETE NAME) | | | | | | | | | | | | | | | | | |
| <hr/> <hr/> <hr/> <hr/> | | | | | | | | | | | | | | | | | |
| TURN TO P. 53, Y4 | | | | | | | | | | | | | | | | | |

- Y3j-Y34 These are the same questions that were asked of the respondent in Y3-Y3h. However:
- if R is not the family head, these education questions refer to the head of R's family living with him/her;
 - if R is the family head, these education questions refer to R's spouse.

Of course, this will require rephrasing of the question in terms of "your husband," "your father," "has he," "your wife," "has she."

Refer to the instructions for Y3-Y3h for the meaning of these questions.

Again, Y3o, Y3p and Y3r should be answered with the complete name and location of the college, written clearly.

- Y3j. There is always some confusing about whom the questions are to be asked because we use the term, "Family Head."

By "family head," we usually mean the head of the household. However, in roommate situations, e.g., two unrelated women living together, each roommate is her own head of family. In this case we would want box 1 checked. A second example could be two couples living together. Let's say the household consists of a head, 52, his wife, his daughter, 20, and his son-in-law, 24. If your R is the daughter, check box 3 and ask Y3k-Y3r about her husband, the head of her family, not her father, who is the head of the household. If the son-in-law were your R, you would check box 2 (he is head of his family, although not the head of the household) and would ask Y3k-Y3r about his wife, the daughter of the head of the household. Got that?

Here are some general guidelines:

Families are people related by blood, marriage, adoption, or consensual union.

IF R has a spouse/partner, we want this information about the spouse/partner.

IF R has no spouse/partner and is not the family head, we want this information about the family head. The "family" is defined as all those persons related to R by blood, marriage, adoption, or consensual union in the household at the time of the interview.

IF R lives alone or with no other family members (e.g., with roommates only) R is his/her own family head, in which case box 1 is Y3j is checked and the series is skipped altogether.

Wearing thin on the subject of "family head?" Not to belabor the point, but wishing to give you as much information as possible, below and on the next page are reproduced portions of the Interviewer's Manual on the subject of family units and family heads which may help you:

Family Units

A family unit consists of household members who are related to each other by blood, marriage, or adoption. A person unrelated to other occupants in the HU — or living alone — constitutes a family unit with only one member. Once you know the family units, you will be ready to determine the primary one.

EXERCISE #11: A.) THE R IS AN 18 YEAR OLD WOMAN. SHE LIVES WITH HER HUSBAND'S MOTHER AND FATHER WHILE HER HUSBAND IS SERVING IN THE ARMY IN GERMANY.

I.) WHICH BOX SHOULD BE CHECKED IN Y3J? _____
(BOX)

II.) ABOUT WHOM SHOULD Y3K-R BE ASKED?

B.) THE RESPONDENT IS A 23-YEAR-OLD MALE LIVING WITH HIS MOTHER AND FATHER IN THEIR HOME. HIS WIFE IS AWAY ATTENDING LAW SCHOOL, AND GETS HOME ONLY FOR VACATIONS.

I.) WHICH BOX SHOULD BE CHECKED IN Y3J? _____
(BOX)

II.) ABOUT WHOM SHOULD Y3K-R BE ASKED?

C.) R IS A 63 YEAR OLD WIDOW LIVING IN HER OWN HOME. SHE WORKS IN THE AREA DEPARTMENT STORE 20 HOURS A WEEK. HER GOOD-FOR-NOTHING SON, 40, LIVES WITH HER, SPENDING HIS DAYS WATCHING THE SOAPS ON TV.

I.) WHICH BOX SHOULD BE CHECKED IN Y3J? _____
(BOX)

II.) ABOUT WHOM SHOULD Y3K-R BE ASKED?

Family Relationships

• **Head of Family.** The most common listing situation is a married couple living alone or with their minor children. In this situation, the husband is always the head of the family according to our definition. This rule holds true even if the husband is disabled or unemployed and the wife is supporting the family.

In other situations, we consider the family head to be the "economic dominant." In order to determine who is the economic dominant, you will need to obtain some additional information about the family's financial arrangements. At this stage of interviewing, it is generally NOT a good idea to inquire about income. However, you can ask such general questions as:

Which of these people (the ones recorded in the listing box) are working?

Who provides the major share of financial support for the family? (Who is the main breadwinner?)

Questions like these should enable you to determine fairly accurately whom we would consider the economic dominant. For instance, if there is only one employed person, that person should be considered the head.

If it is still unclear which person is the economic dominant — and there will undoubtedly be cases in which it will be unclear — we are interested in the person who is *economically most active*. If, for example, an unemployed widow (living on a pension) has a middle-aged daughter who is actively involved in earning a living, we would consider the daughter the head of the family even though the mother owns the house.

Sometimes different members of a family have equal economic power: for example, two unmarried sisters with equal incomes may share expenses equally. In such cases, if all other things are equal, the one closest to age 45 is considered the family head.

NOTE: *In the case of a married couple, the husband is ALWAYS the head, even if the wife earns most or all of the income.*

To help you decide who is the family head, the above rules can be summarized with the following mnemonic device:

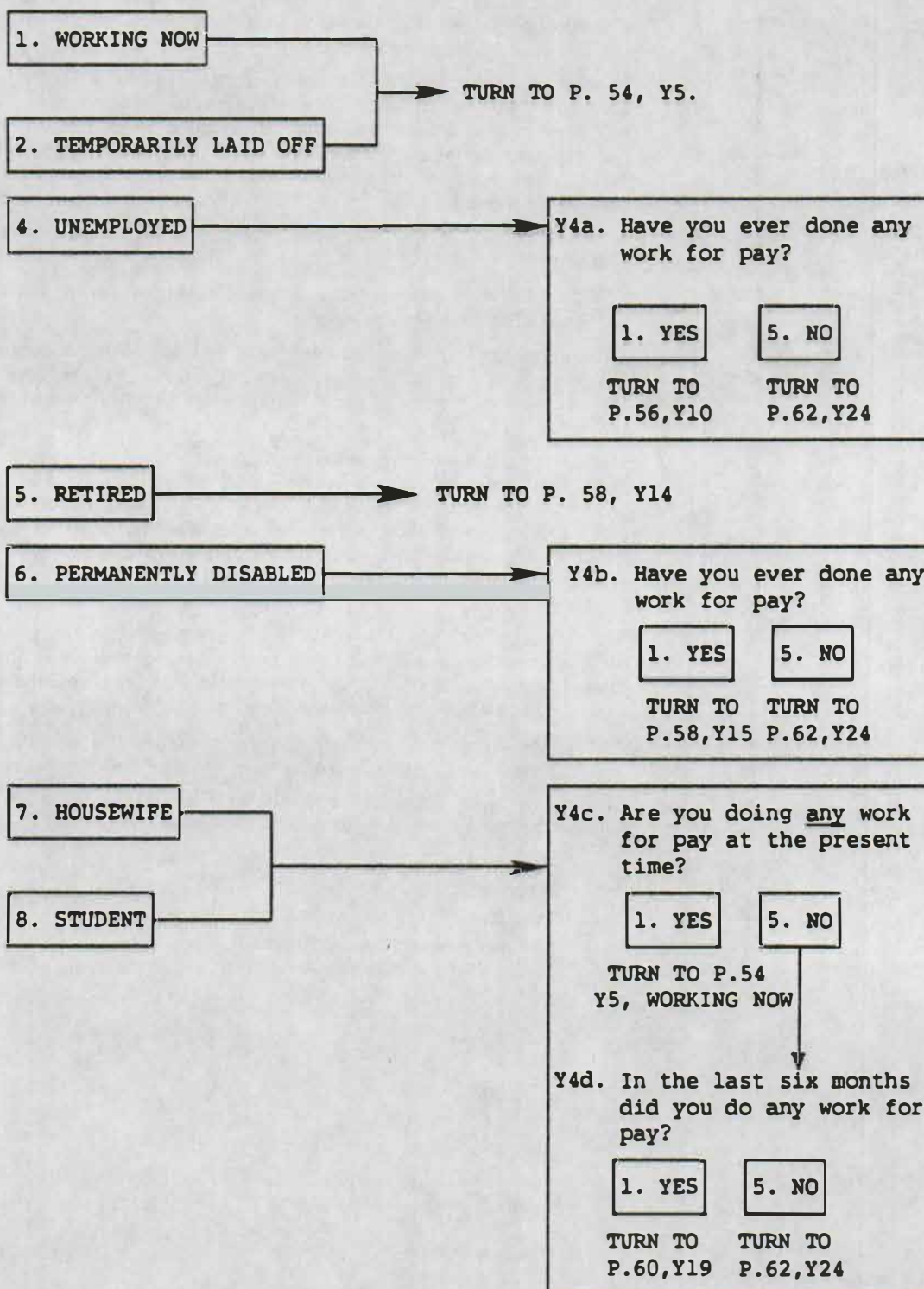
Husband

Economic dominant

Age 45

Do not expect your informant to know our definition of a family head. Determine it yourself on the basis of these criteria.

Y4. (R. B., p. 20) We'd like to know if you are working now, temporarily laid off, or are you unemployed, retired, permanently disabled, (a housewife), (a student), or what?



- Y4. We have revised the format used in previous election studies to gather information about R's occupation. We think the present format will pose no difficulty, and may speed you through the series with less page turning.

The category "unemployed" refers to a person who at the present time is not working for pay and says he/she is "looking for work" or "seeking employment." A troublesome variation is the person who answers Y4 by combining "unemployed" with some other category, such as "unemployed housewife" or "unemployed student." In a case in which R combines "unemployed" with another category, please make a note of R's exact words as you would always do, and ask the unemployed series of questions (unless you have some reason for believing doing so would be entirely inappropriate). We may wish to call an "unemployed housewife" a "housewife," but we do not expect you to make that distinction -- just be sure to tell us exactly what R thinks he/she is so we can make intelligent adjustments in coding.

It is also possible that R may feel he/she is both "working now" and either "retired," "permanently disabled," a "housewife," or a "student." Check both response categories. Now it gets tricky. We want the working now information; that's the bottom line. If you follow the skip for "housewife" or "student," you'll end up in the "working now" section anyway. But for the "retired" and "permanently disabled" we really want both the working now information and the retired/permanently disabled information. If you think about it, that makes sense. For example, a retired (or disabled) person may be working as a night watchman now, something we'd like to know. But this person may have been doing something completely different the rest of his/her life. This is particularly true of people in the military who enlisted when they were 18, retired when they were 48, and began careers in something totally different. Well, anyway, the long and the short of it is that if someone is working now and retired or disabled, we want both categories checked and both series of questions asked -- the "working now" about the current job, and the "retired/permanently disabled" about what R did before retirement/disablement.

Respondents who are on temporary leave of absence from a regular job (e.g., maternity leave or temporary sick leave) should be treated as "Working Now."

There is an off chance you may find some fortunate respondent who is independently wealthy and doesn't "work" at a job. We consider this person to be working now, self-employed, managing his/her own funds. The "working now" sequence should be followed with an explanation that you must ask everyone these questions, etc.

Probably our best advice is that when you're really in trouble, get as much information as you can, try to leave the door open so you can call the respondent back if you need more information, and talk to your supervisor or Jeanne Castro about what goes where and whether you missed information. If you keep in mind that too much information is better than too little, you can hardly go wrong...

WORKING NOW OR TEMPORARILY LAID OFF

Y5. What is your main occupation? (What sort of work do you do?)

Y5a. What kind of (business/industry) is that?

Y6. Do you work for someone else, are you self-employed, or what?

1. SOMEONE ELSE

2. BOTH SOMEONE ELSE AND SELF

3. SELF ONLY

Y6a. Do you supervise any workers or employees as part of your job?

1. YES

5. NO

Y6c. Are you employed by the government, by a business, or by a not-for-profit agency such as a hospital, school or social service agency?

1. GOVT

GO TO Y6g

2. BUSINESS

3. NOT-FOR-PROFIT AGENCY

5. NONE OF THESE

8. DON'T KNOW

Y6e. Is most of your employer's business with the government?

1. YES

5. NO

8. OK

TURN TO P.55, Y7

Y6b. Are there any people who work for you and are paid by you?

1. YES

5. NO

Y6d. Is your business or company a profit-making business, or a not-for-profit agency such as a hospital, school or social service agency?

2. PROFIT-MAKING BUSINESS/COMPANY

3. NOT-FOR-PROFIT AGENCY

5. NEITHER OF THESE

Y6f. Is most of your business with the government?

1. YES

5. NO

TURN TO P.55, Y7

Y6g. Is that primarily the federal government, or the state or local government?

1. FEDERAL

3. STATE

5. LOCAL

7. OTHER, SPECIFY:

Y5, Y10

Y15, Y19

The respondent's occupation is the job at which he spends the most time or, if he spends an equal amount of time on two jobs, it is the one from which he earns the most money.

In general, we want to classify the respondent's occupation according to a series of occupational groups. We use a detailed classification based on the U.S. Census Classification for our analysis, so very specific information is required. Please observe the following instructions carefully.

1. Probe for a clear, complete answer.
2. The name of the place at which R actually works is usually an insufficient response to the occupation question (e.g., if R works in a bank he may be the manager, a teller, or the janitor). As a matter of fact, the name of a company R works for should not appear in the interview at all because it is "identifying" information.
3. Job titles at the lower end of the occupational scale are likely to be less descriptive than they are for professionals. Try to avoid vague job titles which may apply to a wide range of occupations.

- a) For example, if R tells you that he is an engineer, he may:

- i) design bridges or airplanes
- ii) operate a railroad locomotive
- iii) tend an engine in a power plant, or
- iv) shovel coal into a furnace.

We obviously need more specific information than "engineer," here, so that a distinction between skilled, semi-skilled and unskilled workers can be made.

- b) In the case of a factory worker, a useful hint would be "what kind of machine do you operate?"

If, for instance, R then says he works on an assembly line, we can deduce that he is unskilled.

- c) R says he is a road construction worker but if:
- i) he supervises the road gang, he is classified as a foreman
 - ii) he operates a bulldozer, he is classified as a machine operator
 - iii) he is a common laborer, he will be classified as such.
- d) Ascertain whether a "Nurse" is a registered nurse, or a practical nurse.
- e) The distinction which we have to make between college and elementary school teachers is less obvious, but as important. A suggested probe here is:
- i) "What level do you teach?"
 - ii) "What type of school or college do you teach in?"

Y5a, The answers to this question are fitted into an industrial code and
 Y10a are sometimes vital in determining which code a particular occupation
 Y15a would fit into. For instance, a laborer or a warehouse worker will do
 Y20 quite different kinds of things according to the associated industry
 type. Please bear the following points in mind:

1. It is unnecessary to find out the name of the company for which R works, but we do want to know whether, for instance, it is a manufacturing or a selling enterprise and what kind of product or service is manufactured or sold, and, for a business that sells things, whether it sells wholesale, retail, or what.

Responses such as "Auto Assembly Plant," "Retail Grocery Store," "Steel Mill" or "Insurance Company" are thus quite acceptable but responses such as "Oil Business," or "Shoe Business" are not.

2. For a salesman, especially, please find out whether he is engaged in wholesale or retail trade and what he sells.

Y6, This is fairly straightforward. However, one needs to use caution so
 Y11, that farm workers or farmers (or ranchers) who are hired in a
 Y16, large operation do not get recorded as self-employed. Likewise
 Y21 a lawyer, doctor, engineer, or other professional hired as an
 employee of a corporation should not be recorded as self-employed.
 This extends to doctors who are full-time salaried staff at hospitals
 and who do not have a private practice. There are the inevitable
 borderline cases where the respondent works for BOTH SOMEONE ELSE
 and SELF. In such borderline cases, please give us all the details.
 Here are some examples where we would want a full description:

1. R works for a firm of which he is a part owner.
2. R works both for himself and someone else. He may, for instance, be a certified public accountant, working for a bank during the day and helping people prepare their tax forms at night.
3. R is a commission salesman, e.g., for insurance, real estate.
4. R is employed in a factory or company but also owns a farm or small business where he spends about as much or more working time.

Y6a-Y6g These questions are new this year. Their purpose is to determine how
 Y11a-Y11g directly the government (federal, state or local) is involved with R's
 Y16a-Y16g livelihood. The involvement of government with one's employment may
 Y21a-Y21g effect in significant ways what R thinks about the many other topics
 in the questionnaire.
 In Y6g, "local" includes municipal and county governments. "Other" is
 for combinations such as "federal and state."

Y7. About how many hours do you work on your job in the average week?
HOURS A WEEK

Y7a. Is that more hours than you want to work, fewer hours than you want to work, or generally about right?

5. MORE

1. FEWER

3. ABOUT RIGHT

Y8. How worried are you about losing your job in the near future; a lot, somewhat, or not much at all?

1. A LOT

3. SOMEWHAT

5. NOT MUCH AT ALL

8. DON'T KNOW, REFUSED

ASK ONLY IF R IS WORKING NOW:

Y9. Were you out of work or laid off at any time during the last six months?

1. YES

5. NO

Y9a. During the last six months, have you had a reduction in your work hours or had to take a cut in pay at any time for reasons other than illness or personal choice?

1. YES

5. NO

TURN TO P. 62, Y24

Y9a. We are interested in whether R had to involuntarily reduce hours or take a pay cut because of a company decision. "Illness or personal choice," includes maternity leave, cutting back to spend more time with children, cutting back to go to school part-time, and the like.

UNEMPLOYED

Y10. What kind of work did you do on your last regular job? (What was your occupation?)

Y10a. What kind of (business/industry) was that?

Y11. Did you work for someone else, were you self-employed, or what?

1. SOMEONE ELSE

2. BOTH SOMEONE ELSE AND SELF

3. SELF ONLY

Y11a. Did you supervise any workers or employees as part of your job?

1. YES

5. NO

Y11c. Were you employed by a government, by a business, or by a not-for-profit agency such as a hospital, school or social service agency?

1. GOVT

GO TO Y11g

2. BUSINESS

3. NOT-FOR-PROFIT AGENCY

5. NONE OF THESE

8. DON'T KNOW

Y11e. Was most of your employer's business with the government?

1. YES

5. NO

8. OK

TURN TO P.57, Y12

Y11b. Were there any people who worked for you and were paid by you?

1. YES

5. NO

Y11d. Was your business or company a profit-making business, or a not-for-profit agency such as a hospital, school or social service agency?

2. PROFIT-MAKING BUSINESS/COMPANY

3. NOT-FOR-PROFIT AGENCY

5. NEITHER OF THESE

Y11f. Was most of your business with the government?

1. YES

5. NO

TURN TO P.57, Y12

Y11g. Was that primarily the federal government, or the state or local government?

1. FEDERAL

3. STATE

5. LOCAL

7. OTHER, SPECIFY:

Y10. See instruction for Y5.

Y10a. See instruction for Y5a.

Y11. See instruction for Y6.

Y11a- See instruction for Y6a-Y6g.
Y11g.

Y12. Have you had a job in the past six months?

☐ 1. YES ☐ 5. NO —————> GO TO Y13

Y12a. About how many hours do you work on your job in the average week?
HOURS A WEEK

Y13. Are you looking for work at the present time?

☐ 1. YES ☐ 5. NO

Y13a. How worried are you about not being able to find a job in the near future; a lot, somewhat, or not much at all?

☐ 1. A LOT ☐ 3. SOMEWHAT ☐ 5. NOT MUCH AT ALL ☐ 8. DON'T KNOW, REFUSED

TURN TO P. 62, Y24

Y13a. This questions is asked regardless of the answer to Y13. R may not be looking for work at the present time because he/she has given up for the moment, or wants to wait until the children are older or until a certain training program opens up at the plant. But R may still be worried about being able to find a job.

RETIRED

Y14. When did you retire?

(YEAR)

RETIRED AND
PERMANENTLY DISABLED

Y15. What kind of work did you do on your last regular job? (What was your occupation?)

Y15a. What kind of (business/industry) was that?

Y16. Did you work for someone else, were you self-employed, or what?

1. SOMEONE ELSE

2. BOTH SOMEONE ELSE AND SELF

3. SELF ONLY

Y16a. Did you supervise any workers or employees as part of your job?

1. YES

5. NO

Y16c. Were you employed by a government, by a business, or by a not-for-profit agency such as a hospital, school or social service agency?

1. GOVT

GO TO
Y16g

2. BUSINESS

3. NOT-FOR-PROFIT
AGENCY

5. NONE OF THESE

8. DON'T KNOW

Y16e. Was most of your employer's business with the government?

1. YES

5. NO

8. OK

TURN TO P.59, Y17

Y16b. Were there any people who worked for you and were paid by you?

1. YES

5. NO

Y16d. Was your business or company a profit-making business, or a not-for-profit agency such as a hospital, school or social service agency?

2. PROFIT-MAKING
BUSINESS/COMPANY3. NOT-FOR-PROFIT
AGENCY

5. NEITHER OF THESE

Y16f. Was most of your business with the government?

1. YES

5. NO

TURN TO P.59,
Y17

Y16g. Was that primarily the federal government, or the state or local government?

1. FEDERAL

3. STATE

5. LOCAL

7. OTHER, SPECIFY:

Y15. See instruction for Y5.

Y15a. See instruction for Y5a.

Y16. See instruction for Y6.

Y16a-g. See instruction for Y6a-g.

Y17. Have you had a job in the past six months?

1. YES

5. NO

GO TO Y18

Y17a. About how many hours did you work on your job in the average week?
HOURS A WEEK

Y18. Are you looking for work at the present time?

1. YES

5. NO

Y18a. How worried are you about not being able to find a job in the near future; a lot, somewhat, or not much at all?

1. A LOT

3. SOMEWHAT

5. NOT MUCH AT ALL

8. DON'T KNOW, REFUSED

TURN TO P. 62, Y24

Y18a. See instruction for Y13a.

HOUSEWIFE OR STUDENT

Y19. What kind of work did you do on your last regular job? (What was your occupation?)

Y20. What kind of (business/industry) was that?

Y21. Did you work for someone else, were you self-employed, or what?

1. SOMEONE ELSE 2. BOTH SOMEONE ELSE AND SELF 3. SELF ONLY

Y21a. Did you supervise any workers or employees as part of your job?

1. YES 5. NO

Y21c. Were you employed by a government, by a business, or by a not-for-profit agency such as a hospital, school or social service agency?

1. GOVT 2. BUSINESS
GO TO Y21g 3. NOT-FOR-PROFIT AGENCY
5. NONE OF THESE
8. DON'T KNOW

Y21e. Was most of your employer's business with the government?

1. YES 5. NO 8. OK

TURN TO P.61, Y22

Y21b. Were there any people who worked for you and were paid by you?

1. YES 5. NO

Y21d. Was your business or company a profit-making business, or a not-for-profit agency such as a hospital, school or social service agency?

2. PROFIT-MAKING BUSINESS/COMPANY
3. NOT-FOR-PROFIT AGENCY
5. NEITHER OF THESE

Y21f. Was most of your business with the government?

1. YES 5. NO

TURN TO P.61, Y22

Y21g. Was that primarily the federal government, or the state or local government?

1. FEDERAL 3. STATE 5. LOCAL

7. OTHER, SPECIFY:

Y19. See instruction for Y5.

Y20. See instruction for Y5a.

Y21. See instruction for Y6.

Y21a-Y21g. See instruction for Y6a-Y6g.

Y22. About how many hours did you work on your job in the average week?
HOURS A WEEK

Y23. Are you looking for work at the present time?

1. YES

5. NO

Y23a. How worried are you about not being able to find a job in the near future; a lot, somewhat, or not much at all?

1. A LOT

3. SOMEWHAT

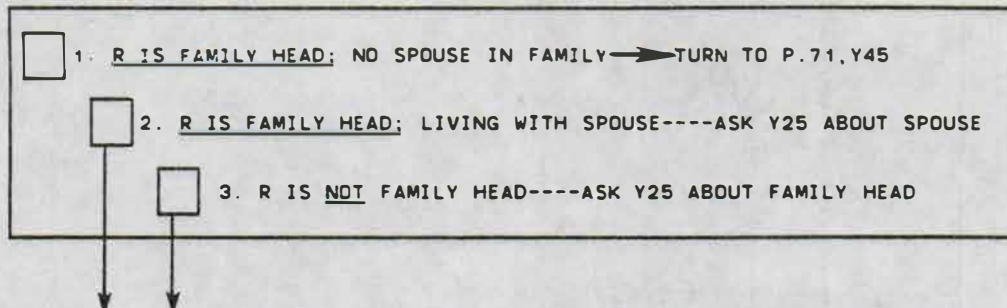
5. NOT MUCH AT ALL

8. DON'T KNOW, REFUSED

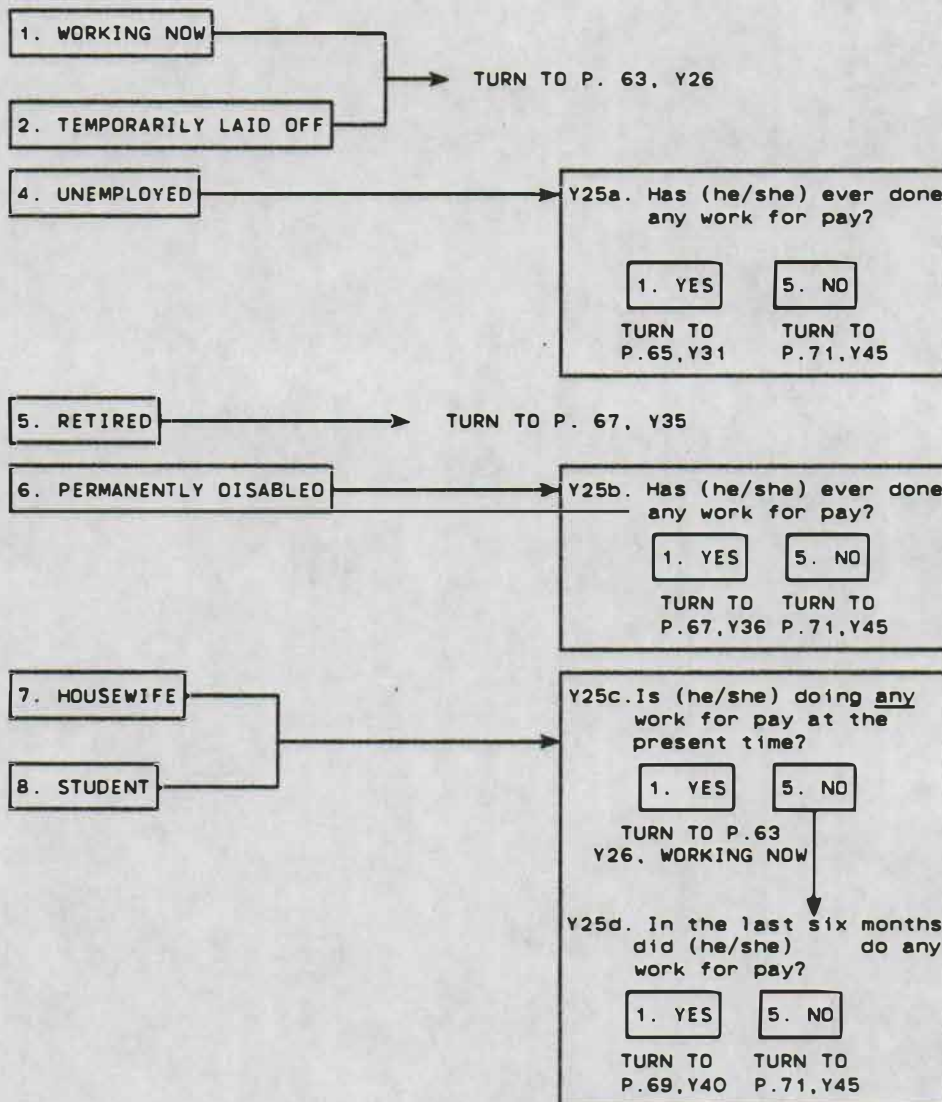
TURN TO P. 62, Y24

Y23a. See instruction for Y13a.

Y24. INTERVIEWER CHECKPOINT



Y25. (R. B., still p. 20) We'd like to know about (the head of your family/your husband/your wife). Is (he/she) working now, unemployed, temporarily laid off, retired, permanently disabled, (a housewife), (a student) or what?



- Y24. Please note that if R is the family head and has no spouse you are to skip to page 71, Y45. If R is the family head and living with spouse (or partner), you are to go to Y25 and ask about spouse. If R is not the family head, you are to go to Y25 and ask about the family head.

See instruction for Y3j concerning the definition of family head and about whom Y25-Y44a should be asked. (You will be asking this series of the same person you determined should be asked about in the Y3j series.)

- Y25-
Y44. All of these questions refer to the head of the family or the spouse of R. Otherwise their purpose is exactly the same as that given in the respondent employment series. Please see the instructions for Y4-Y23a.

Be aware that your respondent's knowledge about these questions may be considerably thinner than was his/her knowledge about his/her own employment situation. We're seeking factual information here, so if R gets some help from his/her spouse or the family head here, that's ok, as long as you tell us from whom the information came.

- Y25. For your information, "temporarily laid off" should have followed "working now" in the question wording -- a typing error which did not get corrected. Read it the way it is in the questionnaire, as we don't think it will make a difference in the way R responds to the question.

WORKING NOW OR TEMPORARILY LAID OFF

Y26. What is (his/her) main occupation? (What sort of work does (he/she) do?)

Y26a. What kind of (business/industry) is that?

Y27. Does (he/she) work for someone else, is (he/she) self-employed, or what?

1. SOMEONE ELSE

2. BOTH SOMEONE ELSE AND SELF

3. SELF ONLY

Y27a. Does (he/she) supervise any workers or employees as part of (his/her) job?

1. YES

5. NO

Y27c. Is (he/she) employed by a government, by a business, or by a not-for-profit agency such as a hospital, school or social service agency?

1. GOVT

GO TO Y27g

2. BUSINESS

3. NOT-FOR-PROFIT AGENCY

5. NONE OF THESE

8. DON'T KNOW

Y27e. Is most of (his/her) employer's business with the government?

1. YES

5. NO

8. DK

TURN TO P.64, Y28

Y27b. Are there any people who work for (him/her) and are paid by (him/her)?

1. YES

5. NO

Y27d. Is (his/her) business or company a profit-making business, or a not-for-profit agency such as a hospital, school or social service agency?

2. PROFIT-MAKING BUSINESS/COMPANY

3. NOT-FOR-PROFIT AGENCY

5. NEITHER OF THESE

Y27f. Is most of (his/her) business with the government?

1. YES

5. NO

TURN TO P.64, Y28

Y27g. Is that primarily the federal government, or the state or local government?

1. FEDERAL

3. STATE

5. LOCAL

7. OTHER, SPECIFY:

Y28. About how many hours does (he/she) work on (his/her) job in the average week?
HOURS A WEEK

Y28a. Is that more hours than (he/she) wants to work, fewer hours than (he/she) wants to work, or generally about right?

5. MORE

1. FEWER

3. ABOUT RIGHT

Y29. How worried is (he/she) about losing (his/her) job in the near future; a lot, somewhat, or not much at all?

1. A LOT

3. SOMEWHAT

5. NOT MUCH AT ALL

8. DON'T KNOW, REFUSED

ASK ONLY IF (HEAD/SPOUSE) IS WORKING NOW:

Y30. Was (he/she) out of work or laid off at any time during the last six months?

1. YES

5. NO

Y30a. During the last six months, has (he/she) had a reduction in (his/her) work hours or had to take a cut in pay at any time for reasons other than illness or personal choice?

1. YES

5. NO

TURN TO P. 71, Y45

UNEMPLOYED

Y31. What kind of work did (he/she) do on (his/her) last regular job?
(What was (his/her) occupation?)

Y31a. What kind of (business/industry) was that?

Y32. Did (he/she) work for someone else, was (he/she) self-employed, or what?

1. SOMEONE ELSE

2. BOTH SOMEONE ELSE AND SELF

3. SELF ONLY

Y32a. Did (he/she) supervise any workers or employees as part of (his/her) job?

1. YES

5. NO

Y32c. Was (he/she) employed by a government, by a business, or by a not-for-profit agency such as a hospital, school or social service agency?

1. GOVT

GO TO Y32g

2. BUSINESS

3. NOT-FOR-PROFIT AGENCY

5. NONE OF THESE

8. DON'T KNOW

Y32e. Was most of (his/her) employer's business with the government?

1. YES

5. NO

8. DK

TURN TO P.66, Y33

Y32b. Were there any people who worked for (him/her) and were paid by (him/her)?

1. YES

5. NO

Y32d. Was (his/her) business or company a profit-making business, or a not-for-profit agency such as a hospital, school or service agency?

2. PROFIT-MAKING BUSINESS/COMPANY

3. NOT-FOR-PROFIT AGENCY

5. NEITHER OF THESE

Y32f. Was most of (his/her) business with the government?

1. YES

5. NO

TURN TO P.66, Y33

Y32g. Was that primarily the federal government, or the state or local government?

1. FEDERAL

3. STATE

5. LOCAL

7. OTHER, SPECIFY:

Y33. Has (he/she) had a job in the past six months?

1. YES

5. NO

GO TO Y34

Y33a. About how many hours did (he/she) work on (his/her) job in the average week?

HOURS A WEEK

Y34. Is (he/she) looking for work at the present time?

1. YES

5. NO

Y34a. How worried is (he/she) about not being able to find a job in the near future; a lot, somewhat, or not much at all?

1. A LOT

3. SOMEWHAT

5. NOT MUCH AT ALL

8. DON'T KNOW, REFUSED

TURN TO P. 71, Y45

RETIRED

Y35. When did (he/she) retire?

(YEAR)

RETIRED AND
PERMANENTLY DISABLEDY36. What kind of work did (he/she) do on (his/her) last regular job?
(What was (his/her) occupation?)

Y36a. What kind of (business/industry) was that?

Y37. Did (he/she) work for someone else, was (he/she) self-employed, or what?

1. SOMEONE ELSE

2. BOTH SOMEONE ELSE AND SELF

3. SELF ONLY

Y37a. Did (he/she) supervise any workers or employees as part of (his/her) job?

1. YES

5. NO

Y37c. Was (he/she) employed by a government, by a business, or by a not-for-profit agency such as a hospital, school or social service agency?

1. GOVT

2. BUSINESS

3. NOT-FOR-PROFIT AGENCY

5. NONE OF THESE

8. DON'T KNOW

GO TO Y37g

Y37e. Was most of (his/her) employer's business with the government?

1. YES

5. NO

8. DK

TURN TO P.68, Y38

Y37b. Were there any people who worked for (him/her) and were paid by (him/her)?

1. YES

5. NO

Y37d. Was (his/her) business or company a profit-making business, or a not-for-profit agency such as a hospital, school or social service agency?

2. PROFIT-MAKING BUSINESS/COMPANY

3. NOT-FOR-PROFIT AGENCY

5. NEITHER OF THESE

Y37f. Was most of (his/her) business with the government?

1. YES

5. NO

TURN TO P.68, Y38

Y37g. Was that primarily the federal government, or the state or local government?

1. FEDERAL

3. STATE

5. LOCAL

7. OTHER, SPECIFY:

Y38. Has (he/she) had a job in the past six months?

1. YES

5. NO

→ GO TO Y39

Y38a. About how many hours did (he/she) work on (his/her) job in the average week?

HOURS A WEEK

Y39. Is (he/she) looking for work at the present time?

1. YES

5. NO

Y39a. How worried is (he/she) about not being able to find a job in the near future; a lot, somewhat, or not much at all?

1. A LOT

3. SOMEWHAT

5. NOT MUCH AT ALL

8. DON'T KNOW, REFUSED

TURN TO P. 71, Y45

HOUSEWIFE OR STUDENT

Y40. What kind of work did (he/she) do on (his/her) last regular job?
(What was (his/her) occupation?)

Y41. What kind of (business/industry) was that?

Y42. Did (he/she) work for someone else, was (he/she) self-employed, or what?

| | | |
|-----------------|-------------------------------|--------------|
| 1. SOMEONE ELSE | 2. BOTH SOMEONE ELSE AND SELF | 3. SELF ONLY |
|-----------------|-------------------------------|--------------|

| | |
|---|--|
| <p>Y42a. Did (he/she) supervise any workers or employees as part of (his/her) job?</p> <p style="text-align: center;">1. YES 5. NO</p> <p>Y42c. Was (he/she) employed by a government, by a business, or by a not-for-profit agency such as a hospital, school or social service agency?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;">1. GOVT</p> <p>GO TO Y42g</p> </div> <div style="width: 50%;"> <p style="text-align: center;">2. BUSINESS</p> <p style="text-align: center;">3. NOT-FOR-PROFIT AGENCY</p> <p style="text-align: center;">5. NONE OF THESE</p> <p style="text-align: center;">8. DON'T KNOW</p> </div> </div> <p>Y42e. Was most of (his/her) employer's business with the government?</p> <p style="text-align: center;">1. YES 5. NO 8. DK</p> <p style="text-align: center;">TURN TO P.70, Y43</p> | <p>Y42b. Were there any people who worked for (him/her) and were paid by (him/her)?</p> <p style="text-align: center;">1. YES 5. NO</p> <p>Y42d. Was (his/her) business or company a profit-making business or a not-for-profit agency such as a hospital, school, or social service agency?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;">2. PROFIT-MAKING BUSINESS/COMPANY</p> <p style="text-align: center;">3. NOT-FOR-PROFIT AGENCY</p> <p style="text-align: center;">5. NEITHER OF THESE</p> </div> <div style="width: 50%;"> <p>Y42f. Was most of (his/her) business with the government?</p> <p style="text-align: center;">1. YES 5. NO</p> <p style="text-align: center;">TURN TO P.70, Y43</p> </div> </div> |
|---|--|

| | |
|--|---|
| <p>Y42g. Was that primarily the federal government, or the state or local government?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p style="text-align: center;">1. FEDERAL</p> </div> <div style="width: 30%;"> <p style="text-align: center;">3. STATE</p> </div> <div style="width: 30%;"> <p style="text-align: center;">5. LOCAL</p> </div> </div> | <p>7. OTHER, SPECIFY:</p> <p>_____</p> <p>_____</p> |
|--|---|

Y43. About how many hours did (he/she) work on (his/her) job in the average week?
HOURS A WEEK

Y44. Is (he/she) looking for work at the present time?

1. YES

5. NO

Y44a. How worried is (he/she) about not being able to find a job in the near future; a lot, somewhat, or not much at all?

1. A LOT

3. SOMEWHAT

5. NOT MUCH AT ALL

8. DON'T KNOW, REFUSED

TURN TO P. 71, Y45

Y45. Does anyone in this household belong to a labor union?

| | |
|---------------------------------|---|
| <input type="checkbox"/> 1. YES | <input type="checkbox"/> 5. NO → TURN TO P. 72, Y46 |
|---------------------------------|---|

Y45a. INTERVIEWER CHECKPOINT:

| | |
|--|--|
| <input type="checkbox"/> 1. R <u>IS</u> HEAD OF FAMILY | <input type="checkbox"/> 5. R IS <u>NOT</u> HEAD OF FAMILY |
|--|--|

| | |
|--|--|
| <p>Y45b. Who is it that belongs?</p> <p><input type="checkbox"/> A. RESPONDENT</p> <p><input type="checkbox"/> B. WIFE OF RESPONDENT</p> <p><input type="checkbox"/> E. SOMEONE ELSE</p> | <p>Y45c. Who is it that belongs?</p> <p><input type="checkbox"/> C. RESPONDENT</p> <p><input type="checkbox"/> D. HEAD</p> <p><input type="checkbox"/> E. SOMEONE ELSE</p> |
|--|--|

Y45. Retired workers who draw union pension, or receive union newsletters, are to be considered union members. If R asks whether a teachers' professional association is considered a union, tell him that it is if it bargains like a union for its members.

Y45a. This checkpoint asks you to determine whether R is the family head; something you already did at Y3g and Y24.

Y46. INTERVIEWER CHECKPOINT:

| | | |
|--------------------------|--|----------------------|
| <input type="checkbox"/> | 1. R ONLY FAMILY MEMBER AGE 14 OR OLDER | → TURN TO P. 73, Y46 |
| <input type="checkbox"/> | 2. R LIVES WITH OTHER FAMILY MEMBERS AGE 14 OR OLDER | |

Y47. (R.B., P. 21) Please look at this page and tell me the letter of the income group that includes the income of all members of your family living here in 1983 before taxes. This figure should include salaries, wages, pensions, dividends, interest, and all other income. (IF UNCERTAIN: What would be your best guess?)

98. R REFUSED TO ANSWER → TURN TO P. 74, Y49

| | | | |
|------------------------------|----|------------------------|----|
| A. NONE OR LESS THAN \$2,999 | 01 | N. \$17,000 - \$19,999 | 12 |
| B. \$3,000 - \$4,999 | 02 | P. \$20,000 - \$21,999 | 13 |
| C. \$5,000 - \$6,999 | 03 | Q. \$22,000 - \$24,999 | 14 |
| D. \$7,000 - \$8,999 | 04 | R. \$25,000 - \$29,999 | 15 |
| E. \$9,000 - \$9,999 | 05 | S. \$30,000 - \$34,999 | 16 |
| F. \$10,000 - \$10,999 | 06 | T. \$35,000 - \$39,999 | 17 |
| G. \$11,000 - \$11,999 | 07 | U. \$40,000 - \$44,999 | 18 |
| H. \$12,000 - \$12,999 | 08 | V. \$45,000 - \$49,999 | 19 |
| J. \$13,000 - \$13,999 | 09 | W. \$50,000 - \$59,999 | 20 |
| K. \$14,000 - \$14,999 | 10 | X. \$60,000 - \$74,999 | 21 |
| M. \$15,000 - \$16,999 | 11 | Z. \$75,000 AND OVER | 22 |

Y47a. (R.B., still P. 21) Now we are interested in the income that you yourself received in 1983, not including any of the income received by (your SPOUSE and) the rest of your family. Please look at this page and tell me the income group that includes the income you yourself had in 1983 before taxes.

(LETTER)

98. R REFUSED TO ANSWER

TURN TO P. 74, Y49

- Y46. To meet this checkpoint, use the standard definition of "family"-- those persons living with R in 1981 who are related to R by blood, marriage, adoption, or "consensual union" (i.e., living with a partner).
- Y47. If necessary, make sure the respondent understands that (1) this information is strictly confidential; (2) an answer to this question makes the information in the rest of the interview more valuable to us. NOTE: That the figure we want is total family income from all sources before taxes, for the calendar year, 1983, not just respondent's own earnings. The question is designed so that the respondent will not have to name a specific figure, or even to give a narrow range. If R says "don't know," write it in the margin, probe with "What would be your best guess?" If it's still "don't know," go on to Y47a. It's perfectly possible an R doesn't have the information for Y47 but certainly will be able to answer Y47a.
- Y47a. This includes only the respondent's own earnings for the calendar year 1983. Please enter a letter in the blank and make sure we can read it. Keep in mind that if there are two wage earners in the family, the letter given here should differ from that given in Y47. If the letter is not different, make certain R understood that this question asks only about R's own earnings. Probe by repeating the question.

EXERCISE #12: R IS A NURSE MARRIED TO A DOCTOR. IN Y47 SHE SAYS "X". IN Y47A SHE SAYS "X" AGAIN. HOW WOULD YOU PROBE TO DETERMINE WHETHER R UNDERSTOOD THE QUESTIONS?

| |
|--------------------------------------|
| R ONLY FAMILY MEMBER AGE 14 OR OLDER |
|--------------------------------------|

Y48. (R.B., P. 21) Please look at this page and tell me the income group that includes the income you had in 1983 before taxes. This figure should include salaries, wages, pensions, dividends, interest and all other income.

| |
|-------------------------|
| 98. R REFUSED TO ANSWER |
|-------------------------|

→ TURN TO P. 74, Y49

| | | | |
|------------------------------|----|------------------------|----|
| A. NONE OR LESS THAN \$2,999 | 01 | N. \$17,000 - \$19,999 | 12 |
| B. \$3,000 - \$4,999 | 02 | P. \$20,000 - \$21,999 | 13 |
| C. \$5,000 - \$6,999 | 03 | Q. \$22,000 - \$24,999 | 14 |
| D. \$7,000 - \$8,999 | 04 | R. \$25,000 - \$29,999 | 15 |
| E. \$9,000 - \$9,999 | 05 | S. \$30,000 - \$34,999 | 16 |
| F. \$10,000 - \$10,999 | 06 | T. \$35,000 - \$39,999 | 17 |
| G. \$11,000 - \$11,999 | 07 | U. \$40,000 - \$44,999 | 18 |
| H. \$12,000 - \$12,999 | 08 | V. \$45,000 - \$49,999 | 19 |
| J. \$13,000 - \$13,999 | 09 | W. \$50,000 - \$59,999 | 20 |
| K. \$14,000 - \$14,999 | 10 | X. \$60,000 - \$74,999 | 21 |
| M. \$15,000 - \$16,999 | 11 | Z. \$75,000 AND OVER | 22 |

Y48. See instructions for Y47 and Y47a.

Y49. There's been some talk these days about different social classes. Most people say they belong either to the middle class or the working class. Do you ever think of yourself as belonging in one of these classes?

| | | | |
|--------|-------|---------------|------------------------------------|
| 1. YES | 5. NO | 8. DON'T KNOW | 7. OTHER (SPECIFY): _____ _____ |
|--------|-------|---------------|------------------------------------|

Y49a. Which one?
(RECORD BELOW)

Y49b. Well, if you had to make a choice, would you call yourself middle class or working class?
(RECORD BELOW)

| | | |
|-----------------|------------------|------------------------------------|
| 1. MIDDLE CLASS | 2. WORKING CLASS | 7. OTHER (SPECIFY): _____ _____ |
|-----------------|------------------|------------------------------------|

TURN TO P. 75, Y50

Y49c. Would you say that you are about average middle class, or that you are in the upper part of the middle class?

| | |
|-------------------|-----------------|
| 4. AVERAGE MIDDLE | 6. UPPER MIDDLE |
|-------------------|-----------------|

Y49d. Would you say you feel pretty close to middle class people, or that you don't feel much closer to them than to people in other classes?

| | |
|----------|---------------|
| 1. CLOSE | 4. NOT CLOSER |
|----------|---------------|

Y49e. Would you say that you are about average working class, or that you are in the upper part of the working class?

| | |
|--------------------|------------------|
| 1. AVERAGE WORKING | 3. UPPER WORKING |
|--------------------|------------------|

Y49f. Would you say you feel pretty close to working class people, or that you don't feel much closer to them than to people in other classes?

| | |
|----------|---------------|
| 2. CLOSE | 5. NOT CLOSER |
|----------|---------------|

Y49- This sequence of questions has become tried and true over the course
 Y49b. of past surveys. In general, if R asks what we mean by "class," tell him/her "Just whatever it means to you." For example, if R asks, "What do you mean by (working) (middle) class?" it would be all right to say, "We want whatever you would generally think of as (working class) (middle class)." Don't try to define the classes. In the first question, Y49, we want to find out whether R does think in terms of class groups. But even if R says he/she does not, we are anxious to have him/her place himself/herself in one class or the other. This is why we say, "...if you had to make a choice..." in Y49b. We do not want R to feel that he/she does not need to make a choice, simply because he/she has said "No" in Y49.

If R says something like, "Well, I work so I must be in the working class," accept that and check the "Working Class" box and go on.

Y49a These questions seek to measure the degree to which R feels he/she
 -Y49f. identifies with a class grouping. Someone difficult will say they're "lower middle class" or "lower working class." Accept it, write it in the margin and go on to Y49 d or f.

Y50. Is your religious preference Protestant, Roman Catholic, Jewish, or something else?

| | | | | |
|------------|------------------------|-------------|---------------------------|-----------------------------|
| PROTESTANT | 200. ROMAN CATHOLIC | 300. JEWISH | OTHER (SPECIFY): _____ | 998. NONE, NO PREFERENCE |
|------------|------------------------|-------------|---------------------------|-----------------------------|

TURN TO P.76, Y52

GO TO Y51

Y50a. What church or denomination is that?

Y50b. (IF BAPTIST): Is that Southern Baptist or something else?

IF ANY RELIGIOUS PREFERENCE

Y51. Would you say you go to (church/synagogue) every week, almost every week, once or twice a month, a few times a year, or never?

| | | | | |
|------------------|----------------------------|--------------------------------|-----------------------------|----------|
| 1. EVERY WEEK | 2. ALMOST EVERY WEEK | 3. ONCE OR TWICE A MONTH | 4. A FEW TIMES A YEAR | 5. NEVER |
|------------------|----------------------------|--------------------------------|-----------------------------|----------|

Y50. Note these probes for the exact denomination apply only to Protestants.

If the R wants to know why you want his religious preference, the correct answer is, "We're interested in how different kinds of people answer our questions," or some minor variation of this.

Y50a Note that these probes for the exact denomination apply only to
-Y50b. Protestants. Protestants include Latter Day Saints, Mormons, any group that believes in the teachings of Christ that is not Catholic.

Y51a. Select the word "church" or "synagogue" according to whether R has indicated he is Protestant or Catholic on the one hand, or Jewish on the other. If R is of some other faith, and indicates that his place of worship is to be referred to as something other than a church or synagogue, then by all means use the term he offers and record it for us.

Y52. In addition to being American, what do you consider your main ethnic group or nationality group?

↓

00. NONE

 → GO TO Y53

Y52a. INTERVIEWER CHECKPOINT

| | |
|--|--|
| <div style="display: flex; align-items: center;"><div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div><div>1. <u>ONE</u> GROUP MENTIONED IN Y52</div></div> | <div style="display: flex; align-items: center;"><div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div><div>2. <u>MORE THAN ONE</u> GROUP MENTIONED IN Y52</div></div> |
|--|--|

Y52b. With which of these groups do you most closely identify?

90. NONE, NEITHER

Y53. Were both your parents born in this country?

1. YES

5. NO

8. DON'T KNOW

Y54. What kind of work did you father (OR FATHER SUBSTITUTE) do for a living while you were growing up? (What was his main occupation?)

Y54a. What kind of (business/industry) was that?

Y52. Americans are frequently somewhat resistant to this question. They like to say, "just American..." Repeat the question, stressing, "In addition to being American..."

Y54 See instructions for Y5-Y5a for the kind of information we're seeking
-Y54a. here. In some cases, R will say that his father died early or was not around for some other reason. Here we are more interested in what kind of environment R grew up in than in his father as an individual. Therefore, the occupation of the relative or other foster parent who raised him is appropriate. Ask what the person who raised R as a father did.

Y55. Other than being a housewife, did your mother (OR MOTHER SUBSTITUTE) have a job while you were growing up?

1. YES

5. NO

8. DON'T KNOW

GO TO Y56

Y55a. What kind of work did she do while you were growing up? (What was her main occupation?)

Y55b. What kind of (business/industry) was that?

Y56. Where were you born? (IF UNITED STATES) Which state?

Y57. Where was it that you grew up? (IF UNITED STATES) Which state or states?

Y55 Since it is becoming more common that married women have careers, we
-Y55b. are interested in getting exactly what sort of jobs they have. This,
of course, does not mean that being a housewife is not a job or career.
R may point this out. Simply say, "that is, did she have another
occupation?"

Again, if R says his mother died early or he did not live with her
for some reason, ask if there was a person who raised R as a mother
and, if so, ask about her occupation.

See instructions for Y5-Y5a for the kind of employment information
we are seeking in Y55a-Y55b.

Y57. If you are asked, by "grow up" we mean the time from birth until R
was roughly 18-20 years old. If R lived in more than one place
during this period, information as to the proper sequence of states
lived in, along with a rough estimate of the period involved would
be appreciated.

Y58. (R.B., P. 22) Looking at this list, please tell me, where you were mostly brought up?

- ☐ 1. ON A FARM
- ☐ 2. IN THE COUNTRY, NOT ON A FARM
- ☐ 3. IN A SMALL CITY OR TOWN (UNDER 50,000 PEOPLE)
- ☐ 4. IN A MEDIUM-SIZED CITY (50,000 - 100,000)
- ☐ 5. IN A LARGE CITY (100,000 - 500,000)
- ☐ 6. IN A SUBURB OF A LARGE CITY
- ☐ 7. IN A VERY LARGE CITY (OVER 500,000)
- ☐ 8. IN A SUBURB OF A VERY LARGE CITY

Y58a. Where did you live when you were about 14 years old

_____ (CITY) _____ (STATE)

FOREIGN COUNTRY: SPECIFY: _____

Y59. How long have you lived in this (CITY,TOWN,STATE)?

☐ 90. ALL OF LIFE

TURN TO P. 79, Y60

_____ YEARS OR

MONTHS IF LESS
THAN TWO
YEARS

Y59a. Where did you live before you moved here?

_____ (CITY) _____ (STATE)

FOREIGN COUNTRY: SPECIFY: _____

Y58. If R says he grew up in more than one type of place, please probe to find out in which type of place R spent most of his time while growing up. "While growing up" refers to the time from birth to 18-20 years old.

Y59. Here we want you to fill in the name of the city, town or state that R lives in as you read the question. You would use state only when R lives in a rural area away from any town.

Y60. How long have you lived in this (house/apartment)?

90. ALL OF LIFE

____ YEARS OR

MONTHS IF LESS
THAN TWO YEARS

Y61. (Do you/Does your family) own your home, pay rent, or what?

1. OWN

2. RENT

7. OTHER (SPECIFY) _____

EXACT TIME NOW: _____

TURN TO COVER SHEET,
PAGE 2 FOR "RECONTACT INFORMATION"

Y61. By "your family", we mean only people living with the R. You would use the "does your family" alternative wording only when you are interviewing a member of the family other than head or wife.

Don't forget to record the time in the space provided.

Following Y61, you are skipped back to the cover sheet, page 2, for the recontact information. The closing statement for the interview is part of the statement requesting R's name and address.

INTERVIEWER'S SUPPLEMENT

21. Respondent's sex is:

1. MALE

2. FEMALE

22. Respondent's race is:

1. WHITE

2. BLACK

3. AMERICAN INDIAN OR
ALASKAN NATIVE4. ASIAN OR PACIFIC
ISLANDER

23. Is R of Hispanic Origin?

5. NO

1, YES, MEXICAN-AMERICAN,
CHICANO2. YES, PUERTO
RICAN3. YES, OTHER
HISPANIC

8. DK

24. Relationship of R to head:

1. R IS HEAD

2. R IS WIFE

OTHER: _____

25. Other persons present at interview were: (CHECK MORE THAN ONE BOX IF
NECESSARY)

NONE

CHILDREN
UNDER 6

OLDER CHILDREN

SPOUSE

OTHER
RELATIVES

OTHER ADULTS

26. Respondent's cooperation was:

1. VERY GOOD

2. GOOD

3. FAIR

4. POOR

5. VERY POOR

27. Respondent's general level of information about politics and public affairs
seemed:

1. VERY HIGH

2. FAIRLY HIGH

3. AVERAGE

4. FAIRLY LOW

5. VERY LOW

28. Rate R's apparent intelligence:

1. VERY HIGH

2. ABOVE AVERAGE

3. AVERAGE

4. BELOW AVERAGE

5. VERY LOW

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

1. NOT AT ALL SUSPICIOUS

3. SOMEWHAT SUSPICIOUS

5. VERY SUSPICIOUS

Z1. If you're in doubt about this one...you're fired.

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 We know these are judgemental, but please give us your opinion.
-Z11.

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. Do you feel R reported income correctly?

1. YES, THINK R
REPORTED
CORRECTLY

2. NO, THINK R
REPORTED
INCORRECTLY

5. NO, THINK R
REPORTED
DISHONESTLY

3. R REFUSED
INCOME
QUESTIONS

GO TO Z14

Z13a. If possible, give a reasonable estimate of what R's family income is:

\$ _____ BEFORE TAXES IN 1983

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. 82,
THUMBNAIL SKETCH

Z14a. What language?

TURN TO P. 82,
THUMBNAIL SKETCH

Z13. The difference between box 2 and box 3 is that in box 2 you believe that R didn't know the family income. For example, a 17-year-old may not have a good idea what the income of the family is. A wife may not know how much a husband's income is. Box 3 is for times when you think R knew the income, either the family income or his/her own, and simply did not tell you the truth.

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

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 type of information:

- The respondent's attitude and his family'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 interviews -- 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 THUMBANIL! The Field Office personnel, unlike coders and analysts, do not usually read the thumbnail, so that your requests or questions could be overlooked.

ANSWERS TO EXERCISES IN Q-BY-Q OBJECTIVES

Page 1

EXERCISE #1: TO A2, R RESPONDED "I HOPE MONDALE WINS."
WRITE YOUR PROBE FOR THIS RESPONSE:

PQ - stressing the word "think."

Page 3

B1. Now I'd like to ask you about the good and bad points of the two major candidates for president. Is there anything in particular about Mr. Reagan that might make you want to vote for him?

☒ 1. YES

☐ 5. NO

☐ 8. DON'T KNOW

TURN TO P.4, B2

B1a. What is that? Well, he's done alright so far. He's made a lot of changes, and he's done some of the things he said he would when he campaigned.

EXERCISE #2: R'S RESPONSE TO B1a IS WRITTEN ONTO THE Q'NAIRE PAGE.

WRITE YOUR PROBE(S) FOR THIS RESPONSE:

Tell me what you have in mind when you say, "he's made a lot of changes."

Tell me what you have in mind when you say, "he's done some of the things he said he would when he campaigned."

NOTE THAT EACH PART OF THE RESPONSE IS PROBED.
YOU WOULD FOLLOW THIS WITH "ANYTHING ELSE?"
WHICH IS THE PROBE WRITTEN INTO THE QUESTIONNAIRE.

Page 4

B2. Is there anything in particular about Mr. Reagan that might make you want to vote against him?

☒ 1. YES

☐ 5. NO

☐ 8. DON'T KNOW

TURN TO P. 5, B3

B2a. What is that? *I don't think he's handled our social problems very well. The stuff people get away with today! Just look at the police, and these guys in industry. And teachers. We should be taking care of our social problems and worrying less about the rest of the world.*

EXERCISE #3; R'S RESPONSE TO B2A IS WRITTEN ON THE Q'NAIRE. WRITE YOUR PROBE(S) FOR THIS RESPONSE:

Tell me more about what you mean when you say he hasn't handled our social problems very well.

R BEGAN WELL HERE AND THEN DRIFTED INTO MEANINGLESS PHRASES. YOU WANT TO PICK UP ON THE ONE CONCRETE MESSAGE HE'S GIVEN YOU -- THAT HE/SHE DOESN'T THINK REAGAN HAS HANDLED OUR SOCIAL PROBLEMS WELL. YOU WOULDN'T ASK FOR EXAMPLES HERE BECAUSE R THINKS HE/SHE HAS ALREADY GIVEN YOU EXAMPLES.

Page 14

E1. We are interested in how people are getting along financially these days. Would you say that you (and your family living here) are better off or worse off financially than you were a year ago?

| | | | |
|---------------|--------------------|--------------|---------------|
| 1. BETTER OFF | 3. SAME | 5. WORSE OFF | 8. DON'T KNOW |
|---------------|--------------------|--------------|---------------|

TURN TO P.15, E2

| | | | |
|--|--------------------|--|-------------------|
| E1a. Is that <u>much</u> better off or <u>somewhat</u> better off? | | E1b. Is that <u>much</u> worse off or <u>somewhat</u> worse off? | |
| 1. MUCH BETTER | 2. SOMEWHAT BETTER | 5. MUCH WORSE | 4. SOMEWHAT WORSE |

| | | |
|--------------------------------------|--|--------------------------------------|
| E1c. Why do you think this happened? | E1d. Why do you think things have stayed the same? | E1e. Why do you think this happened? |
| <i>Everything's the same.</i> | | |

EXERCISE #4: R'S RESPONSE TO E1D IS WRITTEN ON THE Q'NAIRE. WRITE A PROBE FOR THIS RESPONSE:

Tell me what you mean when you say "everything's the same." (or TM what has in mind) (Might follow with, "Can you give me some examples?")

Page 17

E12. Sometimes people think about other groups of people in society when they think about their own economic well-being, people who are being helped or hurt by economic conditions. When it comes to economic matters, what groups of people do you feel close to?

(IF R DOESN'T KNOW WHAT WE MEAN BY "GROUPS": Some people have mentioned farmers, the elderly, teachers, blacks, and union members.



CHECK THIS BOX IF THE DEFINITION OF "GROUPS" WAS READ TO R.)

Young professionals

R DOESN'T MENTION
ANY GROUPS

TURN TO P.18, E13

TURN TO P.19, E18
(ASK E18-E22)

EXERCISE #5: R'S RESPONSE IS WRITTEN ONTO THE Q'NAIRE FOR E12.
GIVEN THIS RESPONSE, MARK THE INTERVIEWER'S CHECKPOINT
IN E13.

E13. INTERVIEWER CHECKPOINT:

| | | | |
|-------------------------------------|--|--------------------------|---|
| <input checked="" type="checkbox"/> | 1. R NAMED <u>MORE THAN</u> <u>ONE GROUP</u> IN E12 | <input type="checkbox"/> | 2. R NAMED <u>ONLY ONE</u> <u>GROUP</u> IN E12 |
|-------------------------------------|--|--------------------------|---|

FOR OUR PURPOSES, R HAS MENTIONED TWO GROUPS, THE YOUNG AND PROFESSIONALS.

Page 18

EXERCISE #6: R'S RESPONSE TO E13B IS "WHITE WOMEN."
WRITE A PROBE FOR THIS RESPONSE:

Which do you feel closer to, to whites or to women?

EXERCISE #7: TO E13B R SAYS "STUDENTS AND PROFESSIONALS," AND REFUSES TO CHOOSE BETWEEN THEM. YOU ENTER THE RESPONSE IN "OTHER." WRITE E14 AS YOU WOULD READ IT TO R:

Would you say that over the past year the economic
position of students and professionals has gotten
better...

Page 22

G2. How about the economy. Would you say that over the past year the nation's economy has gotten better, stayed about the same, or gotten worse?

| | | | |
|--|---|---|--|
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">1. GOTTEN BETTER</div> | <div style="border: 1px solid black; padding: 2px; display: inline-block;">3. STAYED SAME</div> | <div style="border: 1px solid black; padding: 2px; display: inline-block;">5. GOTTEN WORSE</div> | <div style="border: 1px solid black; padding: 2px; display: inline-block;">8. DK</div> |
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> G2a. Would you say <u>much</u> better or <u>somewhat</u> better ? <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">1. MUCH BETTER</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">2. SOMEWHAT BETTER</div> </div> </div> | | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> G2b. Would you say <u>much</u> worse or <u>somewhat</u> worse ? <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">5. MUCH WORSE</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">4. SOMEWHAT WORSE</div> </div> </div> | |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">G2c. Why do you think this happened?</div> <div style="width: 30%;">G2d. Why do you think things have stayed the same?</div> <div style="width: 30%;">G2e. Why do you think this happened?</div> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 5px; text-align: center;"> <i>Everything has gone down.</i> </div> | | | |

TURN TO P.23,G3

EXERCISE #8: R'S RESPONSE TO G2C IS RECORDED ON THE Q'NAIRE. WRITE A PROBE FOR THIS RESPONSE:

Tell me more about that (and/or "Can you give me some examples of what you have in mind when you say "everything's gone down?").

Page 29

K2. Is there anything in particular that you don't like about the Democratic Party?

| | | |
|---|--|--|
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">1. YES</div> | <div style="border: 1px solid black; padding: 2px; display: inline-block;">5. NO</div> | <div style="border: 1px solid black; padding: 2px; display: inline-block;">8. DON'T KNOW</div> |
| TURN TO P. 30, K3 | | |
| <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> K2a. What is that? <i>I really prefer the Republican Party. They're done a lot for the economy.</i> </div> | | |

EXERCISES #9: R'S RESPONSE TO K2A IS RECORDED IN THE Q'NAIRE: WRITE AN APPROPRIATE PROBE HERE:

*RQ - but R's response is recorded correctly in K2 a.
K3 will be asked as usual.*

Page 35

EXERCISE #10: TO K9, R SAYS, "THIS YEAR I'M VOTING DEMOCRATIC!"
WRITE A PROBE FOR THIS RESPONSE.

Yes, but generally speaking, do you usually think...

Page 52

EXERCISE #11: A.) THE R IS AN 18 YEAR OLD WOMAN. SHE LIVES WITH
HER HUSBAND'S MOTHER AND FATHER WHILE HER HUSBAND
IS SERVING IN THE ARMY IN GERMANY.

I.) WHICH BOX SHOULD BE CHECKED IN Y3J? 3
(BOX)

II.) ABOUT WHOM SHOULD Y3K-R BE ASKED?

R's Spouse

B.) THE RESPONDENT IS A 23-YEAR-OLD MALE LIVING WITH
HIS MOTHER AND FATHER IN THEIR HOME. HIS WIFE
IS AWAY ATTENDING LAW SCHOOL, AND GETS HOME ONLY
FOR VACATIONS.

*Trick question,
because box 2
doesn't exactly
describe the
living situation.

I.) WHICH BOX SHOULD BE CHECKED IN Y3J? 2*
(BOX)

II.) ABOUT WHOM SHOULD Y3K-R BE ASKED?

R's Spouse

C.) R IS A 63 YEAR OLD WIDOW LIVING IN HER OWN HOME.
SHE WORKS IN THE AREA DEPARTMENT STORE 20 HOURS
A WEEK. HER GOOD-FOR-NOTHING SON, 40, LIVES
WITH HER, SPENDING HIS DAYS WATCHING THE SOAPS
ON TV.

I.) WHICH BOX SHOULD BE CHECKED IN Y3J? 1
(BOX)

II.) ABOUT WHOM SHOULD Y3K-R BE ASKED?

They should be skipped

Page 72

EXERCISE #12: R IS A NURSE MARRIED TO A DOCTOR. IN Y47 SHE SAYS
"X". IN Y47A SHE SAYS "X" AGAIN. HOW WOULD YOU
PROBE TO DETERMINE WHETHER R UNDERSTOOD THE QUESTIONS?

RQ Y47a. If you still get an "X" try
repeating Y47.