### INSTRUCTION BOOK

**Fall 1966 Omnibus**

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What This Study Is About.</td>
<td>1</td>
</tr>
<tr>
<td>Sampling for P. 504</td>
<td>2</td>
</tr>
<tr>
<td>Sample Addresses</td>
<td>2</td>
</tr>
<tr>
<td>Assigning Cover Sheets</td>
<td>2</td>
</tr>
<tr>
<td>Selecting the Respondent(s)</td>
<td>2</td>
</tr>
<tr>
<td>Extra DU's at Sample Addresses</td>
<td>3</td>
</tr>
<tr>
<td>Sampling Procedures in Large Segments</td>
<td>3</td>
</tr>
<tr>
<td>Noninterview and Nonsample Addresses</td>
<td>3</td>
</tr>
<tr>
<td>Return of Blue Folders to Ann Arbor</td>
<td>4</td>
</tr>
<tr>
<td>Some Reminders About Listing</td>
<td>4</td>
</tr>
<tr>
<td>New Segments</td>
<td>4</td>
</tr>
<tr>
<td>Prelisted Segments</td>
<td>4</td>
</tr>
<tr>
<td>General Information</td>
<td>4</td>
</tr>
<tr>
<td>White Sample Address Summary Sheets</td>
<td>4</td>
</tr>
<tr>
<td>Help Notes</td>
<td>5</td>
</tr>
<tr>
<td>Study Dates</td>
<td>5</td>
</tr>
<tr>
<td>Practice Cover Sheets</td>
<td>5</td>
</tr>
<tr>
<td>Practice Interview</td>
<td>6</td>
</tr>
<tr>
<td>Materials You Should Have for P. 504</td>
<td>6</td>
</tr>
<tr>
<td>Cover Sheet and Face Sheet Instructions</td>
<td>7</td>
</tr>
<tr>
<td>The Questionnaire</td>
<td>8</td>
</tr>
<tr>
<td>Telephone Sheet</td>
<td>8</td>
</tr>
<tr>
<td>Call Procedures</td>
<td>9</td>
</tr>
<tr>
<td>Use of Respondent Letter</td>
<td>9</td>
</tr>
<tr>
<td>Progress Report Forms - General Procedures</td>
<td>10</td>
</tr>
<tr>
<td>Progress Report Forms - Item by Item Discussion.</td>
<td>11</td>
</tr>
<tr>
<td>Sample Progress Report Form</td>
<td>12</td>
</tr>
<tr>
<td>Project Completion Form</td>
<td>13</td>
</tr>
<tr>
<td>Returning Interviews and Cover Sheets</td>
<td>13</td>
</tr>
<tr>
<td>Mailing Schedule</td>
<td>13</td>
</tr>
<tr>
<td>Mailing Rules</td>
<td>14</td>
</tr>
<tr>
<td>How to Calculate the Per Cent of Assignment Covered and Mailed</td>
<td>14</td>
</tr>
<tr>
<td>Editing Interviews</td>
<td>15</td>
</tr>
<tr>
<td>Press Release</td>
<td>15</td>
</tr>
<tr>
<td>Show Cards</td>
<td>16</td>
</tr>
<tr>
<td>&quot;Why Do We Ask You?&quot; Folders, Thank You Cards, and Report Request Cards</td>
<td>16</td>
</tr>
<tr>
<td>Contacting Local Authorities</td>
<td>16</td>
</tr>
<tr>
<td>Day-by-Day and Pay Records</td>
<td>16</td>
</tr>
<tr>
<td>Question-by-Question Objectives</td>
<td></td>
</tr>
<tr>
<td>Congressional Candidates by PSU</td>
<td></td>
</tr>
<tr>
<td>Copies of P. 504 Materials: Respondent Letter White (1) Cover Sheet</td>
<td>34</td>
</tr>
<tr>
<td>Press Release</td>
<td></td>
</tr>
<tr>
<td>Progress Report Form</td>
<td></td>
</tr>
</tbody>
</table>
WHAT THIS STUDY IS ABOUT

This is the 1966 Fall Omnibus. Coming as it does shortly after the national Congressional elections, it is natural that one of the major interests of this study should be the political attitudes and behavior of the American voter. We have been conducting such studies since 1948, with major election studies in 1952, 1956, 1960, and 1964.

Two books have been published using data gathered in these interviews. A volume entitled The American Voter, published in 1960, was based on all of the political studies done prior to 1960. Elections and the Political Order, published in the summer of 1966, is a collection of articles written about the national elections. In addition, we expect two more books to be published next year, one a major work on the 1956-58-60 panel series of studies, the other based on the 1968 election study in which both Congressmen and their constituents were interviewed. In short, the interviews taken by you over the years represent a significant addition to the political history of the American people.

Since 1966 is an "off-year" election, we have a good opportunity to find out more about the political attitudes and behavior of Americans during election years when there is no Presidential contest. This Fall Omnibus also marks the first major study of American attitudes toward the United States Supreme Court. The Court makes many important decisions which affect the lives of Americans, and we are interested in the reaction of the American public to these decisions and to the Court.

Finally, each of the quarterly Omnibus surveys includes our usual questions about economic attitudes and behavior. The consumer is asked about his family's economic situation, his view of economic trends in the nation, and his expectations of buying automobiles and durables during the coming year. Many traditional questions are repeated in each survey; by comparing respondents' answers to the same questions, asked in different surveys, we are able to measure changes in consumer attitudes and expectations.

In addition, the economic section of the 1966 Fall Omnibus contains a number of new questions dealing with R's knowledge of changes in the interest rate and certain specific questions which he might have taken because of changes in the interest rates. There are several questions designed to show whether R has an idea what his financial circumstances will be five years from now, or whether that is something he can't tell. (Don't force him to guess on these questions.)

Sponsorship of the Political Study

In order to finance this study, the Center has obtained money from various scholarly organizations who feel it is important to continue our research into the political behavior of American voters. Under such a research grant arrangement, the Center is allowed complete freedom in planning and carrying out the study. For all practical purposes, the Center is the sponsor. It goes without saying that the Center, as a research agency, is impartial and neutral with regard to political and economic events; the role of the Center and its staff is that of an objective collector of facts about where the public stands.
2. **SAMPLING FOR P. 504**

**Sample Addresses**

All addresses for P. 504 will be from segments (which are in turn derived from chunks). Blue and yellow folders have been prepared for all segments and will be sent to you if the chunk is being used for the first time. If any segment in the chunk has been previously used, you already have the yellow folder in the PSU files and only the blue folder will be sent.

**Assigning Cover Sheets**

You will receive white (Type I) and blue (Type II) cover sheets for primary families, and green (Type III) cover sheets for secondary families. **Each SAMPLE ADDRESS IN A SEGMENT IS TO BE ASSIGNED A WHITE COVER SHEET BEFORE ANY INTERVIEWING IS DONE.** The assignment of white cover sheets to the addresses is to be made from the $203 listing sheet in the blue folder (except for the assignment of white cover sheets to extra DU’s at sample address). Blue cover sheets and green cover sheets are to be assigned at the time of interviewing when the need for them arises.

White cover sheets are assembled in packs of five; blue cover sheets and green cover sheets are in packs of three. In each case, **USE THE COVER SHEETS IN THE ORDER IN WHICH THEY ARE ASSEMBLED.** Within each pack the sheets are numbered in the upper right-hand corner, 1 through 5 (white) or 1 through 3 (blue and green). Use sheet 1 first, then sheet 2, etc.

**Selecting the Respondent(s)**

On the white cover sheet, use the selection table to choose a random politically eligible person in the primary family. **Note that members of secondary families are not eligible for selection on the white cover sheet.**

If the person selected is the head, or wife of head, of the primary family, he is an eligible respondent for the economic questions as well, and a blue cover sheet will not be used. However, if the respondent selected on the white cover sheet is not head or wife, a blue cover sheet is to be filled out, and the head or wife (as specified on the cover sheet) is to receive the interview of economic questions only.

Whenever there are secondary families, a green cover sheet is to be made out for each, and the head or wife of head (as specified on the cover sheet) of each secondary family is to be interviewed. **Note that a secondary family is one which shares the DU of the primary family, but is unrelated (by blood, marriage or adoption) to the head of the primary family. Roomers, boarders, etc., will fall into this category.**

**Extra DU’s at Sample Addresses**

At each sample address check for additional DU’s. If one or more additional DU’s are discovered, make out a new white cover sheet for each and then proceed to take the interview.

Please make out a cover sheet for each extra DU and clearly identify it as "extra DU." Use the same line number on that extra DU cover sheet as you did on the cover sheet for the original DU. Be sure to record, on both the cover sheet and the listing sheet, the identification (up, down, front, back) for each extra DU.

Always interview at all extra DU’s unless you find more then 4 extra DU’s at the address. If you find more then 4 extra DU’s in a structure, notify the office. Do not interview until told what to do.

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3. **Sampling Procedures in Large Segments**

1. **TAKE ALL Segments**

   If, after completing the listing of a TAKE ALL segment (or after bringing a prelisting up to date) you find that the segment contains more than 12 DU’s, do not interview in the segment. Return the blue folder, containing the complete listing and a sketch showing DU locations, to us immediately. Attach an Immediate Action Form (bright pink) to the folder and call our attention to the fact that you have 13 or more DU’s assigned in this segment on P. 504. We will then make another selection of lines and return the blue folder to you as quickly as possible.

2. **TAKE PART Segments**

   In TAKE PART segments, if the number of listed addresses exceeds the highest line number appearing in column 4 of the blue folder cover, send the folder (Immediate Action Form attached), with the listings and a rough sketch of the segment, to the Field Office. After reviewing the materials, we will send instructions to you.

**Noninterview and Nonsample Addresses**

Whenever you have a sample address (an address on an assigned line on the $203), you are to make out a cover sheet for it, even if the structure no longer exists, is no longer a dwelling, is vacant, or is under construction.

If you are unable to obtain an interview with a respondent, please complete the appropriate information on the reverse side of the cover sheet.

**Return of Blue Folders to Ann Arbor**

After you (or another interviewer) have visited a segment and brought the listing sheet in the blue folder up to date or prepared a new listing for a new segment, only then is the blue folder to be returned to the Ann Arbor office. However, do not keep the blue folders any longer than is absolutely necessary. Work from the yellow folder and return the blue folder to us.

<table>
<thead>
<tr>
<th>IMPORTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. When you receive your blue folders and pull from your files the appropriate yellow folders, REMOVE THE PINK INSTRUCTIONS (&quot;Interviewing in Segments&quot;) from any folders which still have them - THESE ARE OBSOLETE.</td>
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<tr>
<td>II. Certain changes have been made in the sampling procedures since the pink instructions were issued. Refer to Chapter 10 (pages 56-65) in the INTERVIEWERS’ MANUAL and look at the examples on pages 72-76, to refresh your memory about the revised procedures.</td>
</tr>
</tbody>
</table>
Some Reminders About Listing

When listing a new segment or checking a prelisted segment, pay particular attention to "out of the way places" such as DU's with rear, alley, or side entrances, DU's located within, above, beside, or behind commercial buildings, and DU's in structures behind a main DU which faces a street.

New Segments

If a selected segment is to be listed for the first time, be sure to review the listing instructions given in the new Interviewers' Manual. Note that when listing DU's in a small multiple DU structure, it may be necessary to inquire of a responsible person as to the number and location of DU's within the structure.

Prelisted Segments

In many cases the S203 segment listing has already been prepared. Prelistings are found occasionally for segments being used for the first time, and always for segments that have been used before. Make certain that DU's in structures that were previously overlooked or have come into existence since the time of the prelisting are added to the segment listing sheet.

(See Field Notes, page 9, for instructions concerning Respondent Letters.)

General Information

For the general information concerning the following items refer to the Interviewers' Manual:

1. General listing instructions (pages 50-55)
2. Who is a member of the household (pages 70-71)
3. How to determine family units (pages 68-70)
4. Definitions of head (of household) and primary and secondary family units (pages 68-70)
5. Sampling with tables (pages 66-68) - Remember that we are selecting a person from among only the politically eligible persons in the primary family on this study, rather than from among all adults as usual.

White Sample Address Summary Sheets

A supply of blank White Sample Address Summary Sheets are included for the use of the Office Contact and the interviewers. The Office Contact can use these sheets to add any additional or missed DU's in the PSU sample. Each interviewer should use the sheets to list all the addresses assigned to her. This form should be kept up to date. If the Sample Address Summary Form is updated after each visit to a segment, the interviewer can quickly scan it each week and fill in the information required on the Weekly Progress Report Form.

FIELD NOTES

Study Dates

Wednesday, November 9 - Monday, December 12, 1966

You may start interviewing for this project Wednesday, November 9---not before because of the post-election questions. Please complete the practice cover sheet exercise and your practice interview and mail them both to your supervisor before you start interviewing.

All interviewing must be completed by December 12. The Availability Memo gave the study dates as November 9 - December 16, but we have had to revise the ending date in order to fit in with the December 16 closing date in Coding. All interviews and NI cover sheets should be in the mail by midnight, December 12 in order to allow time to get to the Field Office and get coded by December 16. Interviews arriving in the Field Office after December 16 cannot be used.

Practice Cover Sheets

Each interviewer will get an envelope containing the materials she will need to work through five practice cover sheet situations. Each envelope will contain the following materials:

1. a sheet describing the five practice situations
2. a pack of five white (1) cover sheets stapled together
3. a pack of three blue (1a) cover sheets stapled together
4. a pack of three green cover sheets stapled together
5. fifteen copies of the face sheet from the P. 504 interview

For each situation you should work through a white (1) cover sheet filling out the accompanying face sheet, and make out blue and/or green cover sheet(s) whenever necessary. As in the real interviewing situation, use the cover sheets in the order in which they are stapled. That is, you should use the first cover sheet in the stapled pack of white (1) cover sheets for situation 1, the second one for situation 2, etc. As they are required, the blue and green cover sheets should also be used in the order in which they are stapled.

Skip items 2-10 and the Call Record on all practice cover sheets as well as item 11 on Cover Sheet I.

Be sure to work all the way through each practice situation filling out all cover sheets required by the situation described, and making out a face sheet for each cover sheet.

As you complete your work on each practice situation assemble the materials in the proper order (Cover Sheet I and accompanying face sheet, Cover Sheet II and accompanying face sheet, Cover Sheet II and accompanying face sheet), and attach them together. Label each set with its practice situation number.

Send the five completed practice sets to your supervisor together with your practice interview. Your supervisor will notify you if you have made any errors, but do not wait to hear from her before you begin interviewing on November 9.
Practice Interview

As usual, take a practice interview for P. 504 as soon as you have studied your materials, and mail it to your supervisor before you begin production interviewing. You may start interviewing on November 9 without waiting for your supervisor to comment on your practice interview.

Please remember to clearly identify your practice interview by writing "PRACTICE" on the first page.

Materials You Should Have for P. 504

- Instruction Book: 1 per interviewer, plus 1 per PSU
- Practice Cover Sheet Sets: 1 set per interviewer
- Questionnaire: 1 per sample address, plus extras
- Telephone Sheets: 1 per sample address, plus extras
- Sets of Show Cards (6 per set): 2 sets per interviewer
- Respondent Letters: 1 per sample address, plus extras
- Envelopes for Respondent Letters: 1 per sample address, plus extras
- "Why Do We Ask You?" folders: 1 per sample address, plus extras
- Thank You Cards: 1 per sample address, plus extras
- Report Request Cards: 1 per sample address, plus extras
- Project Completion Forms: 3 per PSU (for OC's use)
- Progress Report Forms: 1 set per PSU (for OC's use)

Set includes:
- Form for November 9-15
- Form for November 16-22
- 2 Forms for November 23-29 (one for Supervisor and one for Field Office)
- Form for November 30 - December 6 (Use Project Completion Form for December 7-12)

White Sample Address Summary Forms: 3 per interviewer

Envelopes of Sampling Materials: (contains cover sheets and Blue Folders)

Cover Sheet and Face Sheet Instructions

You should have a white (1) cover sheet assigned for an address before you call at it. Just work through this white cover sheet using information about the address and the DU occupants that you are able to get from your initial contact at the address. Get the relationship to head and sex and age of each person 18 or older and each married person regardless of age and record this information in the listing box on the first page of a questionnaire. From the "relationship to, or connection with, head" indicated for each person, determine and record the family unit number in column b. All members of the Head of Household's family get No. 1. Members of a secondary family unrelated to the Head get No. 2. If there is more than one secondary family, the additional ones get No. 3, 4, etc.

You will have to ask your initial contact, for each person listed, whether he/she is a U.S. citizen. Then for each person listed, look at age and whether he/she is a citizen to determine if he/she is politically eligible. Note that in both columns e and f we are asking you to write "Yes" or "No" on each line.

The next step is to locate all persons who have Family Unit No. 1 (in column b) and who also have a "Yes" in column f. You may want to put a small check in column g to designate these people. You will then assign a number to each politically eligible person in Family Unit No. 1 giving No. 1 to the oldest male, No. 2 to the next oldest male, and so on until all the males are numbered. Continue by numbering the females; the oldest female gets the next number after the youngest male, etc. If there are no males to be numbered, then the oldest female gets No. 1, the next oldest female No. 2, and so on. Write these numbers in column g.

At item 13 on the cover sheet you are asked to check one of three boxes to indicate whether there is no politically eligible person in Family Unit No. 1, or one, or more than one. If there is none, the white (1) cover sheet becomes NER and you will assign a blue cover sheet to the address for determination of an economic respondent. Don't forget to check for secondary families at item 19 before you leave the white cover sheet.

If there is only one politically eligible person in Family Unit No. 1, that person is your respondent.

If there is more than one politically eligible person in Family Unit No. 1, use the Selection Table printed on the cover sheet to determine which one of them is to be interviewed. Find the number in the left-hand column of the Selection Table that corresponds with the total number of politically eligible persons in Family Unit No. 1 (add the number of times on which you have put numbers in column g to get this total); circle this number. The number in the right-hand column opposite the number you just circled in the left-hand column is the number (assigned in column g of the listing box) of the person you are to interview. Circle that number too, to show clearly the number that identifies the person to be interviewed.

When you have determined who your respondent is, put a check (✓) in column h on the line on which he/she is listed.
If the selected R is either the head or the wife, then the R is to be asked both the economic and political sections in the questionnaire and nobody else from the primary family is to be interviewed. However, if the selected R is anyone other than the head or wife, then you are to ask him/her only the political sections and assign a blue cover sheet so that you can interview either the head or wife (as indicated on the assigned blue cover sheet) as an economic respondent.

Item 16 on the cover sheet tells you whether you are to ask Page 27X or Page 27Y and asks you to check the applicable "Page 27X" or "Page 27Y" box on the first page of the interview. Please remember to check the box on the face sheet so that when you get to page 27, you can just look back to the first page to see which version of page 27 you are to ask rather than having to check back on the cover sheet.

10 and 11 Cover Sheets

Remember that whenever you use a blue or green cover sheet, the listing box information on the face sheet accompanying it should appear exactly as it does on the face sheet for the Cover Sheet No. 1 respondent, except for your check in column h to indicate the respondent.

Item 13 on the green cover sheet asks you to check on R's political eligibility. If he is not politically eligible we want to ask him the economic sections only, whereas if he is politically eligible we want to ask him all sections.

The Questionnaire

Inasmuch as many of the questions have been used before, we have done a considerable amount of "precoding" on the questionnaire itself. This means that in many cases we have inserted a number, as well as a key answer word in the box which you are to check. As far as your interviewing is concerned, you should disregard these numbers.

Page 27 in Section C

There are two versions of Page 27 in Section C of the questionnaire. The only difference in these pages is the order of the questions. Each white and green cover sheet indicates whether you are to ask Page 27X or Page 27Y. We expect to end up with about an equal number of interviews with Page 27X asked and interviews with Page 27Y asked, in the total national sample. See "Question-by-Question Objectives" for further information on the two versions of Page 27.

Telephone Sheet

A telephone sheet is to be filled out for respondents asked all sections and respondents asked just the economic sections, if they have a phone and will give you their phone number or name.

Also fill out a telephone sheet for an R who doesn't have a phone but mentions that he may get one, if he is willing to give you his name.

Call Procedures

1. On your first visit to a segment to update, or list, you should plan to interview at least one respondent in the segment. Be sure to allow enough time on your first visit to the segment to both check or make a listing and take an interview. This procedure will get you off to a good start and keep sampling costs down.

2. Start calls on all assigned DUs early in the study period. This will allow you time to make repeated callbacks for respondents you are unable to contact the first time, and should give you a better chance to find the selected respondent at home and free. Callbacks at addresses which were previously NAH or RA should range over the entire study period, showing a spread between weekdays and weekends, as well as between mornings, afternoons, and evenings.

3. Return a cover sheet to the office if it is RA or NAH after four calls in urban or rural non-farm areas or after three calls on a rural farm address if:
   a. Calls were made at all parts of the day - morning, afternoon, and evening.
   b. Calls were made on weekend days as well as weekdays.
   c. Your PSU has reached a minimum response rate of 85%.

   If all three of these conditions are not true, continue to call on an NAH or RA until all conditions are met, or the maximum limit of eight calls has been reached.

4. If you get a refusal, it is often useful to exchange your refusal slips with another interviewer's refusals. Often just a different person calling at the address will impress the respondent with the importance of his being interviewed.

Use of Respondent Letter

A copy of the respondent letter appears at the back of this book. We have included in the study materials for each PSU enough letters and franked envelopes so that you can send a letter to every assigned sample address. In order that you may send out respondent letters to some addresses before visiting the segments you should do the following as soon as you receive the sampling materials:

1. For each prelisted segment you should scan the listing sheet to see if it has mainly mailable addresses or whether it has several non-mailable (descriptive) listings (as, for example, in a rural area or urban multiple-family-structure area without clear apt. numbers as part of the address).

2. If it has mainly mailable addresses you may remove the black tape to discover the lines assigned for this study (ordinarily you shouldn't know the assigned lines until you have updated the listing sheet).
Use of Respondent Letter - Continued

(3) Then, before visiting the segment to update, you should send respondent letters to assigned mailable addresses. In this way the addresses you contact on your first visit to a segment will have received respondent letters before you call on them.

If you cannot get a good mailing address for an assigned DU, simply hand the respondent one of the letters when you make your contact. This would also be necessary when you attempt to take an interview on your first visit to a segment which contains several nonmailable addresses, or on your first visit to a segment which has not been prelisted. All respondent letters should be sent to the head of the household.

When you mail respondent letters, please put your name above the return address on the envelope. Occasionally respondent letters are returned to this office, because they cannot be delivered. It is most helpful if the interviewer’s name appears on the envelope so that we can quickly return these letters to the right person. Be sure to include a "May We Ask You" folder in each envelope.

Progress Report Forms - General Procedures

We will use the weekly progress report form in the usual manner. Remember that the office contact should receive the only one progress report from the office contacts just beyond the midpoint of the study on November 30. The supervisor should receive all four of the progress report forms, including a copy of the November 30 progress report. The project completion form, of course, is sent to the Field Office and the supervisor at the end of the study.

Here are the procedures for using the progress report forms:

1. As soon as you receive your sample, write each assigned address on the Sample Address Summary Form. (The office contact will also have to keep a "master list" for the entire PSU.) Keep these Summary Forms up to date throughout the study. Every time you take an interview, or find a DU that is NI or NS, or have to make out a blue or green cover sheet or an extra DU cover sheet, indicate this beside the appropriate address on the Sample Summary Form. Bring your Form up to date after each trip to a segment.

2. The office contact and the interviewers should agree on a time when the interviewer should contact the office contact to give her information for the Progress Report Form. For example, the best time in some places might be the evening before the report is to be mailed, say, Tuesday, around 7:00 p.m. This time should be mutually convenient but, once it has been set, it is the interviewer’s responsibility to call the office contact about that time, and the office contact’s responsibility to be available for the call. Naturally, we do not suggest any definite rules about this. We only suggest setting an approximate time for the convenience of all and to insure adequate communication. If some other way can be established to relay this information, that is all right.

3. When the interviewer calls the office contact it is the interviewer’s responsibility to provide information for every item on the Progress Report Form. The Interviewer should be prepared to report a figure for every item on the Form, including her response rate (item 7). If the office contact notices a discrepancy in the figures, she should, of course, ask the interviewer about it. However, it should not be necessary for the office contact to figure out each interviewer’s response rate, nor to check all figures.

4. By consulting her Sample Address Summary Form, the interviewer can fill out the blanks in one column of a Progress Report Form. The blank form provided at the back of this instruction book can be used for that purpose. The first column, now labeled Office Contact, can be used for the first week of the study, November 9-15, the second column for November 16-22, etc. The columns, of course, are cumulative; that is, the figures in the column for November 16-22 will also include the figures in the column for November 9-15.

5. The office contact will then mail the copy of the Progress Report Form for her entire PSU to her supervisor on the day after the last day of the period as indicated on page 14. If the office contact has not heard from each interviewer in her PSU by the specified time, and is unable to contact the interviewer, then the office contact will have to leave the column for the interviewer blank and mail the form anyway.

A sample Progress Report Form is on the next page to give you an idea of how the completed form looks. The Progress Report Form the office contact sends to the supervisor should resemble this sample. Notice that there is a column for every interviewer in the PSU who is working on the study. If there are more than four interviewers (including office contact) working on a study, it will be necessary for the office contact to complete another form; the PSU total, however, should appear on only one form.

For P. 504 there are four progress report forms, roughly corresponding to each week in the study. Just beyond the midpoint of the study, on Wednesday, November 30, the office contact should fill out two copies of the form; one goes to the supervisor and one to the Field Office. For the last week of the study, please use the Project Completion Form instead of a Progress Report Form. Send one copy of the Project Completion Form to your supervisor and one to the Field Office, and keep one for your files, as usual.

Progress Report Form - Item by Item Discussion

1. The total sample size is reached by counting the assigned sample line numbers on the segment listing sheets in the Blue Folders. As soon as you have either brought a segment listing sheet up to date or made a new segment listing sheet for a segment not previously listed, you should write in P. 504 on all sample lines indicated on the Blue Folder cover. For the first week or two of the study if you do not yet have a listing for all the segments, simply estimate the sample size.

As you continue interviewing, this figure for total sample size may increase due to finding extra DUs and/or secondary families or having to interview an additional person in the primary family as the economic respondent.

2. On line 2 enter the total number of cover sheets which are Non-sample (House Vacant, Address Not a Dwelling, Outside Survey Boundaries, No Eligible Respondent, etc.).
1. Total Sample Size: 

2. Enter here the number of盖片 sheets classified as "Y" (and, add, see sheet, etc.) to obtain total number of possible interviews.

3. Subtract the figure on line 2 from the figure on line 1. This indicates the number of possible interviews.

4. Enter the number of interviews you have completed.

5. On line 5 enter the number of cover sheets you have classified as non-interviews (N/A, R/P, R/A, and other NIs) which you think will remain NI for the entire study period.

6. On line 6 enter the total number of cover sheets on which you are still working. This would include any NIs on first contact as well as any addresses which you have not yet visited.

7. Check to see that items 4, 5, and 6 add up to the figure entered in item 3. Then to obtain your response rate, simply divide the figures in item 4 (number of completed interviews) by the figure in item 3 (number of possible interviews). Enter that response rate in item 7.

8. Enter the number of cover sheets you have already mailed to the Field Office.

9. Indicate whether there are any addresses you have not yet visited for P. 504. If there are addresses in your assignment which haven't been visited, record the number of unvisited addresses. This number would, of course, be included in the figure in item 6.

10. If you think you will be unable to finish P. 504 by December 12, please indicate that on the first or second progress report form.

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**Project Completion Form**

Three copies of the Project Completion Form have been sent to each PSU. These forms should be filled out by the office contact upon the completion of the study in the PSU. One copy should be sent to us with the final mailing of materials for the study (on or before December 12); the second copy should be sent to the supervisor; the third copy is for the PSU files.

**Returning Interviews and Cover Sheets**

Securely assemble all the materials for one interview together; use paper clips or just insert the cover sheet and the telephone sheet in the questionnaire. Please do not use staples, scotch tape, or the "fold and tear" method since all materials for each interview are assigned a code number in the office and then separated to insure anonymity.
Mailing Schedule

As you well know, it is very important to maintain a steady flow of interviews throughout the study period. This insures that work will not pile up at your end and that each respondent will have a good chance to be found and interviewed. This steady flow also enables us here in Ann Arbor to keep up with the processing and coding of interviews as they arrive each day.

Please plan your work so that you can complete the minimum percentages indicated below during each period:

<table>
<thead>
<tr>
<th>Week</th>
<th>Mailing Rule (see below)</th>
<th>% of Assignment to be Covered and Mailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st (Nov 9-15)</td>
<td>A</td>
<td>25%</td>
</tr>
<tr>
<td>2nd (Nov 16-22)</td>
<td>B</td>
<td>50%</td>
</tr>
<tr>
<td>3rd (Nov 23-29)</td>
<td>B</td>
<td>65%</td>
</tr>
<tr>
<td>4th (Nov 30-Dec. 6)</td>
<td>A</td>
<td>85%</td>
</tr>
<tr>
<td>5th (Dec 7-12)</td>
<td>A</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mailing Rules

A (1st, 4th, and 5th weeks) - Mail all interviews before noon of the day following the interview. Use Air Mail in all PSUs except Detroit, Genesee, Hancock, Marshall, St. Joseph, and Toledo.

B (2nd and 3rd weeks) - Mail in groups of three, unless you have not completed three interviews within the seven-day period following your last mailing. In this case mail however many you have on hand. NEVER HOLD COMPLETED INTERVIEWS LONGER THAN A WEEK. DO NOT COLLECT MORE THAN THREE INTERVIEWS BEFORE MAILING. Use First Class envelopes to mail during this period.

How to Calculate the Per Cent of Assignment Covered and Mailed

1. Take the number of cover sheets (total sample size) shown on line 1 of your progress report.
2. Take the number of cover sheets you have mailed to Ann Arbor (line 8 on your progress report). This will include completed interviews, nonsample, and final noninterviews. DO NOT INCLUDE any cover sheets on which you are still working, such as tentative refusals or temporarily absent respondents.
3. Divide your total return (line 8 of progress report) by the total number of cover sheets (line 1 of progress report); multiply this figure by 100.
4. Check the percentage you obtain in step 3 against the per cent expected in the "Mailing Schedule".

NOTE: The schedule calls for doing a great deal of work in the first two weeks of the study. This is because:

a. We want the interviews to be taken as soon after the election as possible.

b. The Thanksgiving and Christmas holidays will make later interviewing more difficult, as well as create mailing delays. In order that we be able to code, tabulate, and report the results before Christmas, it is essential that interviewing be completed by December 12.

Editing Interviews

Please try to edit your interviews right after you take them, while you still remember the respondent and the interview situation clearly. The following points are listed so that you can easily refer to them and make sure they are well covered while you are editing:

1. LEGIBILITY.
2. Inappropriate questions are clearly marked "Inap." (Make sure the questions you mark "Inap." are really inappropriate according to the questionnaire instructions.)
3. Full thumbnail sketch to give reader a good idea of the interviewing situation. Particularly note any unusual situations and other information about the respondent not stated in the interview.
4. All probes (and any other remarks by you) indicated in parentheses.
5. All unclear responses clarified (by your parenthetical notes).
6. Your name label appears on the questionnaire and on the cover sheet.

Press Release

Our public relations office has sent a press release on this study to the newspapers in your area on the basis of the names the office contacts have supplied us. At the end of this Instruction Book is a copy of this press release.

If you wish to send additional press releases to any local publications, please write us for them. We have extras available. Often, however, the best publicity is received when the interviewer herself retypes the press release and personally takes it to the local editor. This, of course, is truer in the more rural PSUs than in the metropolitan areas.
Show Cards

The show cards are to be shown as they are called for on the questionnaire. Use them in the customary manner.

"Why Do We Ask You?" folders, Thank You cards, and Report Request Cards.

Be sure to include the "Why Do We Ask You?" folder with the respondent letter. The folder can also be used at the door or after the interview has been completed.

The Thank You cards are helpful in bringing the interview to a friendly close. At this time you can also leave the Report Request Card with the respondent. Please be sure to fill in the project number P. 50c, before you leave the card with the respondent.

Contacting Local Authorities

As usual, it is important that the office contact (by letter or by telephone) contact the local Police Chief or Sheriff, as well as the Better Business Bureau or Chamber of Commerce, and give these people the following information before interviewing begins:

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

If you are interviewing in several towns, you will need to do this for each one. Feel free to show your ID card the "Why Do We Ask You?" folder, and the Respondent Letter. If the person wants a direct confirmation from Ann Arbor, let us know immediately, and we will send a letter, or, if necessary, the person may contact us directly. In such a case we should write Dr. John Scott in the Field Office or call him at area code 313, 764-8356.

Day-by-day and Pay Records

Day-by-day records are required for work on this project, as they are for all work you do for us. Remember your time card and the accompanying day-by-day should be mailed in for each pay period—or the last and 16th day of each month. Travel vouchers and the accompanying mileage statement should be sent in once a month.

QUESTION-BY-QUESTION OBJECTIVES

SECTION A: (ASK EVERYONE)

A1.

This question asks about problems which the respondent thinks the government in Washington should try to take care of. If his answer is not clear, you may probe to clarify what he means. Use the "Any others" probe given in the schedule only once. We do not want to force responses. We want the respondent to mention only the problems which are of genuine concern to him; he should not feel that he must cast about in his imagination or yesterday's newspaper for topics to add to what he has already told us.

Responses indicating that the government should stay out of certain areas are legitimate (i.e., "Stay out of race question"). Since we are basically interested in what the respondent considers to be major national problems, and not so much in what he thinks the government should do about them.

The most important thing to note about this series is that we do not want to force R to come up with an answer. On these structured issue questions we do not want any probes. For each question, ask first whether R has been interested enough to have an opinion; if he says "No," move on to the next question, taking the posture that this is perfectly natural.

A2-A4.

Asking A5 correctly requires remembering R's response to A1; that is, did he mention Vietnam as a major problem area or not. If you are at all doubtful about this, ask A5. If it is clear that R did mention Vietnam as a major problem area in A1, you should read the introductory sentence in the upper left box and then ask A5b. Note that for A5b, you are to use Card 1, but you should read the three alternatives to A5b also.

A6.

There may be some ambiguity about the term "bigger war." Basically we are interested in whatever the R thinks a "bigger war" means, but if you're asked for clarification you might say that we are thinking about a war involving more countries and not just increasing American troops in Vietnam.

The sense of this question is, of course, which party would be more likely to keep us out of a bigger war.

ECONOMIC ATTITUDES:

Earlier this year we had a problem in that relative answers were being accepted for absolute questions, and vice versa. Things went much better in F. 757 and 760. Keep up the good work! Things are now much better in 757 and 760. Do not accept "better" or "worse" to such questions as "do you think we will have good times or bad times?" It does not answer the question: Watch out too for questions which ask whether there has been a change, for example A16. A11, A12, A13. "Prices will be very high" is not a sufficient answer to A13.

A10-A22 call for R's own personal opinions. In questions where there are only boxes to be checked, please write in any comments made by R which are pertinent. This is especially important in cases where you are in any doubt about which is the proper box to check.

A10-A11a.

Be sure to ask A10a and A11a no matter what response you get in A10 and A11. If R gives more than one reason for his views, please try to get them all down.

A12.

Here we want to know what R actually EXPECTS financially in the coming year. Note that responses in terms of what R "hopes" will happen are not acceptable.

A13.

1. We want R's expectations about prices in general of the things R and his family buy. If R talks of prices of specific things, repeat the introduction to the question to get him back on the track.
2. We do not expect R to be an expert - it is his opinions (if any) that we are looking for.
3. Only one box should be checked - but again, if there is any doubt which box should be checked, write down what R says and let us decide.

A14.

1. Use wording which corresponds to R's answer to A13.
2. Accept R's frame of reference here. He may say that price change; or price stability is good or bad for either himself personally or for the economy as a whole. Either is acceptable.

A15, A15a.

1. Use wording which corresponds to R's answer to A13.
2. Accept R's frame of reference here. He may say that price change; or price stability is good or bad for either himself personally or for the economy as a whole. Either is acceptable.

A16.

We are interested in a comparison for the country as a whole. If R answers in terms of a specific business or industry, you might try a probe including the words "in general." Use the "comments" line to report anything R says which will help us better to understand his answer.

A17, A17a.

These questions seek to find out anything R has heard in the last few months concerning a change in business conditions in the country as a whole. In particular we want to know whether the news R has heard is favorable or unfavorable. R may of course have heard of both favorable and unfavorable developments; get detailed and specific information on both. Again - we're not interested in R's personal situation - but in answers relating to such things as recession, unemployment, consumer demand, prices. His answers here need not conform with his reply to A15 or A16.

A18.

Note that R's answer here may not correspond with his answer to A15. Times may be worse than last year but still good - and vice versa.

A19-A19a.

Be sure R understands that we mean unemployment rather than employment, but after R has answered, be careful not to probe in such a way that he may feel he has given the "wrong" answer.

If R spontaneously replies in terms of local unemployment, his answer is acceptable. If, however, he asks what we are referring to, explain that we are interested in national rather than local unemployment. Always ask A19a.

A20, A20a.

1. The main purpose of A20 is to discover whether people give some thought to the economic outlook for the more distant future; and if they do, we want to know what they expect. Try to get down all that R says.
2. Undoubtedly, some people never look more than a year ahead. Don't urge them to express a definite opinion in that case, but ask A20a - "On what does it depend in your opinion?"

A21-A21a.

Again we are interested in opinion which refers to the country as a whole. If R says that it will or might happen again, ask both A21a and A21a.

A22-A22a.

Please emphasize the words business conditions. It will not satisfy us to hear that people are upset about Vietnam; we want to explore what relationship, if any, R sees between the present world situation and current business conditions here at home. Some people will see no relationship. Therefore, if R cannot answer, don't push him, other than using probes A22a and A22b. These probes should at last make it possible to discover whether people think world conditions make for good or bad times at home. In other words, do they think the present state of world affairs has a good or bad effect? Be sure to ask A22a and A22b of everyone.

A23.

Before handing R the card, reassure him that this information is confidential and will never be given to the government or anyone else. "Your income" refers to the total income of all members of the family who live together. What is R's best guess as to what his total family income before taxes will be for the 1968 calendar year?
SECTION B: ECONOMIC QUESTIONS

B1-1a. Total Financial Reserves

Besides the fact that we need to know how many people have at least some reserve funds, this question is designed to enable you to check one of the boxes on page 10.

Before asking B1a, reassure R that we are not interested in exact dollar amounts, only approximate amounts. If necessary, also reassure him that this information is absolutely confidential and will not be given to the government or anyone else. Note that the question refers to the present time, and to the total of all financial reserves of everyone in the family, including stocks, bonds, mutual funds, etc.

B2. This question refers to R's total savings. The word "savings" should be defined as R sees it: the kinds of funds which he considers savings. If R "increased his savings" it means he added to his total savings - "decreasing" his savings means he withdrew more funds than he added.

B3-3a. Stock Market

The objective of this sequence is to find out the proportion of people who know anything about stock market developments and what they know. In B3a, probe to draw out the R until you feel you have gained some idea of what he knows.

Q. B3b is not intended to elicit specific knowledge, but to get R's opinion. If R says that the stock market is unrelated to business conditions and prospects, that is a legitimate answer.

B4-4b, B5. Interest Rate Changes

Don't push R for an answer. Accept R's frame of reference, whether he is talking about interest rates on savings accounts, or business loans, or whatever. But where R does mention a particular frame, we would be especially interested in knowing what that frame is.

We want to get an idea of how much importance people attach to higher interest rates - whether they think the higher interest rates affect the economy in any way we have little effect. Since many respondents may never have thought about this before, and may therefore have no opinion, don't press too hard. In B5, we are trying to find out R's opinion, if any, about the kind of change in interest rates he expects.

This question asks what R personally may have done because of "the change" in interest rates. "The change" that R will have in mind will depend on his answer to B4. Avoid giving R the information that interest rates have gone up if he does not already know. If B6-6a elicits further information about R's knowledge of interest rate changes, please include that in the answer to B6-6a. R's answer to this question may be rather complicated. Get down as much detail as you can. In particular, probe if necessary to find out both what was done and what type of asset (savings account, checking account, savings bond, etc.) was involved.

B7. Certificates of Deposit

If R does not know what certificates of deposit are, he probably doesn't have any. If he asks, you can explain briefly that certificates of deposit (CD's) are issued by some of the larger banks. They have a definite maturity date (usually six months to a year), and pay a somewhat higher rate of interest than do passbook savings accounts. (They are also written in minimum amounts of $500 or $1000.) They are not U.S. Savings Bonds. They are sometimes called savings certificates or time certificates. Please get down all detail about what kind of bonds R bought.

B8-8a.

B9. If R bought both certificates of deposit and bonds, try to sort out where the money came from for each (i.e. from what type of asset?). Note that some sources, e.g. "an inheritance," do not specify type of asset and must be probed.

B10-10a.

Stocks

This is pretty straightforward if you follow the arrows, with one possible exception: If R does not own any stocks now (B10), but did own some at the beginning of 1966 (B10a), then the answer to B10d (Did you sell any stocks in 1966?) becomes evident. But remember even so to ask B10e. If R sold one stock in order to buy another at the same time, B10b and B10d are both "Yes." Ownership and transactions of all family members should be included.

B11-11a.

Savings Withdrawals

This question is the last in the series asking R if he changed the form of any of his financial reserves this year. It is to make sure that we pick up any such transactions involving withdrawals from savings accounts. While R may already have told you about some of these transactions, he sure to ask the questions anyway. There may be more about savings accounts that he hasn't told you about yet. Please try to get down all details.

B12-12a.

Borrowing

We want to include here all of the ways in which R's family has borrowed money in 1966: for a mortgage, on a car or other goods, a bank loan for any reason, a long-term medical debt, a loan from a friend, etc. R is counted as having borrowed only if the money he owes has any of the following characteristics:

1. Is payable over a period of longer than 90 days; or
2. Involves two or more payments; or
3. Involves an extra charge for paying over time that wouldn't have been made if R had bought for cash.

If the respondent merely says "90 day charge," inquire whether payment was in a lump sum or if two or more payments were made. A revolving charge account is considered a form of credit.

B13, B13a.

Income Taxes

Here we want to know only what R expects will actually happen - not whether he personally thinks taxes should be raised. If R confuses the question with the changes already made this year, it may be necessary to repeat the question stressing "...during the next year."

B14-14a.

Future Income, Standard of Living, Savings and Reserve Funds

The most important objective of these three questions is to find out what proportion of people have an idea about what their situation will be in five years and what proportion "can't tell." Therefore, "can't tell" is a very acceptable answer. Don't push R to take a position on the scale. However, these are questions which call for some thought and reflection: some R's may say "don't know" just to be saying something while they think. Give the R plenty of time on these questions.
22.

b17, 17c. Inflation

Here we are interested in whether the R thinks he can do anything to soften the blow of inflation. And if so, what frame of reference that action might take. The R may also answer in terms of what a person can do to prevent or reduce inflation; such answers are acceptable.

b18. Whether owns or rents

1. Where 2 unrelated FF's are co-owners of a DU or share the rent, please note this on the questionnaire.
2. If R is buying home by making mortgage payments, check the "own home" box.
3. Some examples of FF's who neither own nor rent the DU's they live in are:
   a) Janitors, domestic servants, farm laborers, etc., who receive living quarters as part of their pay.
   b) People who live in houses or rooms provided rent-free as a gift from the owner.
   c) People who have sold the house in which the interview takes place, but have not yet moved.

b19, 19a.

We want to know whether R thinks it's a good or bad time to buy a house for people in general. We are not interested here in R's own problems, but in what he thinks of the market for houses. Be sure to note all references to prices, good or bad times, credit terms, quality of houses being built, etc. in answer to b19a.

b20, 20a.

The aim of these questions is to determine R's housing plans for the next two years. R20 is concerned with the coming year and R20a with the year after that. Note that we're interested here in reasonable expectations and not merely hopes or desires, so try to get at the certainty of R's expectations. Be sure that we can distinguish between expectations and hopes.

b21.

Let R decide what is a large expenditure. If you are at all uncertain whether a planned expenditure should be included under "upkeep, additions...", please jot down details and let us decide.

b22, 22a.

We are asking for R's personal opinion here regarding the car market in general and not his own personal ability or need to buy a car. Please discourage seasonal answers such as "Fall is a good time to get bargains."

b23, 23a.

Self-explanatory.

b24, 25.

We are interested in the plans of the whole family living there. The degree of certainty is also important to us, so please record such responses as "probably", "maybe", "definitely" when they occur.

* * *

BE SURE TO ASK B26 AND B27 IF THE ANSWER TO EITHER B24 OR B25 IS "YES", "PROBABLY", OR "MAYBE".
C9. I want to know if R has called to anyone with the purpose of persuading them to vote for his party or candidate. For this purpose, I am not interested in the total number of people contacted, but rather in whether or not R has spoken to any of his own personal contacts about the elections. If so, I would like to know if R has spoken to any of his personal contacts about the elections.

C10. If any one has asked R for assistance or advice, what has been the nature of that assistance or advice? We have not asked any questions concerning the nature of the assistance or advice, and we are not trying to identify these people in this question. We do want to know if R has been asked to leave his house to be present in the enterprise, or whether he is dealing with the enterprise in some other way.

C11. Radio and television are today two separate media. If R meets both, he should be asked about which he got more information.

C12. We want to know if R has talked to anyone about his voting decision, or if he has been influenced by anyone else's decision in this regard.

C13. We want to know if R is going to vote for R's party, or if he is going to vote for another party. We do not want to know whether or not R is going to vote, but rather whether or not he is going to vote for R's party. We also want to know if R is going to vote for another party, as well.

C14. We want to know if R is going to vote for R's party, or if he is going to vote for another party. We do not want to know whether or not R is going to vote, but rather whether or not he is going to vote for R's party. We also want to know if R is going to vote for another party, as well.

C15. We want to know if R is going to vote for R's party, or if he is going to vote for another party. We do not want to know whether or not R is going to vote, but rather whether or not he is going to vote for R's party. We also want to know if R is going to vote for another party, as well.

C16. We want to know if R is going to vote for R's party, or if he is going to vote for another party. We do not want to know whether or not R is going to vote, but rather whether or not he is going to vote for R's party. We also want to know if R is going to vote for another party, as well.

C17. We want to know if R is going to vote for R's party, or if he is going to vote for another party. We do not want to know whether or not R is going to vote, but rather whether or not he is going to vote for R's party. We also want to know if R is going to vote for another party, as well.

C18. We want to know if R is going to vote for R's party, or if he is going to vote for another party. We do not want to know whether or not R is going to vote, but rather whether or not he is going to vote for R's party. We also want to know if R is going to vote for another party, as well.
C13-C14. The information box above C13 should be filled in before you begin the interview. This information on congressional candidate names is necessary in order to ask C14 in the cases in which the R does not already know the candidate name correctly. The district numbers and candidate names are provided on the alphabetically-arranged PSU list which follows this section of the Instruction Book. (Disregard the mention in the questionnaire box of the CD numbers being on the blue Segment Folders.)

If all PS04 sample segments of a PSU are located in just one Congressional District, then there is just a single line with the state name, district number, Democratic candidate, and Republican candidate for that PSU. If the PS04 sample segments of a PSU are located in more than one Congressional District, as in all of the self-representing PSUs and in some of the larger non-self-representing PSUs, then Place Names and (where necessary) Segment Numbers are provided in order for you to determine which district each of your interviews is in.

Note that in a few districts, particularly in New York, minor party candidates are listed in parentheses below the Democratic and Republican candidates. These names are followed by "Lib." for Liberal, "Conn." for Conservative, or "Ind." for Independent.

C13a. This question should be asked only for those names mentioned by R in C13. If no names are given, this question is not necessary.

C13b. This question should be asked of everyone who gives less than two parties, even if the R has listed more than one name.

C14. This question is asked of everyone, with the introductory sentence read for all R's who do not give correct names for each party's candidate. Of course, you may have to paraphrase the sample sentence to take account of special circumstances in the Congressional District in which you are interviewing. For example: "Of course, the names aren't too important, but there are three major candidates, Mr. (Name of DEM) is running on the Democratic ticket, Mr. (NAME OF REP) is running on the Republican ticket, and Mr. (NAME OF LIBERAL) is running on the Liberal ticket." Note also that in some cases, only one candidate will be running.

C15-C16. Straightforward

C17-C21. In this series of questions we fill out the voting report for R. We want to know if R can actually name the candidate and whatever name he mentions should always be recorded when given. Only if it is clear that R does not know the candidate's name would you ask R to tell you the candidate's party. If R's response is garbled or vague, probe him gently. When editing the interviews, pay particular attention to the legibility of the candidate names.

C17a. Most people will have voted in the voting districts (precinct, ward, village, election district, polling area, or whatever) in which you are interviewing them. But people do not always change their voting registration immediately when they move, so they sometimes continue to vote in their former area for many years. Thus, there may not have fulfilled the residence eligibility requirements for voting where they now live, and must by necessity vote elsewhere if they are to vote. Note that they may have voted elsewhere either by mail (using an absentee ballot) or they may have gone to their old polling place in person. (A staff member on PS04 once hitch-hiked 700 miles to cast his vote because an absentee ballot was not then available in his state.) But we do not include among those voting elsewhere the voter who used an absentee ballot to vote for candidates in the voting district where he now resides (because he was out of town on election day, for example.) C17b provides us with this kind of information on method of voting for voters who voted in their local voting districts as well as those who voted elsewhere.

C17a also requires that you record the location where R voted, if he did not vote for the candidates in his local district. If R voted in a different city or in a different state, write in both city and state names; and if R knows the Congressional District number we would like that too. If R voted in the same city but a different precinct, record the name or number of the precinct if R can provide it easily.

C18. Since governor and senator elections were not held in all states we have listed below the states in which they were not held, and we suggest that you cross off in advance C18 and/or C19 on your questionnaires if they are not appropriate to the state in which you are interviewing, WRITING "Inapp—no race." HOWEVER, IF ON C17A YOU LEARN THAT R VOTED IN A DIFFERENT STATE, YOU SHOULD CHECK THE STATE LISTS BELOW TO SEE IF C18 AND/OR C19 ARE APPROPRIATE FOR THE STATE IN WHICH R VOTED.

Thus, if an R living in New Jersey (where there was no governor election) tells you that he actually voted in New York (where there was a contest for governor), C18 is not inappropriate, and should be asked.

Conversely, an R who lives in New York, but who voted in New Jersey, should not be asked C18.

Please be alert to these possible complications arising from voting in another state when you ask C18 and C19.

C19. Senatorial elections will not be held in the following states:

C19a. Senatorial elections will not be held in the following states:

Note that there are two Senatorial elections in Virginia and South Carolina. Ask C19 for both races, if R voted in either of those states.
C21. This is a question about state and local offices other than those just covered.

C22-C25. Use card #4. Read alternatives 1, 2, 4, and 5 for the first question. Thereafter, unless you suspect that R is illiterate, you need not read the alternatives. Do not read the "not sure, it depends" alternative.

C26. This is the thermometer question. It was tried for the first time in 1964, and we have come up with many interesting results. We also find that respondents enjoy this question. It requires card #5.

Watch to be sure that warmth of feeling is not equated with anger. In order to avoid such a mix-up and others like it, we have consistently equated favorable with warm and unfavorable with cold on the show card.

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, i.e., 950 or 1000, by all means let him do so, and record his response to the exact degree.

C27. Straightforward.

C28. Consulting a lawyer in a professional capacity doesn't count as having a friend or relative who is a lawyer.

C29. Watching a trial on TV doesn't count, nor does being arrested or arraigned before a judge if no actual trial has taken place. Furthermore, trials conducted by mail (some traffic violations, for example) are not suitable responses.

C30. Use card #6. Mark "1" before the occupation which is R's first choice, "2" before his second choice, etc. You need not read the alternatives, unless R is illiterate.

C31-C33. Straightforward.

C34-C49. This is a new series of questions about the U.S. Supreme Court. It is especially important here to record everything respondents say pertaining to the Supreme Court. Many of the questions in this series are open-ended to help us explore as fully as possible what the R has in mind when he talks about the Court. Because we know so little about this area, your skillful interviewing will be particularly helpful here.

While we do want to gain as much information as possible about R's attitudes toward the Court, there is the problem that some respondents will have very little to say. They may never have thought about this political institution, and may lack any real substantive knowledge about it. As you know, extensive probing in this situation can be destructive of rapport. There is also the problem of how useful information is when a respondent is answering simply because it appears that some response is expected from him. We think these problems can be minimized if you are especially careful to maintain a matter-of-fact, neutral attitude during this portion of the interview. You should not probe beyond what is specified in the schedule (unless, of course, a response needs clarification.)

IF A RESPONDENT BECOMES VISIBLY EMBARRASSED OR FLUSTERED ABOUT HIS LACK OF KNOWLEDGE IN THIS AREA, you may interrupt the interview briefly to make some supportive comment, such as "We're all very busy these days, and it's hard to keep up, but . . . ."

Give R every chance to make some comment, but do not linger. Move through this section in a straightforward fashion.

C35-C38. On these questions, we are using a "split-half" technique. We want to know if respondents answer differently when they are asked to tell us their "dislikes" about the Court before they tell us their "likes." Questions C37-C38 are simply C35-C36 in reverse order. Some R's will be asked C35-C36 only, others will be asked C35-C38 only.

This is determined by the cover sheet, which tells you to ask either page 27X or page 27Y. Questions C35-C36 are on P27X, and C35-C38 on P27Y. Before you take the interview, circle in the questionnaire the page number specified on the cover sheet.

Remember -- if you ask C35-36, skip to C39.

Otherwise, these questions are straightforward.

C39. We do not want R's opinion about what the Supreme Court should do, but rather, his ideas about what its assigned duties actually are.

C40-C42. Straightforward.

C43-C44. These questions have an unusual twist to them. After the respondent has told us how he feels about an issue, we want him to suppose that the Supreme Court has made a decision directly contradicting his views.

The probe "If necessary" is not necessary if R answers "No" to a particular sub-question. R should be asked to explain "Yes" answers only.

In C44, the definition of "indecent," if you are asked, is whatever it means to R.

C45. Do not linger over this question. A long pause while R searches his memory for an elusive name is not desirable. If R has given you three names, do not encourage him to try to list the other six Justices as well. Move right on to C47.

For your information, and in case R asks you after the interview, the nine Supreme Court Justices are:

Earl Warren (Chief Justice)
Hugo Black
Byron White
Potter Stewart
William O. Douglas
Thomas Clark
John Harlan
Abe Fortas
William Brennan
C46. If R cannot name any justices, we try to find out if he knows something about any justices, without knowing the exact name. If he says "No" to C46, we do not ask him C47 and C48. Question C46 should not be asked of those people who can (in C45) give specific names of justices (whether the names are right or wrong); in that case, you should go directly to C47.

C47. Straightforward.

C55. Please record all "depends" comments. Do not be pushed into giving an example of a law which might be against religious principles, but record any indication R gives of the situation he is thinking of when he answers.

C56. Straightforward.

C57. Elected official means alderman, councilman, supervisor, Congressman, mayor, legislator, etc. If R says that the police official is elected, e.g., a sheriff or constable in a small community, suggest that the question is concerned with what effect another elected official might have on the police official's treatment of R.

C58. Straightforward.

C59. Elected official means alderman, councilman, supervisor, etc.

C60. In rural areas particularly, please check to make sure you know what R's most local governmental unit is. If R lives in a township, for example, he may or may not live in a town or village as well, either of which is more local than a township.

C61-C62. Straightforward.

C63. We want to know what he did in his attempt to influence a local decision, not what it was that spurred his effort.

C64. Do not give an example here, if R asks.

C65-C67. Straightforward, with the proviso that we want to know what R did, not what occasioned his efforts (as in C63).

Section D: Personal Data (Ask Everyone)

Note the marking in the upper right hand corner of page 36. This "flag" is intended to help you skip quickly to Section D when you are not asking Section C, i.e., when you are interviewing an "economic only" respondent.

D1-D4. Standard questions. Note that we are asking only for R's education in D4-D6c.

D5. This series of questions raises the familiar set of difficulties in getting full information about occupation. Note that WE ARE ONLY INTERESTED IN OCCUPATION OF HEAD OF HOUSEHOLD. See the sampling section of the instruction book for definition of head of household.

D6. "What kind of business is that in?" and "What exactly do you do on your job?" to be used if head's occupation is not immediately clear from R's first response. Here are some situations in which ambiguity might arise:

R says he is a "salesman." Is he a traveling salesman, or is he a clerk in a department store? If he travels, does he sell magazines from door to door or is he a traveling representative for a farm machinery manufacturer? Is he selling retail or wholesale?

R says she is a "nurse." Is she a trained and registered nurse, or a "practical nurse." Does she work for a private doctor, a government hospital, a manufacturing plant or a public school system?

R says he is an "engineer." Does this mean that he tends an apartment house boiler, or is he an engineering consultant for a large corporation?

R says that he is a student, but that he is working, too. Is this just a part-time job to help on expenses, that has no relation to his expected occupation, or is he working full time in some field and studying on the side?

R says he is a newspaperman. Is he editor, reporter, business manager, copy boy, distributor or paper boy?

R says he is "in the Army." Is he an officer or an enlisted man? If he is on the "police force," is he a police captain, a detective, or a patrolman?

Try to keep these difficulties in mind when you are asking the occupation questions. Don't probe too far; we don't want to give R the impression that we are trying to "trace down" the name of his employer. But do probe enough to enable us to make these basic distinctions.

Note: If R lives on what seems to be a farm, find out if, in addition to the occupation first given, there is any farming done on his land. If he says yes, proceed to D6-12.

D6-D12. These questions are to be asked of all people who do farming, even those who have other jobs but do a little farming on the side. They should be asked not only of people who own or rent a farm, but of farm laborers—harvesters, migrant workers, and the like.

D6. D6 will need some modification if R has already told you in D5 that his primary occupation is something other than farming, although he does some farming on the side. You might reformulate it like this: "Now, you've told me that you work as an automobile mechanic. About how much time do you usually put in on that?" Be sure to record any such wording.

D7. If not clearly own, manage, or rent, record the explanation.

D8. A response in acres or sections is desirable, although as a last resort, any meaningful estimate would be helpful.

D9. We are interested first in being able to distinguish R's who are engaged in diversified farming (a number of types of produce) from those who depend primarily on a single, major crop—fruit, vegetables, grain or livestock. Then, of course, we need to know, for the single crop farmers, just what the major crop is. If a second major crop is
given, record this, but make sure it is important enough to the R to be close to equal in importance with the first.

D10-D12. Straightforward

D13. In D13b we are anxious to get more than the simple distinction between AFL and CIO unions, we would like to know the name of the international union to which the household member belongs. Probe until this is clear. We are not greatly interested in the number of R's local union. More than one union member lives in the same household, get the specific international union for both, indicating in the margin which household member belongs to which union.

D14. In general, if R asks what we mean by "class", try to get him to fill in whatever meaning the term has for him. For example, 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) (middle) class.

In D14 we want to find out whether R does think of himself in terms of class groups. But even if he says he does not, we are anxious to have him place himself in one class or the other. This is why we say ..... "if you had to make a choice" in D14b. We do not want R to feel that he does not need to make a choice, simply because he has said "no" to D14.

Note that the boxed contingencies, "Middle class", "Working class", "Other," are shared by D14a and D14b. (Be sure to find out what R means by "Other" and record it.)

D15. If R did not grow up with his own family, but with some other family, we would like him to respond in terms of the people who brought him up.

D16. Do not push R to identify himself as Protestant if he gives the denomination (Methodist, Baptist, etc.) in response to D16. The name of a local church is not sufficient identification if it does not indicate the denominational affiliation.

D17. Regularly refers to the once a week or more church attender; seldom refers to the holiday or major events attender, and some who may go on an occasional run-of-the-mill Sunday as well. Often is somewhere in-between the regular and seldom church-goer.

D18-D18a. Straightforward

D19. 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 rather than his father as an individual. Therefore, relatives or some other foster parents are acceptable substitutes.

D20. 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.


D22. On this question, we aren't interested in specific addresses. We only want to know if they have moved from someplace in the same community,

and, in the latter case, the city and state from which they came. In all cases where name of town is given, we need to get the name of the state as well. (If someone gives Washington, please find out if it is D.C. or not.)

D23. We have asked for phone number and name in some past studies, and the response has been very good. It necessary, you should reassure R about confidentiality (name and phone number will be kept apart from the questionnaire). Assure him that the telephone call will be short. In particular, if, for example, R has an unlisted number, please emphasize that the phone number will be kept confidential and not used for any other purpose than a brief phone interview in a few months. If R gives his phone number but not his name, please write on the telephone sheet anything which would help in identifying the R when calling that number later on, particularly sex. Write down anything else that might be helpful to the interviewer at that time, e.g., when R is most likely to be at home.

Note that this information is to be transcribed on to the Telephone sheet which is to be returned with the interview. Also note that name and phone number need not be obtained for Rs who are political respondents only, since the telephone numbers will be used solely for follow-up economic interviews.
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<th>State</th>
<th>Democratic Candidate</th>
<th>Republican Candidate</th>
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FALL 1966 OMNIBUS

1. Place Interviewer's Label Here

2. Your Int. No.

3. Date Taken:

4. Length of Int.:

5. Segment No.


7. PSU:

8. State:

9. City:

10. Address (or Description):

11. Are there any other dwelling units at this specific address?
   [ ] No [ ] Yes

12. Proceed to the Listing Box on the first page of the interview.

13. Check the appropriate box below:

   [ ] No politically eligible person in Family Unit No. 1
     Skip to Item 18 below. Use the blue (1a) cover sheet to select an economic respondent.

   [ ] Only one politically eligible person in Family Unit No. 1 -- whom is your respondent.

   [ ] More than one politically eligible person in Family Unit No. 1
     Use the Selection Table at the right to determine which one of them is your respondent. Circle the number of politically eligible persons in Family Unit No. 1 and the corresponding number that identifies the person to be interviewed.

14. In column b of the listing box on the first page of the interview check (v) the person you have selected as your respondent.

15. Is the selected R either head or wife?
   [ ] Yes Check "All Sections" box on first page of interview and ask R all sections (A,B,C,D).

   [ ] No Check "Political Sections Only" box on first page of interview and ask R political sections only (A,C,D).

16. For this interview ask Page 27 X Check the applicable "Page 27" box on the first page of the interview.

17. If interview is taken with selected respondent, attach cover sheet to interview and return.

18. If no interview is taken with selected respondent (or if there is no politically eligible person in Family Unit No. 1), fill out Nonresponse Form on back and return.

19. Are there any secondary family units in the PSU? (See column b in the listing box on the first page of the interview.)
   [ ] No [ ] Yes Make out green (11) cover sheet(s) and take an interview in each secondary family.

20. Complete call record on reverse side.
### Call Record

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<th>3</th>
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<th>5</th>
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### Nonresponse Form

1. Check reason for nonresponse below and explain more fully as necessary.
   - NY---House Vacant, not being lived in. Record below if seasonal DU.
   - ND---Address Not a Dwelling. Describe below (commercial, house burned, etc.)
   - MAH---Not at Home; DU being lived in but no one at home after required no. of calls.
   - Ref(1C)---Refusal by Initial Contact: not enough information to select R. Describe below & in Ref(8).---Refusal by selected Respondent after listing completed. Describe below.
   - RA---Respondent Absent; someone at DU but selected R never available. Describe below.
   - NER---No Eligible Respondent.
   - Other---No interview obtained for reason other than above. Explain fully below.

   **COMMENTS:**

2. For all cases supply as much of the information below as possible, without asking neighbors.
   a. Race: /White/ /Negro/ /Other |
   b. Estimated Income: /Under $5000/ /$5000-$10,000/ /Over $10,000/ |
   c. Type of Structure:
      - Trailer
      - Detached Single-Family House
      - Apartment House (5 or more units: free access to DU)
      - Two to Four Family House
      - Row House (3 or more units in attached row)
      - Apartment in a partially commercial structure
      - Other

3. For all cases in which you have some information in the listing box on the first page of the questionnaire tear it off and attach it to this cover sheet for return to the Field Office.

4. For Ref(1C) only provide as much of the following information as possible.
   a. Sex of Contact: /Male/ /Female/ |
   b. Estimated Age of Contact |
   c. Contact is: /Head/ /Wife/ /Other/ /DK/ |
   d. Is there a married couple in the DU? /Yes/ /No/ /DK/ |
   e. Estimated No. of Adults in DU |
   f. Ages of children born at time of refusal: (CHECK AS MANY BOXES AS APPLICABLE)
      - Under 2
      - 2-5
      - 6-18
      - PK Ages
      - No children in evidence

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**THE UNIVERSITY OF MICHIGAN NEWS SERVICE ANN ARBOR**

FOR RELEASE WEDNESDAY, NOVEMBER 9, 1966

U-M Researchers

Study Election

ANN ARBOR—University of Michigan social scientists are beginning a major study concerned with voting behavior and public opinion in yesterday's election. The 1966 election study represents the ninth in a series of studies of presidential and congressional elections initiated in 1948. The results of these studies have been published in *The Voter Decides. Group Differences in Attitudes and Votes. The American Voter. Elections and the Political Order*, and in numerous articles in magazines and journals.

In addition to the political questions the interviews will be seeking information from consumers about their views of recent economic trends and their plans to purchase various items. These questions are part of the well-known Survey Research Center quarterly surveys on the Outlook for Consumer Demand.

The Survey Research Center is a division of the University of Michigan's Institute for Social Research. It maintains a staff of trained interviewers in 76 areas located within 36 of the American states and Washington, D.C. These interviewers will be contacting respondents at about 1600 addresses, including some in this area, which are scientifically chosen to provide an accurate cross-section of the opinions of the American people.

Results of the interviews, never identified with any individual person or address, will be coded, analyzed, and published in a statistical report. These reports are of great value to government officials, businessmen, economists, and educators who seek a better understanding of the conditions and ideas existing in the United States today.
Office Contact's Name: ____________________________

PSU: ____________________________

Name of Interviewer: ____________________________

Name of Interviewer: ____________________________

Name of Interviewer: ____________________________

Name of Interviewer: ____________________________

Project No. 504

1. Total Sample Size: ____________ + ____________ + ____________ + ____________ = ____________

2. Enter here the total number of cover sheets that you have so far classified as NS (EV, AND, OSB, NEK, ETC.): ____________ + ____________ + ____________ + ____________ = ____________

3. Subtract "2" from "1" to obtain total number of possible interviews: ____________ + ____________ + ____________ + ____________ = ____________

4. Enter here the number of interviews completed: ____________ + ____________ + ____________ + ____________ = ____________

5. Enter here the number of cover sheets classified as N1 (NA, RA, REF, WI - OTHER) which will remain N1 for the entire study. This category does not include addresses where you are continuing to try to get an interview, like an NA, for example: ____________ + ____________ + ____________ + ____________ = ____________

6. And here enter the total number of cover sheets on which you are still working: ____________ + ____________ + ____________ + ____________ = ____________

7. As a check to make sure your entries are accurate, the figures entered to Items 4, 5, and 6 should add up to the same figure you have entered for Item 3. Then to obtain your present response rate, divide the figure in #4 by the figure entered in #3. ____________ / ____________ = ____________

8. Enter here the number of cover sheets you have mailed to the Field Office: ____________ + ____________ + ____________ + ____________ = ____________

9. Are there any addresses in your assignment which have not yet been visited? □ Yes □ No + □ Yes □ No + □ Yes □ No + □ Yes □ No = □ Yes □ No

How many? ____________ + ____________ + ____________ + ____________ = ____________

10. Will you complete this project's interviewing by the deadline? □ Yes □ No + □ Yes □ No + □ Yes □ No + □ Yes □ No = □ Yes □ No

If there are more than four working on this project, please use reverse side for additional entries. The office contact should complete a column for each person working on the project.

Mail this copy to your supervisor on Wednesday, November 16.
<table>
<thead>
<tr>
<th>Card #1 (white)</th>
<th>Card #2 (yellow)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPINION ABOUT VIETNAM</strong></td>
<td><strong>INCOME</strong></td>
</tr>
<tr>
<td>Pull out of Vietnam entirely</td>
<td>0. Under $1000</td>
</tr>
<tr>
<td>Keep our soldiers in Vietnam but try to end the fighting</td>
<td>1. $1000 - 1999</td>
</tr>
<tr>
<td>Take a stronger stand even if it means invading North Vietnam</td>
<td>2. $2000 - 2999</td>
</tr>
<tr>
<td></td>
<td>3. $3000 - 3999</td>
</tr>
<tr>
<td></td>
<td>4. $4000 - 4999</td>
</tr>
<tr>
<td></td>
<td>5. $5000 - 7499</td>
</tr>
<tr>
<td></td>
<td>6. $7500 - 9999</td>
</tr>
<tr>
<td></td>
<td>7. $10,000 - 14,999</td>
</tr>
<tr>
<td></td>
<td>8. $15,000 - 24,999</td>
</tr>
<tr>
<td></td>
<td>9. $25,000 and over</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Card #3 (green)</th>
<th>Card #4 (blue)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PUBLIC AFFAIRS</strong></td>
<td><strong>OPINION CARD</strong></td>
</tr>
<tr>
<td>International affairs</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>National affairs</td>
<td>Agree</td>
</tr>
<tr>
<td>State affairs</td>
<td>Disagree</td>
</tr>
<tr>
<td>Local affairs</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>
**Card #5 (orange)**

**"FEELING" THERMOMETER**

<table>
<thead>
<tr>
<th>TEMP</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>100°</td>
<td>Very warm or favorable feeling about group</td>
</tr>
<tr>
<td>85°</td>
<td>Good, warm or favorable feeling about group</td>
</tr>
<tr>
<td>70°</td>
<td>Fairly warm or favorable feeling about group</td>
</tr>
<tr>
<td>60°</td>
<td>A bit more warm or favorable than cold feeling</td>
</tr>
<tr>
<td>50°</td>
<td>No feeling at all about group. Don't know much about them</td>
</tr>
<tr>
<td>40°</td>
<td>A bit more cold or unfavorable feeling</td>
</tr>
<tr>
<td>30°</td>
<td>Fairly cold or unfavorable feeling</td>
</tr>
<tr>
<td>15°</td>
<td>Quite cold or unfavorable feeling</td>
</tr>
<tr>
<td>0°</td>
<td>Very cold or unfavorable feeling</td>
</tr>
</tbody>
</table>

**Card #6 (pink)**

**OCCUPATION**

- United States Senator
- Bishop or other church official
- General or Admiral
- Famous Doctor
- Justice of the U.S. Supreme Court
- Atomic Scientist
- Professor at a large University
- President of the United States
- Well-known athlete
- President of a large corporation like General Motors
- Governor of your State