

INSTRUCTION BOOK
1968 Pre-election Study

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The 1968 Election Study marks 20 years of election studies by the Survey Research Center. Over the years, thanks in large part to our hard-working field staff, we have built up an invaluable collection of survey data on the political attitudes and behavior of the American people. This archive of data is regarded so highly by students of American government that in 1962 the inter-university Consortium for Political Research was established in Ann Arbor with a primary purpose of making our political data readily available to other students of American politics besides those of us at the University of Michigan who are responsible for these studies. Today more than 120 American and foreign universities and colleges are members of this Consortium.

Two major books resulting from the analysis of these data are The American Voter (1960) and Elections and the Political Order (1966), both by Angus Campbell, Philip Converse, Warren Miller, and Donald Stokes. Two further books by Center authors should be completed in the near future. In addition, literally scores of doctoral dissertations and scholarly articles in the field of American government and politics have made use of these data. With our data base now extending over 20 years historians as well as students of contemporary government are beginning to show an interest in the interviews you have been collecting so patiently.

As with our previous presidential-year election studies, the 1968 study will be in two parts, pre-election and post-election. We will be returning to ask the same respondents some further questions after Nov. 5. But please do not make a point of telling R this during the pre-election interview, as this might lead him to prepare for the next interview and thus make him less typical in some way. If R asks directly whether you will be coming again, you might say "We may want to talk to some of our respondents one more time," leaving the timing of a return visit vague.

The primary objective of this study is an analysis of the current attitudes and voting patterns of a cross-section of American citizens, particularly in comparison with attitudes and voting patterns found in our past cross-section studies. We are especially interested in recording the continuing reactions of the American people to one of the most dramatic social movements of this century, the movement for racial equality. As we did in 1964, to enhance our description and analysis of this movement, we are taking a supplementary sample of our Negro citizens by returning to a sample of households in which Negroes were found in earlier SRC studies. The pre-election study will also focus on public attitudes toward the political parties and candidates generally and toward some specific issues of foreign and domestic policy.

This study is financed by a grant from the Ford Foundation as part of its continuing interest in research on public affairs. Under a research grant arrangement, the Center is allowed complete freedom in planning and carrying out the study. So for all practical purposes the Political Behavior Program of the Survey Research Center may be considered the sponsor of the study.

SAMPLING PROCEDURES

Two Samples for the Pre-Election Study

This study includes a cross-section sample and a supplemental sample of Negroes.

The Cross-Section Sample (White Cover Sheets)

The cross-section sample, distributed throughout all PSUs, is to include both white and nonwhite addresses. Cross-section segments are identified by a special entry in column 6 of the Blue Folder. (For further explanation see section "Instructions for the Cross-Section Sample.")

The Supplemental Sample (Blue Cover Sheets)

Only Negro addresses are to be interviewed in the supplemental sample, the purpose being to increase the representation of Negroes in the Election Study. The supplemental segments are identified by an entry of "Negro Supp." in column 6 of the Blue Folders.

Not all PSUs have a supplemental sample. If your PSU has a supplement, you will receive materials clearly marked for use in the supplement; if you do not receive supplement materials, you need not be concerned with the section on "Instructions for the Negro Supplement."

Instructions for the Cross-Section Sample

Most of the sampling procedures are described in the Interviewers' Manual. Some additional notes on this sample follow:

Division Into Two Half-samples

So far, the year 1968 has been outstanding for unexpected and unusual events of national and international importance. Other significant happenings occurring during the interviewing period could strongly affect the voting intentions of respondents. To be able to study changes in voting intentions and shifts in attitudes toward major issues, it is necessary that interviews taken during each half of the interviewing period should compose a national cross-section sample of citizens of voting age.

Therefore, the cross-section sample has been divided into two random half-samples by assigning each segment to one of two groups. The segments are identified by an entry of "Int. 1st Half" or "Int. 2nd Half" in column 6 of the Blue Folder. The identification entries are to be interpreted as follows:

Entry in Col. 6 of Blue Folder	<u>PREFERRED interviewing period</u>
Int. 1st half	Begin interviewing as soon as possible; try to complete interviewing by October 9.
Int. 2nd half	Begin interviewing October 10; complete interviewing by November 4.

Notice that the preceding time periods for each half-sample are preferred. If, however, an interview cannot be obtained from a "1st Half" respondent by October 9, please continue your efforts to obtain an interview during the second half of the interviewing period. Similarly, if a "2nd Half" segment is in a location that is likely to be inaccessible after October 9 (because of poor roads, bad weather, probable early snowfall, etc.) we would rather have interviews taken during the first interviewing period than to accept nonresponses; or if there are other reasons why you feel you will be unable to complete interviewing in "2nd Half" segments after October 9, report the situation to the Field Office immediately.

Materials To Be Furnished

1. New Blue and Yellow Folders for New Chunks
For the chunks that are being used for the first time, both Blue and Yellow Folders will be sent to the Office Contact.
2. Blue Folders for Old Chunks
When a chunk has been used on an earlier study, only the Blue Folder will be mailed to the Office Contact since the Yellow Folder is already in her/his files.
3. Maps
A map for each sample place has been or is being sent to the Office Contact. In order that we may send replacements when needed, we again remind you to notify us whenever maps become misplaced or badly worn. Or if there are discrepancies between segment folders and maps, with respect to chunk boundaries or numbers, please notify us promptly so that corrections can be made.
4. Listing Sheets
A supply of listing sheets, assembled in duplicate, will accompany Blue Folders.
5. Unaddressed White Cover Sheets
Cover sheets have been assembled in sets of five.

Updating Listings for Take-Part Segments

For instructions on updating listings for the Take-Part segments used on earlier studies, please refer to "Updating Segment Listings," a pink 3-page supplement to the Interviewers' Manual. This supplement was sent to all interviewers working on the January-February study, P.45772. If you did not receive a copy, request one from the Field Office immediately.

Listing New Segments

When a segment is to be listed for the first time, be sure to review the listing instructions in the Interviewers' Manual. Notice that when listing DUs in a small multiple-DU structure, it may be necessary to inquire of a responsible person as to the number and location of DUs within the structure.

Sampling Procedure in Large Segments

1. TAKE-ALL Segments

If, after completing the listing of a Take-All segment, you find that the segment contains more than 12 DUs, 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 DUs assigned in this segment on P.45523. We will then make a decision about the procedure to be used 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 5 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.

Instructions for the Negro SupplementPurpose and General Description of the Supplement

As stated earlier, the purpose of the supplement is to increase the representation of Negroes in our study. This could be done in different ways, but we prefer to increase the size of the Negro sample by returning to all P.770 (1967 Fall Omnibus) sample dwellings occupied by Negroes and to about one-fifth of the P.766 (1967 Spring Omnibus) sample dwellings occupied by Negroes.

However, in order to make this supplemental sample of Negroes an accurate sample we have to take into consideration the possibility of some of the other DUs in the 1967 studies having shifted from white to Negro occupancy in the interim and check for this. Thus we are asking you to check the entire segment in which each of the P766 and 770 Negro-occupied DUs selected for this study is located. In addition, we are asking you to check a sub-sample of the segments in which no Negro DUs were reported in the 1967 studies.

Your job in the Supplement Sample, then, is to obtain an interview (subject to the criteria for respondent eligibility) at all sample dwellings in which Negro households are now living within the segments given to you. No interviews with white respondents are to be taken in the Supplement Sample.

Supplement Segments to be checked have two means of identification:

1. "Negro Supp." has been stamped in column 6 of the Blue Folder.
2. Attached to the Blue Folder is a beige reporting form on which we have entered: PSU, Place, Seg. No., and the number of addressed Blue cover sheets, if any.

Materials to be Furnished

1. Blue Folders

The Blue Folders (for segments to be checked) will be sent to the Office Contact.

Materials To Be Furnished - continued2. Maps

Any maps you may need should be in the PSU files kept by the Office Contact.

3. Listing Sheets

A supply of listing sheets will accompany Blue Folders (the likelihood that you will need extra listing sheets is quite small).

4. Addressed Blue Cover Sheets

There will be an addressed Blue cover sheet for each of the P.766 or 770 dwellings reported as Negro-occupied that has been selected for inclusion in the P.45523 Negro supplement.

5. Unaddressed Blue Cover Sheets

A supply of unaddressed Blue Cover Sheets assembled in sets of 3 will be provided with each Blue Folder.

6. Report of Segment Check (beige)

For each sample segment to be checked, a reporting form will be prepared and clipped to the Blue Folder.

7. Sample Address Summary (yellow)

These control forms, listing addresses for which addressed Blue cover sheets are being sent, are for use by the Office Contact. There is one sheet (or sheets) for each sample place. These forms need not be returned to the Field Office.

What To Do In Segments For Which You Have Addressed Cover Sheets

1. When you arrive at the segment, determine if the address(es) on the Blue cover sheet still exists.
2. Next determine if the household is Negro.
 - a. If a white household lives there, DO NOT interview.
 - b. If a Negro household lives there, interview the selected respondent.
 - c. Inquire about unlisted dwellings at the sample address as directed in Item 11 on page 1 of the Blue cover sheet. Make out additional Blue cover sheets and interview in each of these newly-discovered DUs at the sample address (so long as they, too, are Negro-occupied).
3. Check the segment for other Negro dwellings on sample lines -- dwellings for which you do not have an addressed Blue cover sheet.

Notice that in the case of Take-Part segments, the sample includes only dwellings listed on certain lines (see column 5 on the Blue Folder) of the segment listing sheet.

- a. We suggest that you show Negro respondents the sketch and listing sheet in the Blue Folder and ask them whether any other Negro DUs are located in the segment.
- b. As you travel through the segment, look for previously unlisted structures and add the DUs to the listing sheet.

3. Check the segment for other Negro dwellings on sample lines - continued
 - c. If Negro households live in any of the sample DUs for which you did not receive an addressed Blue cover sheet, make out the appropriate number of Blue cover sheets and interview.
4. If you find 13 or more Negro-occupied sample DUs in the segment, take interviews only at DUs for which you received addressed Blue cover sheets. In addition, immediately notify us of the total number you have found.
5. Supply the appropriate information requested in items A1 and A2 on the beige reporting form, "Report on Segment Check." Return the completed form to us at your earliest convenience.

What To Do In Segments For Which You DO NOT Have Addressed Cover Sheets

Here we consider the main problem to be determination of the presence or absence of Negro households in the sample segment.

1. If there is common knowledge that there are no Negro-occupied DUs, there is no problem. Complete the information requested in items B1 and B2 on the beige reporting form and return it to us.
2. Likewise, if there is common knowledge that there are Negro-occupied DUs in the segment, the segment listing is to be updated, interviews taken where appropriate, and the reporting form completed and returned to us.
3. A problem arises with the third situation where it is not generally known if Negro-occupied DUs exist in the segment. We would like a compromise between the two extremes: (1) spend no money, make no effort, and obtain no information; (2) pay the cost of making a thorough search throughout each sample segment. We offer the following suggestions:
 - a. A telephone call to a knowledgeable person may elicit the desired information.
 - b. A visit to a Supplement segment may be combined with a visit to a near-by cross-section segment.
 - c. Or travel routes to or from cross-section segments may be planned to include a short side trip to a Supplement segment.
 - d. If the Supplement segment is far removed from all other sample segments and you cannot obtain the information somewhere else, report the situation to us before incurring the expense of a special trip a half day or more in length.

When you visit a Supplement segment to determine the presence or absence of Negro-occupied DUs (see 3b and 3c, above), it is not our intention that you make an inquiry at each door. We hope that a reasonable determination can be made from observation, through an inquiry at shops or commercial establishments, through an inquiry at a DU adjacent to segment DUs, or by inquiring at only one or two DUs within the segment.

Whatever the outcome of your check, be sure to report the results on the beige form, "Report on Segment Check," and return it to the Field Office.

Supplement Not Divided Into Half-Samples

The half-sample procedure described for the cross-section sample does not apply to the Negro supplement. Supplement addresses may be interviewed anytime during the study period.

COVER SHEET INSTRUCTIONS

(White Cover Sheets and
Blue Cover Sheets)

PLEASE DO NOT BE CONFUSED BY OUR HANDY-DANDY DUAL PURPOSE COVER SHEETS DESIGNED TO BE TURNED INSIDE OUT AND USED FOR THE POST-ELECTION STUDY. USE ONLY THE OUTSIDE PAGES ON THIS PRE-ELECTION STUDY AND PLEASE, PLEASE, PLEASE MAKE NO MARKS INSIDE AT THIS TIME.

White Cover Sheets (Cross-section sample)

White cover sheets, all unaddressed and assembled in sets of five, have two uses:

1. A white cover sheet is to be assigned to each address that is listed on a sample line number in segments assigned for this study.
2. A white cover sheet is to be assigned to each unlisted dwelling found at a sample address at the time of interviewing.

Blue Cover Sheets (Negro Supplement)

Some of the blue cover sheets are addressed and some are unaddressed.

1. Addressed blue cover sheets direct you to dwellings that were occupied by Negro households in the spring or fall of 1967 (P.766 or P.770). An interview is to be attempted at each of these addresses that is presently occupied by a Negro household.
2. Unaddressed blue cover sheets are assembled in sets of three. They are to be used for two purposes:
 - a. A blue cover sheet is to be assigned to each unlisted Negro-occupied dwelling found at the time of interviewing.
 - b. A blue cover sheet is to be assigned to each Negro-occupied dwelling on a sample line number in segments you have been asked to check.

Assigning Cover Sheets

1. Cover sheets are to be used in the order in which they are assembled; the top sheet from the set is to be used first, then the second, and so on. All sheets in one set are to be assigned before using sheets from a second set.

Assigning Cover Sheets - continued

2. Within a segment, cover sheets are to be assigned systematically to addresses in the order in which they appear on the segment listing sheet.

Record Selection Table Letter on Segment Listing Sheet

For each sample dwelling, in the right-hand margin of the segment listing sheet (S203 or S210) and to the right of the project number 45523, record the identification letter of the selection table stamped on the cover sheet assigned to the sample dwelling. In the case of unlisted dwellings found at the time of interviewing, the selection table letter is to be noted just following the dwelling identification that you record on the segment listing sheet.

The preceding instruction applies to both the cross-section and the supplement samples, and to addressed blue cover sheets as well as to unaddressed white and blue cover sheets.

Unlisted Dwellings at Sample Addresses

In item 11, page 1, of the cover sheet (white and blue) you are asked to determine the number of dwelling units at the listing sheet address referred to in item 8. If one or more unlisted DUs are discovered, make out a new cover sheet for each, using cover sheets of the same color as that for the original sample address. Be sure to record on both the cover sheet and the listing sheet the identification (up, down, front, back, and so on) for each DU. Use the same listing sheet line for all of these DUs; if you need more space on the listing sheet, use the left margin; or in the left margin note that entries for the sample line are continued at the bottom or on the back of the listing sheet.

Interview at each DU unless the total number of DUs at the listing sheet address exceeds 5. When there are more than 5 DUs at a listing sheet address, do not interview there; but do notify the office and wait for instructions.

Selecting the Respondent (White and blue cover sheets)

For the Pre-Election Study we wish to interview citizens of voting age; at each DU with one or more qualifying persons, only one is to be selected for interviewing. Steps in the selection procedure are:

1. Determine who are members of the household (see pages 70-71 in the Interviewers' Manual).
2. By relationship to the head, list all household members 18 years of age or older, and all married persons regardless of age. (See pages 66-67 in Interviewers' Manual). Notice that in some cases you will be listing persons who are not eligible for interviewing for the Pre-Election Study; however, the requested information is needed for the Post-Election Study since the interim economic questions will be combined with it.
3. Record sex, age, and citizenship for each adult.

Selecting the Respondent (White and blue cover sheets) - continued

4. Assign a number in sequence to each citizen of voting age (21 years or older in all states except Georgia and Kentucky where minimum voting age is 18 years). Assign number 1 to the oldest male, number 2 to the male just younger, and continue until all eligible males are numbered; then beginning with the oldest female continue the numbering sequence until all citizens of voting age have an assigned number.
5. Refer to the selection table to determine the person (adult) to be interviewed. Notice that the heading on the left-hand column of the selection table is, "If the number of adults in the dwelling is:". For the purpose of the Pre-Election Study consider the heading to mean, "If the number of eligible persons (citizens of voting age) in the dwelling is:". You may observe that the highest number you assign in step 4 and the number of eligible persons are identical.

Interview only the person selected by the selection table.

Nonresponse Form for Pre-Election Study (White and blue cover sheets)

If you are unable to obtain an interview with a respondent, please report the appropriate information on the PRE-ELECTION nonresponse page of the cover sheet (the back page).

For each sample address a cover sheet is to be returned to the Ann Arbor office even if the structure no longer exists, is no longer a dwelling, is vacant, or is under construction. In any of these situations, be sure to report the appropriate information on the PRE-ELECTION nonresponse page of the cover sheet.

Identification of Sample Dwellings in First and Second Half-Sample of Cross-Section Study (White cover sheets ONLY)

At the top of page 1 of the white cover sheet, check one of the two boxes to indicate the interviewing period to which the sample DU has been assigned according to the instructions (Int. 1st Half or Int. 2nd Half) stamped in column 6 of the Blue Folder.

FIELD NOTES

Study Dates: Second week in September - Monday, November 4, 1968

You may start production interviewing anytime after you have received your materials, studied, and taken a practice interview and mailed it to your supervisor. Interviewing must be completed before November 5, Election Day. This means all interviews and cover sheets should be mailed by midnight, Monday, November 4.

Practice Interview

As usual, take a practice interview for P. 45523 as soon as you have studied your materials, and mail it to your supervisor for her review and comments. See page 103 of the Interviewers' Manual for more detailed instructions on practice interviews. You may start interviewing 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. 45523

Instruction Book 1 per interviewer, plus 1 extra in large PSUs
 Questionnaires 1 per sample address, plus extras
 Show Cards 3 sets per interviewer (4 cards per set)
 Respondent Letters 1 folded and 1 unfolded per sample address
 Envelopes for Respondent
 Letters 1 per sample address
 "Why Do We Ask You?" folders . 1 per sample address, plus extras
 Interviewer's Cards. 1 per sample address, plus extras
 Progress Report Forms and
 Project Completion Form. . . 1 set per PSU (for Office Contact's use)
 Set includes: 2 forms through September 23
 2 forms for September 24 - 30
 2 forms for October 1 - 7
 3 forms for October 8 - 14
 2 forms for October 15 - 21
 2 forms for October 22 - 28
 3 project completion forms (includes October 29 -
 November 4)
 Press Release. 1-3 per PSU (for Office Contact's use)
 Sample Address Summary Forms . Enough to cover total PSU for Office Contact
 and individual assignment for each of other
 interviewers
 Envelope(s) of Sampling
 Materials. (contains cover sheets and segment folders)

Call Procedures

1. Where there is a Negro interviewer available, we prefer that Negro respondents be interviewed by a Negro interviewer.
 2. 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.
 3. Start calls on all first half addresses right away. This will allow you time to make repeated callbacks for respondents you are unable to contact the first time. If you call at a bad time for the respondent, offer to return at a better time before the respondent has a chance to refuse. If possible, make an appointment for a later date. 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.
 4. Return a cover sheet to the office if it is RA (Respondent Absent) or NAH (Not At Home) 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. The only exception to this rule is in those cases where you find a house vacant on your first call made during the study period. In this case do not call back, even if someone is moving in the next day. As far as we are concerned, these addresses will remain HVs for the duration of the study, since it is perfectly possible for the people who move in to have come from another address in the sample. The rule can also be applied in reverse, that is, if you find a DU occupied on your first contact, but the people move out before you can interview them, the address becomes an NI-Other and you will not have to make additional callbacks.
 5. If you get a refusal, it has proved useful to exchange refusals 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.
- If you feel a personal letter from the office might reverse a refusal, please write and request a persuasion letter. In a request for a persuasion letter include the following information:
- (1) mailing address, plus segment and line number.
 - (2) person in DU you want letter to go to (identify by relationship to head, or name if necessary and available).

(continued)

Call Procedures - continued

(3) circumstances of refusal - if some other person kept you from getting to the selected respondent, be sure to indicate that the refusal was from someone other than the respondent so that the letter to respondent can be so adapted.

(4) any information you might have about respondent and/or family which might be useful in adapting a letter to the individual circumstances.

The letter we send may not always reflect all the information you send in your request for a persuasion letter, because whenever possible, we will use the standard persuasion letter composed for this study, but we do need to have the types of information listed above so that we will at least not send a letter which is inappropriate in any way. However, if you furnish us complete information, you will equip us to write a relevant and perhaps effective letter if time pressures in the office permit.

We will send a carbon copy of the persuasion letter to you on the same day we send the original to the respondent.

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 and also have an extra to show to or leave with respondents who say they didn't receive a letter.

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 nonmailable (descriptive) listings (as, for example, in a rural area or in an urban multiple-family-structure area without clear apartment 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).
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 addressed to the head of the household. We suggest that you include a "Why Do We Ask You?" folder with each respondent letter. When you mail respondent letters, please put your name or initials 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.

Progress Report Forms

We are not asking you to report time and expenses on the progress report forms anymore (that information will be transcribed from your time sheets and expense vouchers as they arrive in our office). Otherwise, the progress report form is the standard one.

Remember that the Field Office should receive only one progress report from the office contacts on October 15. The supervisor should receive all of the progress report forms, including a copy of the October 15 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 find an unlisted DU, note this 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 call the office contact to give her information for the Progress Report Form. 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 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, the second column for the second week, etc. The columns, of course, are cumulative; that is, the figures in the column for September 24-30 will also include the figures in the column through September 23.
5. The office contact will then mail the copy of the Progress Report Form for her entire PSU to her supervisor on the indicated day each week of the study period. 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.

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Progress Report Forms - continued

Notice that there is a column on the Progress Report Form for every interviewer in the PSU who is working on the study. If we expect more than four interviewers (including office contact) to be working on the study, we will send extra forms for the additional interviewers.

For P. 45523 there are six Progress Report Forms, corresponding to each week (except the last week) in the study. On Tuesday, October 15, the office contact should fill out three copies of the form; one goes to the supervisor and one to the Field Office and one is for your records. For the last week of the study, please use the Project Completion 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.

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, nonsamples, 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."

Editing Interviews

Please try to edit your interviews right after you take them, while you still remember the respondent and the interview situation clearly. Read through the entire interview as though you had never seen it before; pretend you must "code" the responses - will they be clear to someone who was not present during the interview? 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" or "X'ed." (Make sure the questions you mark "Inap" are really inappropriate according to the questionnaire instructions. "Omitted" or "skipped" should be used to account for questions that are not asked for any other reason - see page 46 of Interviewers' Manual)
3. Full thumbnail sketch to give editors and coders 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 label appears on the questionnaire and on the cover sheet.

Returning Interviews and Cover Sheets

Securely assemble all the materials for one interview together; use paper clips or just insert the cover 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.

Please check your manila mailing envelopes to make sure you have only envelopes addressed to: "Field Office, Survey Research Center, The University of Michigan, Ann Arbor." If you happen to have on hand from an earlier study any addressed just to "The Institute for Social Research" instead of to "Field Office, SRC," throw them away and, please, never send interviews intended for the Field Office in them. An envelope addressed just to The Institute might go to another office in the building instead of being delivered directly to us, and thus be delayed in reaching us. Some operations in the Institute Building do not require daily opening of their mail, especially envelopes which they assume to be their returning interviews, and thus interviews sent in the wrong envelope might lie around in some other office in the building for several days (or even weeks) before their identity is discovered and they are rerouted to our office.

Mailing Schedule

As you 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:

<u>Week</u>	<u>% of Assignment to be Covered and Mailed</u>
1st - Through September 23	15%
2nd - September 24 - 30	30%
3rd - October 1 - 7	45%
4th - October 8 - 14	60%
5th - October 15 - 21	75%
6th - October 22 - 28	90%
7th - October 29 - November 4	100%

Mailing Rules

Mail interviews 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 regular First Class envelopes to mail from the beginning of the study until the last week. Use Air Mail envelopes during the last week, mailing each interview as soon as it is edited during this period.

Press Release

A brief press release is enclosed for use by office contacts. This release will not be sent to local newspapers from here. Past experience indicates that the only time this news is printed is when it is taken personally to local editors. It has proved effective when retyped and "edited" by the office contact to include names of local interviewers working on the project and approximate areas involved in the study.

Contacting Local Authorities

As usual, we feel 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: If you have read these instructions this far, you have earned the gold star award. Apply to Jeanette Rusk, Field Office.

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'll 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'll send a letter; or, if necessary, the person may contact us directly. In such a case he should write Mr. John Scott in the Field Office, or call him at area code 313, 764-8356.

Show Cards

The Show Cards are to be used, as usual, when they are called for in the questionnaire.

"Why Do We Ask You?" Folders

We suggest that you 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.

Report to Respondents

We are not sending report request cards because we are planning to send a report to all respondents on this study - by at least May 1969. We will have names because you will be getting them at the end of the Post-election interview. We will rely on you to get and write in a mailing address when the cover sheet address is nonmailable.

THE QUESTIONNAIRE

We have tried to organize the questionnaire in the simplest fashion possible. Only a few questions (e.g., occupation) require you to present different forms of a question to different segments of the population. There is, however, an extensive use of contingencies on individual questions. These tend to follow a standard pattern but there is some variation so please study the contingency questions carefully. It will save many awkward moments in the interview.

Notes on Format

1. 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 (except on Q.34); the answer words will always be stated, and that is all you need be concerned with. Check each appropriate box, whether it has a number in it or not.
2. In most cases you should try to get R to pick only one response to a question, and record any qualifications he may have. However, if he insists on choosing two responses, you may go ahead and check two boxes, being sure to note why. Of course there are a few questions in which more than one response may be expected (e.g., P2d type of school), but these are indicated by a special instruction.
3. One way to avoid problems in checking boxes would be to mark with an "X" rather than a check mark. Using an X helps to define the intended box more accurately because we can assume it is the box nearest the intersection in the X.
4. Usually for questions which are not open-ended we have tried to provide boxes for all possible answers. However, there are some instances in which the respondent may answer "Don't know" but there is no box provided for such a response. Whenever a respondent answers "Don't know," indicate this on the questionnaire, even if there is no specific box for you to check. If you fail to record such an answer, we must code the question as "Not ascertained," because we have no way of telling whether or not you asked the question and received an answer.
5. Optional probes are sometimes indicated in parentheses. Please show when you have used them by abbreviating them in parentheses. Of course we are always interested in as full a report of R's responses as possible, including objections, qualifications, comments, etc., to the closed questions as well as to the open-ended questions.

QUESTION-BY-QUESTION INSTRUCTIONS

- Q.1. This first question is aimed at getting R's expectations about the presidential contest. Note that we are interested in how R thinks the election will go, not in how he hopes it will go.
- Q.1a We are also interested in how much R thinks one candidate will win by, not how certain he is to win. We are not interested in R's reasons for expecting one candidate or the other to win, or why he thinks the race will or will not be close. Of course, write down reasons that are volunteered, but do not probe for them.
- Q.2 Here again we want only the direct information called for by the question. You do not need to probe for reasons why the election is or is not important to R. Try to make sure R answers in terms of how much he cares, not how important it is to the country. Note that the question asks how much he cares about which party wins. However, do not emphasize the word party. If the respondent draws a distinction between caring about a party and caring about a candidate, please record this completely.
- Q.3-6 In this series of questions we ask R about the things he likes and doesn't like about the two parties. Here, we want to get as complete a picture as possible of what R feels are the positive and negative characteristics of the two parties. Therefore, after the first response to each question (3 through 6), use such probes as "Any other things you like (don't like) about the Democratic (Republican) party?", "Anything else?", etc. For each question, continue to use these further-response probes until you obtain a "no" answer, unless R has already indicated that he has nothing more to say.

Specificity probes are also particularly important for this set of questions for two reasons: 1) The interview has just begun and R's mental apparatus may need some oiling; 2) You are likely to get responses such as: "Like 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?"

We'd also like you to probe a little behind the standard adjectives, clichés, 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.

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. In other words, if the second answer you get from R is as uninformative as the first, it may be wise not to push the matter further. In

general, in Q.3-6, use your judgment as to just how much meaningful material R has to give on these questions.

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

- Q.7-12 This series of questions parallels the 3-6 series with emphasis on candidates. Instructions on probing for these questions are the same as the instructions for Questions 3-6. Phrases such as "He's a good man" and "He's a good leader" are the sort which should be probed for more specific content.

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

- Q.13-14 Note that we are seeking R's general preferences among all potential candidates this election year, including a withdrawn candidate like George Romney, or a deceased candidate like Robert Kennedy, or an informal candidate like Charles Percy. If R gives a name of a potential candidate in the incorrect party, do not indicate the error to R but just record it matter-of-factly and proceed. However, if R then realizes his mistake, you may change his response with a note as to what happened.

- Q.15 We hope the five response categories will not be too hard for R to grasp without a card. Be prepared to repeat them if necessary.

- Q.16 This is a little complicated because we have a series of three probes concerning each major problem R brings up. We have provided room on the first page for recording all problems R mentions in the initial question, but then you will have to separate these responses and probe separately concerning each problem on Pages 6, 7 and 8. If only one or two problems are mentioned initially, you should probe for a further response when you turn to Pages 7 or 8.

The probe, "What would you like to see the government do about that?" may not always be appropriate because R may indicate the problem and what should be done about it in the same breath, i.e. "Get out of Vietnam," "Stay out of the race question." If, however, just the problem is mentioned--Vietnam--then we want to know what action R wants the government to take. If there is any doubt in your mind at all or if the probe can be used without your appearing to have been inattentive to the respondent, USE IT.

Do not probe beyond that required by the schedule. We do not want to force R to use his imagination or to search frantically for a hot news story to mention. On the contrary, we want R to answer in terms of his own needs and desires concerning what the national government should do. So stress the personal desire for government action.

Let R define the problem area. When it is not clear whether he is talking about one problem or two problems, it is entirely appropriate to inquire what the case may be.

Q.17-20 We have here a series of issue questions which follow the same
23-25 format. In our panel study (1956-1958-1960) we found that a very
35-37 large proportion of our respondents who claimed they had an opinion on a particular issue question would vary in their responses from one year to the next. This happened far too frequently to be ascribed to chance and appeared much more like random response. Therefore, in order to reduce the amount of random response, we are asking as part of each question whether the respondent is interested in the question or not. Even though it may seem tedious to you to keep repeating this question after each issue statement, it is imperative that you do so! However, if R volunteers an answer to the issue question before you ask if he is interested, simply check the "Yes" box and go on.

In these issue questions we want to avoid forcing the R to come up with an answer. If R says he is not interested, simply move on to the next question. Furthermore, act as though this is perfectly natural and take the posture that many people aren't interested in a particular question. If a general rule can be stated for these questions it is this: Proceed professionally from one question to the next, reading each carefully so that the respondent can grasp the meaning but in a very matter-of-fact tone which is designed neither to ward off nor invite response.

Make use of the lines following "OTHER; DEPENDS" both for R's reason(s) for refusing to accept one of the two answers, and for any comments he makes on his choice of one of the answers. In the latter case be sure to mark the box R chooses. As much as possible we hope that an R who says he is interested will be able to state a preference for one or the other alternative, no matter what qualifications he may have. But do not try to force him to make a choice when he insists he can't.

Q.21 Straightforward. Usual caution to get responses which are as specific as possible about the potential financial impact of the election on R's family.

Q.22 Here we are trying to get an indication of R's knowledge of the federal budget. More specifically, what percentage of proportion of the budget does R think is allocated to each of the three listed items. The items themselves should be clear as they stand. If R asks, item "a" does include Vietnam War costs. If R has any other

kinds of problems on what to include or not to include for one of the items, let him define the range of the item himself and record what he said he was including or excluding. Finally, if R balks at answering such a "difficult" question, say something like, "We just want your best guess."

Q.23-25 See instructions for Q.17-20

Q.26-30 Straightforward.

Q.31-33 We hope these questions will not get you into a philosophical discussion about human rights. If R wants to know what we mean by desegregation or segregation, just say we mean removing or maintaining the laws and customs which separate the races.

Q.34 Do not make the mistake of reading aloud to the respondent "Don't know" as a response option for questions 34a-34g. It is a very legitimate response and should be recorded but it should not be suggested.

Q.35-37 See instructions for Q.17-20

Q.38-41 Should proceed smoothly and rapidly. Take special note that even if R answers that he has not paid much attention to the Vietnam situation, he is still to be asked questions 38a-38c. Also, every one is to be asked Q.41 and Q.41a.

Q.42-45 Straightforward, self explanatory questions. Usual caution to get responses which are as specific as possible.

Q.46 Here we are attempting to measure the respondent's "party identification." By party identification we mean a person's feeling of attachment or belonging to a party. The question is intended to pin down the respondent's "usual" or customary sense of party affiliation, not particularly how he intends to vote in this election. This means that a response such as "Oh, I have been a Democrat off and on, but I really don't know about this year" classifies the respondent as a Democrat (Probably, in 46d, a "not very strong Democrat"), and not as an Independent. The people who are deviating from a usual party will be identified by later questions, but at this point we want to know if they have a "usual" party.

A few respondents may shy away from the question with responses such as "I am an American." Such evasions should be probed further with something such as "Well, a lot of us who feel that we are good Americans also think of ourselves as Democrats, Republicans, and so forth. Generally speaking, do you usually think of yourself....?"

We hope that the new format for this question is easily understandable. Note that the possible answers to Q.46 appear in two rows - at the top and in the middle of the page - and that the appropriate probes then follow directly underneath.

In the 46a, 46d, and 46g probes concerning strength and closeness, we are again interested in R's usual party feeling. However if R mentions any recent change in his feelings toward a party, be sure to record that.

In the 46b, 46e, 46k, 46j, and 46l probes we are interested in learning about any change in R's party identification over the years, and the final probe asks when such a change took place.

We are interested in getting the year as accurately as possible, but we will settle for more general information as to the period when the change occurred, such as "Right after the Hoover depression" or "After Dewey got beat the first time." If R talks in terms of a man who was active in more than one campaign, such as Hoover, Dewey, Roosevelt, etc., try to get the particular term or campaign he is thinking of. If "When Hoover ran," try to pin down the date - was it 1928 or 1932?

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

Q.47-52 Straightforward, self-explanatory.

Q.53 This question includes the option "eligible to vote" in place of "registered" because in some communities and some states formal registration is not required. Particularly in a small town where everyone knows everyone else registration may not be necessary, and almost any citizen who fulfills the age and residence requirements would be eligible to vote. The interviewer should be aware of local registration practice and dates before the interview. Information on this may be obtained simply by calling either the city or the county clerk. If R is not registered but registration is still open at the time of the interview, probe for R's intent to register.

The voting registration and voting record is at the heart of our study and time spent on making sure you know how to pose Q.53 in your particular locality is time well spent. Please note on the interview when "eligible to vote" is used in Q.53 in place of "registered."

Q.54 Follow contingency instructions. On questions 54a and 54c, when asked who he thinks he will, or would, vote for, the terms in which R answers may be significant. That is, does he answer by giving a candidate's name, by indicating a political party, or what? For this reason, it will be important that you use his own words in asking the "b" or "d" reason probes.

Q.55 Straightforward, self-explanatory question. Again, get responses which are as specific as possible. In 55c, we are frankly fishing for any way in which the Wallace candidacy and the consequent threat of no electoral college majority may influence R's vote decision. So please record any kind of response.

Q.56 We are interested mainly in a partisan primary for state and national offices, but if R reports voting in a local primary, that is acceptable too. In 56a we are assuming that R voted in a partisan primary, but if it was a nonpartisan local primary just record that. In all states except Washington the primary participant is permitted to vote in the primary of one party only, although usually all parties hold their primaries at the same time. The wording "which party's primary" may be a little awkward but you can explain what we mean to R if there is any confusion.

Note for Washington state: R may correctly say that he made primary choices in both parties.

Q.57-60 R may rebel at having to choose between these pairs of rather broad generalizations. However, try to get him to choose one or the other alternative, and record any qualifying comments.

Personal Data instructions

P1-P2 Straightforward

P2a Please make a note if R is not referring to children in his own family but to children in a family he is living with.

P2c We assume here and later in P22 that it will not be difficult for you to provide a community name for R's residence, whether it be a city, town, village, or just a township or county. If you don't already know the community name, it won't hurt to ask R as you ask the question.

P3-P3d Note that these education questions must be repeated for the head of household when R is not head. Of course this will require a rephrasing of the questions in terms of "your husband," "your son," "has he," etc.

In P3 "grades of school" refers to elementary and secondary school, not to college or technical school. In P3a under "other schooling" we want to be able to distinguish between non-college 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.

P4-P4e This is a change in our usual occupation format. Instead of just asking R's occupation we now begin with a screening question to determine his employment status. Then, depending on the employment status, we provide three alternative sets of questions (P4a, P4b,

P4c) to be used in obtaining the important details of any work that R does or did. For presently employed people we also provide a second section for the description of any second job which R may have. Finally we have two different questions at the bottom of the page concerning any unemployment in the past two years. These questions also vary according to present employment status. The R whom you already know is currently unemployed is asked P4d while all others are asked P4e.

Remember that these questions are to be repeated to obtain information about the head of the household if R is not head. Of course this will require a rephrasing of the questions as in P3 referring to "your husband," "your son," or whatever.

P4 It's difficult to phrase the employment status question in a way that is suitable to all Rs. Thus the category "housewife" is placed in parentheses to indicate that you should ask it only when talking to a female R. Other changes may also be made in this question as seem appropriate, such as dropping the student category with an elderly R, or skipping the question if R has already indicated in some way that he is currently employed. But please make sure that you really know the R's employment status before you go on to the occupational probes (particularly whether R is unemployed or not). And please check the appropriate box(es) next to PRESENT EMPLOYMENT STATUS whether you actually ask P4 or not. Note that more than one box may be checked, if, for example, an R says she is mainly a housewife but she also does some part-time work. "On strike" is another category which you may receive as a response to the lead question. Note this or any other different responses in the blank box.

P4a-P4c These are three slightly different sets of questions concerning the kind of work R does or did. However, we don't care much about the exact wording of the questions which you use, as long as you obtain the basic desired information about each job held (kind of work and business, self-employment or not, time fraction).

If the R says he is currently RETIRED or UNEMPLOYED, ask P4b using the past tense and record this former occupation in the MAIN JOB section. Note that time fraction and any former second job are not needed for such an R. However, if such an R also mentions a current part-time job, also ask him P4a and record the information in the SECOND JOB section (with an explanatory note).

Anyone else who mentions some kind of current employment in response to P4 should be asked P4a, and the resulting information should be recorded in the MAIN JOB and SECOND JOB sections. If R gives you information about two jobs all in one breath, record the information in the two separate job sections and probe separately for each in regard to self-employment and time fraction.

P4c is used only as a check for the housewife or student who has not mentioned any employment initially to see if he or she may have one or more part-time jobs. If the answer is "no," just record "none"

in the MAIN JOB section and proceed to P4d. Note that information on the time fraction is particularly important for a housewife or R with a part-time job. For a student we would also like a note as to whether he is a day or evening student and as to whether he is carrying a full load of studies or not.

Occupation is always a difficult problem for us to code back at SRC. Therefore we need your help in obtaining a full account of R's work. If R says he is a school teacher, there is not too much ambiguity about what he does. But many occupation responses are hard to code into their proper categories. Here are some examples of the kinds of coding difficulties we face when adequate occupation information is not obtained.

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

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

---- R says he "does carpentering." Is he a fully skilled carpenter, a carpenter's helper, an apprentice, or what?

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

---- R says that he works for the local newspaper. Is he editor, reporter, business manager, copy boy, or janitor?

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

Try to keep these difficulties in mind when you are asking the occupation questions. Don't probe too far; we don't want to give R the impression that we are trying to "trace down" the name of his employer. But do try to make these basic distinctions, so that we'll have meaningful data for analysis.

P4d-P4c Finally, do not overlook the unemployment questions P4d and P4e at the bottom of the page. P4e should be asked of every R who has not already said that he is currently unemployed, including housewives, retirees, and students. If some new "present unemployed" turn up at P4e, please correct the previous responses accordingly.

P5-P5g The farm questions are to be asked of any R who in P4 or P4a has listed farming as the current main or second job for himself or

for the head, except that they are not appropriate for farm laborers working for wages. If the R has no personal connection with the farm (e.g., a son working in town), the questions may be phrased in terms of the head. In P5 if not clearly "own," "manage," or "rent" record the explanation.

- P5a A response in acres or sections would be desirable, although as a last resort any meaningful estimate would be helpful.
- Q.5b We are interested first in being able to distinguish Rs who are engaged in diversified farming (a number of types of produce) from those who depend primarily on a single, major crop--fruit, vegetable, grain, or livestock. Then, of course, we want to know, for the single-crop farmers, just what that major crop is. If a second major crop is given, record this, but make sure it is important enough to the R to be close to equal in importance to the first.
- Q.5c-g Straightforward.
- Q.P6a-c This sequence of questions will be asked of any R who lives in the same household with a union member. In P.6b, we are anxious to get more than the simple distinction between AF of L and CIO unions; we would like to know the name of the international union to which the household member belongs. Therefore, we need enough probes to uncover the full name of the international, although we are not greatly interested in the number of R's local union. Where more than one union member lives in the same household, get the specific international union and the length of membership for each member.
- Q.P7 This sequence of questions has become tried and true over the course of past surveys. In general, if R asks what we mean by "class," have him just use 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) class (middle class)." In the first question (Q.P7) we want to find out whether R does think in terms of class groups. But even if he says he does not, we are anxious to have him place himself in one class or the other. This is why we say "...if you had to make a choice" in Q.P7b. We do not want R to feel that he does not need to make a choice, simply because he has said "No" to Q.P7.
- Q.P7d, P7f These seek to measure the degree to which R feels identified with his class grouping.
- Q.P8 Straightforward.
- Q.P9 If R did not grow up with his own family, but with some other family, we would like him to respond in terms of the people who brought him up.

- Q.P10 If the respondent has no church preference or does not care to state it, this should be noted on the questionnaire.
- Q.P11 The different levels of church attendance have a relatively clear meaning. Regularly refers to the once a week or more church attender; Seldom refers to the holiday or major events attender and someone who may go on an occasional run-of-the-mill Sunday as well. Often is somewhere in between the regular and seldom churchgoer.
- Q.P12 If R asks "Which version?," tell him to answer in terms of the one which would allow him to pick the statement closest to the first, if not the first statement itself.
- Q.P13-P15 Note that P13 is to be asked of men only while P14 and P15 are to be asked of everyone. In P14 and P15 don't forget the probes "anyone else" and "how many," respectively. In P14, then, you may have to mark more than one box. In P14a and P15a we are mainly interested in finding out whether anyone close to R was (is) in the service due to the Vietnam War. The answers "in anyway" and "not sure" are to be marked only when they apply to everyone mentioned whereas "...due to Vietnam" is to be marked when it applies to any of the people mentioned. Thus, only one box should be marked for each of these two questions.
- Q.P16 You will find that the R has little trouble with this thermometer of feeling. You do want to watch that warmth of feeling is not equated with anger. In order to avoid such a mixup and other like it, we have consistently equated favorable with warm and unfavorable with cold.
- 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. 95°, in order to indicate more accurately his feeling toward a group, by all means let him do so and record his response to the exact degree.
- Q.P17 Straightforward.
- Q.P17f This question is asked only when two different country names appear in P17b and P17c or P17d and P17e.
- Q.P18 This question is not asked of Negroes because we get their response to Negroes in P16. When asking P18 you simply convert the country of origin into nationality, i.e. Germany (country of origin)--- Germans (nationality). You will never have to decide between two or more possible main nationalities because the P17 series is set up in such a way that main nationality comes out in one definite place. By reading the P17 series over carefully you will see that the following mutually exclusive rules hold true: (1) if a foreign country is written in for P17, that is R's main nationality, (2) if the same country is written in for both P17b and P17c or for both P17d and P17e, that is R's main nationality, or (3) if a country is written in for P17f, that is R's main nationality. Again, none of these situations could (correctly) exist at the same time!

Q.P19 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 may be appropriate.

Q.P20 By "grow up" here we mean the time from birth until R was roughly 18-20 years old. If R lived in more than one place during this period, information as to the proper sequence of states lived in, along with a rough estimate of the period involved, would be appreciated.

Q.P21, P22 Straightforward.

Q.P23 If there is some doubt in R's mind about the income of the family, it is permissible to get all the assistance necessary from other members of the family. Sometimes R may have a better idea of how much he or head makes a month or week--you may estimate income from this figure, but be sure you know how many months or weeks a year R or head works at that rate.

Q.P24-
31 Straightforward.



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SOCIAL RESEARCH
THE UNIVERSITY
OF MICHIGAN
ANN ARBOR,
MICHIGAN 48106

September 1968

Dear Sir or Madam:

One of our interviewers will be calling at your home soon in connection with our next survey of public opinion. This study will be based on personal interviews taken at a sample of addresses selected to represent a national cross section.

Advance notice about the visit is being given so that you will not mistake our interviewer for a salesperson. The Survey Research Center is a national research organization whose reputation is based on over 20 years of interviewing for scientific purposes. The interviewer will be happy to show University of Michigan identification.

Most people find our interviews enjoyable and interesting. They tell us they are especially interested in knowing how a study turns out and we will send you a report of our findings as a way of saying thank you for your participation in this important project.

Our interviewer will answer any further questions you may have.

Sincerely,

Angus Campbell
Director

AC:mb
P. 45523