1978 Post-Election Study

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Nov. 8 – Dec. 18

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What This Study Is About

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

As we point out to you every year, our invaluable collection of survey data on the political attitudes and behavior of the American people is due in large part to our hard-working field staff. Those of you who have joined our staff recently might be interested to know that this archive of data is regarded so highly by students of American government that in 1962 the Inter-university Consortium for Political Research was established in Ann Arbor partly for the purpose of making our political data readily available to other students of American politics besides ourselves. Today more than 200 American and foreign universities and colleges are members of this Consortium.

The 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. 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 interview data you have been collecting so patiently.

The 1978 Election Study is the latest survey in this election series. As such, it continues the tradition begun in 1948. In a different way, however, this study is also the beginning of a new era. It is the first study to be conducted under the auspices of a grant made by the National Science Foundation to provide long-term support for the National Election Studies. In effect, the grant acknowledges that the Election Studies are a national resource of great value to those engaged in social science research. Because the studies have proven invaluable to so many researchers, NSF has agreed to fund the studies on a long-term basis and has encouraged, through financial support and other means, the involvement of a large number of scholars in this venture. For the first time in the history of the election studies, the drafting of the questionnaire was a joint project involving the study staff and a committee of scholars interested in congressional elections research. Similarly, a nine-person Board of Overseers drawn from the national community of social scientists was set up to supervise the implementation of the new grant, set priorities for future studies and link members of the social science community to future National Election Studies. We are now a national enterprise. Our feeling is that 1978 is the beginning of a new and exciting era for the election studies and social scientists everywhere in the United States.
Now let's turn to the 1978 study. How is this study different from past studies? A major difference is the sample, which uses 108 congressional districts scattered around the country instead of the usual 76 primary areas. The development of a sample based on congressional districts will allow us to understand better the dynamics of elections to the U.S. House of Representatives. Indeed, a large portion of the 1978 questionnaire is devoted to this matter: How much and what sorts of things do people know about their current Representative and the candidate running for this office? What opinions do people hold about these public figures? On what basis are these opinions formed? Are stands on issues more important than candidate personality? What is it that people take into account when they vote for one of the candidates? These are some of the questions we will try to examine.

In addition, the interview schedule includes the old familiar questions the Election Studies have used for years to monitor changes in behaviors and attitudes over time.

Another innovation in the 1978 study involves the scope of the project. This year we are supplementing the data gathered in the personal interviews with information pertaining to the political "context" in which the respondent lives. Three "contexts" will be studied through district, though related, data collections. Before the election, interviewers will gather campaign literature from the various House candidate campaign headquarters in the 108 sample districts. When we code this information we will know the kind of campaign the candidates ran, which issues were raised by the candidates and the images that candidates tried to project. When we match the respondents' answers with this information, we will know whether these variables had an impact on voters, and what type of impact. Secondly, starting October 1 and ending the day after the election, we will clip all articles about "our" House candidates appearing in a selection of newspapers that circulate within our sample districts. We will code this large volume of data and analyze it together with the questionnaire data. We intend to focus on the impact of the media on people's political attitudes and choices. Finally, shortly after Election Day, interviewers will visit local election registration offices to examine public records in order to determine how many of our respondents were participants in the 1978 general election. During this visit interviewers will collect information about the regulations in effect for the various localities. All of these "contextual" projects have one thing in common -- they are attempts to broaden our inquiry beyond the focus provided by the individual respondent.

This study is being conducted by the Institute for Social Research's Center for Political Studies under the direction of Dr. Warren E. Miller. We believe that this study will be a fine example of the kind of data we plan to continue collecting.

**Sampling Notes**

The sample for the 1978 Post Election Study consists of two national cross-section samples. One of the samples is drawn from a set of our regular Primary Areas and the other is a new sample drawn from a set of Congressional Districts. Procedures for listing, updating and interviewing in the two samples are virtually identical, but where it is necessary to discuss the samples separately we will refer to the "old" Primary Area sample as the SRC sample and the "new" Congressional District sample as the CPS sample.

There are 108 Congressional Districts in the total sample and we expect that approximately 3,972 housing units (HUs) will yield approximately 2,500 completed interviews. Persons eligible for selection as respondents are U.S. citizens who were 18 years of age or older by Nov. 7, 1978 (Election Day). In other words, persons eligible for selection are those who, by the criteria of age and nationality, could have voted in the 1978 general election.

**Mailing the Sample**

Although study packets will be mailed to interviewers and bulk materials to Field Coordinators on October 11 and 12, a large percentage of the sample will not be located at that time and we will have to follow later under separate cover. We hope to have a mailing schedule for these sample packets by October 11 and will include the tentative mailing date on the Field Coordinator's Checklist of Materials. Packages with segment folders and sample address summaries will be sent out to F.C.s as they are checked and completed in the Sampling Section. Since it is difficult and time consuming to prepare packets out of order -- please don't ask for special "hurry up" treatment for your area as it will slow down the whole process.

You are to proceed with practice interviews and presurvey conferences even if the sample will not be available for distribution at the time of your presurvey conference. We are well aware that timing is crucial and we will make every effort to see that segment folders reach Field Coordinators in time for updating, (and/or segment listing) and sending respondent letters before the start of interviewing on November 6.

**Use of the Instruction Book and the Interviewer's Manual**

In an effort to reduce redundancy in instructions, there will be frequent references to the Interviewer's Manual (IM) where things like listing, updating, selecting respondents etc. are discussed in detail. The sections referred to are to be used (or reread) by all new interviewers and reviewed by all experienced interviewers. All instructions should be read carefully and any problems or questions resolved before the start of interviewing.

**Sampling Materials for This Study**

1. **New Blue and Yellow Folders for New Chunks in the SRC Sample**
   - For chunks that are being used for the first time, both blue and yellow folders will be sent to the Field Coordinator.

2. **Blue Folders for Old Chunks in the SRC Sample**
   - When a chunk has been used on an earlier study, only the blue folder will be mailed to the Field Coordinator since the yellow folder is already on file in the Primary Area.
3. **Pink Folders for New Chunks in the CPS Sample**
   These will serve as the "blue folders" for the CPS sample. There will be no duplicate, i.e., nothing comparable to a yellow folder so pink folders will be used during interviewing and returned to the Field Office when interviewing in that segment has been completed.

4. **Maps**
   A map for each sample location will be sent to the Field Coordinator. If there are discrepancies between chunk folders and maps with respect to chunk boundaries, please notify us promptly so that corrections can be made.

5. **Listing Sheets**
   A supply of listing sheets (Form S210) assembled in duplicate will accompany blue folders for the SRC sample.
   In most cases the segment in the pink folder for the CPS sample has already been listed on a special yellow listing sheets (Form S210 CD). Because there was not time for the usual preliminary work, segments in the CPS sample were listed as giant Take-Part segments (see IM, p. 66 for discussion of Take-Part segments).

6. **Cover Sheets** (yellow)
   There is only one type of cover sheet, unaddressed and assembled in sets of five.

7. **Noninterview Form for Sample Households** (goldendrod)
   The noninterview form is separate and distinct from the cover sheet and has been especially designed for the Post Election Study. Please do not use noninterview forms from previous studies. In noninterview situations, the noninterview form must accompany the cover sheet for the sample address.

8. **Sample Address Summary Copy Sets**
   These new forms are assembled in sets and designed so that some of the information needed to keep track of the sample and to log in interviews is recorded on the summary by computer before it is sent to the Field Coordinator. The interviewer writes in the address or description of each sample address in the appropriate space and creates a label for the cover sheet, a green copy for the F.C.A. yellow copy (the original) to be returned to the Field Office (with the blue folder for the SRC sample, or as soon as the segment is listed for the CPS sample) and a white copy for the interviewers use in keeping track of his or her assignment and reporting on a weekly basis to the F.C. So that all the copies are clear, use a black point pen or sharp pencil, press firmly, print or write clearly. See the facsimile copy of the SAS form on page 5 of this instruction book. An SAS form will be prepared for each segment and sent out with the blue and pink folders. A few blank copies will be sent to each F.C. In case more HUs are found at the time of updating and continuation copies are needed for the additional HUs.
Listing and Updating the Sample Segments

Review Chapter 11 of the Interviewer's Manual, pages 65 - 90. The entire chapter is relevant to the tasks which you will be doing. Procedures for updating will be the same whether it is a segment in the SRC sample or the CPS sample. Some of the pink folders may contain special instructions which should be followed and information relayed to the Sampling Section as required.

Communicating with Field Office About Sampling Problems

We anticipate a few more than the usual number of problems with lost or invisible boundaries; missing or additional HUs etc. If there is time -- write to us, using one of the bright yellow IMMEDIATE ACTION SAMPLING form memos. If there isn't time to write -- call collect station to station (person to person is between 30 - 50% more expensive).

Kathy Labronka is our liaison person with the Sampling Section. She is usually here from 12:00 noon 'til 6:00 p.m. She'll ask you for a brief description of the problem and record it on one of our sampling forms and sketches and perhaps figure out the answer or a solution before they come over to Field Office to talk to you or return your call. If Kathy isn't in when you call -- anyone in the Field Office who answers the phone can jot down the problem and speed it on its way to Sampling. If you are expecting an answer to a sampling problem and don't receive one within a reasonable period of time -- don't hesitate to call again and remind us of your plight.

Labels for Cover Sheets and Assignment of Cover Sheets

After a segment listing has been made or a segment updated, the Sample Address Summary is to be completed (usually by the interviewer who did the listing or updating). See the example of an SAS form on page 5. Information about the State, the Congressional District, Segment (SEG) and Line (LN) and an ID number for each segment (in parentheses in the upper right hand corner) has been preprinted on each SAS form (one segment per form). The address or description must be neatly printed by the interviewer. When this has been done, the second copy of the SAS will be a set of address labels for the segment. The Selection Table Letter should be entered in the lower right hand corner of the space for the address or description. Note: it is not important to have the Selection Table Letter on the sample sheet so that letters can be recorded on the SAS copy sets as the labels are being used. The first label in the segment should be affixed to the first unused cover sheet in a set -- the next label to the next unused cover sheet and so on continuously through the labels and the sets of cover sheets. The Project Number on Selected Lines of the Segment Listing Sheet.

On the blue and pink folders in column 2, "Project No.", Sampling Section has written "495543 (17)". The first six numbers ("495543") are for their reference only. The numbers in parentheses ("(17)") are the project number you will use. Thus, on the Segment Listing Sheet in the column entitled "Project Number(s)" you will enter "17" as the project number for the selected lines.
A Summary of Sampling Steps

1. Visit each segment to list or update.
2. Record the project number on each selected line of the listing sheet.
3. Write in the address or description for each selected line on the SAS copy set.
4. Affix address/ID labels to cover sheets.
5. Record Post Office name and ZIP code in the upper right hand corner of the blue, yellow and pink segment folders.
6. Transcribe entries from columns 1-6 on the front of the blue folder to the front of the yellow folder.
7. Transcribe any notes, additions, corrections or comments on the segment listing sheets in the blue folder to the copy of the segment listing sheet in the yellow folder.
8. Address and mail respondent letters.
9. Return the blue folders with the yellow copy of the SAS to the Field Office as soon as you have completed steps 1-8.
10. Send the yellow copy of the SAS for CPS pink folders to the Field Office as soon as you have completed steps 1-8.

Keeping Track of the Sample

The green copy of the SAS is for the Field Coordinator to keep track of progress and results on a week-by-week basis. Supervisors get weekly progress reports from the Field Office (interviews and cover sheets received and mailed in) and from their F.Cs (interviews completed, appointments etc. reported each week by the interviewers). In order to resolve discrepancies - and they are bound to occur - F.Cs must keep complete records. The green copy of the SAS is to be sent to the supervisor when the study is completed.

The white copy of the SAS is for interviewers who are not serving as F.Cs to keep track of their individual samples.

When to Interview

An interview is to be attempted with one objectively selected person who is a U.S. citizen and 18 years of age or older in each occupied HU.

Occasionally there may be a household with no eligible person because all the household members are under 18 or are not U.S. citizens. In that event, complete the household listing on p. 4 of the cover sheet and the goldenrod noninterview form. Review pages 97 - 99 of the IM, Selecting the Respondent. Particularly relevant sections are:

- Requirements for Household Membership - p. 94
- Designation of the Respondent by Selection Table - pp. 95 - 97
- Nonresponse classification - pp. 97,99 (See the discussion of the Noninterview form in this instruction book.)

* Addressing R letters is not really a sampling step, but it is done when SAS forms are made out.
Cover Sheet Procedures

There must be a cover sheet to account for every selected line in the sample.

Cover Sheet - Page 1, Item-by-item

1. The assigned interviewer's label. If another interviewer converts a refusal or conducts an interview at this address, that interviewer's label should be placed over the original label. If the refusal is not converted, the original interviewer's label should remain.

2. Address/ID label from the SAS copy set.

3. To be completed if this cover sheet is for a previously unlisted HU at a listed line which already has a labeled cover sheet. If this is completed, item 2 (Sample Label) should be marked INAP because there will be no sample label.

4. Number your completed interviews sequentially. Do not number noninterview cover sheets.

5. Date of interview (this should also be the last date in the call record).

6. Record length of interview in minutes from the face of the questionnaire, item 7.

7. Record length of pre-edit from item 10 on the face of the questionnaire.

8. Length of time it takes to complete all editing after the interview - record from item 13 on the face of the questionnaire.

9. (There are two items 8 in error) If you sent a persuasion letter, please record the date here. This is the only means we have to measure the effectiveness of these letters.

10. Be aware that we mean previously unlisted HUs at this listing sheet address. Record the number of such HUs in item 9a. The instruction about adding a unique identification below the sample label applies to the labeled cover sheet. The cover sheet that you subsequently make out for an unlisted HU at this segment and line will not have a label and will have the unique description in item 9a.

11. Please record each call in the call record as it is made. If another interviewer has to take over the cover sheet it is important to know what days of the week and times of day were productive in finding a member of the household or the respondent at home. This information is also logged in, coded and analyzed when the cover sheet is received in Ann Arbor.

Cover Sheet - Page 2: For a description of the purpose of this page, see "Recontact Information and Report to Respondents," p. 31 of this book.

Each cover sheet must be accompanied by a completed interview or a completed noninterview form.
These are all the questions I have. My office might want to contact you by mail in order to confirm the interview and we would also like to send you a brief report on this study in a few months time, so I would like your name and current mailing address. (BE CERTAIN THAT FOR WOMEN YOU OBTAIN THEIR FIRST NAME, NOT THEIR HUSBAND'S FIRST NAME.)

MR  MISS
FIRST NAME  MIDDLE INITIAL
MS  MRS
LAST NAME  STREET ADDRESS

STATE  ZIP  AREA  NUMBER
CITY

If R refuses, explain:

In case you move, would you give me the name, address and telephone number of someone who would know where you are, like a close relative or friend?

MR  MISS
FIRST NAME  MIDDLE INITIAL
MS  MRS
LAST NAME  STREET ADDRESS

STATE  ZIP  AREA  NUMBER
CITY

Telephone number for verification.

□ NO PHONE

NAME RELATIONSHIP OF CONTACT PERSON TO RESPONDENT:

COMMENTS WHICH MAY BE HELPFUL IN CONTACTING THIS RESPONDENT AGAIN:
11. LIST A HOUSEHOLD MEMBERS BY RELATIONSHIP TO HEAD.

<table>
<thead>
<tr>
<th>(a) Household Numbers by Relationship to Head</th>
<th>(b) Sex</th>
<th>(c) Age</th>
<th>(d) 18 By Nov. 7? Yes/No</th>
<th>(e) Citizen? Yes/No</th>
<th>(f) Eligible Persons Yes/No</th>
<th>(g) Person Number</th>
<th>(h) for Selected Respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td>M</td>
<td>50</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wife</td>
<td>F</td>
<td>43</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Son</td>
<td>M</td>
<td>19</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Son</td>
<td>M</td>
<td>17</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The example shown on the opposite page is a listing from an occupied household where there was no eligible person. The interviewer put down as much information as she could get. Since none of the members of the household were citizens, no extra effort was made to get exact ages when the informant and the interviewer had difficulty with language on the first call.

Note that on this study the Noninterview Form does not contain the listing box and the listing information for noninterviews must be obtained from the cover sheet. Interviewers are often reluctant to put estimates in the listing box. Obviously an estimate won't do for an interview, but one certainly is much better than nothing for a noninterview.

On the Quality of Employment Study, we sorted out almost 200 noninterview forms and cover sheets where it was obvious the interviewer had talked to someone and the information was accessible but it was never recorded. We need to know more about our nonresponse - please help by stamping out missing data!

12. **This item is used only when the cover sheet is for a noninterview.** We want to be able to evaluate the information in the listing box by asking you whether you had enough information to select a respondent. If you were able to select a respondent, you will be answering a series of questions on the Noninterview Form about that person (see Noninterview Form, NR13 - NR17a). If your information was not sufficient for the selection of a respondent, you will be answering a series of questions on the Noninterview Form which ask you to make guesses about the occupants of the housing unit (see Noninterview Form, NR18 - NR20a).

**If this is a Noninterview Coversheet:**

Were you able to select the respondent in this housing unit? **No eligible person.**

1. Yes, Listing Box includes all persons eligible for selection
5. No, Listing Box is incomplete; or no, not sure
NONINTERVIEW FORM FOR THE POST ELECTION STUDY

DO NOT WRITE IN THE SPACE ABOVE THE DOUBLE LINE:

**Interviewer's Labels**

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

**NR1 - NR4**

From the Sample Label on the Cover Sheet.

**NR5**

From the Blue Folder (obtained by the interviewer and recorded on the blue folder)

**NR6**

Bear in mind that numbers on mailboxes are NOT NECESSARILY mailing addresses. Rural areas generally get their mail at post office box numbers. If we have a name, the post office will usually deliver the letter.

**NR7**

The category "YES, OTHER" refers to HUs in the sample which are NOT seasonal.

If the HU has been destroyed, has become a SLIP, you would check "NO" here and skip to NR22

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**1978 Post-Election Noninterview Form**

<table>
<thead>
<tr>
<th>Proj. No. 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>1234 BERCKMANS, TRACY</td>
</tr>
<tr>
<td>2118 ISR</td>
</tr>
<tr>
<td>ANN ARBOR, MICHIGAN</td>
</tr>
<tr>
<td>123-45-6789 48104</td>
</tr>
</tbody>
</table>

**NR3**

Follow-up Intervener's Label

**State** MI

**Congressional District** 02

**Sample Number** 1001 A

**Line No.** 39

**NR6.** Address or description 15th Bending Drive

**Ann Arbor**

**ZIP Code** 48103

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**NR7.** Does this listing describe an HU in the sample segment identified in NR3?

1. YES, Seasonal
2. NO

**NR8.** This HU is located in:

1. Mobile Home (Trailer) in Mobile Home Park
2. Mobile Home (Trailer) in Other Location
3. Building with no other HUs

**NR9.** Building with Other HUs. About how many units?

**NR10.** How many floors are in this building?

---

**NR11.** Is entry access to this HU restricted in any way?

1. YES
2. NO

**NR12.** Describe:

---
NR21. Is the reason for noninterview a permanent condition (e.g., death, mental incompetence)? Do not include refusal.

1. YES 5. NO → GO TO NR22

NR21a. What is this condition?

☐ 1. DECEASED AFTER LISTING:

☐ 2. LANGUAGE (WHAT LANGUAGE?):

☐ 3. MENTAL OR PHYSICAL CONDITION (DESCRIBE):

☐ 4. MOVED OUT OF RANGE AFTER OCCUPANCY DETERMINED (IF new address or phone number is known give it in NR22.)

☐ 7. OTHER (DESCRIBE):

NR22. Describe in detail the reasons an interview was not taken. Give dates for the activities and events you describe.

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

IF NO ELIGIBLE RESPONDENT IN HOUSEHOLD give reason for ineligibility.

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

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

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

IF R AWAY check page 93 of the Interviewer's Manual to be sure that (he/she) should be listed. If so, state when R will return, and if R could be interviewed elsewhere.

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

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

This HU contains a visiting professor from Germany and his family. No U.S. Citizens

(Interview ended on 11/11/71, 7:30 p.m. - First visit to the HU.)
NR10 (cont.) unusual forms of occupancy and usages which are neither clearly residential nor non-residential. If the use is clearly non-residential HU should have been checked "NO".

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

Places where use as a residence is unclear and therefore should be checked OTHER (and described in NR22) are: apartments maintained only for entertainment, guest houses, company-owned quarters for visiting executives, quarters used as mail drops or as legal addresses for voting or school attendance purposes. Another often unclear use occurs when a residential unit is owned or rented by a company or group for recreational purposes. It may be used by the group as a hunting or ski lodge in season, and as a vacation home for one family from the group at other times of the year.

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

Because all of these situations are rare and the final classification of such places often depends on subtle distinctions we find it easiest to apply uniform interpretations by having the interviewer describe the situation in detail so that we can make the classification in Ann Arbor. If you find a place such as those described in this section, complete a non-interview form, checking OTHER in NR10 and describing the situation in full in NR22. Let us know how the place is being used, what the user's connection is to the place in question as well as the other places where they may reside, what the pattern of use has been and, if possible, what appears most likely for the future.

A description such as the following would be helpful. After 3 calls finding no one at home in this apartment, I spoke with the R on line 3 who lives across the hall. She told me a man in his 20's rents the apartment, but for the last six months he has been living a mile away with his girlfriend and only comes by now and then to pick up the mail. She says he has asked her to keep an eye on his place, and had given her a key so her parents could use the apartment when they visited. Last week she told her that he was planning to marry his girl in May and would move all his things out when the lease is up next month. I have his name and the phone number at his friend's house in case I should try an interview.

If, as in the above example, you think it is possible that the place might be an occupied housing unit, with residents who qualify for listing and meet study eligibility rules for interviewing, attach an immediate action memo with the message "please check NR20 and let me know whether I should interview here" to the non-interview form.

If you need an immediate decision, phone the Field Office and do not be surprised if we call to obtain additional information from you. These cases are hard to handle.

In order for the answer to be "YES" you must determine that there is no one who could be listed if you followed the rules for determining members of the household. Note that the absence may be very temporary if the occupants are at another place of residence such as a vacation cabin or townhouse, but must be long term if they are in an institution. Also (noninstitutionalized) people who are away must be at another place of residence, not simply travelling about. One test of whether someone is residing elsewhere is to find what the current living situation is and ask yourself whether the kind of place where he is meets our HU definition and whether he would be listed as a member of the HU there if an interviewer called. If the answer to either of these questions is "no", we would probably not consider him to be residing elsewhere.

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

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

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

If you have determined from talking to the neighbors that an eligible R lives at this address (i.e., you have enough information to list the household and select an R) you should check "YES", and go on to estimate or guess at NR14 - NR17a.

It is obvious in the example on the facsimile of the noninterview form that the interviewer had trouble finding a skip pattern for an occupied household where there was no eligible R. Rather than skip directly from NR13 to NR14 she continued on through the series giving more information rather than less.

Please give us your best guess. We are trying to determine the demographic characteristics of our nonresponse.
Please tell us what you know or what you can make reasonable estimates about.

Again, an estimate would be helpful in determining economic status in NR19 and a guess about race is much preferable to a "DON'T KNOW".

We want to sort out those nonresponse cases which we refer to as circumstantial noninterviews, that is, where there is some situation in the household that would prevent an interview. For example, perhaps & doesn't speak English, is a stroke victim, moved, to Mexico, after the household listing, or died.

A firm refusal is not a "permanent condition" as far as nonresponse data is concerned - describe in NR22. We are still getting this problem even though the form says explicitly "Do not include refusals."

Give dates for your activities and for the events that you describe.

Give us a FULL DESCRIPTION of the noninterview situation. You are NOT asked to categorize the nonresponse - that will be done in coding. What we do want is a verbal description of the reason for the noninterview. We have indicated below some of the kinds of things you are to report so that a proper classification can be made by the staff here. These categories summarize all available information about a sample listing, whereas the categories you use on the call record refer to that call only. Knowing what we take into account when categorizing noninterviews will enable you to report with more certainty the correct categories for progress reporting and figuring response rates.

HAS R BEEN DETERMINED?

We have found that interviewers tend to say "R" in NR22 when in fact the person they talked with may be only an informant. It is important to know whether or not you have enough information to determine R or not.

I. REFUSALS (REF)

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

A. Not keeping two or more appointments unless extenuating circumstances indicate R was willing and simply unable to keep the appointment.

B. Slamming door in interviewer's face, or breaking off phone/intercom contact after the interviewer has explained purpose of call or requested an interview.

C. Seeing the interviewer and not answering the door when the identity of the interviewer and purpose of her visit are clearly known.

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

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

II. NO "OCCUPANT" CONTACTED (NOCAT)

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

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

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

III. OTHER NONINTEVIEWS

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

For a complete description of NI-Foreign Condition - see NR19.
NI-Other, Respondent determined (see NR18)

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

NI-Other, Respondent not determined (see NR18)

Includes no attempt to interview, insufficient information on reason for nonresponse and rejection before purpose of contact stated.

IV. EXAMPLES OF "NONSAMPLE" CATEGORIES

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HV</td>
<td>House Vacant</td>
</tr>
<tr>
<td>ORE</td>
<td>Occupants Residing Elsewhere</td>
</tr>
<tr>
<td>SRE</td>
<td>Seasonal Occupants in Residence Elsewhere</td>
</tr>
<tr>
<td>SV</td>
<td>Seasonal Vacancy</td>
</tr>
<tr>
<td>SLIP</td>
<td>Sample Listing Ins't Proper</td>
</tr>
<tr>
<td>VTS</td>
<td>Vacant Trailer Space</td>
</tr>
<tr>
<td>NER</td>
<td>No Eligible Respondent</td>
</tr>
</tbody>
</table>

A year-round HU is not being lived in, and you have obtained no indication of occupancy on calls made during the interviewing period before determining for certain that the HU was vacant.

A year-round HU in which all eligible occupants are staying at another place of residence at the time you determine whether the HU was occupied or not. The occupants must either be in a long term institutional housing situation or at another place of residence, not simply travelling about.

An HU intended for occupancy only during certain seasons is not being lived in on the first call, and it appears as if no one will return at night. Use SV when the unit is clearly vacant (unfurnished or unoccupied and posted for sale or rent) and SRE when it is not clearly vacant, but the occupants are not living there.

The listing as it is given does not describe an HU which qualifies for sampling. This may be for one of several reasons: there may be no HU at the address; all quarters at the listed address may be excluded; the address may be outside the established survey boundaries, etc.

If, on the first call, a trailer space in a regular trailer park did not have a trailer parked on it, consider the space vacant for the entire study. Unoccupied trailers are to be classified HV, ORE, SRE, SV, SLIP, depending on the way in which they are being used.

No one at the address is eligible to be interviewed according to the study definition. For example, the occupants are all under 16 years of age.

Field Notes

A. Study Dates

The Study Dates for the 1978 Post-Election Survey are: Nov. 8 - Dec. 18, 1978.

However, because in the past we have found that respondents quickly forget about the elections and campaigns, it is highly desirable that we complete as much of the interviewing as possible in the first two weeks of the study. As you will note, the Mailing and Reporting Schedule reflects this.

PLEASE PLAN TO VISIT EVERY SAMPLE ADDRESS AT LEAST ONCE DURING THE FIRST TWO WEEKS OF THE STUDY PERIOD.

Interviewing respondents as close to immediately after the election as is humanly possible will make a tremendous difference in the quality of the data we obtain.

Something else you must keep in mind is that this study, of necessity, is scheduled for the holiday season. The more interviewing completed before Thanksgiving (November 23) the better the response rate is likely to be. Both respondents and you are more likely to have time to conduct the interview prior to Thanksgiving. The time from November 23 - December 18 should be viewed as "cleaning-up time," for getting difficult respondents (ones who are rarely home, who are reluctant, or who involve a great deal of travel time in order to pursue).

Promptness on your part is also important due to the special nature of this study and the fact that, in order to comply with the schedule established by the Board of Overseers (see "What This Study is About"), coding of all interviews must be completed in January so the first public release of the data from the interviews can occur in February. What this means to you is that interviewing really must be completed by Dec. 18. Extensions of the study dates, even for particular congressional districts, are, to say the least, highly undesirable and highly unlikely. And, again, extensions probably would not be very helpful anyway since the holidays would eliminate much chance of success after Dec. 18.

In essence, the message is PLEASE do everything you can to complete your assignment as early as possible!

B. Mailing and Reporting Period

<table>
<thead>
<tr>
<th>Reporting Period</th>
<th>Minimum Percentage to be Completed and Mailed to F.O.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Nov. 8 - 13</td>
<td>20%</td>
</tr>
<tr>
<td>2nd Nov. 14 - 20</td>
<td>45%</td>
</tr>
<tr>
<td>3rd Nov. 21 - 27</td>
<td>65%</td>
</tr>
<tr>
<td>4th Nov. 28 - Dec. 4</td>
<td>85%</td>
</tr>
<tr>
<td>5th Dec. 5 - 11</td>
<td>95%</td>
</tr>
<tr>
<td>6th Dec. 11 - 18</td>
<td>100%</td>
</tr>
</tbody>
</table>
C. Materials in Study Packet

Instruction Book
Questionnaire
SAMPLE Candidate List
Respondent Booklet
SAMPLE Ballot Card
Coversheet (for the practice interview)
Nonresponse Form
Respondent Letter
Worksheet

To F.C.: Set of Pre-study Conference Report Forms

Please note that the candidate list and ballot card are marked "SAMPLE". We will be sending you new and final candidate lists and ballot cards in late October. These will reflect any last minute changes in candidate names. Several congressional districts, for example, have candidates who may withdraw from the race and be replaced by someone else.

D. Materials Supplied for Each District

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Questionnaires</td>
</tr>
<tr>
<td>60</td>
<td>Coversheets (12 packets of 5)</td>
</tr>
<tr>
<td>25</td>
<td>Noninterview forms</td>
</tr>
<tr>
<td>4</td>
<td>Respondent Booklets</td>
</tr>
<tr>
<td>* 5</td>
<td>Ballot Cards</td>
</tr>
<tr>
<td>* 5</td>
<td>Candidate Lists</td>
</tr>
<tr>
<td>50</td>
<td>Respondent letters</td>
</tr>
<tr>
<td>60</td>
<td>Franked envelopes</td>
</tr>
<tr>
<td>45</td>
<td>Interview cards</td>
</tr>
<tr>
<td>50</td>
<td>Why We Ask You folders</td>
</tr>
<tr>
<td>10</td>
<td>Persuasion letters</td>
</tr>
<tr>
<td>10</td>
<td>1976 Election Study Reports to Respondents</td>
</tr>
<tr>
<td>5</td>
<td>Letters to Authorities (&quot;To Whom It May Concern&quot;)</td>
</tr>
<tr>
<td>5</td>
<td>Press Releases</td>
</tr>
<tr>
<td></td>
<td>Set progress reports and progress completion forms</td>
</tr>
</tbody>
</table>

Included for districts where necessary:
Spanish Why We Ask You folders
Spanish Interviewer cards

*These items will be sent under separate cover well before interviewing begins on November 8, to F.Cs.

E. Preparation for the Pre-study Conference

Before production interviewing begins on November 8, each interviewer must do the following:

a) Study materials carefully.
b) Complete the worksheet which is among the materials in your Study Packet.
c) Take a practice interview (see Interviewer's Manual, p. 116, "Practice Interview"). Make sure you conduct your practice interview with someone who lives in the congressional district for which you have been supplied a Candidate List and Ballot Card. Otherwise the questionnaire will have little meaning to the respondent. Interview someone you know (NOT YOUR HUSBAND), explaining that this is a practice interview for a study which will take place immediately after the elections. Without this explanation, the tense in the questionnaire will not make sense to your respondent.
d) Attend a pre-study conference (see IM, pp. 115-116, "Pre-study Conferences").
e) Send the worksheet to the Field Office and your practice interview to your supervisor. The practice interview packet you send to your supervisor should include the cover sheet, the interview, the Candidate List, and the Ballot Card. Please be certain you mail all four items to your supervisor.

F. Progress Reports

Progress on this study should be reported by congressional district rather than by primary area. If you are working in more than one congressional district, be certain you keep track of your own progress and report progress to your F.C. or supervisor by congressional district.

See IM, p. 116, "Accounting for every sample address."
See IM, p. 117, "Response rates."
See IM, p. 118, "Progress reports," especially concerning the responsibility of the interviewer to report progress to the Field Coordinator.
See IM, p. 120, "Progress Completion Form."

G. The Press Release

Copies of the Press Release, 5 per congressional district, are provided among the study materials. All the F.C.s. need do is list the names of interviewers working on this study. For further information about the purpose and what to do with the press release, see IM, p. 118, "Press Release."

H. Contacting Local Authorities

A special letter to authorities about this study is provided among the study materials. For instructions about who should receive these letters, see IM, p. 116, "Contacting Local Authorities." Keep in mind that, where congressional districts coincide with current primary areas, the authorities will already have the standard letter to authorities, and you may use your judgment about sending or presenting them with this special letter — a phone call may suffice. However, many congressional districts are outside our usual sample areas, and local authorities in these places should be alerted and sent the letter specific to this study. Don't forget that the letter requires the F.C. to attach a list of the names of the interviewers working on the study in the area.
I. Sending the Respondent Letter

Because you are being asked to visit every sample address in your assignment during the first two weeks of the study, be aware that you need to get an early start with sending respondent letters. You should begin mailing letters for the first addresses you intend to visit about Nov. 1, and should have mailed one to every sample address by November 10. (These instructions assume that your sample has arrived and you have been able to update it by this time.) Don't forget to print your name at the bottom of the letter in the space provided, and to put your initials above the return address on the envelope. Please see IM, p. 118, "Respondent Letters," and p. 118, "Why We Ask You Folders."

J. Interviewer's Cards

See IM, p. 118, "Interviewer's Cards."

K. Call Procedure

For the best description of what your call procedure should be, see IM, pp. 29-30, "Suggested Procedures."

L. Foreign Language Interviews and Interpreters

Remember, in order to be eligible for selection on this study, the household member must be a U.S. citizen. This should considerably reduce the likelihood that an interview will have to be taken in a foreign language. In fact, we expect to have very few interviews conducted in any foreign language except Spanish.

For instructions about foreign language interviews and interpreters, see IM, pp. 13-16, "Interpreter's Fees."

M. Persuasion Letters and Refusals

Persuasion letters for this study are supplied among the study materials, and are to be sent by you as necessary. If for some reason you require the letter be sent from the Field Office, send Jeanne Castro a special request on an immediate action form. (Note: If this is of the essence, call her.) PLEASE do not fail to record that a persuasion letter was sent and the date on which it was sent on the cover sheet, page 1, item 8. For further instructions, see IM, pp. 30-31, "Reluctant Respondents" (note that the above paragraph modifies the portion of the IM section entitled "Try a persuasion letter.").

On this study we have supplied a supplement to the persuasion letter in the form of a copy of the 1976 Election Study Report to Respondents. You may wish to carry one of these around with you to show respondents, and you may want to enclose it with the persuasion letter. But use it with discretion! It is helpful when the respondent is questioning the validity of the study, or the usefulness of this kind of research. It is not helpful, and in fact is probably detrimental, when the respondent is not active and not interested in elections, government policy or current issues. In these cases, it would be much better to pick-up on an issue from the questionnaire that most people feel strongly about (e.g., taxes, inflation, unemployment, and so on) and stress that this is an opportunity for the respondent to express his feelings on these issues.

N. Mailing Rules

Please see IM, p. 117, "Mailing completed work to the Field Office."

O. Procedures for Calling the Field Office

Please see IM, p. 113, "Telephone Calls," and p. 114, "Whether to contact supervisor or Field Office."

For calling the Field Office, once again, please call station-to-station collect. The number is 313/764-8356. If you are calling about a sampling problem, the person to ask for is Kathy Laumen. If you are calling about a study problem (or if Kathy is not available for a sampling problem) ask for Jeanne Castro (don't forget the last name—we have two Jeanne's in our office)."

P. The Interviewer's Evaluation of the Questionnaire

We are very interested in your feedback about this questionnaire. While the 1980 Election Study will undoubtedly concentrate on the presidential election, the 1982 Election Study will very likely be a "congressional questionnaire" with the emphasis on the U.S. House of Representatives candidates—similar to the 1978 Election Study. Your reactions to the 1978 questionnaire will aid us tremendously when the time comes to write the 1980 and especially the 1982 questionnaires. So please take time to complete the Interviewer's Evaluation of the Questionnaire (and feel free to add notes expanding on this evaluation—they will be read and taken into account for the future studies).

The Interviewer's Evaluation of the Questionnaire form is collated in the back of this book. Tear it out, complete it, and mail it to the Field Office no later than November 20.

See IM, p. 118, "Interviewer's Evaluation of the Questionnaire."

Q. The Verification Letter

Collated in the back of this book is a copy of the verification letter which will be sent to a portion of your respondents. See IM, p. 120, "Respondent evaluation letter."

R. Recontact Information and Report to Respondents

The recontact information on this study is collected at the end of the interview. The form appears on p. 2 of the cover sheet. When completing this, there are several things you should keep in mind:

1. We will be sending every respondent a report about the study. However, you should be aware that this report is not likely to be forthcoming before the fall of 1979.
7. The information you collect on this page is what will be used in the vote verification portion of the study. This will involve going to the local city or county clerk's office, looking up respondents' registration and voting records, either by respondent name or address, and verifying that they did or did not vote in the 1978 general election. Therefore, the more complete and accurate the recontact information, the easier the job of the interviewer when the time comes to verify voting. Try to get exact spellings of all names, try to get respondent's middle initials, and always get the complete first name. Do not stop at getting first initials or a female respondent's husband's first name. For example, "Mrs. J. Doe" is not adequate. Ask for her first name and middle initial to get something more like, "Mrs. Mary T. Doe."

3. You might be interested to know, although it is unlikely you will be asked by a respondent, that at the present time we do not expect to be reinterviewing our 1978 respondents in 1980.

---33---

Editing

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

pre-editing

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

The experience of our pretesters was that it took 20 - 25 minutes to pre-edit their first questionnaire. However, the pre-edit time consistently fell to 10 - 12 minutes on all following questionnaires. This is not meant to be a suggested time limit (!), but a suggestion that you should not be discouraged by the length of time your first pre-edit experience takes. Once you understand the process, pre-editing will go very quickly.

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

(NAMES 30, 33 or 34)

You will find the name to fill this "hole" on the Candidate List. And you will find only one name -- either a name for #30, or 33, or 34.

There are 3 things to remember about the use of the Candidate List:

1) When the blank lists more than one candidate number (NAMES #30, 33 or 34)
you will have only one name on the List to fill that blank.

2) When you have no number on the Candidate List which corresponds with a number under the blank (e.g., no #30, no 33, and no 34), you INAP THE QUESTION -- it is not appropriate for that congressional district. (An example of this situation might be a question about a retiring incumbent to the House of Representatives in a congressional district in which the incumbent is running for re-election. A second example is a question about the candidate challenging the district incumbent in the case of a district where the incumbent is running unopposed. The question is inappropriate because there is no challenger in that district.)
3) The Candidate List for each congressional district. Obviously, it is essential that the Candidate List match the congressional district in which the respondent lives. For those of you working in only one congressional district, this is not a problem. But for those of you working in two or more districts, be aware that once the questionnaire has been pre-edited, you must use it in the district for which it was pre-edited. Using the wrong pre-edited questionnaire will be very embarrassing for you during the course of the interview, and will make the interview virtually worthless to us.

The Candidate List was thoroughly pretested. It was designed to make it as easy as possible for you to enter the correct name in the blanks, without confusion. For your information, numbers on the candidate list beginning with 1 (10-19) are Senate candidates (or incumbents), numbers beginning with 3 (30-39) are for the House of Representatives, and numbers beginning with 5 (50-59) are for governors.

PROCEDURE FOR PRE-EDITING

1. Plan to pre-edit several questionnaires ahead of the time when you might need them. Begin by completing items 2 and 3 on the face page of the questionnaire, by writing in the state and congressional district from the label on the cover sheet.

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

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

   John Politician
   (NAME 33, 34)

If there is no number on the Candidate List which corresponds with the name numbers under the line, the question should be INAP ed.

All pages which need to be pre-edited have a box ( ) around the page number. For your convenience, the following is a list of the pages and question numbers requiring pre-editing. Note that the list also includes checkpoints which must be met in pre-editing as well. You will be able to meet these checkpoints by referring to your Candidate List. If the checkpoints indicate that questions should be skipped, INAP the inappropriate sets of questions during your pre-editing.

<table>
<thead>
<tr>
<th>Page No.</th>
<th>Question No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>A14</td>
</tr>
<tr>
<td>7</td>
<td>A16k-q</td>
</tr>
<tr>
<td>8</td>
<td>A16r-f, A16y-aa*, A17</td>
</tr>
<tr>
<td>9</td>
<td>A18, A19, A20</td>
</tr>
<tr>
<td>10</td>
<td>A21</td>
</tr>
<tr>
<td>11</td>
<td>A23, A27</td>
</tr>
<tr>
<td>12</td>
<td>A25, A26, A27</td>
</tr>
<tr>
<td>13</td>
<td>A28, A29, A30, A31</td>
</tr>
<tr>
<td>14</td>
<td>A32</td>
</tr>
<tr>
<td>15</td>
<td>A33, A34, A35</td>
</tr>
<tr>
<td>16</td>
<td>A36</td>
</tr>
<tr>
<td>17</td>
<td>A38</td>
</tr>
</tbody>
</table>

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

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

POST-EDITING

In addition to the usual post-editing you should always be doing to every interview you take (see IM, pp. 22-23, "Mechanics of Recording and Editing Interviews," and p. 23, "THE THUMBNAIL SKETCH"), there is an additional post-edit task on this study. On many questions we have asked the respondent to tell us the name of a candidate. Using the Candidate List again, please enter the name numbers in the coding boxes beside these questions. For example, let’s say #33 on your Candidate List is (who else?) Joe Politician, and that in response to All, the respondent said "Joe Politician." This is how it should look after you have post-edited:
A13a. Who are they?  

1. **Joe Ritterman**  

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

**NOTE:** If the respondent gives you a name which is not on your candidate list, leave the coding boxes blank. If a question is INAPed according to the skip instructions in the questionnaire, and therefore was not asked of the respondent, leave the coding boxes blank. In no case should you ever write anything in (or over) coding boxes other than name codes from the Candidate List.

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

<table>
<thead>
<tr>
<th>Page No.</th>
<th>Question No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A13a (1, 2, and 3)</td>
</tr>
<tr>
<td>6</td>
<td>A15a (1, 2, and 3)</td>
</tr>
<tr>
<td>10</td>
<td>A21a, A22c</td>
</tr>
<tr>
<td>19</td>
<td>A43a</td>
</tr>
<tr>
<td>21</td>
<td>A46a</td>
</tr>
<tr>
<td>25</td>
<td>B5a</td>
</tr>
<tr>
<td>47</td>
<td>GBb (up to 2 names)</td>
</tr>
<tr>
<td>49</td>
<td>H3a, H5a, H7a</td>
</tr>
<tr>
<td>51</td>
<td>H10a, H12a, H14a</td>
</tr>
</tbody>
</table>

**PROCEDURE FOR POST-EDITING:**

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

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

**IT IS MORE IMPORTANT THAN USUAL TO EDIT YOUR QUESTIONNAIRES IMMEDIATELY AFTER THE INTERVIEWS ARE COMPLETED.**
<table>
<thead>
<tr>
<th>Candidate List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATE:</strong> New Jersey</td>
</tr>
<tr>
<td><strong>CONGRESSIONAL DISTRICT:</strong> 12</td>
</tr>
</tbody>
</table>

(A) **NAMES FOR U.S. SENATE**

1. Clifford P. Case
2. Bill Bradley
3. Jeffrey Dell

- Republican Incumbent (not running)
- Democratic Candidate
- Republican Candidate
- Democratic (term not up)

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

5. Joseph A. LaFonte
6. Frank J. Gunter
7. Larry J. Hill

- Democratic Incumbent (not running)
- Democratic Candidate
- Republican Candidate

(C) **NAMES FOR GOVERNOR**

8. Brendan T. Byrne

- Democratic (term not up)
**Q-by-Q Objectives**

**REMINDER:** Before an interview can begin, the questionnaire must be pre-edited with the use of the Candidate List. The Ballot Card should be inserted in the questionnaire at p. 40. It is vital to the study that the respondent never see the Candidate List at all, and not see the Ballot Card prior to its formal presentation in Section B of the questionnaire.

Item 1  Affix your Interviewer's Label.

Item 2 - 3  Enter the state and congressional district in which the interview is to be taken. This information appears on the sample label of the cover sheet. Please note that this information is entered at the time you pre-edit your questionnaire.

Item 4  Enter the segment and line number. This information appears on the sample label on the cover sheet.

Item 5  Enter the date on which the interview was completed.

Item 8 - 13  For complete instructions about the use of these items, see pp. 34-35 of this book, "Procedure for Pre-Editing" and pp. 36-37, "Procedure for Post-Editing."

Remember that this statement MUST be read to the respondent before the interview can begin.
In the first part of this interview, I'd like to talk with you briefly about the political campaigns that took place this election year.

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

1. VERY MUCH INTERESTED
2. SOMEWHAT INTERESTED
3. NOT MUCH INTERESTED

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

1. YES
2. NO
3. DON'T KNOW

GO TO A3

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

1. A GOOD MANY
2. SEVERAL
3. JUST ONE OR TWO
4. DON'T KNOW

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

1. YES
2. NO
3. DON'T KNOW

TURN TO P. 2, A4

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

1. A GOOD MANY
2. SEVERAL
3. JUST ONE OR TWO
4. DON'T KNOW

A3b. Which magazine or magazines did you read? (GET COMPLETE NAME)

(If more than one magazine mentioned in A3b)

A3c. Which one did you read most for news about politics and current events?
A4. Did you watch any programs about the campaign on television?
   1. YES       5. NO       8. DON’T KNOW
   GO TO A5

A4a. Would you say you watched—a good many, several, or just one or two?
   1. A GOOD MANY  2. SEVERAL  3. JUST ONE OR TWO  8. DON’T KNOW

A5. Now let's switch to newspapers. Do you read a daily newspaper?
   1. YES       5. NO       8. DON’T KNOW
   GO TO A5d

A5a. Which paper or papers do you read? (GET FULL TITLE AND CITY WHERE PUBLISHED)

<table>
<thead>
<tr>
<th>TITLE</th>
<th>CITY WHERE PUBLISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A5b. INTERVIEWER CHECKPOINT

☐ 1. R MENTIONED ONE NEWSPAPER ONLY → GO TO A5d
☐ 3. R MENTIONED TWO OR MORE NEWSPAPERS

A5c. What local daily paper do you read most for news about politics and current events?

<table>
<thead>
<tr>
<th>TITLE</th>
<th>CITY WHERE PUBLISHED</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

A5d. Did you read about the campaign in any newspaper?
   1. YES       5. NO       8. DON’T KNOW
   TURN TO P.3, A6

A5e. How many newspaper articles did you read about the campaign for
   the U.S. House of Representatives in your district—would you say
   you read a good many, several, or just one or two?
   1. A GOOD MANY  2. SEVERAL  3. JUST ONE OR TWO  8. DK
   TURN TO P.3, A6

A5f. In which newspaper was that?

<table>
<thead>
<tr>
<th>TITLE</th>
<th>CITY WHERE PUBLISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</table>

A5a, c, f. It is obviously important that you get the FULL NAME OF
   THE PAPER AND THE CITY WHERE PUBLISHED if R can supply it. “The
   Tribune” won’t help much—there must be 500 papers in this country
   called “The Tribune.”

A5c. Again, emphasize DAILY in this question. If R insists
   that he reads more than one paper, note the paper he
   mentions first.

A5d. Even if R does not read a daily newspaper, he may have
   read about the campaign from time to time, or may read
   a weekly newspaper.
A6. (RESPONDENT BOOKLET, P. 1) In general, how would you rate the job that...?

1. VERY GOOD 2. GOOD 3. FAIR 4. POOR 5. VERY POOR

8. DON'T KNOW

A6a. Why do you feel this way?

A7. (RESPONDENT BOOKLET, P. 1) And how would you rate the job that the U.S. Congress has been doing over the past two years—(would you say Congress has been doing a very good job, good, fair, poor, or a very poor job)?

1. VERY GOOD 2. GOOD 3. FAIR 4. POOR 5. VERY POOR

8. DON'T KNOW

A7a. Why do you feel this way?

A8. I’d like to ask you what you think are the good and bad points about the two national parties. Is there anything in particular that you like about the Democratic party?

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

A8a. What is that? (Anything else?)

A8-All. Here, we want to get a complete picture as possible of what R feels are the positive and negative characteristics of the two parties. Therefore, if R mentions only one thing, probe, “Anything else?”

Specificity probes are also particularly important for this set of questions. You are likely to get responses such as: “I like the party’s stand on issues”—we want to know what issues and what stands; “It is a better party”—but why is it better; or “It is run by certain interests”—which interests?

We'd also like you to probe a little behind the standard adjectives, cliches, and slogans that are used. When R gives such responses as “the... Party is more progressive,” “conservative,” “socialistic,” “better for the country,” “party of the working man,” “time for a change,” etc.; use such probes as: “Could you tell me a little more about this?” “Could 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.
A9. Is there anything in particular that you don't like about the Democratic party?

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

A9a. What is that? (Anything else?)

A10. Is there anything in particular that you like about the Republican party?

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

A10a. What is that? (Anything else?)

A11. Is there anything in particular that you don't like about the Republican party?

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

A11a. What is that? (Anything else?)
A12. You know, representatives to the Congress in Washington were chosen in election from congressional districts all around the country. How much would you say that you personally cared about the way the elections to the U.S. House of Representatives came out? Did you care very much, pretty much, not very much, or not at all?

1. VERY MUCH  2. PRETTY MUCH  3. NOT VERY MUCH  4. NOT AT ALL  5. DON'T KNOW

A13. Do you happen to remember the names of the candidates for Congress—that is, for the House of Representatives in Washington—that ran in this district this November?

1. YES  5. NO  TURN TO P. 6, A14

A13a. Who were they?

1. CAND #  2. CAND #  3. CAND #

A13b. (Ask for each name in A13a) What was (NAME'S) party?

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

7. OTHER PARTY; SPECIFY:

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

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

Please record as accurately and legibly as possible the names supplied by the R.

This question measures the respondent's ability to recall: a) the actual number of candidates in the race, b) their names, and c) their party affiliation. Accept the number of names given by R and do not probe for additional names in the event that R's answer fails to cover the number of actual candidates in the race. In other words, you want to avoid suggesting to R that his list is short of names.

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

Use the NO MENTION box to indicate that R gave no further mentions. For example, mark NO MENTION in item 3, if the district had 2 candidates and R conveys to you that he has finished naming candidates when he gives you the second candidate name. Similarly, you would record NO MENTION, this time in line 2, if there are 2 candidates in the district, but the respondent indicates that he is through naming candidates after giving you one name only.
A14. INTERVIEWER CHECKPOINT

1. U.S. SENATE RACE IN STATE (CANDIDATE LIST INCLUDES AT LEAST ONE NAME FROM #10-#16)
2. NO U.S. SENATE RACE (NO NAME FROM #10-#16 ON CANDIDATE LIST) → TURN TO P. 7, A16

A15. And how about the candidates that ran in this state for the (United States) Senate in Washington? Do you happen to remember what the candidates' names were?

1. YES  5. NO → TURN TO P. 7, A16

A15a. Who were they?

A15b. (ASK FOR EACH NAME IN A15a)

What was (NAME'S) party?

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

7. OTHER PARTY; SPECIFY: ____________________________

2. DEM  5. REP  8. DON'T KNOW

7. OTHER PARTY; SPECIFY: ____________________________

3. DEM  5. REP  8. DON'T KNOW

7. OTHER PARTY; SPECIFY: ____________________________
A16. (RESPONDENT BOOKLET, P. 2) I'd like to get your feelings toward some of our political leaders and other people who are in the news these days. I'll use something we call the feeling thermometer, and here is how it works:

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

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

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

Our first person is George Wallace. How would you rate him using the thermometer?

<table>
<thead>
<tr>
<th>RATING</th>
<th>997. R DOESN'T RECOGNIZE NAME</th>
<th>998. DON'T KNOW WHERE TO RATE; CAN'T JUDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A16a.</td>
<td>GEORGE WALLACE</td>
<td>a</td>
</tr>
<tr>
<td>A16b.</td>
<td>Jimmy Carter</td>
<td>b</td>
</tr>
<tr>
<td>A16c.</td>
<td>Gerald Ford</td>
<td>c</td>
</tr>
<tr>
<td>A16d.</td>
<td>Ronald Reagan</td>
<td>d</td>
</tr>
<tr>
<td>A16e.</td>
<td>Edward &quot;Ted&quot; Kennedy</td>
<td>e</td>
</tr>
<tr>
<td>A16f.</td>
<td>&quot;Jerry&quot; Brown, Jr.</td>
<td>f</td>
</tr>
<tr>
<td>A16g.</td>
<td>Richard Nixon</td>
<td>g</td>
</tr>
<tr>
<td>A16h.</td>
<td>Walter &quot;Fritz&quot; Mondale</td>
<td>h</td>
</tr>
<tr>
<td>A16i.</td>
<td>Ralph Nader</td>
<td>i</td>
</tr>
<tr>
<td>A16k.</td>
<td>(NAME #10, 13 or 14)</td>
<td>k</td>
</tr>
<tr>
<td>A16m.</td>
<td>(NAME #11 or 13)</td>
<td>n</td>
</tr>
<tr>
<td>A16n.</td>
<td>(NAME #12 or 15)</td>
<td>n</td>
</tr>
<tr>
<td>A16p.</td>
<td>(NAME #17)</td>
<td>p</td>
</tr>
<tr>
<td>A16q.</td>
<td>(NAME #18 or 19)</td>
<td>q</td>
</tr>
</tbody>
</table>

In this study, we are using the feeling thermometer to accomplish two things:
1) measure R's feelings towards important political figures
2) establish whether respondents who didn't recall some or all of the candidate names in Qs. A15a and A15a, are now able to recognize the candidates when the names are read by you. We are testing the proposition that recalling a name may be more difficult than recognizing one. Our perception of the level of information among American voters may vary depending upon whether we look at the proportion who are able to recall candidate names in contrast to the proportion who are able to recognize them.

The list includes names of possible Presidential and Vice-Presidential candidates; House, Senate and Governor candidates in states where races for these offices were held; and names of Senate and Governor incumbents in states where no such races were held in 1978. We draw your attention to the underlined portion because some pre-test interviewers proceeded to INAP, the slots for Senate and Governor names in states where races were not held in 1978. Avoid jumping to conclusions and work closely throughout the questionnaire with the numbers in your candidate list. Incidentally, the same warning applies to question C17 (Liberal-Conservative 7-point scale), where names of Senate incumbents in states with no race are included.

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

We want the ratings entered in degrees on the interview schedule. If R wants to select a degree level which is not entered on the feeling thermometer—for example, 75—indicate more accurately his feelings towards a person, by all means let him do so and record his response to the exact degree.

When the respondent is not able to rate a person—for instance, R only says "I don't know" to determine which of the following two situations apply:
1) Is R trying to tell you that he knows the person (recognizes the name), but doesn't know (can't decide) how to rate the person because he is unfamiliar with the ideas, stances, personality, etc. of the political figure? This answer belongs in the column labeled: DON'T KNOW WHERE TO RATE; CAN'T JUDGE. OR
2) Do you mean that the name just doesn't "ring a bell," that he really doesn't know who the person is, in which case the answer should be logged in the column labeled: R DOESN'T RECOGNIZE NAME.
To clarify, you may probe: "When you say 'don't know' do you mean that you don't know who the person is, or do you have something else in mind?"

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

Next I would like to ask you some questions about the candidates who ran in this district for the U.S. House of Representatives.

A17. Was there anything in particular that you liked about the Democratic candidate for the U.S. House of Representatives?

1. YES 5. NO 6. DON'T KNOW
7. DON'T KNOW ANYTHING ABOUT THIS PERSON.

TURN TO P. 9, A18

A17a. What was that? (Anything else?)


See instruction for A8-A11, except that we are now asking about specific candidates, the majority candidates for the U.S. House of Representatives, rather than about the two political parties.
A18. What was that? (Anything else?)

A19. Was there anything in particular that you liked about the Republican candidate for the U.S. House of Representatives?

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

A20. Was there anything in particular that you didn't like about?
A23. (REI, NT BOOKLET, P. 3) There are many ways in which U.S. Representatives can have contact with the people from their districts. On this page are some of these ways. Think of who has been the U.S. Representative from this district. Have you come into contact with or learned anything about (him/her) through any of these ways?

1. YES  5. NO → GO TO A24

A23a. Which ones? (MAKE/ALL MENTIONS)

☐ a. MET HIM/HER PERSONALLY
☐ b. ATTENDED A MEETING OR GATHERING WHERE HE/SHE SPOKE
☐ c. TALKED TO A MEMBER OF HIS/HER STAFF OR SOMEONE IN HIS/HER OFFICE
☐ d. RECEIVED SOMETHING IN THE MAIL FROM HIM/HER
☐ e. READ ABOUT HIM/HER IN A NEWSPAPER OR MAGAZINE
☐ f. HEARD HIM/HER ON THE RADIO
☐ g. SAW HIM/HER ON TV
☐ h. NONE OF THE ABOVE

A24. Do you know anyone, any of your family, friends, or people at work, who have had some contact with __________?

(NAME #30, 33 or 34)

1. YES  5. NO  8. DON'T KNOW
A28. (RESPONDENT BOOKLET, P. 3) How about ___________________________ who ran for the U.S. House of Representatives from this district in the last election, have you come into contact with or learned anything about him/her through any of these ways?

1. YES  5. NO → GO TO A29

A28a. Which ones? (MARK ALL MENTIONS)
- a. MET HIM/HER PERSONALLY
- b. ATTENDED A MEETING OR GATHERING WHERE HE/SHE SPOKE
- c. TALKED TO A MEMBER OF HIS/HER STAFF OR SOMEONE IN HIS/HER OFFICE
- d. RECEIVED SOMETHING IN THE MAIL FROM HIM/HER
- e. READ ABOUT HIM/HER IN A NEWSPAPER OR MAGAZINE
- f. HEARD HIM/HER ON THE RADIO
- g. SAW HIM/HER ON TV
- h. NONE OF THE ABOVE

A29. Do you know anyone, any of your family, friends, or people at work, who have had some contact with ___________________________?

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

A30. (RESPONDENT BOOKLET, P. 3) And how about ___________________________ who also ran for the U.S. House of Representatives from this district in the last election. Have you come into contact with or learned anything about him/her through any of these ways?

1. YES  5. NO → GO TO A31

A30a. Which ones? (MARK ALL MENTIONS)
- a. MET HIM/HER PERSONALLY
- b. ATTENDED A MEETING OR GATHERING WHERE HE/SHE SPOKE
- c. TALKED TO A MEMBER OF HIS/HER STAFF OR SOMEONE IN HIS/HER OFFICE
- d. RECEIVED SOMETHING IN THE MAIL FROM HIM/HER
- e. READ ABOUT HIM/HER IN A NEWSPAPER OR MAGAZINE
- f. HEARD HIM/HER ON THE RADIO
- g. SAW HIM/HER ON TV
- h. NONE OF THE ABOVE

A31. Do you know anyone, any of your family, friends, or people at work, who have had some contact with ___________________________?

1. YES  5. NO  8. DON'T KNOW
A33. Do you know anyone else who has contacted Representative (NAME #30, 33 or 34) or anyone in (his/her) office?

1. YES
2. SOMewhat SATISFIED
3. NOT VERY SATISFIED
4. SOMEWHAT SATISFIED
5. NO; NOT SATISFIED
6. DON'T KNOW

GO TO A34

A33a. Did this (person/group) get a response?

1. YES
2. SOMewhat SATISFIED
3. NOT VERY SATISFIED
4. SOMEWHAT SATISFIED
5. NO; NOT SATISFIED
6. DON'Tknow

GO TO A34

A33b. Was this (person/group) satisfied with the response?

1. VERY SATISFIED
2. SOMEWHAT SATISFIED
3. NOT VERY SATISFIED
4. SOMEWHAT SATISFIED
5. NO; NOT SATISFIED
6. DON'T know

GO TO A34

A34. If you had (another/a) problem that Representative (NAME #30, 33 or 34) could do something about, do you think (he/she) would be very helpful, somewhat helpful, or not very helpful to you?

1. VERY HELPFUL
2. SOMEWHAT HELPFUL
3. NOT VERY HELPFUL
4. SOMEWHAT HELPFUL
5. NO; NOT HELPFUL
6. DON'T KNOW

A35. Do you happen to remember anything special that your U.S. Representative (NAME #30, 33 or 34) has done for this district or for the people in this district while (he/she) has been in Congress?

1. YES
2. SOMewhat SATISFIED
3. NOT VERY SATISFIED
4. SOMEWHAT SATISFIED
5. NO; NOT SATISFIED
6. DON'T know

A35a. What was that?
A38. In general, how would you rate the job that your U.S. Representative has been doing—very good, good, fair, poor, or very poor?

1. VERY GOOD  2. GOOD  3. FAIR  4. POOR  5. VERY POOR  8. DON'T KNOW

A41. Sometimes voters want their U.S. Representative to do something the Representative disagrees with. When this happens, do you think the Representative should do what the voters think best, or should the Representative do what he or she thinks best?

1. DO WHAT VOTERS THINK BEST  3. IT DEPENDS  5. DO WHAT REPRESENTATIVE THINKS BEST  8. DON'T KNOW

A40. On most issues, should Representatives support the position their parties take when something comes up for a vote, or should they make up their own minds regardless of how their parties want them to vote?

1. SUPPORT PARTY  3. IT DEPENDS  5. MAKE UP OWN MIND  8. DON'T KNOW

We would like respondents to tell us what the role U.S. Representative should be, not what it is. Put another way, we are after the ideal role, not what it perceives as the real one. The two role definitions may be quite different for some respondents. Please be alert to this possible confusion and stress that the ranking of statements from most to least important refers to the importance U.S. Representatives should give to the activities specified in the list.
A41. (RESPONDENT BOOKLET, P. 5). Here is a list of some of the activities that occupy members of the U.S. House of Representatives as part of their job. We want to know how you feel about the importance Representatives should give these activities. I'll stop for a moment while you read this list, and then I'll ask you to rank the activities in order of importance.

A. HELPING PEOPLE IN THE DISTRICT WHO HAVE PERSONAL PROBLEMS WITH THE GOVERNMENT

B. MAKING SURE THE DISTRICT GETS ITS FAIR SHARE OF GOVERNMENT MONEY AND PROJECTS

C. KEEPING Track OF THE WAY GOVERNMENT AGENCIES ARE CARRYING OUT LAWS PASSED BY CONGRESS

D. KEEPING IN TOUCH WITH THE PEOPLE ABOUT WHAT THE GOVERNMENT IS DOING

E. WORKING IN CONGRESS ON BILLS CONCERNING NATIONAL ISSUES

Now, looking at this list, please tell me which activity you feel U.S. Representatives should treat as most important in their job as U.S. Representative, which is next in importance, which is third, fourth and finally, which is least important.

MOST IMPORTANT

SECOND MOST IMPORTANT

THIRD

FOURTH

FIFTH (LEAST IMPORTANT)

6. ALL ARE EQUALLY IMPORTANT

7. NONE ARE IMPORTANT

"DON'T KNOW" TO ENTIRE 9. QUESTION OR R REFUSES TO ANSWER

TURN TO P. 19, A42

TURN TO P. 19, A42
Now let's talk some about the election for the U.S. Senate. There were two major U.S. Senate candidates in this state. (NAME #13 or 14) ran on the Democratic ticket and (NAME #14 or 16) ran on the Republican.

A43. Do you happen to know if either of these candidates was already in the U.S. Senate before the election?

1. YES, ONE CANDIDATE WAS
2. NEITHER CANDIDATE WAS
3. DON'T KNOW

A43a. Which candidate was that?

A44. (RESPONDENT BOOKLET, P. 3) There are many ways in which U.S. Senators have contact with the people from their states. On this page are some of these ways. Think of who has been a U.S. Senator for this state. Have you come into contact with or learned anything about (him/her) through any of these ways?

1. YES
5. NO

A44a. Which ones? (MARK ALL MENTIONS)

a. MET HIM/HER PERSONALLY
b. ATTENDED A MEETING OR GATHERING WHERE HE/SHE SPOKE
c. TALKED TO A MEMBER OF HIS/HER STAFF OR SOMEONE IN HIS/HER OFFICE
d. RECEIVED SOMETHING IN THE MAIL FROM HIM/HER
e. READ ABOUT HIM/HER IN A NEWSPAPER OR MAGAZINE
f. HEARD HIM/HER ON THE RADIO
g. SAW HIM/HER ON TV
h. NONE OF THE ABOVE
A45. (RESPONDENT BOOKLET, P. 3) How about (NAME #15 or #16) who also ran for the U.S. Senate in the last election. Have you come into contact with or learned anything about (him/her) through any of these ways?

1. YES  
5. NO — TURN TO P. 23, A50

A45a. Which ones? (MARK ALL MENTIONS)

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

☐ h. NONE OF THE ABOVE

TURN TO P. 23, A50
U.S. SENATE RACE, INCUMBENT NOT RUNNING

A46. Now let's talk some about the election for the U.S. Senate. There were two major U.S. Senate candidates in this state. (NAME #11) ran on the Democratic ticket and (NAME #12) ran on the Republican.

Do you happen to know if either of these candidates was already in the U.S. Senate before the election?

1. YES, ONE CANDIDATE WAS
3. NEITHER CANDIDATE WAS
5. DON'T KNOW

A46a. Which candidate was that?

A47. (RESPONDENT BOOKLET, P. 3) There are many ways in which U.S. Senators have contact with the people from their states. On this page are some of these ways. Think of (NAME #10) who has been a U.S. Senator for this state.

Have you come into contact with or learned anything about (him/her) through any of these ways?

1. YES
5. NO ← TURN TO P. 22, A48

A47a. Which ones? (MARK ALL MENTIONS)

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

☐ h. NONE OF THE ABOVE
A48. (RESPONDENT BOOKLET, P. 3) How about _________, the Democratic candidate for the U.S. Senate in the last election. Have you come into contact with or learned anything about him/her through any of these ways?

1. YES 5. NO → GO TO A49

A48a. Which ones? (MARK ALL MENTIONS)

a. MET HIM/HER PERSONALLY
b. ATTENDED A MEETING OR GATHERING WHERE HE/SHE SPOKE
c. TALKED TO A MEMBER OF HIS/HER STAFF OR SOMEONE IN HIS/HER OFFICE
d. RECEIVED SOMETHING IN THE MAIL FROM HIM/HER
e. READ ABOUT HIM/HER IN A NEWSPAPER OR MAGAZINE
f. HEARD HIM/HER ON THE RADIO
g. SAW HIM/HER ON TV
h. NONE OF THE ABOVE

A49. (RESPONDENT BOOKLET, P. 3) How about _________, the Republican candidate for the U.S. Senate in the last election. Have you come into contact with or learned anything about him/her through any of these ways?

1. YES 5. NO → TURN TO P. 23, A50

A49a. Which ones? (MARK ALL MENTIONS)

a. MET HIM/HER PERSONALLY
b. ATTENDED A MEETING OR GATHERING WHERE HE/SHE SPOKE
c. TALKED TO A MEMBER OF HIS/HER STAFF OR SOMEONE IN HIS/HER OFFICE
d. RECEIVED SOMETHING IN THE MAIL FROM HIM/HER
e. READ ABOUT HIM/HER IN A NEWSPAPER OR MAGAZINE
f. HEARD HIM/HER ON THE RADIO
g. SAW HIM/HER ON TV
h. NONE OF THE ABOVE
A50. (AGENT BOOKLET, P. 6) Here is a list of some of the activities that occupy members of the U.S. Senate as part of their job. We want to know how you feel about the importance Senators should give these activities. I'll stop for a moment while you read the list, and then I'll ask you to rank the activities in order of importance.

A. HELPING PEOPLE IN THE STATE WHO HAVE PERSONAL PROBLEMS WITH THE GOVERNMENT
B. MAKING SURE THE STATE GETS ITS FAIR SHARE OF GOVERNMENT MONEY AND PROJECTS
C. KEEPING TRACK OF THE WAY GOVERNMENT AGENCIES ARE CARRYING OUT LAWS PASSED BY CONGRESS
D. KEEPING IN TOUCH WITH THE PEOPLE ABOUT WHAT THE GOVERNMENT IS DOING
E. WORKING IN CONGRESS ON BILLS CONCERNING NATIONAL ISSUES

Now, looking at this list, please tell me which activity you feel U.S. Senators should treat as most important in their job as U.S. Senators, which is next in importance, which is third, fourth and, finally, which is least important.

MOST IMPORTANT

SECOND MOST IMPORTANT

THIRD

FOURTH

FIFTH (LEAST IMPORTANT)

8. DON'T KNOW

8. DON'T KNOW

8. DON'T KNOW

8. DON'T KNOW

8. DON'T KNOW

6. ALL ARE EQUIALLY IMPORTANT
7. NONE ARE IMPORTANT

"DON'T KNOW" TO ENTIRE QUESTION OR R REFUSES TO ANSWER

TURN TO P. 24, SECTION B
B1. Some people seem to follow what's going on in government and public affairs most of the time, whether there's an election going on or not. Others aren't that interested. Would you say you follow what's going on in government and public affairs most of the time, some of the time, only now and then, or hardly at all?

1. MOST OF THE TIME  2. SOME OF THE TIME  3. ONLY NOW AND THEN  4. HARDLY AT ALL  5. DON'T KNOW

Now let's talk about some current issues.

B2. What do you think are the most important problems facing this country? (Anything else?)

B2a. INTERVIEWER CHECKPOINT

☐ 1. R HAS NOT MENTIONED ANY PROBLEMS  → TURN TO P. 23, B6

☐ 2. R HAS MENTIONED ONE PROBLEM  → GO TO B3

☐ 3. R HAS MENTIONED MORE THAN ONE PROBLEM

B2b. Of those you've mentioned, what would you say is the single most important problem the country faces?

B3. How good a job is the government doing in dealing with this problem: a good job, only fair, or a poor job?

1. GOOD JOB  2. ONLY FAIR  3. POOR JOB  4. DON'T KNOW

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

B3. We want R to respond in terms of whatever level of government (national/state/local) he thinks is most relevant to the problem. If he insists on giving responses for two or more levels of government, write down everything R says, indicating which level of government each of R's comments refers to.
B4. Which political party do you think would be most likely to get the government to do a better job in dealing with this problem—the Republicans, the Democrats, or wouldn't there be much difference between them?

5. DEMOCRATS  1. REPUBLICANS  3. NO DIFFERENCE  8. DON'T KNOW

B5. Is there any difference between the two House candidates, (NAME F31, 33 or 35) and (NAME F32, 34, or 36), in what they would do about this problem?

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

B5a. Who would do a better job?

CAND 8

GO TO B6

B6. In general, thinking of the important problems facing the country, which do you think has the most say in what our government does—the Congress, the President, or are they about equal?

1. CONGRESS  5. PRESIDENT  3. ABOUT EQUAL  8. DON'T KNOW

B7. We are interested in how people are getting along financially these days. Would you say that you (and your family living here) are better off or worse off financially than you were a year ago?

1. BETTER NOW  3. SAME  5. WORSE NOW  8. DON'T KNOW

B8. Now looking ahead—do you think that a year from now you (and your family living here) will be better off financially, or worse off, or just about the same as now?

1. BETTER YEAR FROM NOW  3. SAME  5. WORSE YEAR FROM NOW  8. DON'T KNOW

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. If you get a "hopes" response, repeat the question, emphasizing the word "think."
89. (RESPONDENT BOOKLET, p. 7) Looking at this list tell me if any of these things happened to you personally during the last couple of years? (MARK ALL MENTIONS)

☐ a. HAD WORK HOURS REDUCED
☐ b. HAD TO WORK A DIFFERENT SHIFT
☐ c. TOOK A CUT IN PAY
☐ d. HAD TO TAKE A JOB BELOW QUALIFICATIONS
☐ e. WAS TEMPORARILY Laid OFF
☐ f. WAS UNEMPLOYED OR LOST A JOB

☐ g. NONE OF THE ABOVE

89i. INTERVIEWER CHECKPOINT

☐ 1. R ONLY FAMILY MEMBER AGE 14 OR OLDER → TURN TO P. 27, B10
☐ 2. R LIVES WITH OTHER FAMILY MEMBERS AGE 14 OR OLDER.

89j. (RESPONDENT BOOKLET, p. 7) And which of these happened during the last couple of years to others in your family living here? (MARK ALL MENTIONS)

☐ a. HAD WORK HOURS REDUCED
☐ b. HAD TO WORK A DIFFERENT SHIFT
☐ c. TOOK A CUT IN PAY
☐ d. HAD TO TAKE A JOB BELOW QUALIFICATIONS
☐ e. WAS TEMPORARILY Laid OFF
☐ f. WAS UNEMPLOYED OR LOST A JOB

☐ g. NONE OF THE ABOVE

89. We are looking for evidence of economic distress which may not show up in other parts of the questionnaire. By "the last couple of years" we mean to include the 24 months or so up to the present time. Any of the effects may have been only temporary, but be sure to include anything the respondent mentions.

Here we want only those effects which pertain to the respondent personally.

In this question we are interested in economic distress experienced by other members of the respondent's family living in his home.
B10. Would you say that at the present time business conditions are better or worse than they were a year ago?  

1. BETTER NOW  3. SAME  5. WORSE NOW  8. DON'T KNOW

B11. And how about a year from now? Do you expect that in the country as a whole business conditions will be better or worse than they are at present of just about the same?  

1. BETTER A YEAR FROM NOW  3. ABOUT THE SAME  5. WORSE A YEAR FROM NOW  8. DON'T KNOW

B12. Thinking about the steps that have been taken to fight inflation—would you say that the government has been doing a good job, only fair, or a poor job?  

1. GOOD JOB  3. ONLY FAIR  5. POOR JOB  8. DON'T KNOW

B13. Do you think that inflation would be handled better by the Democrats, by the Republicans, or about the same by both?  

1. BETTER BY DEMOCRATS  5. BETTER BY REPUBLICANS  3. SAME BY BOTH  8. DON'T KNOW

B14. Which has the most say about the handling of inflation—the Congress, the President, or is there not much difference between them?  

1. CONGRESS  5. PRESIDENT  3. NOT MUCH DIFFERENCE  8. DON'T KNOW

B15. Now about the government's economic policy dealing with unemployment—would you say the government has been doing a good job, only fair, or a poor job?  

1. GOOD JOB  3. ONLY FAIR  5. POOR JOB  8. DON'T KNOW

B16. Do you think the problems of unemployment would be handled better by the Democrats, by the Republicans, or about the same by both?  

1. BETTER BY DEMOCRATS  5. BETTER BY REPUBLICANS  3. SAME BY BOTH  8. DON'T KNOW

B17. Which has the most say about the handling of unemployment—the Congress, the President, or is there not much difference between them?  

1. CONGRESS  5. PRESIDENT  3. NOT MUCH DIFFERENCE  8. DON'T KNOW

B10. We are interested in a comparison for the country as a whole. If R answers in terms of a specific business or industry, repeat the question, introducing it with the words, "In this industry..." If R answers in absolute terms ("Good" or "Bad"), repeat the question emphasizing "better" and "worse.

B11. Again we are interested in a comparison for the country as a whole. B11 compares what R thinks business conditions will be during the next 12 months with what business conditions are now.

B12-B17. It is possible that R may feel he has already answered either B12-B14 or B15-B17, if he chose either "inflation" or "unemployment" as the most important problem facing this country in B2-B2a. If this uncomfortable situation arises, say something like, "Now I know we touched on this earlier, but everyone we talk with should be given the opportunity to answer the same set of questions. This means that I must ask the same questions of everybody." The question asks about economic policy related to inflation. If R talks about other policies (race relations, pollution, etc.) of the government, repeat the question unless R's answer describes the connection between these other policies and inflation. If R says the government is doing the best it can, repeat the question. If R still doesn't give a scalable answer, write down R's answer in the margin and let us handle it.

B15. The question asks about economic policy related to unemployment. If R talks about other policies (race relations, pollution, etc.) of the government, repeat the question unless R's answer describes the connection between these other policies and unemployment. If R says the government is doing the best it can, repeat the question. If R still doesn't give a scalable answer, write down R's answer in the margin and let us handle it.
People have different ideas about the government in Washington. These ideas don't refer to Democrats or Republicans in particular, but just to the government in general. We want to see how you feel about these ideas—for example:

C1. Do you think that people in the government waste a lot of the money we pay in taxes, waste some of it, or don't waste very much of it?

5. A LOT  3. SOME  1. NOT MUCH  8. DON'T KNOW

C2. How much of the time do you think you can trust the government in Washington to do what is right—just about always, most of the time, or only some of the time?


C3. Would you say the government is pretty much run by a few big interests looking out for themselves or that it is run for the benefit of all the people?

5. FEW BIG INTERESTS  1. FOR THE BENEFIT OF ALL  8. DON'T KNOW

C4. Do you feel that almost all of the people running the government are smart people, or do you think that quite a few of them don't seem to know what they are doing?

1. ARE SMART PEOPLE  5. DON'T KNOW WHAT THEY ARE DOING  8. DON'T KNOW

C5. Do you think that quite a few of the people running the government are crooked, not very many are, or do you think hardly any of them are crooked?

5. QUITE A FEW  3. NOT MANY  1. HARDLY ANY  8. DON'T KNOW

C2. If R wants to know what we mean by "right," say, "Whatever 'right' means to you; Whatever you think the government should do."

C3. If the R has a difficult time making a choice, repeat the question, beginning with, "In general..."

C4. Some R's may answer this question cynically: "They know what they're doing alright—the crooks." If you suspect that you are getting this kind of answer, try repeating the question to get R to expand on his meaning so that you can be sure, and then note his response in the margin and we will handle it in coding.

C5. Similar problem—some cynical R's pick "hardly any," but they mean "hardly any are just a little crooked." If you read the item over a couple of times you can see how it could be interpreted that way, but that's obviously not what we mean. If you think that's what you're getting, try repeating the question once, and note any comments R makes.
I'm going to read some things people tell us when we interview them. I'll read them one at a time, and you just tell me whether you agree or disagree.

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<th>AGREE (1)</th>
<th>DISAGREE (5)</th>
<th>DON'T KNOW (8)</th>
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<td>C6. People like me don't have any say about what the government does.</td>
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<td>C7. Voting is the only way that people like me can have any say about how the government runs things.</td>
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<td>C8. Sometimes politics and government seem so complicated that a person like me can't really understand what's going on.</td>
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<td>C9. I don't think public officials care much what people like me think.</td>
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<td>C10. Generally speaking, those we elect to Congress in Washington lose touch with the people pretty quickly.</td>
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<tr>
<td>C11. Parties are only interested in people's votes but not in their opinions.</td>
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These are agree-disagree items with no in between option. Without brow-beating the R, probe by asking, "Can you tell me whether you agree or disagree (with Repeat q.?)"
Let's talk next about some problems that are important to Americans these days.

C12. (RESPONDENT BOOKLET, P. 8) Some people feel that the government in Washington should see to it that every person has a job and a good standard of living. Suppose that these people are at one end of this scale—at point number 1. Others think the government should just let each person get ahead on his own. Suppose in this case these people are at the other end—at point number 7. And, of course, some other people have opinions somewhere in between, at points 2, 3, 4, 5, or 6.

1  2  3  4  5  6  7
GOVERNMENT SEE TO A JOB AND
GOOD STANDARD OF LIVING

C12a. Where would you place yourself on this scale, or haven't you thought much about this?

8. DON'T KNOW 6. HAVEN'T THOUGHT MUCH

TURN TO P. 31, C13

C12b. Where would you place Jimmy Carter on this scale?

8. DON'T KNOW

C12c. Where would you place the Democratic party?

8. DON'T KNOW

C12d. Where would you place the Republican party?

8. DON'T KNOW

C12e. Where would you place (NAME #31, 33 or 35)

8. DON'T KNOW

C12f. Where would you place (NAME #32, 34 or 36)

8. DON'T KNOW

C12g. Where would you place (NAME #11, 13 or 15)

8. DON'T KNOW

C12h. Where would you place (NAME #12, 14 or 16)

8. DON'T KNOW

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

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

After placing himself, the respondent is asked in C12-C16 to place the President, the parties, the district candidates for the U.S. House of Representatives, and the candidates for the U.S. Senate. This basic list is expanded in C17 (Liberal-Conservative 7-point scale) to include all House and Senate incumbents. Thus, if you are interviewing in a state that didn't hold a senatorial race in 1976, you will have no senatorial candidate names to pre-edit in C12-C16, but in C17 you will need to pre-edit the names of the two U.S. Senate incumbents for the state.

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

Definitely try to get R to specify his response in terms of a number on the scale. If R gives a range (e.g., 5-7) record this but also ask R to give, if possible, a single number out of that range. A "DON'T KNOW" answer for any of the parties or political leaders is a perfectly acceptable response to be handled by checking the DON'T KNOW box and moving on to the next party or leader in the list.

Our protest revealed that you may be required to handle the following awkward situation: The respondent has already told you (or his answers have conveyed to you) that he knows little or nothing about one or more of the candidates, yet in C12-C17 you are expected to solicit, repeatedly, information about these same candidates. How should you handle this? We don't want R to feel
C13. SOME PEOPLE are primarily concerned with doing everything possible to protect the legal rights of those accused of committing crimes. Others feel that it is more important to stop criminal activity even at the risk of reducing the rights of the accused.

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<tr>
<td>PROTECT RIGHTS OF ACCUSED</td>
<td>STOP CRIME REGARDLESS OF RIGHTS OF ACCUSED</td>
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C13a. Where would you place yourself on this scale, or haven't you thought much about this?

B. DON'T KNOW  O. HAVEN'T THOUGHT MUCH

TURN TO P. 32, C14

C13b. Where would you place Jimmy Carter on this scale?

B. DON'T KNOW

C13c. Where would you place the Democratic party?

B. DON'T KNOW

C13d. Where would you place the Republican party?

B. DON'T KNOW

C13e. Where would you place?

(NAME #31, 33 or 35)

B. DON'T KNOW

C13f. Where would you place?

(NAME #32, 34 or 36)

B. DON'T KNOW

C13g. Where would you place?

(NAME #11, 13 or 35)

B. DON'T KNOW

C13h. Where would you place?

(NAME #12, 14 or 36)

B. DON'T KNOW

inadequate because he has to say 'don't know' too frequently—or worse, we don't want to force R to guess in order to cover up his lack of information. At the same time, we don't want you to skip asking about certain candidates because you feel (maybe correctly) that R has no information to give. Skipping in this unsystematic fashion will lead to biases (lack of comparability) in the data collected by all of you. So, here's how we prefer you take care of the situation. When R has conveyed to you that he is totally unfamiliar with certain candidates, say the following after you have read through the candidate names for the first time: "I know there are people on this list whom you've already told me you don't know very much about. In the following questions I will read the names anyway because my instructions are that everyone we talk with must be given the opportunity to place all persons on the scales. When we come to a candidate you really can't place on the scale, just tell me and we'll go on to the next name."

All of the 7-point scales have been used before in national election studies and we think that their meaning will be fairly clear to everyone. If you are questioned about a particular term, it is probably best to reply: "Whatever that means to you"—otherwise, too much interpretation for one R without interpretation for all of them would create problems of comparability between interviews.
C14. (RESPONDENT BOOKLET, P. 10) Some people feel that the government in Washington should make every possible effort to improve the social and economic position of blacks and other minority groups. Others feel that the government should make any special effort to help minorities because they should help themselves.

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<tr>
<th>GOVERNMENT SHOULD HELP MINORITY GROUPS</th>
<th>MINORITY GROUPS SHOULD HELP THEMSELVES</th>
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C14a. Where would you place yourself on this scale, or haven't you thought much about this?

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

TURN TO P. 33, C15

C14b. Where would you place Jimmy Carter on this scale?

8. DON'T KNOW

C14c. Where would you place the Democratic party?

8. DON'T KNOW

C14d. Where would you place the Republican party?

8. DON'T KNOW

C14e. Where would you place (NAME #31, 33 or 35)

8. DON'T KNOW

C14f. Where would you place (NAME #32, 34 or 36)

8. DON'T KNOW

C14g. Where would you place (NAME #33, 13 or 15)

8. DON'T KNOW

C14h. Where would you place (NAME #34, 14 or 16)

8. DON'T KNOW
C15. (ADAPTATION PACKET, P. 11) There is much concern about the rapid rise in medical and hospital costs. Some feel there should be a government insurance plan which would cover all medical and hospital expenses. Others feel that medical expenses should be paid by individuals, and through private insurance like Blue Cross.

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<tr>
<td>GOVERNMENT INSURANCE PLAN</td>
<td>PRIVATE INSURANCE PLAN</td>
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C15a. Where would you place yourself on this scale, or haven't you thought much about this?

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

TURN TO P. 34, C16

C15b. Where would you place Jimmy Carter on this scale?

8. DON'T KNOW

C15c. Where would you place the Democratic party?

8. DON'T KNOW

C15d. Where would you place the Republican party?

8. DON'T KNOW

C15e. Where would you place (NAME #31, 33 or 35)

8. DON'T KNOW

C15f. Where would you place (NAME #32, 34 or 36)

8. DON'T KNOW

C15g. Where would you place (NAME #11, 13 or 15)

8. DON'T KNOW

C15h. Where would you place (NAME #12, 14 or 16)

8. DON'T KNOW
Recently there has been a lot of talk about women's rights. Some people feel that women should have an equal role with men in running business, industry, and government. Others feel that women's place is in the home.

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**WOMEN'S PLACE IN HOME**

C16a. Where would you place yourself on this scale, or haven't you thought much about this?  

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<th>B. DON'T KNOW</th>
<th>O. HAVEN'T THOUGHT MUCH</th>
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C16b. Where would you place Jimmy Carter on this scale?  

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<th>B. DON'T KNOW</th>
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C16c. Where would you place the Democratic party?  

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<th>B. DON'T KNOW</th>
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C16d. Where would you place the Republican party?  

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<th>B. DON'T KNOW</th>
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C16e. Where would you place most women?  

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<tr>
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<th>B. DON'T KNOW</th>
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C16f. Where would you place most men?  

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<th>B. DON'T KNOW</th>
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C16g. Where would you place  

(NAME #31, 33 or 35)  

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<th>B. DON'T KNOW</th>
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C16h. Where would you place  

(NAME #32, 34 or 36)  

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<th>B. DON'T KNOW</th>
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C16i. Where would you place  

(NAME #34, 35 or 36)  

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<th>B. DON'T KNOW</th>
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C16k. Where would you place  

(NAME #31, 33 or 35)  

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<th></th>
<th>B. DON'T KNOW</th>
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C16l. Where would you place  

(NAME #14, 15 or 16)  

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<th></th>
<th>B. DON'T KNOW</th>
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</table>

See C17.
C17. a. Where would you place yourself on this scale, or haven't you thought much about this?

---------

6. Don't know  0. Haven't thought much

C17b. Where would you place Jimmy Carter on this scale?

---------

8. Don't know

C17c. Where would you place the Democratic party?

---------

8. Don't know

C17d. Where would you place the Republican party?

---------

8. Don't know

C17e. Where would you place

(NAME #30)

---------

8. Don't know

C17f. Where would you place

(NAME #31, 33 or 35)

---------

8. Don't know

C17g. Where would you place

(NAME #32, 34 or 36)

---------

8. Don't know

C17h. Where would you place

(NAME #10 or 17)

---------

8. Don't know

C17j. Where would you place

(NAME #11, 13 or 15)

---------

8. Don't know

C17k. Where would you place

(NAME #12, 14 or 16)

---------

8. Don't know

C17m. Where would you place

(NAME #18 or 19)

---------

8. Don't know
C18. People have different things in mind when they say that someone's political views are liberal or conservative. We'd like to know more about this. Let's start with liberal. What sorts of things do you have in mind when you say that someone's political views are liberal? (PROBE: Can you give me an example?) (Anything else?)

C19. And, what do you have in mind when you say that someone's political views are conservative? (PROBE: Can you give me an example?) (Anything else?)
D1-D4. R may want to choose something in between the two choices given, or qualify his choice in some way. Just ask him to choose the one that comes closest to the way he feels. Mark "Don't Know" only if he can't make a choice.

D1-D3. If R asks, we mean "government in general." If R insists on making a distinction between levels of government (national/state/local) record his comments, indicating which level of government each comment applies to.

D1. If R asks what we mean by "what to do" ("what to do—about what?"); we mean what the government decides to do in general.

D5. If R asks what we mean by "right," say, "Whatever 'right' means to you, whatever you think the government should do."

---

<table>
<thead>
<tr>
<th>SECTION D</th>
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</table>

D1. Over the years, how much attention do you feel the government pays to what the people think when it decides what to do—a good deal, some, or not much?

1. A GOOD DEAL  3. SOME  5. NOT MUCH  8. DON'T KNOW

D2. How much do you feel that political parties help to make the government pay attention to what the people think—a good deal, some, or not much?

1. A GOOD DEAL  3. SOME  5. NOT MUCH  8. DON'T KNOW

D3. And how much do you feel that having elections makes the government pay attention to what the people think—a good deal, some, or not much?

1. A GOOD DEAL  3. SOME  5. NOT MUCH  8. DON'T KNOW

D4. How much attention do you think most Congressmen pay to the people who elect them when they decide what to do in Congress—a good deal, some, or not much?

1. A GOOD DEAL  3. SOME  5. NOT MUCH  8. DON'T KNOW

D5. How much of the time do you think you can trust President Carter to do what is right—just about always, most of the time, or only some of the time?


D6. Would you say that the Carter Administration is pretty much run by a few big interests looking out for themselves or that it is run for the benefit of all the people?

5. FEW BIG INTERESTS  1. FOR THE BENEFIT OF ALL  8. DON'T KNOW
Here are a few more things people tell us when we interview them. I'll read them one at a time and you just tell me whether you agree or disagree.

<table>
<thead>
<tr>
<th></th>
<th>AGREE (1)</th>
<th>DISAGREE (5)</th>
<th>DON'T KNOW (8)</th>
</tr>
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<tbody>
<tr>
<td>D7.</td>
<td>It isn't so important to vote when you know your party doesn't have any chance to win.</td>
<td></td>
<td></td>
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<tr>
<td>D8.</td>
<td>So many other people vote in the national elections that it doesn't matter much to me whether I vote or not.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D9.</td>
<td>If a person doesn't care how an election comes out then that person shouldn't vote in it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D10.</td>
<td>A good many local elections aren't important enough to bother with.</td>
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</table>
SECTION E

Now I would like to talk to you again about the political parties.

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

1. REPUBLICAN  2. INDEPENDENT  3. NO PREFERENCE  4. OTHER  5. DEMOCRAT

TURN TO P. 41, E2

Ela. Would you call yourself a strong Republican or a not very strong Republican?

1. STRONG  5. NOT VERY STRONG

Eib. Aside from times when you may have voted for a candidate of another party, was there ever a time when you thought of yourself as a Democrat or an Independent rather than a Republican?

1. YES  5. NO, NEVER

TURN TO P. 42, E3

Eic. Was that a Democrat or an Independent?

1. DEMOCRAT  5. INDEPENDENT

Elf. Aside from times when you may have voted for a candidate of another party, was there ever a time when you thought of yourself as a Republican or an Independent rather than a Democrat?

1. YES  5. NO, N - EVER

TURN TO P. 42, E3

Elg. Was that a Republican or an Independent?

1. REPUBLICAN  5. INDEPENDENT

Elh. When did you last change to thinking of yourself as a Republican?

TURN TO P. 42, E3

El-i. Would you call yourself a strong Democrat or a not very strong Democrat?

1. STRONG  5. NOT VERY STRONG

Elj. Aside from times when you may have voted for a candidate of another party, was there ever a time when you thought of yourself as a Republican or an Independent rather than a Democrat?

1. YES  5. NO, N - EVER

TURN TO P. 42, E3

Elk. Was that a Republican or an Independent?

1. REPUBLICAN  5. INDEPENDENT
E2. Do you think of yourself as closer to the Republican or to the Democratic party?

1. REPUBLICAN
2a. Do you think of yourself as much closer to the Republican party than to the Democratic party, or only a little closer?
   1. MUCH CLOSER
   5. A LITTLE CLOSER

2b. Aside from times when you may have voted for a candidate of another party, was there ever a time when you thought of yourself as closer to the Democratic party instead of the Republican party?
   1. YES
   5. NO, NEVER
   TURN TO P. 42, E3

2c. When did you last change to your present party feelings?

3. NEITHER

E2d. Was there ever a time when you thought of yourself as a Democrat or Republican? (Which party was that?)
   1. YES, DEMOCRAT
   5. YES, REPUBLICAN

3a. When did you last change?

E2e. When did you last change to your present party feelings?

4. NEITHER

E2f. Do you think of yourself as much closer to the Democratic party than to the Republican party, or only a little closer?
   1. MUCH CLOSER
   5. A LITTLE CLOSER

E2g. Aside from times when you may have voted for a candidate of another party, was there ever a time when you thought of yourself as closer to the Republican party than to the Democratic party?
   1. YES
   5. NO, NEVER
   TURN TO P. 42, E3

E2h. When did you last change to your present party feelings?
E3. Did your father (or father substitute) think of himself mostly as a Democrat, as a Republican, as an independent, or what?

1. DEMOCRAT  3. REPUBLICAN  2. INDEPENDENT

4. OTHER PARTY (Specify):

5. NOT INTERESTED IN POLITICS  6. WASN'T U.S. CITIZEN  8. DON'T KNOW

6. NO FATHER OR FATHER SUBSTITUTE

E4. Did your mother (or mother substitute) think of herself mostly as a Democrat, as a Republican, as an independent, or what?

1. DEMOCRAT  3. REPUBLICAN  2. INDEPENDENT

4. OTHER PARTY (Specify):

5. NOT INTERESTED IN POLITICS  6. WASN'T U.S. CITIZEN  8. DON'T KNOW

6. NO MOTHER OR MOTHER SUBSTITUTE

If the respondent says something like "Oh, my father, ... he never voted," rephrase the question emphasizing "think of himself..."
I'd like to talk again about some issues facing the United States.

F1. Do you approve or disapprove of the way Mr. Carter is handling his job as president?

1. Approve
5. Disapprove
8. Don't Know

F2. Some people say that the government in Washington should see to it that white and black children are allowed to go to the same schools. Others claim that this is not the government's business. Have you been concerned enough about this question to favor one side over the other?

1. Yes
5. No
8. Don't Know

F2a. Do you think the government in Washington should see to it that white and black children go to the same schools or stay out of this area as it is not its (the government's) business?

SEE TO IT THAT WHITE AND BLACK CHILDREN GO TO THE SAME SCHOOLS
1.

STAY OUT OF THIS AREA AS IT IS NOT ITS (THE GOVERNMENT'S) BUSINESS
5.

7. Other; depends (specify):

8. Don't Know

F3. Are you in favor of desegregation, strict segregation, or something in between?

1. Desegregation
5. Strict Segregation
3. Something in Between
8. Don't Know

F4. In June the voters in California passed Proposition 13, which reduced property taxes by more than half. Opponents of the measure said that the tax cut would force local communities to reduce services. Have you heard or read anything about this California property tax vote?

1. Yes
4. No
8. Don't Know

F5. If you had the chance, would you vote for or against a measure similar to Proposition 13 in your state?

1. Would vote for it
5. Would vote against it
8. Don't know

7. Other (specify):

---

This is a question used in the Gallup Polls, and, therefore, cannot be changed. Respondents may want to know if "approve" means the same as "satisfied." (Answer: "Whatever it means to you.") Or whether they can choose a middle category (Answer: "Well, in general, which is closer to the way you feel? [Repeat q.]"). The most important thing to note about these questions is that we do not want to force R to come up with an answer. Ask first whether R has been interested enough to have an opinion; if he says "No," move on to the next question. Do not probe. Take the position that many people aren't interested in a particular question.

In F2a, 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.

We know there are difficulties with this question, because the terms are not universally understood, but it is an old question and we are reluctant to change or delete it. If R asks for a definition of "desegregation," say that "We mean going away with the customs or laws which separate the races or work to keep the races apart." If R asks for a definition of "segregation," say that "We mean keeping the customs or laws which separate the races or work to keep the races apart."

Note that even if R says "No" or "Don't Know" in F4, he still gets asked F5.
F6. I feel that most people who have a higher income than I do, manage to get away with paying less than their fair share of taxes.

F7. Despite all the complaints, federal taxes really are not too high considering the services the government provides for people.

F8. Federal income taxes should be cut by at least one third even if it means reducing military spending and cutting down on government services such as health and education.

F9. (RESPONDENT BOOKLET, P. 16) There has been some discussion about abortion during recent years. Which one of the opinions on this page best agrees with your view? You can just tell me the number of the opinion you choose.

☐ 1. ABORTION SHOULD NEVER BE PERMITTED.
☐ 2. ABORTION SHOULD BE PERMITTED ONLY IF THE LIFE AND HEALTH OF THE WOMAN IS IN DANGER.
☐ 3. ABORTION SHOULD BE PERMITTED IF, DUE TO PERSONAL REASONS, THE WOMAN WOULD HAVE DIFFICULTY IN CARING FOR THE CHILD.
☐ 4. ABORTION SHOULD NEVER BE FORBIDDEN, SINCE ONE SHOULD NOT REQUIRE A WOMAN TO HAVE A CHILD SHE DOESN'T WANT.
☐ 7. OTHER (SPECIFY): ______________________________________
☐ 8. DON'T KNOW

F10. (RESPONDENT BOOKLET, P. 15) Some people say that women and minority group members should be given preferential treatment in getting jobs or being admitted to colleges or professional schools. Other people say that the individual's ability or experience should be the only consideration in hiring people or admitting them to school.

<table>
<thead>
<tr>
<th>GIVE PREFERENTIAL TREATMENT TO A WOMAN OR MINORITY MEMBER</th>
<th>THE INDIVIDUAL'S ABILITY OR EXPERIENCE SHOULD BE THE ONLY CONSIDERATIONS</th>
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<td>1 2 3 4 5 6 7</td>
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Where would you place yourself on this scale or haven’t you thought much about this question?

☐ 8. DON'T KNOW  ☐ 0. HAVEN'T THOUGHT MUCH
F11. Do you approve or disapprove of the proposed Equal Rights Amendment to the Constitution, sometimes called the ERA Amendment?

1. APPROVE  5. DISAPPROVE  8. DON'T KNOW

F12. Some people are afraid the government in Washington is getting too powerful for the good of the country and the individual person. Others feel that the government in Washington is not getting too strong. Do you have an opinion on this or not?

1. YES
5. NO  → TURN TO P. 46, SECTION G

F12a. What is your feeling, do you think the government is getting too powerful or do you think the government is not getting too strong?

1. GOVERNMENT TOO POWERFUL
5. NOT GETTING TOO STRONG
8. DON'T KNOW

F12b. Do you think the government should become more powerful or should it stay the way it is?

1. BECOME MORE POWERFUL
5. STAY THE WAY IT IS

F12c. Which party do you think is more likely to favor a powerful government in Washington—the Democrats, the Republicans, or wouldn't there be much difference between them on this?

1. DEMOCRATS  5. REPUBLICANS  3. NO DIFFERENCE  8. DON'T KNOW
We'd like to find out about some of the things that people do to help a party or a candidate win an election.

G1. During the campaign, did you talk to any people and try to show them why they should vote for one of the parties or candidates?
   1. YES  5. NO

G2. Did you go to any political meetings, rallies, fund raising dinners, or things like that?
   1. YES  5. NO

G3. Did you do any (other) work for one of the parties or candidates?
   1. YES  5. NO

G4. Did you wear a campaign button or put a campaign sticker on your car?
   1. YES  5. NO

G5. Did you give any money to a political party or candidate this year?
   1. YES  5. NO
   1. BOTH PARTY AND CANDIDATE 7. IF R VOLUNTEERS: INCOME TAX CHECK-OFF
   GO TO G6
   GO TO G6

G5a. To which party did you contribute?
   1. DEMOCRATIC  2. REPUBLICAN  3. BOTH
   7. OTHER (SPECIFY):
   8. DON'T KNOW

G6. Do you belong to any political clubs or organizations?
   1. YES  5. NO

G1-G5. G1-G5 are traditional items on participation in this year's campaign. Make sure R is not answering in terms of activities he has performed in the past.

G5-G5a. Do not let the wording of this question discourage you from recording any contribution R may have made, including a contribution to a specific candidate whether or not it was a gift to the candidate's party. This may be a common response; record the name of the candidate under "OTHER" in G5a, and try to get the party by probing. If in G5 R volunteers that his only donation was the check-off on his income tax form, check the appropriate box, but if the answer is, "I gave to the Republicans and I also used the income tax check-off," check the other boxes ("YES" in G5 and "REPUBLICAN" in G5a) as well.

If in G5 R volunteers that R's spouse was the contributor, but R agreed with the contribution, accept this as a "YES," but make a note of the exact response in the margin.

The American Civil Liberties Union (ACLU), Common Cause, and other non-partisan organizations whose primary purpose is to influence government policies are also considered political clubs or organizations. If you are in doubt about whether an organization is political, record the name of the organization in the margin and we will decide.
G7. As you know, the political parties try to talk to as many people as they can to get them to vote for their candidate. Did anyone from one of the political parties call you up or come around and talk to you about the campaign this year?

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

GO TO G8

G7a. Which party was that?

5. DEMOCRATIC
1. REPUBLICAN
3. BOTH
7. OTHER (SPECIFY):

8. DON'T KNOW

G8. Other than someone from the two major parties, did anyone else supporting a candidate for the U.S. House of Representatives call you up or come around and talk to you?

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

TURN TO P. 48, SECTION H

G8a. Do you happen to know if this was someone from the candidate's own organization or was it someone else?

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

TURN TO P. 48, SECTION H

G8b. Which candidate did (he/she/they) support?

CAND A

CAND B

G8. DON'T KNOW

Again, this question refers to the current election campaign. Make sure R is not answering in terms of activities he has performed in the past.
SECTION II

H1. In talking to people about elections, we often find that a lot of people were not able to vote because they weren’t old enough, they weren’t registered, they were sick, or they just didn’t have time. How about you — did you vote in the election this November?

1. YES, DID VOTE
2. NO, NOT OLD ENOUGH
3. NOT REGISTERED
4. OTHER REASONS

H2. Were you registered in this election as a Republican, a Democrat, an Independent or what?

1. DEMOCRAT
2. REPUBLICAN
3. INDEPENDENT
4. OTHER PARTY, SPECIFY

R VOLUNTEERS:
1. VOTERS NOT REQUIRED TO DECLARE PARTY
2. VOTERS NOT REQUIRED TO REGISTER
3. I AM NOT REGISTERED
4. DON’T KNOW

H1a. Are you registered to vote at your current address?

1. YES
2. NO
3. DON’T KNOW

H2a. At what address are you registered? (Address, City, State)

YOU MAY ASSURE THE PERSON THAT WE WANTED THIS INFORMATION BECAUSE we are interested in the frequency with which people have to update voting registration in a result of changes in residence. Registration rules vary from community to community. Knowing the address at which you are currently registered will enable us to identify the regulations that apply to those who live in that area. If R still refuses to give you the address, move on to the next question.
H3. BALLOT CARD. Here is a list of candidates for the major races in this district. How about the election for the House of Representatives in Washington. Did you vote for a candidate for the U.S. House of Representatives?

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

H3a. Who did you vote for? 
H3b. Would you say that your preference for this candidate was strong or not strong?

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

H4. INTERVIEWER CHECKPOINT

☐ 1. U.S. SENATE RACE IN THIS STATE (CANDIDATE LIST INCLUDES AT LEAST ONE NAME FROM #10 - #18) 
☐ 2. NO U.S. SENATE RACE (NO NAME FROM #10 - #18 ON CANDIDATE LIST) → GO TO H6

H5. How about the election for the United States Senate? Did you vote for a candidate for the U.S. Senate?

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

H5a. Who did you vote for? 
H5b. Would you say that your preference for this candidate was strong or not strong?

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

H6. INTERVIEWER CHECKPOINT

☐ 1. GOVERNOR'S RACE IN THIS STATE (CANDIDATE LIST INCLUDES AT LEAST ONE NAME FROM #50 - #56)
☐ 2. NO GOVERNOR'S RACE (NO NAME FROM #50 - #56 ON CANDIDATE LIST) → TURN TO P. 52, H15

H7. How about the election for Governor. Did you vote for a candidate for Governor?

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

H7a. Who did you vote for? 
H7b. Would you say that your preference for this candidate was strong or not strong?

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

TURN TO P. 52, H15
The Ballot Card is something new, used to gather data on how R's voted in the various races. In past Election Studies, we have asked R's to recall who they voted for without a "visual cue." The Ballot Card is folded, and should not be presented to the respondent until you reach this question. This is most important—he will certain that the card is not in R's sight before this time, as the information on it could greatly alter R's responses to earlier questions, particularly those requiring R to recall candidates rather than to simply recognize candidate names (e.g. note the difference between A13, a recall question, and A16, a recognition question).

A second important point to make is that it is vital that the Ballot Card be the correct card for the R's congressional district. To be certain there is no mistake, we urge you to insert the correct ballot card at this page in the questionnaire before you begin the interview.

There is a possibility that R may say he voted for candidates who are not on the Ballot Card. This situation is likely to arise for R's who are registered in a place other than the current place of residence and in all likelihood voted absentee. In these cases, the Ballot Card, which matches the current place of residence, will not carry the names of candidates for whom R actually voted.

If R indicates that he voted for candidates other than those on the Ballot Card, probe to find out the state where R voted and record it in the margin:

a) If R voted in the state where he currently resides, proceed by asking H3a-H7b (as appropriate), taking whatever name R gives you in H3a.

b) If R voted in a state other than the one where he currently resides, ask H3a-H3b as printed on the schedule, skip H4 and ask H5-H5b, skip H6 and ask H7-H7b. Accept whatever information R gives you, including "There was no (Senate/Governor) race where I voted."

In all cases of discrepancies between the candidates on the Ballot Card and the candidates R voted for, please make complete notes so there will be no doubt in the coder's mind about what happened and why.

Note that, although the instruction is missing, the Ballot Card is used on this question also.

Note that, although the instruction is missing, the ballot Card is used on this question also.
H8. Were you registered to vote in this election?

1. YES  
2. NO  
3. DON'T KNOW

6. VOLUNTEERS WERE NOT REQUIRED TO REGISTER

TURN TO P. 51, 110

H9. Were you registered in this election as being a Republican, a Democrat, an Independent or what?

1. DEMOCRAT
2. REPUBLICAN
3. INDEPENDENT
4. OTHER PARTY: SPECIFY

5. VOLUNTEERS WERE NOT REQUIRED TO DECLARE PARTY

6. VOLUNTEERS WERE NOT REQUIRED TO REGISTER

7. I AM NOT REGISTERED

8. DON'T KNOW

TURN TO P. 51, 110

H9a. Are you registered to vote at your current address?

5. NO

1. YES

8. DON'T KNOW

TURN TO P. 51, 110

H9b. At what address are you registered? (Address, City, State)

TURN TO P. 51, 110

YOU MAY REASSURE THAT WE NEED THIS INFORMATION BECAUSE WE ARE INTERESTED IN THE FREQUENCY WITH WHICH PEOPLE HAVE TO UPDATE THEIR REGISTRATION AS A RESULT OF CHANGES IN RESIDENCE. REGISTRATION INSTRUCTIONS VARY FROM COMMUNITY TO COMMUNITY. KNOWING THE ADDRESS AT WHICH YOU ARE CURRENTLY REGISTERED WILL ENABLE US TO IDENTIFY THE REGULATIONS THAT APPLY TO THOSE WHO LIVE IN THAT AREA. IF YOU STILL RESIDE IN THAT AREA, WE WILL USE TO GIVE YOU THE ADDRESS, MOVE ON TO THE NEXT QUESTION.
H10. See explanation of Ballot Card in instructions. 

H12. Note that, although the instruction is missing, the Ballot Card is used on this question also.
H15. How much of the time do you think you can trust the U.S. Congress to do what is right — just about always, most of the time, or only some of the time?

1. JUST ABOUT ALWAYS  2. MOST OF THE TIME  3. ONLY SOME OF THE TIME

4. NONE OF THE TIME  5. DON'T KNOW

H16. Would you say that the U.S. Congress is pretty much run by a few big interests looking out for themselves or that it is run for the benefit of all the people?

1. FEW BIG INTERESTS  2. FOR BENEFIT OF ALL  3. DON'T KNOW

H17. Do you happen to know which party had the most members in the House of Representatives in Washington before the elections (this last) month? (IF NECESSARY: Which one?)

1. DEMOCRATS  5. REPUBLICANS  8. NO, DON'T KNOW

H18. Do you happen to know which party elected the most members to the House of Representatives in the elections (this/last) month? (IF NECESSARY: Which one?)

1. DEMOCRATS  5. REPUBLICANS  8. NO, DON'T KNOW

H15. If a asks what we mean by “right”, say, “Whatever ‘right’ means to you.”

H16. If R qualifies his answer, repeat the question beginning with, “In general...” If R still cannot choose, record his comments and move on to the next question.

H17-H18. Unlike most of our questions, these questions have right answers, and some people may feel a little uneasy about answering them. Read the questions directly to R and record his responses in a straightforward manner so as not to make R feel uncomfortable even if R's answers are incorrect.
SECTION 5: DEMOGRAPHIC DATA

We would like a little background information on you and your family.

51. What is the month and year of your birth?

MONTH__ YEAR__

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

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

R WIDOWED
3. DIVORCED
4. SEPARATED
2. NEVER MARRIED

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

Special reminders: If the above is the case, be sure you mark:

#2 in S3j (p. 55) and ask S3k-u about R's partner; and
#2 in S15 (p. 58) and ask S16-S26e about R's partner.
53a. What is the highest grade of school or year of college you completed?

**GRADERS OF SCHOOL**

| 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 |

53b. Do you have a college degree?

| 1. YES | 5. NO |

53c. Have you had any other schooling?

| 1. YES | 5. NO |

**COLLEGE**

13  14  15  16  17+

53d. What was the last college you attended? Where is it located? [COMPLETE NAME]

53e. What is the highest degree that you have earned?

53f. From what college is that and where is it located? [COMPLETE NAME]

53g. What was your major field of study?

---

In 53, "grades of school" refers to elementary and secondary school, not to college or technical school. Under **COLLEGE**, categories 13-16 refer to the usual four years of college while 17 would be marked for anyone beyond the bachelors level or anyone in a program requiring more than the normal four years to receive a college degree.

In 53b, under "other schooling" we want to be able to distinguish between noncollege courses which are primarily technical or vocational and college courses which include liberal arts requirements. Please record enough information about the schooling to make this distinction clear.

53c and 53e should be answered with the complete name and location of the college, written clearly.
3a. And what is the highest grade of school or year of college that (the head of the family/your husband/your wife) completed?

3b. GRADES OF SCHOOL: 00 01 02 03 04 05 06 07 08 09 10 11 12

3c. COLLEGE: 13 14 15 16 17

3d. Did (he/she) get a high school diploma or pass a high school equivalence test?

1. YES
2. NO

3e. What kind?

1. YES
2. NO → TURN TO P. 56, 54

3f. Has (he/she) had any other schooling?

1. YES
2. NO

3g. What kind?

1. YES
2. NO → TURN TO P. 56, 54

3h. What was the last college (he/she) attended?

Where is it located?

(COMPLETE NAME)

3i. What is the highest degree that (he/she) has earned?

3j. From what college is that and where is it located? (COMPLETE NAME)

3k. What was (his/her) major field of study?

TURN TO P. 56, 54

These are the same questions that were asked of the respondent in S3-S3h; however

-- if R is not Head, these education questions refer to the head of R's family living there.

-- if R is Head, these education questions refer to R's spouse.

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

Refer to the instructions for S3-S3h for the meaning of these questions.

Again, S3o and S3q should be answered with the complete name and location of the college, written clearly.
S4. We'd like to know if you are currently working, or are you unemployed, retired, a housewife, a student, or what?

[WORKING NOW][TEMPORARILY LAID OFF][4. UNEMPLOYED]

S5. What is your main occupation? What sort of work do you do? (If NOT CLEAR: Tell me a little more about what you do.)

S6. What kind of (business/industry) is that?

S7. Do you work for someone else, yourself, or what?

S7a. About how many hours do you work on your job in the average week?

S7b. (ASK ONLY OF WORKING NOW) Were you out of work at any time during the last twelve months?

S8. Have you ever done any work for pay?

S8a. What kind of work did you do on your last regular job? (What was your occupation?)

S8b. What kind of (business/industry) was that?

S8c. Did you work for someone else, yourself, or what?

S9. Are you looking for work at the present time?

S9a. Have you ever had a job in the past twelve months?

S9b. About how many hours did you work on your job in the average week?

S10. Be sure to note that the response categories for this question go completely across two pages.

The category "unemployed" refers to a person who at the present time is not working for pay and says he is "looking for work" or "seeking employment."

It is also possible that the R may feel he is both "working now" and either "retired," "permanently disabled," a "housewife," or a "student." Check the response category which is not "WORKING NOW," and follow the sequence of questions. Eventually, the questionnaire will route you back to the "WORKING NOW" sequence (S5-S7b). The point is that we would like to get information about both aspects of the person's life.

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

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

1. Probe for a clear, complete answer.
2. The name of the place at which R actually works is usually an insufficient response to the occupation question (e.g., if R works in a bank he may be the manager, a teller, or the janitor).
3. Job titles at the lower end of the occupational scale are likely to be less descriptive than they are for professionals. Try to avoid vague job titles which may apply to a wide range of occupations.
   a) For example, if R tells you that he is an engineer, be sure:
      i) design bridges or airplanes
      ii) operate a railroad locomotive
      iii) tend an engine in a power plant, or
      iv) shovel coal into a furnace.
      We obviously need more specific information than "engineer" here, so that a distinction between skilled, semi-skilled, and unskilled workers can be made.
   b) In the case of a factory worker, a useful hint would be: "what kind of machine do you operate?"
      If, for instance, R then says he works on an assembly line, we can deduce that he is unskilled.
   c) R says he is a road construction worker but if:
      i) he supervises the road gang, he is classified as a foreman
      ii) he operates a bulldozer, he is classified as a machine operator
      iii) he is a common laborer, he will be classified as such.
**Employment Section**

**S10.** When did you retire?

**S11.** Have you ever done any work for pay?

**S12.** What kind of work did you do when you worked? (What was your occupation?)

**S14a.** Are you doing any work for pay at the present time?

**S14b.** What kind of work did you do? (What was your occupation?)

**S13a.** About how many hours a week did you work in the average week when you were working?

**S13b.** Are you doing any work for pay at the present time?

**S14c.** What kind of industry was that?

**S14d.** Did you work for someone else, yourself, or what?

**S5-S14b cont'd.**

4. Ascertain whether a "Nurse" is a registered nurse, or a practical nurse.

5. The distinction which we have to make between college and elementary school teachers was less obvious, but as important. A suggested probe here was:

   i) "What level do you teach?"

   ii) "What type of school or college do you teach in?"

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

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

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

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

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

   1. R works for a firm of which he is a partner.

   2. R works both for himself and someone else. He may, for instance, be a certified public accountant, working for a bank during the day and helping people prepare their tax forms at night.

   3. R is a commission salesman, e.g., for insurance, real estate.

   4. R is employed in a factory or company but also owns a farm or small business where he spends about as much or more working time.
S15. INTERVIEWER CHECKPOINT

[ ] 1. R IS FAMILY HEAD; NO SPOUSE IN FAMILY → TURN TO P. 60, S27
[ ] 2. R IS FAMILY HEAD, LIVING WITH SPOUSE → ASK ABOUT SPOUSE
[ ] 3. R IS NOT FAMILY HEAD → ASK ABOUT HEAD

S16. We'd also like to know about the head of the family (your husband/wife) . . . Is (he/she) working now, unemployed, retired, 

1. WORKING NOW 2. TEMPORARILY LAID OFF 3. UNEMPLOYED

S17. What is (his/her) main occupation? (What sort of work does (he/she) do? If not clear: Tell me a little more about (he/she).)

S18. What kind of business/industry is that?

S19. Does (he/she) work for someone else, (himself/herself), or what?

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

S19a. About how many hours does (he/she) work on (his/her) job in the average week?

HOURS A WEEK

S19b. ASK ONLY OF WORKING NOW Was (he/she) out of work at any time during the last twelve months?

1. YES 2. NO

TURN TO P. 60, S27

S20. Has (he/she) ever done any work for pay?

1. YES 5. NO → TURN TO P. 60, S27

S20a. What kind of work did (he/she) do on (his/her) last regular job? (What was (he/she) occupation?)

S20b. What kind of business/industry was that?

S20c. Did (he/she) work for someone else, (himself/herself), or what?

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

S21. Is (he/she) looking for a job at the present time?

1. YES 5. NO

S21a. Has (he/she) had a job in the last twelve months?

1. YES 5. NO → TURN TO P. 60, S27

S21b. About how many hours did (he/she) work on (his/her) job in the average week?

HOURS A WEEK

TURN TO P. 60, S27

S15. Please note that if R is the family head and has no spouse you are to skip to Page 60, S27. If R is the family head and living with spouse (or partner), you are to go to S16 and ask about spouse. If R is not the family head, you are to go to S16 and ask about the family head. By family we mean those living with R at the present time.

EMPLOYMENT SECTION

5. RETIRED

6. PERMANENTLY DISABLED

S22. When did he/she retire?
S23. Has he/she ever done any work for pay?

YEAR

1. YES

5. NO

1. YES

5. NO

S24. What kind of work did he/she do when he/she worked?
What was his/her occupation?

S24a. What kind of business/industry was that?

S24b. Did he/she work for someone else, himself/herself, or what?

SOMEONE ELSE

2. BOTH SOMEONE ELSE AND SELF

3. SELF ONLY

S25. During the last twelve months did he/she do any work for pay?

1. YES

5. NO

S25a. About how many hours a week did he/she work in the average week when he/she worked?

HOURS A WEEK

S25b. Is he/she doing any work for pay at the present time?

1. YES

5. NO

GO BACK TO "WORKING NOW" S17

TURN TO P. 60. S27

S26. In the last twelve months did he/she do any work for pay?

1. YES

5. NO

TURN TO P. 60. S27

S26a. Is he/she doing any work for pay at the present time?

1. YES

5. NO

GO BACK TO "WORKING NOW" S17

S26b. What kind of work did he/she do? [What was his/her occupation?]

S26c. What kind of business/industry was that?

S26d. Did he/she work for someone else, himself/herself, or what?

SOMEONE ELSE

2. BOTH SOMEONE ELSE AND SELF

3. SELF ONLY

S26e. About how many hours a week did he/she work in the average week when he/she worked?

HOURS A WEEK

TURN TO P. 60. S27
S27. Does anyone in this household belong to a labor union?

1. YES  5. NO  → TURN TO P. 61, S28

S27a. Who is it that belongs? (CHECK AS MANY AS APPLICABLE)

IF R IS HEAD:
A. RESPONDENT
B. WIFE OF RESPONDENT
E. SOMEONE ELSE

IF R IS NOT HEAD:
C. RESPONDENT
D. HEAD
E. SOMEONE ELSE

Retired workers who draw union pensions, or receive union newsletters, are to be considered union members. If R asks whether a teacher’s professional association such as the state education association is considered a union, tell him that it is if it bargains like a union for its members.
S29. (RESPONDENT BOOKLET, P. 16) Please look at this page and tell me the letter of the income group that includes the income of all members of your family in 1977 before taxes. This figure should include dividends, interest, salaries, wages, pensions, and all other income. (IF UNCERTAIN: What would be your best guess?)

98. R REFUSED TO ANSWER → TURN TO P. 63, S31

99. R REFUSED TO ANSWER → TURN TO P. 63, S31

A. NONE OR LESS THAN $2,000
B. $2,000 - $2,999
C. $3,000 - $3,999
D. $4,000 - $4,999
E. $5,000 - $5,999
F. $6,000 - $6,999
G. $7,000 - $7,999
H. $8,000 - $8,999
J. $9,000 - $9,999
K. $10,000 - $10,999
M. $11,000 AND OVER

S29a. (RESPONDENT BOOKLET, P. 16) Now we are interested in the income that you yourself received in 1977, not including any of the income received by your spouse and the rest of your family. Please look at this page and tell me the income group that includes the income you yourself had in 1977 before taxes.

(LETTER) TURN TO P. 63, S31

S29b-30. This includes only the respondent's own earnings for the calendar year 1977.
S30. (RESPONDENT BOOKLET, P. 16) Please look at this page and tell me the letter of the income group that includes the income you had in 1977 before taxes. This figure should include dividends, interest, salaries, wages, pensions, and all other income.

96. R REFUSED TO ANSWER → TURN TO P. 63, S31

<table>
<thead>
<tr>
<th>Letter</th>
<th>Income Range</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>None or less than $2,000</td>
<td>01</td>
</tr>
<tr>
<td>B.</td>
<td>$2,000 - $2,999</td>
<td>02</td>
</tr>
<tr>
<td>C.</td>
<td>$3,000 - $3,999</td>
<td>03</td>
</tr>
<tr>
<td>D.</td>
<td>$4,000 - $4,999</td>
<td>04</td>
</tr>
<tr>
<td>E.</td>
<td>$5,000 - $5,999</td>
<td>05</td>
</tr>
<tr>
<td>F.</td>
<td>$6,000 - $6,999</td>
<td>06</td>
</tr>
<tr>
<td>G.</td>
<td>$7,000 - $7,999</td>
<td>07</td>
</tr>
<tr>
<td>H.</td>
<td>$8,000 - $8,999</td>
<td>08</td>
</tr>
<tr>
<td>J.</td>
<td>$9,000 - $9,999</td>
<td>09</td>
</tr>
<tr>
<td>K.</td>
<td>$10,000 - $10,999</td>
<td>10</td>
</tr>
<tr>
<td>N.</td>
<td>$11,000 - $11,999</td>
<td>11</td>
</tr>
<tr>
<td>W.</td>
<td>$12,000 - $12,999</td>
<td>12</td>
</tr>
<tr>
<td>P.</td>
<td>$13,000 - $13,999</td>
<td>13</td>
</tr>
<tr>
<td>Q.</td>
<td>$14,000 - $14,999</td>
<td>14</td>
</tr>
<tr>
<td>R.</td>
<td>$15,000 - $16,999</td>
<td>15</td>
</tr>
<tr>
<td>S.</td>
<td>$17,000 - $19,999</td>
<td>16</td>
</tr>
<tr>
<td>T.</td>
<td>$20,000 - $22,999</td>
<td>17</td>
</tr>
<tr>
<td>U.</td>
<td>$23,000 - $24,999</td>
<td>18</td>
</tr>
<tr>
<td>V.</td>
<td>$25,000 - $29,999</td>
<td>19</td>
</tr>
<tr>
<td>W.</td>
<td>$30,000 - $34,999</td>
<td>20</td>
</tr>
<tr>
<td>X.</td>
<td>$35,000 - $40,999</td>
<td>21</td>
</tr>
<tr>
<td>Y.</td>
<td>$50,000 and over</td>
<td>22</td>
</tr>
</tbody>
</table>
S31. There have been some talks these days about different social classes. Most people say they belong either to the middle class or to the working class. Do you ever think of yourself as belonging in one of these classes?

1. YES  5. NO  8. DON'T KNOW  7. OTHER (SPECIFY):

S31a. Which one? (RECORD BELOW)

S31b. Well, if you had to make a choice, would you call yourself middle class or working class? (RECORD BELOW)

1. MIDDLE CLASS  2. WORKING CLASS  7. OTHER (SPECIFY):

TURN TO P. 64, S32

S31c. Would you say that you are about average middle class, or that you are in the upper part of the middle class?

4. AVERAGE MIDDLE  6. UPPER MIDDLE

S31d. Would you say you feel pretty close to middle class people, or that you don't feel much closer to them than to people in other classes?

1. CLOSE  4. NOT CLOSER

TURN TO P. 64, S32

S31e. Would you say that you are about average working class, or that you are in the upper part of the working class?

1. AVERAGE WORKING  3. UPPER WORKING

S31f. Would you say you feel pretty close to working class people, or that you don't feel much closer to them than to people in other classes?

2. CLOSE  5. NOT CLOSER

TURN TO P. 64, S32

S31-S31b. This sequence of questions has become tried and true in the course of past surveys. In general, if R asks what we mean by "class," tell him just whatever it means to him. For example, if R asks, "What do you mean by (middle) class?" it would be all right to say, "We want whatever you would generally think of as (working class)(middle class)." Don't try to define the classes. In the first question, S31, 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 S31b. We do not want R to feel that he does not need to make a choice, simply because he has said "No" to S31.

If R says something like, "Well, I work so I must be in the working class," accept that and check the "Working Class" box and go on.

S31d+S31f. These seek to measure the degree to which R feels identified with his class grouping.
S32. In your religious preference Protestant, Roman Catholic, Jewish, or something else?

S32a. What church or denomination is that?

S32b. (If Baptist): Is that Southern Baptist or something else?

S32a-S32b. Note that these probes for the exact denomination apply only to Protestants.

(If Any Religious Preference)

S33. Would you say you go to (church/synagogue) every week, almost every week, once or twice a month, a few times a year, or never?

1. Every Week  2. Almost Every Week  3. Once or Twice a Month  4. A Few Times a Year  5. Never

S33. Select the word "church" or "synagogue," according to whether R has indicated he is Protestant or Catholic, on the one hand, or Jewish on the other. If R is of some other faith, and indicates that his place of worship is to be referred to as something other than a church or synagogue, then by all means use the term he offers and record it for us.

S34. In addition to being American, is there another nationality or ethnic group that you feel you belong to?

1. Yes  5. No → Turn to P. 65, S35

S34a. What group is that?

S34b. (If More Than One Group: Named in S34a) With which of these groups do you most closely identify?

9. Neither → Turn to P. 65, S35

S34c. How strongly do you feel a part of (R's Ethnic Group from S34a or S34b)? Would you say you identify very strongly, somewhat strongly, or not strongly?

S35. Were your parents born in this country?

5. NO

1. YES

8. DON'T KNOW

S35a. Which country was your father born in?

S35b. Which country was your mother born in?

S35c. Do you remember which country your family came from originally on your father's side?

S35d. Do you remember which country your family came from originally on your mother's side?

(ASK IF MORE THAN ONE COUNTRY MENTIONED IN S35)

S36. Aside from being American, which country of those you just mentioned do you think of your family as mainly coming from?

S37. What kind of work did your father (OR FATHER SUBSTITUTE) do for a living while you were growing up? (IF NECESSARY, PROBE FOR TYPE OF WORK.)

S38. Other than being a housewife, did your mother (OR MOTHER SUBSTITUTE) have a job while you were growing up?

1. YES

5. NO

8. DON'T KNOW

GO TO S39

S38a. What kind of work did she do? (IF NECESSARY, PROBE FOR TYPE OF WORK)

S39. Where were you born? (IF UNITED STATES) Which state?

S40. Where was it that you grew up? (IF UNITED STATES) Which state or states?

In some cases R will say that his father died early 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 R is appropriate. Ask what the person who raised R as a father did.

Since it is becoming more common that married women have careers, we are interested in getting exactly what sort of jobs they have. This, of course, does not mean that being a housewife is not a job or career. R may point this out. Simply say, "that is, did she have another occupation?"

Again if R says his mother died early or he did not live with her for some reason, ask if there was a person who raised R as a mother and, if so, ask about her occupation.

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.
S41. (RESPONDENT BOOKLET, P. 17) Looking at this list, please tell me, were you brought up mostly in the country, in a town, in a small city, or in a large city?

☐ 1. ON A FARM
☐ 2. IN THE COUNTRY, NOT ON A FARM
☐ 3. IN A SMALL CITY OR TOWN (UNDER 50,000 PEOPLE)
☐ 4. IN A MEDIUM-SIZED CITY (50,000 - 100,000)
☐ 5. IN A LARGE CITY (100,000 - 500,000)
☐ 6. IN A SUBURB OF A LARGE CITY
☐ 7. IN A VERY LARGE CITY (OVER 500,000)
☐ 8. IN A SUBURB OF A VERY LARGE CITY

If R says he grew up in more than one type of place, please probe to find out in which type of place R spent most of his time while growing up.

S41a. Where did you live when you were about 16 years old?

___________________________  ____________________________
(CITY)                      (STATE)

FOREIGN COUNTRY; SPECIFY: ________________________________

S42. How long have you lived here in (CITY/TOWN/COUNTY)?

☐ 90. ALL OF LIFE
☐ ___________ YEARS OR _______________ MONTHS IF LESS THAN TWO YEARS

S42. Here we want you to fill in the name of the city, town, or county that R lives in as you read the question. You would use county only when R lives in a rural area away from any town.

S43. How long have you lived in this house (apartment)?

☐ 90. ALL OF LIFE
☐ ___________ YEARS OR _______________ MONTHS IF LESS THAN TWO YEARS

S44. (Do you/Does your family) own your home, pay rent, or what?

☐ 1. OWN
☐ 2. RENT
☐ 7. OTHER (SPECIFY): ________________________________

By "your family", we mean only people living with the R. You would use the "does your family" alternative wording only when you are interviewing a member of the family other than head or wife.

These are all the questions I have. Thank you for your time and thoughts.

EXACT TIME NOW: ____________________________
SECTION XI: INTERVIEWER'S SUPPLEMENT

X1. Respondent's sex is: 1. MALE  2. FEMALE

X2. Respondent's race is: 1. WHITE  2. BLACK  3. AMERICAN INDIAN OR ALASKAN NATIVE  4. ASIAN OR PACIFIC ISLANDER
   5. NO  6. DON'T KNOW

X2a. Is R of Hispanic Origin?
   1. YES, MEXICAN-AMERICAN 2. YES, PUERTO RICAN 3. YES, OTHER HISPANIC
   4. YES, BOLIVIAN 5. NO 6. DON'T KNOW

X3. Relationship of R to head: 1. R IS HEAD  2. R IS WIFE  3. OTHER:

X4. Other persons present at interview were: (CHECK MORE THAN ONE BOX IF NECESSARY)
   1. NONE  2. CHILDREN  3. SPONGE  4. RELATIVES  5. OTHER ADULTS

X5. Respondent's cooperation was:
   1. VERY GOOD  2. GOOD  3. FAIR  4. POOR  5. VERY POOR

X6. Respondent's general level of information about politics and public affairs seemed:
   1. VERY HIGH  2. FAIRLY HIGH  3. AVERAGE  4. FAIRLY LOW  5. VERY LOW

X7. Rate R's apparent intelligence:
   1. VERY HIGH  2. ABOVE AVERAGE  3. AVERAGE  4. BELOW AVERAGE  5. VERY LOW

X8. How suspicious did R seem to be about the study, before the interview?
   1. NOT AT ALL  2. SOMEWHAT  3. VERY SUSPICIOUS

X9. Overall, how great was R's interest in the interview?
   1. VERY HIGH  2. ABOVE AVERAGE  3. AVERAGE  4. BELOW AVERAGE  5. VERY LOW

X10. How sincere did R seem to be in (his/her) answers?
   1. COMPLETELY SINCERE  2. USUALLY SINCERE  3. OFTEN SEEMED TO BE INSINCERE

   GO TO X12

X11. Were there any particular parts of the interview for which you doubted R's sincerity? If so, name them by section or question numbers.

X12. How familiar would you say the respondent was with the names of the candidates in the seven-point scale items (C12-16, pp. 30-34)?

X12a. HOUSE OF REPRESENTATIVES NAMES
   (C12-16 ON CANDIDATE LIST):
   1. FAMILIAR  5. UNFAMILIAR
   2. MIDDLE  6. NO HOUSE OF REPRESENTATIVE RACE
   4. DISTANT

X12b. SENATE NAMES ($1-19 ON CANDIDATE LIST):
   1. FAMILIAR  5. UNFAMILIAR
   2. MIDDLE  6. NO SENATE RACE
   4. DISTANT

X13. Do you feel R reported income honestly?
   1. YES, THINK R REPORTED HONESTLY  2. NO, THINK R REPORTED DISHONESTLY  4. R REFUSED INCOME QUESTIONS

   TURN TO P. 69, XI4

X13a. If possible, give a reasonable estimate of what R's family income is:

$ BEFORE TAXES IN 1977
X14. Was this interview conducted in English?

1. YES
   GO TO X15

5. NO

X14a. In what language was the interview conducted?

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X15. TYPE OF STRUCTURE IN WHICH RESPONDENT LIVES:

☐ 1. MOBILE HOME (TRAILER) IN MOBILE HOME (TRAILER) PARK
☐ 2. MOBILE HOME (TRAILER) IN OTHER LOCATION
☐ 3. BUILDING WITH NO OTHER HU'S (SINGLE FAMILY HOME)
   ➔ X15a. About how many units?

☐ 4. BUILDING WITH OTHER HU'S
   ➔ X15a. About how many units?

☐ 7. OTHER (DESCRIBE):
   (IF NOT MOBILE HOME OR TRAILER)

   ➔ X15b. How many floors are in this building?

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X16. THUMBNAI SKETCH: