

1964

1964 pre instr. book (NO COVER)

1.

GENERAL INFORMATION ABOUT THE STUDY

Background

The study of political behavior like the analysis of economic behavior, has long been an important part of the Center's research program. Our first election study was launched sixteen years ago in 1948; since 1952 we have performed some analysis of every Congressional and Presidential election. Major studies were sent into the field in 1952, 1956, 1958, and 1960. And now in election year, 1964, we are undertaking another major election study consisting of a pre- and a post-election panel.

Unlike the 1958 and 1960 studies which were continuations of a panel study originating in 1956, the 1964 study begins with a new cross-section sample. A major work on the 1956-58-60 panel series will be out in the very near future and should be of special interest to the members of the interviewing staff. It will deal with the stability of public opinion, with the reliability of one kind of question relative to another kind, with the consistency (or inconsistency) of political behavior and many other topics of interest to you. One of the findings of the panel study enters into our discussion of the question-by-question objectives.

Another book which is heading for the presses this fall is based upon the 1958 Congressional election study in which both Congressmen and constituents were interviewed. This enables us to compare the attitudes of the Congressman with the attitudes of his constituents and eventually to ask whether the Congressman represents his constituents' feelings on major issues in his legislative voting behavior.

A volume entitled The American Voter was published in 1960 and has recently been published in a much more abbreviated version in paperback. The American Voter, while serving in part as our major report from the 1956 study, is really based upon all of the political studies which we have done since 1948. Even the interviews collected twelve years ago have been guarded jealously in our files. An indication of the value we ascribe to the interviews you have taken over the past decade and a half.

It is not at all fanciful to consider the possibility that the material in these interviews will be searched again for clues to American election behavior as new questions arise about the data from an extended historical perspective. In short, the interviews taken by you over the years constitute a significant addition to the political history of the American people as they wrote it - through you.

General Objectives

The primary objective of this study is an analysis of the attitudes and votes of the American citizen. We are particularly interested in recording the reactions of the American people to one of the most dramatic and potentially explosive social movements of this century, the movement for racial equality. In addition, we are studying an election which may be unique in recent history as a contest between two competing philosophies of government rather than a race down the middle of the political road. Whatever the case may be we are afforded the opportunity to make it part of the historical record.

2.

In order to enhance our description and analysis of the movement for racial equality we are taking a supplementary sample of American Negroes. This is done in order to build up an otherwise sparse representation of this one-tenth of our population which would result from our customary cross-section sample. Many of these will be taken by Negro interviewers. These interviews will be taken at addresses which have been in previous samples and contained Negro families at that time.

As a matter of traditional and current interest we shall once again ask questions in the areas of foreign policy, social welfare and financial affairs.

Sponsorship of the Study

As a means of financing the study, the Center was awarded a research grant by a private philanthropic foundation which is interested in financing various types of research in the public interest. Under a research grant arrangement, the Center is allowed complete freedom in planning and carrying out the study. Thus, for all practical purposes, the Center is the sponsor. It goes without saying that the Center, as a research agency, is impartial and neutral with regard to the election; the role of the Center and its staff is that of an objective collector of facts about where the public stands.

Your Introduction to Respondent

Be sure to read again pages 22-28 of the Manual for Interviewers for a review of the important points to remember in making your introduction to the respondent. For this study, it is particularly important that you make clear the objective, research-oriented nature of the project and its sponsorship (see preceding section, "Sponsorship of the Study"). There is a good chance that some of your respondents will have heard about, or been approached in connection with other surveys or opinion polls concerning the election. We want to make sure there is no confusion in the minds of the respondents as to who is doing the study and how the information will be used. You will have your usual credentials to help you in this regard (ID card, R letter, "Why Ask Me?" folders, etc.).

You can also assure respondents that findings of the study will be published, and therefore will be available to everyone interested in public opinion on the election. However, you will certainly want to stress the fact that no individual is ever identified in the reports of Center studies. However, do not promise the respondent that we are not interested in his or her name. We will not ask for names on this interview but it is quite likely that we will want to ask the respondent's name on the post-election interview. There is a possibility that this year's election study will be the first part of another panel study in which the respondents will be reinterviewed in 1966.

Taking Leave of the Respondent

You should not lead the respondent to believe that we shall never want to talk to him again. We will need to return for a brief interview with each of our respondents after the election. Please do not make a point of the fact that we will return for a post-election interview as this might lead some respondents to prepare for the next interview. If a respondent asks directly whether we will be coming back again, you might say, "We may want to talk to some of our respondents one more time," leaving the timing of a return visit vague.

The Interview

It is important for you to be especially alert during the interview. You will have to be thoroughly familiar with the questionnaire beforehand, in order to recognize quickly the key answers determining which contingent questions will be asked next. Also, there are many open-ended questions, and these will require alertness on your part in order to recognize when the respondent has given you an answer which fulfills the question objectives.

Be sure to study the question objectives carefully; we have tried to be clear about what we want, and to give you enough examples so that you will be able to tell when you have obtained sufficient information. You will probably have to use probes in order to elicit adequate responses in a great many cases. Throughout the questionnaire, probes have been included when it was thought they might be necessary; use them if you are at all doubtful as to whether the respondent has answered the question fully. In general, if you are uncertain about whether or not the question objective has been met, use probes if you can do so without disrupting rapport. But, please make certain your probes are neutral and that they don't suggest possible answers or reveal your own attitudes to the respondent.

The election has, of course, been given a great deal of publicity. It is a subject of which your respondents will certainly be aware, and for the most part, they will probably be interested in discussing it. You should be looking forward to good rapport and interesting interviews.

Some Special Cautions

There are some problems interviewers face which may be especially acute in election studies, the major one being interviewer bias. Most of us have strong feelings on the issues which are included in this study and it is particularly important that you guard against letting your own opinions influence your interviewing or become apparent to your respondents.

It is not easy to maintain a calm, neutral approach when a respondent makes derogatory or inflammatory remarks about your favorite candidate; but it is important that you do so. You are a scientific investigator and for the duration of the interview should have no opinions of your own.

It is characteristic that respondents will be trying to guess, or even ask, about your own political preferences. Of course you must be most careful not to divulge them. It is important that your probes be strictly non-directive, since a directive probe may not only bias a particular response but indicate a point of view to the respondent which may influence the remainder of the interview.

Of course you must also be most careful to avoid talking politics even after the interview since you will be returning for a post-election study. Do not tell the respondent you will be returning because he may "study up" for your return and thereby be unrepresentative of the respondents like him that we do not interview.

Be careful not to identify yourself in any way with a political party while you are working on the study. This means that you should not use political stickers on your car, wear lapel buttons, etc., or indicate to a respondent your personal feeling regarding a candidate or party.

GENERAL DESCRIPTION OF THE TWO SAMPLES

The Cross-Section Sample - (Blue Cover Sheets)

This is the usual cross-section sample of dwellings. It will contain both white and non-white respondents and all who meet the criteria of age and citizenship are to be interviewed. In many of the PSUs there will be newly hired Negro interviewers. In some PSUs, however, the expected number of Negro respondents was so small as to make it unfeasible to use Negro interviewers in them. Where there are Negro interviewers we want them to interview the Negro respondents in the cross-section sample, as well as in the Supplemental Sample. The Office Contact in each PSU will know if a special Negro interviewer is to interview in your PSU. If a special interviewer is interviewing in your PSU we would like the regular interviewers to identify segments which are predominantly Negro, do the listing in these segments, and then turn the listing over to the special interviewer. The reason for this is that the special interviewers will usually not have been thoroughly trained in listing segments, etc. and it will probably be easier for a regular interviewer to do the preliminary sampling and provide the special interviewer with addresses.

Supplemental Sample - (Green Cover Sheets)

Only Negro families are to be interviewed in this sample. The purpose is to build up our representation of Negroes in this national sample.

Regardless of whether the address is part of the cross-section or the supplemental sample, the same instructions for selecting respondents within dwellings and the same interviewing instructions apply.

Supplemental Sample and No Special Interviewer Available

In a very few instances, when there are only two or three addresses in the Supplemental Sample, the regular interviewer should handle these. If you are in doubt about whether a special interviewer is available in your area, contact your Office Contact.

SUPPLEMENTAL SAMPLE

On the previous page the supplemental Negro sample was mentioned. Following are instructions on how to locate the dwelling units to be interviewed. Since many of you who will be working on this sample are new, we will describe the procedures in detail. Please don't be alarmed at the size and apparent complications of these instructions; just read them through systematically with the various forms in front of you and they will become clear. If you have any questions, get in touch with the Office Contact in the county where you are working and she will be able to help you.

General Description of Supplemental Sample

The purpose of this sample is to increase the number of Negroes in our study, and select them so that they are truly representative of the entire Negro population of the United States. The only practical way to locate an accurate sample is to interview "segments" (small areas of 3-6 dwellings) in which Negroes were interviewed on previous studies.

You will receive some green cover sheets on which addresses have been written. These are addresses at which interviews were taken on previous studies with Negro respondents. You will also receive some extra, unaddressed cover sheets to use with additional Negro families you may find in the segments. These additional Negro families were not interviewed on a previous study, either because the interviewer obtained a non-response at that address or because the address did not exist at that time. (The previous studies were done one or two years ago.)

Your job in the Supplemental Sample is to obtain an interview at all addresses in which Negro families are now living within the segments given you. No interviews with white respondents are to be taken in the Supplemental Sample (identified by addresses on green cover sheets).

SPECIFIC INSTRUCTIONS FOR THE SUPPLEMENTAL SAMPLE

These instructions try to follow the procedures by which a respondent is to be selected for interviewing in the same sequence as the interviewer follows in the field.

Locating the Addresses at which to interview

A. Materials you will need to locate addresses

1. Green cover sheets
 - a. Some are already addressed
 - b. Some unaddressed green cover sheets are included for you to fill out if additional dwellings occupied by Negroes are found in the assigned segments
 - c. Definition of a segment:
Segments are areas of land which have well defined boundaries and contain approximately 3-6 dwelling units. The boundaries may actually be identifiable on regular maps (e.g., blocks, city boundary lines, etc.) or they may be only imaginary lines running from one DU to another.

(continued next page)

6.

Locating the Addresses at which to interview

A. Materials you will need to locate addresses - (continued)

2. Maps of the county or city showing the location of the segments. The purpose of these is to assist you to locate the segments. Notice that the segments are outlined on the map and are identified by a number.
3. Maps or sketches of the segment. Almost all addresses are located in segments (usually 3-6 dwellings). A detailed map of the segment showing the location of each dwelling unit as of the time of the last visit will be provided.
4. Listing sheets that contain addresses or descriptions of houses in the segment at the time of the last visit will be provided.

These materials will guide you to the addresses in segments as they were a year ago.
5. In some places you may receive some addresses which are typed on gold paper. Special instructions for how to proceed with these addresses are printed on the gold paper.

For all addresses which are not printed on gold paper, follow the instructions below:

B. What to do at addresses for which you have cover sheets

1. Determine whether the address still exists. Is someone still living there? If not, fill in page 3 of the cover sheet, either checking a box or explaining the situation at that address. If someone still lives there proceed to:
2. Ascertain whether the family is Negro (it was a Negro family at the time of the previous interview).
 - a. If a white family now lives there do not take an interview. Fill in this information on page 3 of the cover sheet and mail it back to us.
 - b. If a Negro family lives there you are ready to ascertain whether they are citizens and if so to list the family members and take an interview. (See the instructions for this procedure in the section on Cover Sheet Instructions.)

C. Check for additional dwelling units at sample addresses

1. Definition of a Dwelling Unit

A full description is in the Interviewers' Manual, pages 133-135, but essentially it is a group of rooms or a single room with kitchen facilities and occupied as separate living quarters, i.e., not as part of the family occupying other parts of the address. In most cases a dwelling unit is a room or apartment, but it may be a trailer, etc.

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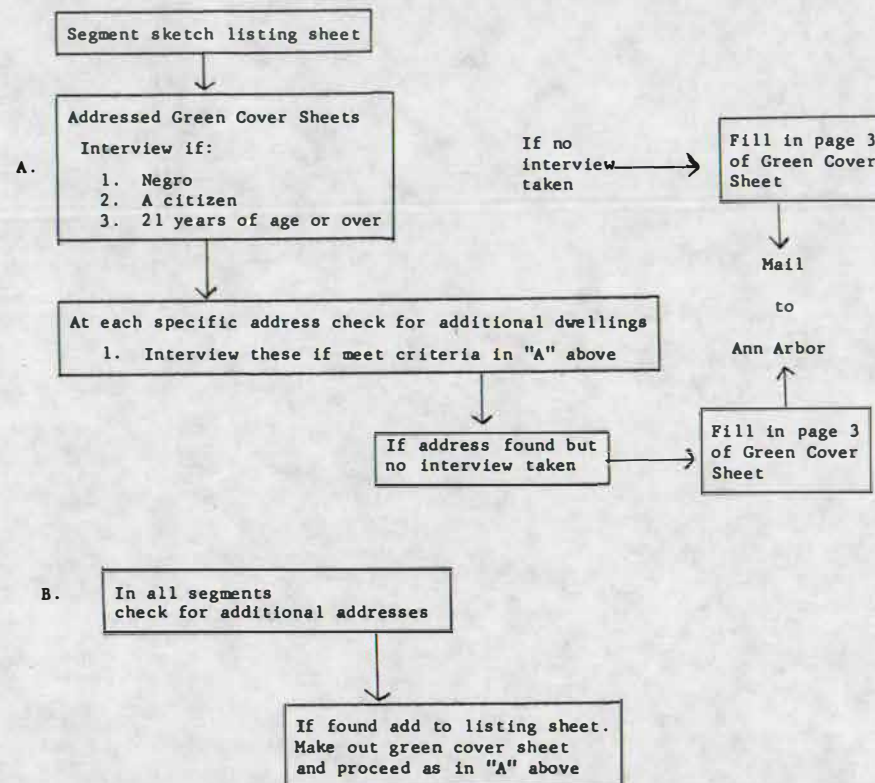
C. Check for additional dwelling units at sample addresses-continued

2. How to check for additional dwelling units at the sample address:
Before the interview ask the respondent whether there is anyone else living at the address. If so, check to see whether he should be listed as a member of this dwelling unit or as a separate one.
3. A slight added complexity is that in some cases the addresses are not whole houses but parts of houses, such as an upstairs apartment, or a downstairs apartment, etc. In looking for additional dwelling units you should include only those which are part of the specific address (i.e., of apartment 3, or of the second floor, etc.) given on the cover sheet.

D. Check the Segment for Additional Addresses

In order to have the sample accurate, we need to check in each segment to locate addresses within the segment which are new or may have been missed on the previous study. You will be expected to do this in almost all the segments. Such segments will be identified by the instruction in red at the top of the listing sheet, "CHECK THE ENTIRE SEGMENT." Instructions for doing this are given below. (If there is a listing on gold paper, follow the instructions on that paper.)

1. The addresses we know about now are listed on a Listing Sheet, and are shown on the sketch. You will receive one of these for each segment.
2. Check each segment for missing addresses. Do this by showing Negro respondents your Listing Sheet and ask them whether any other Negro DUs are located in the segment. Or, as you travel through the segment, look for addresses not on the listing sheet.
3. If an additional address is located, add it to the end of the listed addresses on the listing sheet and treat this address like any other at which you are to interview. If Negroes who are citizens over voting age live there (at these new addresses) take an interview.
4. If you find 13 or more Negro dwellings in the segment take interviews only at dwellings where you have received addressed cover sheets. In addition, notify us of the total number you have found.

SUMMARY SKETCH OF PROCEDURES INSUPPLEMENTAL SAMPLE

Note for Special Interviewers

In addition to the addresses on the Supplemental Sample (green cover sheets) you may also receive from the Office Contact some addresses for Negro addresses in the regular cross-section sample (blue cover sheets). You may receive your sample in one of two forms.

1. Specific addresses are already selected for you by a regular interviewer. In this case you will be given maps or segment sketches to help you locate the addresses. You will also receive some blank blue cover sheets for any additional dwellings which you may locate at those addresses.

You will need to visit each address and interview all dwelling units within that address using the same procedures as in the Supplemental Sample.

You will not need to ask for or check for any additional addresses within the segment since this will already be done for you.

In this regular sample all dwellings are to be interviewed whether the families are Negro or white. If you find some white families and prefer not to interview them you should turn the blue cover sheet back to the Office Contact.

2. If the preliminary sampling has not been done and specific addresses are not selected, please consult with the Office Contact who will explain what is to be done.

WHO IS TO BE INCLUDED AS A

MEMBER OF THE HOUSEHOLD

In a probability sample each individual should have a known chance of falling into the sample. So when we find people who are staying in a household which is not normally their home, or when people are absent from what is normally their home, or when people have two homes, we need special rules to take care of these situations. We want to make sure that they don't get excluded completely and, if they can be included in more than one location, we still want to give them their proper chance. Finally, we want to do this in such a way as to minimize "not at home's."

The general rules for household membership are:

1. Persons staying in the unit at the time of contact should be included as members of the household if:
 - a. This is their usual or only place of residence; or
 - b. a place of residence is maintained for them both here and elsewhere, or
 - c. they have no other place of residence.
2. Persons absent at the time of contact should be included as members of the household, if:
 - a. A place of residence is held for them here, and
 - b. no place of residence is held for them elsewhere.
3. If any of these criteria cannot be determined, the person should be included in the household; however, you should tell us what you can about the situation.

The chart on the next page puts these rules in more systematic form, together with illustrative examples:

Does he have a place of residence here?	Does he have a place of residence elsewhere?	Examples	Should he be included in household?
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1. PERSONS "STAYING" IN DWELLING UNIT AT TIME OF CONTACT

Yes	No	(a) Just "lives here" (b) Lodger (c) Servant	Yes
Yes	Yes	(a) Has country home or town house (b) Has summer home or winter home (c) Student living here while at school, or soldier while in service (d) Home on military leave or school recess	Yes*
No	No	(a) Waiting completion of new home (b) Takes turns staying with children, or parents	Yes
No	Yes	(a) Helping out with new baby, or during illness (b) Visiting friends or relatives (c) Works or eats here, sleeps elsewhere	No

2. PERSONS ABSENT FROM DWELLING UNIT AT TIME OF CONTACT

Yes	No	(a) Traveling salesman on the road (b) Railroad man on a run (c) In general hospital (d) On vacation or visiting (e) Absent on business	Yes
Yes	Yes	(a) Has country home or town house (b) Has summer home or winter home (c) Away at school or in service (d) In prison or nursing home or special hospital	No*

3. If "Don't know" on any of these criteria, include in the household*

* Please describe situation.

SAMPLING PROCEDURES FOR THE CROSS-SECTION SAMPLE

Most of the sampling procedures are described in the Interviewer's Manual. Additional instructions which you may need will be included with the sampling materials. The materials to be sent to each Office Contact are the following:

1. Blue segment folders. Instructions for interviewing in segments are enclosed in each folder.
2. A few places will use city directory clusters. For these places you will receive addressed cover sheets. Procedures appear in your Manual for Interviewers, pages 77-83.
3. Blank cover sheets.
Blue cover sheets are assembled in sets of five for distribution to interviewers.
4. Sample Address Summary Sheets.
Sample Address Summary Sheets have two sections of blank boxes to the right of the space generally used for the sample address. One section is for the pre-election study; the other is for the post-election study. The Office Contact should use these to keep account of the PSUs' sample and to have a record of what happened at each address.

Procedure for Large Segments

If, after completing the listing of a segment, you find that more than 12 Dwelling Units are to be included in P. 473 (that is, you have 13 or more entries of 473 in Column 3 of the Segment Listing Sheet) do NOT interview in the segment.

Return the Blue Folder containing the listing and sketch showing DU locations to us immediately, attaching an Immediate Action Form (bright pink) to the outside of the folder, and call our attention to the fact that you have 13 or more Dwelling Units in this segment on P. 473.

We do not want you to interview more than 12 Dwelling Units in a segment. By returning the Blue Folder, we will have your listing of the segment, plus the sketch for the segment, and we will make a new selection of lines which you will use for your P. 473 interviewing. We will return the Blue Folder as quickly as possible, giving you the new line number assignments for contact.

COVER SHEET INSTRUCTIONS

(Green for Supplemental Sample - Blue for Cross-section Sample)

You will receive some of both green and blue cover sheets if your PSU is included in the Supplemental Sample; if it is not included in the Supplemental Sample you will receive only blue cover sheets.

What Questionnaires To Use

You will notice that some of your cover sheets have a large "1" in the box on the top right-hand corner, while others have a "2". This specifies which of the two questionnaires you are to use. The questionnaires are similarly numbered; the only difference in the two questionnaires is that a few of the questions are stated in reverse order.

Item 12. Additional Dwelling Units at this Specific Address

As the Sampling Instructions state, at each address you should check for additional dwelling units and if one or more is discovered make out a new cover sheet and proceed to take the interview. In selecting a cover sheet to use you will find that there are packs of three to five cover sheets stapled together. Please use the top one for the first additional DU, the second cover sheet for the next, etc. This must be done systematically in order to maintain a random sample.

Item 13. Selection of the Person to be the Respondent

At each of the occupied sample dwelling units you should list all persons of voting age in the household by relationship to the head, recording also their sex and age. (You will note that the instructions say any persons 21 and over are to be listed, except in Georgia and Kentucky where persons 18 and over are to be listed.) The next process is to select the respondent to be interviewed. The instructions on the right part of the cover sheet's first page tell you how to do this. Please make special note that the MALE members of the family are numbered first, starting with the oldest to the youngest, (who must be over 21 or 18), then the female members are numbered from the oldest to the youngest (who must be over 21 or 18). This is important. If you take an interview with the wrong respondent the interview cannot be accepted.

On each cover sheet you will find a table stamped to the right of the large listing table; taking the number of adults from the left column the right column will tell you which number person is to be your respondent. This is more fully discussed on pages 109 to 114 of the Interviewers' Manual. We suggest you study this carefully.

CITIZEN

Since this is an election study, we wish to interview only United States citizens. Question 14 is designed to ascertain whether the person is a citizen. If the selected person is not a citizen, you are to make another selection. If there is no citizen of voting age, no interview is to be taken. In the non-interview section of the cover sheet, check NER (no eligible respondent) as the reason for non-response and return the cover sheet to us.

The Thumbnail Sketch

On page 3 the right-hand side is for the thumbnail sketch of the pre-election interview. In this space we would like you particularly to give us any information which will assist you or another interviewer who might return on the post-election study to find the same respondent. You might wish to describe the house in some more detail, to suggest when it might be best to call back, or anything you think might help in the reinterview.

Non-Interview Form

The left half of page 3 is the non-interview form for the pre-election study. In all cases where interviews are not obtained at an address this cover sheet should be returned with the appropriate boxes on page 3 filled in.

Call Information

The box at the bottom of the page is for you to record the time of day, the date, and the results of the calls you make at this address in an attempt to get an interview.

You will notice that this cover sheet is, in fact, a four-page folder and page 2 will be used at the time of the post-election reinterview. You need pay no attention to it on this pre-election study.

MATERIALS YOU SHOULD HAVE

We will enclose a "Field Office Checklist of Materials" with the shipment of supplies to Office Contacts. Please check the materials you receive against the list and let us know if there is any discrepancy, or if you need additional supplies.

1. Instruction Book - 1 per Interviewer, plus 1 per PSU
2. Questionnaires - 1 per Sample Address, plus 1/3 more than total addresses
 - Form 1 - White Questionnaires
 - Form 2 - White Questionnaires
 - Form 1 - Tan Questionnaires } for some PSUs only, with special
 - Form 2 - Tan Questionnaires } accompanying instructions
3. Cover Sheets - extras
 - Form 1 - Blue Cover Sheets
 - Form 2 - Blue Cover Sheets
 - Form 1 - Green Cover Sheets
 - Form 2 - Green Cover Sheets
4. Set of Show Cards (2 per set) - 2 sets per interviewer
5. Respondent Letters - 1 per Sample Address plus 5 extra per interviewer
6. Press Release - 3 per PSU
7. "Why Ask Me?" - 5 per interviewer
8. Thank you cards - 1 per Sample Address
9. Envelopes - 1 per Sample Address plus extras
10. Project Completion Forms - 3 per PSU
11. Envelope of Sampling Materials*

* SAMPLING Materials will be sent out for the Special Supplementary Sample on September 1; ALL other Sampling Materials (for the Cross-Section Sample) will be mailed about September 14.

P 473 - FIELD NOTES

The election study this year consists again of two parts: the pre-election and post-election studies. These notes refer to the first half, the pre-election study. Materials and supplies, along with a separate set of instructions, will be sent to you for the post-election project, so do not be concerned with it at this time.

Interviewing Dates

As this study consists of two separate samples -- a regular cross-section sample and a supplemental sample consisting entirely of Negro respondents and handled largely by Negro interviewers, there will be two interviewing schedules.

Supplemental Sample - September 7 - November 2; Materials mailed September 1

Regular Sample - September 21 - November 2; Materials mailed September 1 & 14

As you will notice, there is a period of only six weeks for this project to be completed in our regular cross-section. Therefore, it is especially important that you plan your work schedule very carefully in order to complete this project with the highest possible response rate. No interview can be accepted which is taken after November 2. There can be no exception since the questions ask about the election. As we will be doing a reinterview at every possible address for the post-election study, we are concerned that you plan carefully to complete your work most effectively. You should try to contact each respondent early in the study in order to see how your work load might be distributed. The following schedules should be your goals:

Special Sample

Sept. 7-Sept. 20	- 20%
Sept. 21-Oct. 4	- 45%
Oct. 5-Oct. 18	- 75%
Oct. 19-Nov. 2	- 100%

Cross-Section Sample

Sept. 21 - Sept. 30	- 20%
Oct. 1 - Oct. 10	- 45%
Oct. 11 - Oct. 21	- 75%
Oct. 22 - Nov. 2	- 100%

Callbacks

We will follow our usual procedure on callbacks; that is, make at least four calls on all addresses in cities or towns (three callbacks after the initial one), in rural areas make at least three calls (two callbacks after the initial one). Additional calls may be made if more interviews are necessary to reach the minimum acceptable response rate of 85%.

Computing the response rate

The response rate should be computed after all the required calls have been made. The Project Completion Form will help the Office Contacts in doing this, but for those of you who are interested, the procedure to follow in figuring the percentage is as follows:

1. Count all of the addresses originally assigned to you and add to them any extra DUs you found at sample addresses, plus any new addresses you picked up by instruction.

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Computing the Response Rate - continued

2. Subtract from the total all non-sample addresses obtained, such as: NER (No eligible respondent), HV (House vacant), OS (Out of sample) AND (address not a dwelling), etc. The figure you obtain by subtracting #2 from #1 will give you the total number of possible interviews.
3. Divide the number of interviews taken by the figure you obtain in #2, above. This will give you your response rate.

If you find your response rate is less than 85%, additional calls should be made at all non-interview addresses; such as: NAH (Not at home) and RA (Respondent absent).

Respondent Letters

For this study we will have a respondent letter. You will find a copy of this letter in the Instruction Book. We will send you folded copies of this letter, together with blank envelopes, and request that you address the envelopes and mail the letters from your PSU. If you do not have an address which is useable, then you can carry a copy of the letter with you. Please do not make special trips to a segment just to get addresses; this is expensive.

Press Release

Among the materials you have received are copies of the Press Release on the study prepared by The University of Michigan. Copies will be sent to the newspapers in the towns and cities you listed for us. In the metropolitan areas the release will be sent only to the major papers.

Thank You Card

We have prepared the Thank You Card for you to leave with the respondent if you wish to do so. You will note that there is a place on it for your name (and address, too, if you like). We feel that this leaves a respondent with something to show for the time he has given you, serves as a verification of your connection with The University of Michigan, and tells him again with whom he has been spending his time. We hope you will find it useful.

Contacting Local Authorities

If you feel it is desirable and will aid you in completing this project, we suggest you get in touch (by letter or phone) with the local Police Chief or Sheriff, as well as the Better Business Bureau or Chamber of Commerce, and give these people the following information before the interviewing begins:

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

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Contacting Local Authorities - continued

If you will be interviewing in several towns, you'll need to do this for each one. Feel free to show your ID card, the "Why Ask Me?" folder, the Respondent letter and pamphlet. If the person wants a direct confirmation from Ann Arbor, let us know immediately and we'll send a letter, or if necessary the person can contact us by calling directly. The Field Section telephone number is: Area Code 313, #764-8356.

Mailing Interviews

Please do not delay in mailing your interviews to the office. You should not let more than three interviews accumulate without mailing them to us. We ask this so that we may maintain a steady processing procedure here and so that the editing and coding of interviews does not take weeks to complete after your study deadline because so many were received at this end.

Progress Reports

In about the middle of the study we will send out a form for the Office Contact to use in reporting the progress of the interviewing. This will give us a picture of how all the PSUs are getting along across the country. We suggest that the Office Contact keep track of the assigned addresses in order to be able to know what progress is being made.

Request For Study Report

We will be happy to send your respondents a copy of the study result release as soon as it is available, but we do not want to make this a standard procedure for the study. We will not, therefore, send you cards for the respondent to fill out requesting the report. At the same time, feel free to tell your respondents that you can arrange to have such a report sent to them, especially if it will help you in the interview situation.

Please do not enter report requests on either the questionnaire or on the cover sheet. Send us a separate memo, on which you enter the following information:

1. Respondent's name, or Head of Household
2. Address (include city and state)
3. Project number
4. Your name and PSU

Practice Interviews

Take a practice interview as soon as you are able and mail it to your Supervisor. She will send you her comments in order that you may be alerted to problem areas in the questionnaire and in the interview situation. Interviewers in Pittsburgh, Cleveland, Butler, Fayette, Jefferson, Knox, Montgomery (Ohio), and Muhlenberg should send their practice interviews to us in the Field Office. Be sure to mark Practice Interviews as Practice Interviews.

Editing Interviews and Cover Sheets

Before you mail an interview to the office, please go over it very carefully to see that your writing is legible, and that you have each question accounted for in some way. If a question is inapplicable, please so mark it (Inap.). If you discover that you forgot to ask a particular question, please indicate that, too.

Read each answer and make certain it will be perfectly clear in meaning to the coders and to the analyst. If you know what the respondent meant, but his own words are not particularly clear, insert in parentheses any clarifying remarks of your own. You may find it helpful if you reread your interviews as though you had not met the respondent personally. This way it is possible to catch those answers which are not clearly or completely stated.

Please make a final check of your cover sheets, making sure you have:

1. Indicated the correct respondent in the listing box.
2. Entered complete address information where required (including line #, segment, block, or cluster #; address or description just as it appears in your listing or sampling material or on a sticker tape; PSU, state and town or city, etc.

It is easy to misplace an interview or cover sheet here if it does not bear proper identifying information. BE SURE AND USE YOUR NAME STICKERS.

Project Completion Form

Three copies of the Project Completion Form are being sent to each PSU. One copy should be filled out by the Office Contact upon the completion of the study in the PSU, and should be sent to us with the final mailing of materials for the study (on or before November 2). The second copy should be sent to your Supervisor. The third copy should be kept in your PSU files.

Day-by-Day and Pay Records

Day-by-Day records are required for work on this project, as they are for all work you do for us. Remember, your time card and the accompanying day-by-days should be mailed in for each pay period -- on the 1st and 16th of each month.

Travel vouchers and the accompanying mileage statement should be sent in once a month.

BE SURE AND PUT YOUR NAME LABELS on everything that you send to us, except on your day-by-days.

QUESTION-BY-QUESTION OBJECTIVES

The Questionnaire

We have tried to organize the questionnaire in the simplest fashion possible. Seldom is the interviewer asked to present different forms of particular questions to different segments of the population. There is, however, an extensive use of contingencies on individual questions. These tend to follow a standard pattern but there is some variation so please study the contingency questions carefully. It will save many awkward moments in the interview and during the interview editing following.

Notes on Format

1. Inasmuch as many of the questions have been used before, we have done a considerable amount of "precoding" on the questionnaire itself. This means that in many cases we have inserted a number, as well as a key answer word in the box which you are to check. As far as your interviewing is concerned, you should disregard these numbers; the answer words will always be stated, and that is all you need be concerned with. Check all the appropriate boxes, whether they have numbers in them or not--some are used as contingency guides.
2. One way to avoid problems in checking boxes would be to mark with an "X" rather than a check mark. Using an X helps to define the intended box more accurately because we can assume it is the box nearest the intersection in the X.
3. For all questions which are not open-ended we have tried to provide boxes for all possible answers. However, there are some instances in which the respondent may answer "Don't know" but there is no box provided for such a response. Whenever a respondent answers "Don't know," indicate this on the questionnaire, even if there is no specific box for you to check. If you fail to record such an answer, we must code the question as "Not ascertained," because we have no way of telling whether or not you asked the question and received an answer.

Question-by-question Instructions

- Q.1 This first question is aimed at getting R's expectations about the presidential contest. There are a couple of things to watch out for in the responses. We are interested in how R thinks the election will go, not in how he hopes it will go.
- Q.1a We are also interested in how much R thinks one candidate will win by, not how certain he is to win. We are not interested in R's reasons for expecting one candidate or the other to win, or why he thinks the race will or will not be close. Write down reasons that are volunteered, but do not probe for them.
- Q.2 Here we want only the direct information called for by the question. Do not probe for reasons why the election is or is not important. Try to make sure R answers in terms of how much he cares, not how important it is to the country.
- Q.3-6 In this series of questions we ask the R about the things he likes and doesn't like about the two parties. Here, we want to get as complete a picture as possible of what R feels are the positive and negative characteristics of the two parties. Therefore, after the first response to each question (3 through 6), use such probes as "any other things you like (don't like) about the Democratic (Republican) party?", "anything else?", etc.

Probes are particularly important for this set of questions for two reasons: 1) The interview has just begun and R's mental apparatus may need some oiling; 2) You are likely to get responses such as: "like party's stand on issues"--we want to know what issues and what stand; "it is a better party"--but why is it better; or "it is run by certain interests"--which interests?.

Other examples of inadequate responses are: "party more progressive, liberal, socialistic, economy minded" and "it is the party of the working man, common man, businessman, laboring man, average man". In brief, to the degree that the R is cajoled into being more specific will we have a better, richer interview.

It might be possible to advance the general rule that any response is likely to be a candidate for a further probe. 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 can not provide more particulars. In other words, if the second answer you get from R is as uninformative as the first, it may be wise not to push the matter further.

SPECIAL NOTE: You will find that the order of the party questions (3-6) will vary so that sometimes you will be asking the Democratic party questions first while at other times you will be asking the Republican party questions. It is important that you ask the questions in whatever order they appear in the questionnaire you have in hand.

- Q.7-10 This series of questions parallels the 3-6 series with emphasis on candidates. Once again you will find the ordering of these questions varies across interview schedules. Ask in the order that they appear.

Instructions on probing for these questions are the same as the instructions for Questions 3-6. Phrases such as "he's a good man," and "he's a good leader" are the sort which should be probed for more specific content.

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

- Q.11 Straightforward, self-explanatory question.
- Q.12 First of all, R's naming the V-F candidates is important. Secondly, we want to find those people who have opinions about the candidates which might affect their voting decision. Is the feeling toward the candidate, negative, positive or indifferent?
- Q.13-14 Questions 13 and 14 are the same in all respects but the root question. Question 13 asks about problems the government should try to take care of and 14 asks about problems the government should get out or stay out of. We are less concerned that you get the two different kinds of problems listed under the right root question than we are that you find out about both kinds of problems. In other words, if we asked only about problems the government should handle we might get no responses on the civil rights problem from those who think the Supreme Court and the Congress should have stayed out of this area. The same goes for those who think we should get out of Viet Nam.

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

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

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

Q.15-23 We have here a series of issue questions which follow the same format after Question 15 which has "d" and "e" parts not found in following questions.

It was noted that one of the findings of the panel study (1956-1958-1960) would be applied in the question-by-question objectives and this is it. We found that a very large proportion of our respondents who claimed they had an opinion on a particular issue question would vary in their responses from one year to the next. Thus the individual who agreed strongly in 1956 that the government should leave public power development to private business would as strongly favor government power activities in 1958 and in 1960 be back favoring private development. This happened far too frequently to be ascribed to change and appeared much more like random response.

In order to reduce the amount of random response we are in the case of each question determining whether the respondent is interested in the question or not. Even though it may seem tedious to you to keep repeating this question after each issue statement, it is imperative that you do so!

Also, we may very reasonably take the posture that all people aren't interested in all things. We do have a limited set of issue questions concerning the federal government role and our particular set may be quite irrelevant for some people.

The most important thing to note about the way in which these questions should be handled is that we do not want to force the R to come up with an answer. On these structured issue questions we do not want any probes; if R says he is not interested move on to the next question. Furthermore, act as though this is perfectly natural and take the posture that many people aren't interested in a particular question. If a general rule can be stated for these questions it is this: Proceed professionally from one question to the next, reading each carefully so that the respondent can grasp the meaning but in a very matter-of-fact tone which is designed neither to ward off nor invite response.

Repeat: Repetitive and boring as it may be, or unnecessary as it may seem, read the question: "Have you been interested"

Q.24-25 Straightforward

Q.26 This will be a hypothetical question for many people who either don't have any children, or any children of school age, or children going to a white school and you are certain to get the R who says so and considers the question inappropriate for him. In this case you may instruct R, "Well, imagine you had children going to a white school"

Q.27 We now move from the hypothetical to the actual and the expected school situation

NOTE: QUESTIONS 26 AND 27 ARE ASKED ONLY OF WHITES

Q.28 This is asked only of Negroes. It may also be a hypothetical question for some of the same reasons given with reference to Question 25 and should be handled in the same fashion. As indicated by the probe attached to the question, we do want to know the feelings behind the closed-end responses.

Q.29-41 This series of questions completes our civil rights questioning and is quite straightforward. Question 30 is a hypothetical question to be handled as above.

Do not be trapped into reading aloud to the respondent "Don't know" as a response option for questions 32-38. It is a very legitimate response and should be recorded but it must not be suggested.

Q.42-50 Straightforward, self-explanatory questions. Usual caution to get responses which are as specific as possible.

Q.51 Here we are attempting to measure the respondent's "party identification." By party identification we mean a person's feeling of attachment or belonging to a party. The question is intended to pin down the respondent's "usual" or customary sense of party affiliation, not particularly how he intends to vote in this election. This means that a response such as "Oh, I have been a Democrat off and on, but I really don't know about this year" classifies the respondent as a Democrat (probably, in 51a, a "not very strong Democrat"), and not as an independent. The people who are deviating from a usual party will be identified by later questions, but at this point we want to know if they have a "usual" party.

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

A one-word answer may be perfectly adequate for Question 51. A line is available, however, for the comments of respondents who qualify their answers. For Rs who say "Republican" or "Democrat" ask Questions 51a through 51d.

Q.51a Again, the question refers to his customary or usual feelings about strength of party attachment. If R mentions a change in his feelings toward a party, be sure to record that information. In asking the question, use "Republican" or "Democrat" (parentheses in question) depending upon R's statement in Question 51.

Q.51b. This question, of course, is to determine whether R ever thought of himself as identified with the opposite party. This information is necessary since we're trying to get a rather full history of his party identification. In using the question, if he has said that he's a Republican, ask him if he ever thought of himself as a Democrat, if he has said that he's a Democrat, ask him if he ever thought of himself as a Republican.

Q.51c. This is another question on the history of his party identification. Here we are interested in getting the year as accurately as possible, but we will settle for more general information as to the period when the changes occurred, such as "right after the Hoover depression" or "after Dewey got beat the first time." If they talk in terms of a man who was active in more than one campaign, such as Hoover, Dewey, Roosevelt, etc.,

Q.51c (Continued)

try to get the particular term or campaign they are thinking of. If "when Hoover ran," try to pin down the date, was it 1928 or 1932? Note that we are specifically interested in the time of the most recent change. That is, a "born" Republican may have become a Democrat temporarily during the depression, and may want to tell you why he switched from Republican to Democrat at that time. However, we want to know when he switched to his present identification. By stressing "When did you change from Democrat (back) to Republican" you will get the time element which we are most interested in.

- Q.51d This is a follow-up to 51c, to find out R's main reason for changing his mind at the time he has given us. For example, if R answered 51c "during the depression" we still want to ask this, first to make sure that it was some aspect of the depression itself that made him change his mind, and secondly to find out if possible just what that aspect was.
- Q.51e This question is asked if the R answered "Independent" or something other than Republican or Democrat to Question 51. Again, we want the respondent's "usual" or customary feelings toward the parties. If the R is usually Independent in his feelings, we of course want to know that. (In this case, the party he feels closest to right now will be indicated elsewhere in the interview.)
- Q.51f We included this question to determine whether Independents at any time in the past thought of themselves as Republican or Democratic. If the answer to this is "yes" or equivalent, ask Questions 51h and 51i.
- Q.51g For the R who now is Independent but leans toward one party, we want to know if there was ever an identification with the opposite party. As in Question 51b, if R has said he leans toward the Democrats, ask if he ever thought of himself closer to the Republicans, and vice versa.
- Q.51h-51i For people who indicate some change in response to either Question 51f or Question 51g, these questions pick up the same detail as Question 51c and Question 51d for active party identifiers.
- Q.52-57 Straightforward, self-explanatory.
- Q.58 This question will be asked in two different forms, in one form we ask for recall of vote in terms of parties and in a second form we ask for recall in terms of candidates. The different forms will be of no concern to you, you simply ask the form that appears in the questionnaire you are using.
- Q.59 Try to make the respondent pick one of the categories; "don't know" is simply no answer.
- Q.60,60a This question includes the two options (registered or eligible) to vote because in some communities and some states formal registration is not required. Thus in a small town where everyone knows everyone else, registration isn't necessary and isn't practiced.

(Continued on next page)

28.

Q.60, 60a (continued)

The interviewer is cautioned to be aware of the situation in the interviewing locale. Information on the local habits may be obtained simply by calling either the city or the county clerk.

The voting registration and voting record is at the heart of our study and time spent on making sure you know how to pose question 60 is time well spent.

Q.61, 62, 63

Follow contingency instructions. On questions 62 and 63, when asked "how" he thinks he will vote, or would have voted, the terms in which R answers may be significant. That is, does he answer by giving a candidate's name, by indicating a political party, or what? For this reason, it will be important that you use his own words in asking the "a" part of the question.

Note that in the case of 62b and 63b you will have to fill in the candidate's name if the Respondent has not done so.

- Q.64 In 64a we ask about which of the parties' primary the individual voted in last time. In all states except Washington the voter can vote in one party's primary only. If in Washington some R's report having voted for candidates in both parties, question 64c becomes inappropriate but all other questions can be asked.

In 64b and 64c do the best you can in pinning down the time R voted in a primary. If you can't get a year, or R is unsure of the year, record other information R has about the primary such as the candidate he remembers voting for, whether it was in the dark of the moon, etc.

The time in 64b is crucial because only if R has voted in a primary this year (1964) will he be asked 64h. It may be necessary to ask R point-blank if he has voted in a primary this year if the other information you get is inconclusive on this point.

- Q.65 Full speed ahead:

PERSONAL DATA

Q.P1-P5 Proceed as instructed.

Q.P6-P26 FAMILY GROWTH - General Comments

These questions are concerned with expected and actual size of American families, and stems from our previous family studies which showed that such questions did an unusually effective job of predicting future population growth over a five-year period. The questions will test further and extend some of the findings of these earlier studies with a view to improving their predictability and to gain a better understanding of some of the dynamics of population change.

The questions are applicable only to families in which the husband and wife are living together (or husband is in military service) and the wife is under 40 as of July 1, 1954. There is one set of questions to be used if the respondent is female and a parallel set to be used if the respondent is male. Be sure to check whether R is male or female at the top of page.

(women)	(men)	
Q.P6-P7	Q.P12-13	These are screening questions to determine whether this family meets our criteria - women under 40, as of July 1, 1954, who are living with their husbands. Check the marital status and birthdate very carefully to prevent skipping the entire set of "family growth" questions

Note (in P7) that for the purpose of this set of questions only, we consider that a man who is in military service is a member of the household, even though he may be living away from home.

Q.P6	Q.P13	Be sure to get all three - month, day, and year, for all married women. Then check the box showing the period when she was born, you will now know whether the respondent is "eligible" and whether to proceed with P8 or P14, or skip to P27 on page 30.
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If there is any doubt about the exact date of birth we prefer that you err in the direction of considering that the respondent satisfied our criteria for eligibility for these questions rather than skipping them. Whenever in doubt, ask this set of questions.

Q.P8	Q.P14	Both month <u>and</u> year of the <u>present</u> marriage
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Q.P9-P9a	Q.P15-16	These refer to <u>wife</u> . If she has been married before, we want the month <u>and</u> year of her <u>very first</u> marriage, if she is R. If the husband is R, just year is sufficient
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Q.P10 Q.F17-F19

Include all children from this marriage or any previous marriage for the wife only, whether or not they are members of this household. We do not want to include any children her present husband may have had by previous marriages. Count as children all of her pregnancies which resulted in live births even though the infant may not have lived. Do not include any still births.

(both men and women)

Q.P20 We realize that there will be varying degrees of certainty - for some only a wild guess. However, most respondents will have a fairly firm notion of how many children they expect to have. Sometimes they may give you a range such as 2 or 3, 3 or 4, or 3-5, etc. This is acceptable.

However, if they give a minimum number ("at least 3 more") or a maximum number ("no more than 2 more") repeat the question to see whether he or she can give the most probably number, rather than an outside maximum or minimum.

We call your special attention to the fact that this question asks for the number of children the R expects in addition to what they now have, not the total number R expects to have.

If this is a childless couple, omit "more" and the last phrase which begins with "in addition to .." from this question.

Q.P21 P21 does not require an answer - it is an introduction to the next question for those R's who may feel that this is not right for them to determine the number of children. After this introduction, they are usually able to make a reasonable and not entirely unrealistic guess in answer to P22.

Others will be uncertain for various reasons. Even so, they too, should be able to make a reasonable guess within limits.

Q.P22 P22 is only for those who did not give a numeric answer to P20.

Q.P23 If the next child is expected in the distant future, R may not be able to give the answer in months. Don't press for it - years will be acceptable.

Q.P24 For those who expect only one child, P24 is skipped. P24 is only for those who expect at least two or more additional children.

Q.P25 Work means "work for pay", not housework.

Q.P26-P26a

They need not have lived on a farm together. This refers to any period of their lives - as children, or as adults. If in doubt as to whether it is a full year, that is "just about a year", include it.

Q.P27-P28 Straightforward

Q.P29 This series of questions is designed to get the educational history of both head and wife. In order that you get the education for each in the right places it may be useful to check "HEAD" if respondent is head and check "WIFE OF HEAD" if respondent is wife. Then after getting education of respondent under correct heading, proceed to get same information for the other person.

Q.P29 (continued)

Be sure that information for P29c and P29d is matched up in the manner indicated by the (1)'s and (2)'s.

Q.P30-P31

These questions require particular care to make sure we get a full account of R's occupation. First, please note that the first set of occupation questions (P30) is asked of R, even though R is a housewife. P31 gets parallel information for the head of the household, where R is not head. We have included the probe "What kind of business is that in?" and others may be used as necessary. If R says he is a school teacher, there is not too much ambiguity about what he does. But many occupation responses are hard to code into their proper categories. Here are some examples of the kinds of coding difficulties we face when adequate occupation information is not obtained:

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

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

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

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

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

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

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

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

Q.30a-f are awkward when your respondent is a housewife. This is even more true when your respondent is a housewife and Head.

If your R is a housewife, you may "inap" P30a-f. Questions P30a-31f are all "inap" if your R is a housewife and Head, but don't forget to ask questions P31-P31f if your R is not the Head.

Q.P32-P38

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

Q.P32 P32 allows us to distinguish between full- and part-time farmers, and we would like to have the same information for both. Notice that we want the same information from farm wives as from the husbands who do the actual farming.

Q.P33 If not clearly "own," "manage" or "rent," record the explanation.

Q.P34 A response in acres or sections would be desirable, although as a last resort any meaningful estimate would be helpful.

Q.P35 We are interested first in being able to distinguish Rs who are engaged in diversified farming (a number of types of produce) from those who depend primarily on a single, major crop--fruit, vegetable, grain or livestock. Then of course we want to know, for the single-crop farmers, just what that major crop is. If a second major crop is given, record this, but make sure it is important enough to the R to be close to equal in importance with the first.

Q.P36-P38 Straightforward

Q.P39b This sequence of questions will be asked of any R who lives in the same household with a union member. In P39b, we are anxious to get more than the simple distinction between AF of L and CIO unions; we would like to know the name of the international union to which the household member belongs. Therefore, we need enough probes to uncover the full name of the international, although we are not greatly interested in the number of R's local union. Where more than one union member lives in the same household, get the specific international union for both, indicating in the margin which household member belongs to which union.

Q.P40 This sequence of questions has become tried and true over the course of past surveys. In general, if R asks what we mean by "class," try to get him to fill in whatever meaning the term has for him. For example, if R asks, "What do you mean by (working) (middle) class?", it would be all right to say, "We want whatever you would generally think of as (working class) (middle class)." In the first question (Question P40) 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 Question P40b. We do not want R to feel that he does not need to make a choice, simply because he has said "No" to Question P40a.

QP40c-d P40c and 40d seek to measure the degree to which R feels identified with his class grouping.

Q.P41 If R did not grow up with his own family, but with some other family, we would like him to respond in terms of the people who brought him up.

Q.P42-P43

If the respondent has no church preference or does not care to state it, this should be noted on the questionnaire.

The different levels of church attendance have a relatively clear meaning. Regularly refers to the once a week or more church attender; Seldom refers to the holiday or major events attender and someone who may go on an occasional run-of-the-mill Sunday as well. Often is somewhere in between the regular and seldom churchgoer.

Q.P44 You will find that the Respondent has little trouble with this thermometer of feeling. You do want to watch that warmth of feeling is not equated with anger. In order to avoid such a mixup and others like it, we have consistently equated favorable with warm and unfavorable with cold.

We want the ratings entered in degrees on the interview schedule. If R wants to select a degree level which is not entered on the feeling thermometer, i.e. 95°, in order to indicate more accurately his feeling toward a group, by all means let him do so and record his response to the exact degree.

Q.P45 Straightforward

Q.P46 This question sets up the respondent who has mentioned two nationalities in 45b, c, or d for question P47

Q.P47 This question is not asked of Negroes because we get their response to Negroes in P44. When asking P47 you simply convert the country of origin into nationality, i.e. Germany (country of origin)-----Germans (nationality).

Q.P48 In some cases R will say that his father died early or was not around for some other reason. Here we are more interested in what kind of environment R grew up in than in his father as an individual. Therefore, relatives or some other foster parents.

Q.P49 By "grow up" here we mean the time from birth until R was roughly 18-20 years old. If R lived in more than one place during this period, information as to the proper sequence of states lived in, along with a rough estimate of the period involved, would be appreciated.

Q.P50 Straightforward

Q.P51 This question is designed to help us keep track of various types of population movement--from region to region and from city to suburb as well. In P51a, it may be that R has moved to his current address from some other address in the same city or town, or he may have moved in from out of town. If he has just moved within the same town or city, we assume his response will be another address--note it.

You will have to be more careful if he has moved in from out of town. If he answers he has moved in from farm determine what town this is nearest. In all cases when name of town is gotten we need to know the state as well. If R has moved from nearby town, he may not mention the state assuming you know. Back here in the office we won't know especially because towns in different states with the same name are quite numerous. So always get place name and state. Of course, if some one gives Washington please find out if it is D.C. or not.

Q.P52-P55

No surprises. If there is some doubt in R's mind about the income of the family and what part is head's income, it is permissible to get all the assistance necessary from other members of the family. Sometimes R may have a better idea of how much he makes a month or week--you may estimate income from this figure, but be sure you know how many months or weeks a year R or head works at that rate.

THE UNIVERSITY OF MICHIGAN
SURVEY RESEARCH CENTER
ANN ARBOR MICHIGAN

A DIVISION OF THE
INSTITUTE FOR SOCIAL RESEARCH

September, 1964

Dear Sir:

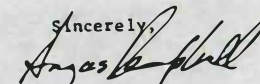
The Survey Research Center, a research branch of The University of Michigan, will conduct a most important nationwide survey during the months of September and October. The purpose of this study is to find out how Americans feel about the coming presidential election and the resulting effects once the president has been chosen.

Your address has been selected on a scientific basis as being representative for your area. During our past surveys in election years, those we have interviewed have made a significant contribution to our understanding of the political behavior of the American voter. We hope you will allow a little of your time to discuss this survey with our trained interviewer who will be calling on you shortly. We do not need to know your name for we are interested in what you think as an American.

Your cooperation will be most appreciated. If you have questions, or would like additional information about our organization, we will be glad to answer any inquiries.

Thank you very much.

Sincerely,



Angus Campbell
Director

AC:mb
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