

POST ELECTION STUDY

1974 P.495444

Important Page

Details, Details...

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Question by Question Objectives

Samples: terials ng used and terials for y :

Before you begin interviewing,
have you...

- ☐ Read and studied the entire instruction book?
- ☐ Completed and sent the Field Office a practice worksheet?
- ☐ Taken a practice interview?
- ☐ Contacted local authorities?
- ☐ Attended a pre-study conference?
- ☐ Checked your state to see if you will have to omit questions concerning governors and U.S. Senators?

STUDY DATES: November 6 - December 30.

Can you name three times when you should use a yellow coversheet? _____

IMPORTANT: CHECK TO SEE IF YOUR STATE IS ON EITHER OF THESE LISTS.

STATES THAT DON'T HAVE A SENATORIAL
RACE IN 1974

Maine
Massachusetts
Michigan
Minnesota
Mississippi
Nebraska
New Jersey
Tennessee
Texas
Virginia
West Virginia
Washington D.C.

STATES THAT DON'T HAVE A GUBERNATORIAL
RACE IN 1974

Illinois
Indiana
Kentucky
Louisiana
Mississippi
Missouri
New Jersey
North Carolina
Utah
Virginia
Washington
West Virginia

Interviewers taking interviews in the above states should write "Omit" and slash through the following questions in all their questionnaires before going out to interview.

A8, A8a, A12

C5

Section D (entire)

J5g, J5h, J6g, J6h, J7f, J7g, J8a,

J8h, J10b, J10c, J11g, J11h

K3, K3a, K3b

Interviewers taking interviews in the above states should write "Omit" and slash through question K4 in all their questionnaires before going out to interview.

DETAILS, DETAILS...

I. UNFORTUNATELY, the usual Item 5 on coversheets, "Length of Interview _____" (minutes) was inadvertently left off the yellow coversheet for this study. WE NEED THIS INFORMATION. Please write in on yellow coversheets with interviews the length of the interview. This notation should be entered underneath Item 4, "Date _____".

II. Should the following situation arise:

You go to a blue-coversheet panel household and discover your respondent has moved; you make out a yellow-coversheet for the panel address and up-date your white sample address summary.

You should:

Use one of the yellow IMMEDIATE ACTION forms provided among your materials to tell us your update; that is, a statement telling us that you are adding a yellow coversheet to the sample for your PSU, why you are adding, and when.

This procedure applies to any situation requiring changes in the sample (such as finding previously unlisted HU's at sample addresses).



BLUE FOLDERS SHOULD ALL BE BACK IN THE FIELD OFFICE NO LATER THAN DECEMBER 13.

You are permitted to keep blue folders you are using until that time.

GENERAL BACKGROUND OF THE STUDY

As the 200th Anniversary of our nation approaches, the role electoral participation has played in maintaining the continuity of our country is of particular interest. Although the election studies of the Survey Research Center have been conducted for little more than two decades, they represent a significant contribution to the better understanding of the wants and aspirations of our citizens.

The primary objective of this post-election study is an analysis of the current attitudes and voting patterns of a cross-section of American citizens, particularly in comparison with attitudes and voting patterns found in our past cross-section studies. In addition to our continuing emphasis on the role of the political parties and candidates, we are investigating the reactions of the American people to contemporary social issues. We feel that such issues as crime, busing, inflation, impeachment and presidential resignation have aroused the interest of our citizenry to a degree unparalleled since the 1930's. In addition, as a result of findings from our 1972 study we are continuing to emphasize the general themes of trust in government, alienation, and efficacy. We are trying to determine the causes of the decrease in public support of the political system that we have observed, and if possible to determine what effects these phenomena will have on the American political system. Another major interest of this study is to determine whether people obtain their political information about candidates and issues more from newspapers or television.

Another very important aspect of the 1974 study is that you will be reinterviewing respondents who were part of the 1972 presidential election study. This is an exceptionally valuable part of our study since we will be able to learn a great deal about change and stability in electoral behavior and attitudes by reinterviewing these respondents. Panel studies of this nature always have certain problems associated with them that require special attention. You will have to try your hardest and with as much charm as possible to obtain an interview with all the 1972 post-election respondents--including those who were less than cooperative. There will also be the possibility of two interviews in a household because changes may have occurred in the household composition, or because we are lowering the eligible age to 16. But perhaps the most important task you will have to perform is to obtain an interview with the very same household member who was interviewed in 1972. The success of our panel study depends entirely on how many 1972 respondents we can reinterview. We are relying on your skills to give a good response rate.

Due in large part to our hard-working field staff, we have built up an invaluable collection of survey data on the political attitudes and behavior of the American people. This archive of data is regarded so highly by students of American government that in 1962 the Inter-university Consortium for Political Research was established in Ann Arbor partly for the purpose of making our political data readily available to other students of American politics besides those of us who are responsible for these studies. Today more than 170 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.

Half of the funding for this study comes from the Markle Foundation of New York City. This Foundation is very interested in mass communications and the impact that television and newspapers have on attitudes and political behavior. This study is also financed by a grant from the National Science Foundation as part of its continuing interest in research on public affairs. The study made possible by these grants is the third national survey to be conducted by the Center for Political Studies. The Center for Political Studies includes the former Political Behavior Program as well as the Consortium and will combine the U.S. studies with a broader focus on international comparative research.

We believe that this study will be challenging and rewarding to both you and the respondent. From the data we gather, we hope to have one of the best resources ever for explaining political habits and behavior in terms of social and psychological factors.

SAMPLING INSTRUCTIONS

Two Studies In One

The 1974 Post-Election Study is really two studies: (1) reinterviews with a panel of respondents who were interviewed in the 1972 pre- and post-election studies; (2) a current, cross-section study of United States citizens 16 years of age or older.

Sampling Materials

1. Blue Folders - Blue folders, necessarily, will be mailed from the Ann Arbor office. (Since only 1972 Election Study segments are involved, there are no new Blue and Yellow Folders for new chunks.)
2. Yellow Folders and Maps - Yellow folders as well as maps showing the general locations of sample segments have been sent to Field Coordinators at some time in the past. If replacements are needed for folders or maps, please let us know immediately.
3. Blank Listing Sheets - A supply of segment listing sheets for updating will be included with Blue Folders.
4. Cover Sheets - Addressed Blue and addressed White cover sheets, and unaddressed Green and unaddressed Yellow cover sheets are supplied in appropriate quantities; please refer to the section on Use and Assignment of Cover Sheet.

Segment Control Record on Blue Folder

For each segment in P. 495444, entries on the Blue Folder cover will be as follows:

col. 1	-	segment number
col. 2	-	project number 495
		444
col. 3	-	Nov. 74
col. 4 & 5	-	<u>no</u> entries
col. 6	-	segment listing sheet line numbers for which yellow cover sheets may be prepared. You are to transcribe entries in cols. 1, 2, 3 and 6 from the Blue Folder to the Yellow Folder.

Updating Segment Listings

For instructions on updating segments listed on earlier studies, please refer to "Procedures When a Segment Is to Be Updated" in Chapter 10 of the INTERVIEWER'S MANUAL or Chapter 9 of the Draft Revision - INTERVIEWER'S MANUAL. Clearly, every segment in the current study, P. 495444, was listed for the 1972 Election Study.

To update area segment listings (Type A) begin at the segment boundary preceding line 1 on the listing sheet and proceed to cover the segment in the order used at the time of the original listing.

To update building segment listings (Type B), please observe that it is necessary to have the Building Listing Sheet with you and to use it to establish the beginning point and the end point of a building segment. Proceed from the beginning to the end point of a segment in the order of the original listing.

In either case, area or building segments, TAKE THE BLUE FOLDER with you. SEARCH IN THE SEGMENT FOR STRUCTURES THAT DO NOT APPEAR ON THE SEGMENT LISTING SHEET. Our estimates show that on each study we miss one or two HU's per primary area on the average. Some structures may be unlisted because they are newly constructed, while others may have been overlooked at the time of the original listing. Housing units in previously unlisted structures are to be listed below the red line on the next available line or lines of the listing sheet. Previously unlisted HU's at a sample address are to be entered on the same listing sheet line as that sample address. See the chart on page 10-13 of the INTERVIEWER'S MANUAL and page 79 of the draft revision.

Sampling Procedures in Large Segments

If after updating a segment listing you find that the number of listed HU's exceeds the highest number in column 6 of the Segment Control Record, do not interview at HU's below the red line. Return the Blue Folder, containing the complete listing and sketch showing HU locations, to use immediately. Attach an Immediate Action Form (bright yellow for Immediate Action--Sampling) to the outside of the folder and call our attention to the fact that you have an over-sized segment.

Use and Assignment of Cover Sheets

There are four types of cover sheets, each serving a different purpose. Instructions which follow will cover most of the situations you encounter. If we think additional instructions as needed for a particular case, we will send a special instruction sheet or memorandum. If you think you need additional instruction for any situation, please contact the Ann Arbor office.

A. White Cover Sheets

White cover sheets with printed address labels in item 6 are assigned to two-thirds of the panel members (1972 respondents interviewed for both the pre- and post-election surveys). The White cover sheet is to be used for the PANEL MEMBER ONLY. If he no longer lives at the label address, try to determine his current address, complete item 9 on the White cover sheet, and go to that location if it is within "reasonable" travel distance; otherwise return the White cover sheet with appropriate explanation to the Ann Arbor office. (See this Instruction Book, section on Following Panel Movers.)

Please notice that you are not instructed to inquire about unlisted HU's at the White cover sheet address nor are you instructed to interview the current occupants when the panel respondent no longer lives at that address. It is the panel respondent and only the panel respondent who is to be interviewed.

B. Blue Cover Sheets

1. Panel respondent

Blue cover sheets with printed address labels in item 6 are assigned to one-third of the panel members. The Blue cover sheet is to be used for the PANEL MEMBER ONLY. If he no longer lives at the label (item 6) address, try to determine his current address, complete item 9 on the Blue cover sheet, and go to that location if it is within "reasonable" travel distance; otherwise, return the Blue cover sheet with appropriate explanation to the Ann Arbor office. (See this Instruction Book, section on Following Panel Movers.)

2. Secondary respondent in panel member's household

In some cases, an interview is to be attempted with a second member of the panel respondent's household. Specific instructions are given in a step-by-step procedure on page 4 of the Blue cover sheet. A Green cover sheet is to be used for the secondary respondent. (See discussion in part C of these instructions.)

3. Choose respondent from 1972 household when panel respondent gone

If the panel member no longer lives at the printed label address (1972 election study sample address), item 9 on page 1 of the Blue cover sheet instructs you to make out a Yellow cover sheet for the 1972 address printed on the label. On page 4 of the Yellow cover sheet you will find the step-by-step instructions for choosing a respondent from among all eligible persons in the household.

4. Unlisted HU's at 1972 Blue cover sheet addresses (item 6)

In item 12 of the Blue cover sheet, you are instructed to determine if there is more than one HU at the address in item 6. Often you will need to refer to the Segment Listing Sheet in the Blue Folder. in order to determine what is included in the specific listing sheet line address. If one or more unlisted HU's are discovered, make out a Yellow cover sheet for each. Be sure to record on both the cover sheet and the listing sheet the identification (up, down, front, back, and so on) for each HU. Use the same listing sheet line for all of these HU's. If you need more space on the listing sheet, use the left margin; or in the left margin note that entries for the sample line are continued on the back of the listing sheet.

When the total number of HU's at a single listing sheet address is four or fewer, go ahead and interview at each HU. When there are five or more HU's at a single listing sheet address, notify the Ann Arbor office and wait for instructions.

C. Green Cover Sheets

Green cover sheets do not have printed address labels. You will receive a supply of unaddressed Green cover sheets which may be used in any order as the occasion arises. A Green cover sheet is used in conjunction with a Blue cover sheet, never with a White or a Yellow cover sheet and never by itself alone.

Instructions on page 4, sections B and C, of the Blue cover sheet give the step-by-step procedure leading to the use of a Green cover sheet. Green cover sheet respondents are new household members 16 years of age or older who are living in a panel member's household at a 1972 election study address. A new household member is any person who had no chance of selection for the 1972 study because he was not living in the sample HU, or was not a U.S. citizen, or was under 18 years of age in fall 1972.

D. Yellow Cover Sheet

Yellow cover sheets are unaddressed and are to be used in three situations:

1. A Yellow cover sheet is to be assigned to each sample address or description entered on a Segment Listing Sheet line whose line number has been recorded in column 6 of the Blue Folder Segment Control Record. We need a Yellow cover sheet for each such sample line identifies a housing unit (occupied or vacant), a nonresidential unit, or a vacant lot; please explain the latter two situations.

If a column 6 listing sheet line has a recorded address or description, on the Segment Listing Sheet we will circle the line number and enter "Y" in the first column of the listing sheet. But we will not prepare the Yellow cover sheet; that is to be your responsibility. Also, you are to prepare Yellow cover sheets for designated lines on which you record HU addresses or descriptions when you update the listing (i.e., when you have added HU's below the red line). Be sure to enter the project number 495444 in the project number column of the Segment Listing Sheet.

2. A Yellow cover sheet is to be assigned to each previously unlisted HU at a Blue cover sheet address where the panel respondent is still living (see item 12 on the Blue cover sheet), and to each previously unlisted HU at a Yellow cover sheet address (see preceding paragraphs, part D1).
3. A Yellow cover sheet is to be assigned to each Blue cover sheet address when the panel respondent no longer lives at that address. (See item 9b on the Blue cover sheet.)

Yellow cover sheets, each with a selection table on page 4, are assembled in sets of five. Use the cover sheets in the order in which they are assembled--sheet 1, then sheet 2, and so on. Use all sheets in one set before removing sheets from a second set.

Identification Entries on Segment Listing Sheet

To help you, as well as our office staff, to keep procedures in mind we have made the following entries for designated sample lines ABOVE the red line (or last red line if more than one) on the Segment Listing Sheet:

<u>COVER SHEET TYPE</u>	<u>ENTRY IN LINE NO. COL.</u>
White	Red circle around line number and red
Blue	Blue circle around line number and blue B
Yellow	Green circle around line number and green Y

In addition to the actual listing of HU's when you update a segment or find unlisted HU's at a Listing Sheet line address, the only entries you are to make on the Segment Listing Sheet are the project number P. 495444 in the project number column for designated lines (see col. 6 of Segment Control Record) BELOW the red line.

Whom To Interview

Eligible persons are panel members (interviewed in 1972 pre- and post-election study); additionally, in designated HU's, any household member who is a U.S. citizen 16 years of age or older is eligible for the study. The cover sheet for the sample HU will direct you to the proper respondent selection for that HU.

To determine household membership, refer to page 113 in the revised Interviewer's Manual or to page 11-6 in the INTERVIEWER'S MANUAL.

Following Panel Movers

We do expect to follow to the ends of the earth all panel members. If a panel respondent (Blue or White cover sheet) has moved from his 1972 address, interviewers should do everything possible to find the respondents' new address. Start with the 1972 Recontact Sheet, try to locate the person in item 11 who might know where the panel respondent has moved. Try the telephone book, the post office, neighbors, and anyone (or anywhere) else you can think of. There is a space provided on the cover sheet for writing in the new address (items 9-11 on Blue and White cover sheets). If the respondent is in your PSU or has moved less than fifty miles from the nearest interviewer in your PSU, either interview him yourself or send the cover sheet to the appropriate interviewer within your PSU. If the respondent has moved further than fifty miles, send the cover sheet WITH THE NEW ADDRESS back to the Field Office to be reassigned. When in doubt write the Field Office on an Immediate Action Form giving all the relevant information.

For your records, you should add the new address to the extra line for the panel R on your White Sample Address Summary sheet and make notes on how you took care of the situation (to whom did you send the cover sheet and when). Be sure to give this information to your Field Coordinator as well.

Return Blue Folders to Ann Arbor Office by December 13.

Because sampling instructions for this study are complex and some of the identification notations (line numbers circled in colors, etc.) exist only on the Blue Folder Segment Listing Sheet, you may keep the Blue Folder and take it with you when you are updating the segment listing or interviewing in the segment. We would, however, like to have all Blue Folders returned to the Ann Arbor office by the second week in December.

FOR INFORMATION ON HOW TO COMPLETE YOUR SAMPLE ADDRESS SUMMARY SEE INSTRUCTIONS ON PAGE f14 OF THE FIELD NOTES AND THE EXAMPLE ON THE NEXT PAGE.

No. Place Boulder - Morgantown

ADDRESS	Seg., Block, or Cl.	Interviewer Assigned	Results on Calls					Date Mailed to Office	COMMENTS
			1st.	2nd.	3rd.	4th.	Add. Calls		
6017 Art Miller 1720 Bluebell Street Boulder, Colorado 88943	B 201 A	Jeanne Castro	11-6 Moved						
1629 Foster Ave. Denver, Colorado 88601		Sent to: Evelyn Morgan 11-6-74							
6119 Pat Weerkamp Washington 514 Larsen St., Apt. 26 Morgantown, Colorado 88549	W 203 A	Jeanne Castro	11-7 Int					11-7	
6229 Stephen F. Austin 394 Wordsworth Ave. Boulder, Colorado 88662	B 201 B	Jeanne Castro	11-6 Int.					11-6	
(Son - 16 years old) 394 Wordsworth Boulder, Colorado 88662	GREEN 201 D	Jeanne Castro	11-6 Int.					11-6	
1720 Bluebell Street Boulder, Colorado	C 2001 C	Jeanne Castro	11-6 Int.					11-7	
Selection table and yellow coversheet designation Yellow coversheet added to blue-coversheet panel address (See panel member Art Miller who has moved)									

Secondary responsibility

FINE FIELD NOTES

please read me...

SPECIAL NOTES FOR THIS STUDY

1. The correct project number for this study is P. 495444.
2. Study and be thoroughly familiar with the extra materials for this study including 17 show cards and an eight-card card sort.
3. As always, plan to take a practice interview. Husbands and best friends are not suitable respondents for practice interviews. Try instead to take the practice interview with someone whose opinions and household composition are entirely unfamiliar--i.e., go out and knock on doors in an area that is not in our sample until you find someone to interview. SEND PRACTICE INTERVIEWS TO YOUR SUPERVISOR for evaluation after your prestudy conference.
4. Take practice interviews and worksheets to the prestudy conference. Make certain that all SAMPLING PROCEDURES are gone over and thoroughly discussed at the prestudy conference. Everyone should have a clear understanding of these procedures. There are four cover sheets being used for this study. Please study the procedures for each very carefully and be completely familiar with them. RESOLVE ALL PROBLEMS.
5. Note the Respondent Label on panel households. This label has a unique ID number, the name of the respondent and his address. UPDATE THIS LABEL. Make certain that both the respondent's name and the street name are spelled correctly. We had a great deal of trouble reading many of the Recontact Sheets from 1972, so there will be mistakes. Please PRINT all names and addresses, and EDIT.
6. If you are in a state which does not have a U.S. Senatorial or a Gubernatorial race, make note of the questions to be omitted.
7. Be sure to include all of the necessary information when requesting persuasion letters including the full address, and an apartment number when appropriate. We also would like to know whether the respondent involved is a Panel Respondent or a new respondent. The name (if available or appropriate), relationship to the head of the household and a short statement about the circumstances of the refusal.
8. We would like to have all of the panel interviews taken by December 9 so that the rest of December can be spent getting new respondents, tracking down strays, and holiday shopping. Pace yourselves carefully!
9. The Administrative Assistant for this project is Jeanne Castro.

STUDY DATES: November 6 - December 30.

Mailing Schedule

	<u>Week</u>	<u>Minimum percentage of assignment to be completed and mailed</u>
1st	November 6 - 14	16%
2nd	November 15 - 21	32%
3rd	November 22 - 28	50%
4th	November 29 - December 5	70%
5th	December 6 - 12	83%
6th	December 13 - 19	92%
7th	December 20 - 30	100%

Cover Sheet Procedure

RESPONDENT LABEL AND ID NUMBER

5234

Jane Deer
25 Oak Street
Henley, Nevada 04092

Jane was interviewed twice in 1972--before and after the election. She is our panel respondent and her name and address have been copied from the Recontact Sheet obtained at the end of the Post-Election interview. The respondent letter was sent to her at this address. The ID number is the 4 digits above the name on the label.

Item-by-Item

WHITE COVER SHEET - Panel Respondent Only

- 1 - 4 Be sure to affix your label and fill out items 2 - 4.
- 5 Enter the total length of the interview in minutes (NOT the time when you finished).
- 6 The label has the panel respondent's name, address, and ID number, obtained from the Recontact Sheet for this R. Update the label to be certain the information, especially the spelling, is correct.
- 7 - 8 Enter the segment and line number for the panel household, using the 1972 cover sheet.
- 9 - 11 If Panel R has not moved go to item 12, Call Record. If Panel R has moved, write in his new address (9-11). PRINT CLEARLY! If the panel R has moved outside your PSU or too far to follow (this means over 50 miles away from the home of the closest interviewers in your PSU) return the cover sheet to the Field Office for reassignment and note the fact that you have sent it in on your sample address summary.
- 12 Keep an accurate and complete record of your calls. This information is coded and analyzed. Refer to the Call Procedures Section in this Instruction Book for a description of the Call Categories. Use the abbreviations for nonresponse categories as much as possible for the "Result" entry in the Call Record (see Definitions of Nonresponse).

COVER SHEET FOR

for office use only

PANEL RESPONDENT
1974 POST-ELECTION STUDYP. 495444
Fall, 1974
SURVEY RESEARCH CENTER
 INSTITUTE FOR SOCIAL RESEARCH
 THE UNIVERSITY OF MICHIGAN
 ANN ARBOR, MICHIGAN 48106

(Do not write in above space.)

1. Interviewer's Label

6. Respondent's Label

2. P.S.U. _____

3. Your Interview No. _____

4. Date _____

5. Length of Interview _____
(Minutes)

7. Segment No. _____

8. Line No. _____

9. Panel R has moved?

☐ NO → Continue with Item 12 and interview panel R ONLY.

☐ YES → New Address: _____


10. City _____ 11. State _____

Check Appropriate Box

☐ New address outside PSU or too far to follow--return cover sheet to Field Office.

☐ Respondent located at new address--continue with item 12 and interview panel R only.

12.. Call Record

Call Number	1	2	3	4	5	6	7	8
Date								
Day of Week								
Time of Day								
Call Category								
Result								
Interviewer's Initials								

13. List all Household Members by Relationship to Head

	(a) Household Members by Relationship to Head	(b) Sex	(c) Age	(d) U.S. Citizen "YES" / "NO"	(e) Enter "P" to identify Panel Respondent
Persons 16 years or older					
Persons under 16 years					

Step 1. Complete cols. (a), (b) and (c) for each household member.

Step 2. Ask, "Are any of these (listed) people NOT U.S. citizens?" (Write "NO" for the ones who aren't and "YES" for all others in col. (d).

Step 3. Using the 1972 cover sheet listing box and the recontact sheet, determine the panel respondent and enter "P" in col. (e) to designate panel respondent.

INTERVIEW PANEL RESPONDENT - Use this white cover sheet for panel interview and interview panel respondent ONLY.

14. Nonresponse Form

52. ☐ RU-----Panel Respondent Unavailable; someone in HU contacted but Panel R absent or temporarily unavailable (busy/ill). Interview might be possible at some future time. Describe below.

61. ☐ Ref(R)---Refusal by Panel R. Describe below.

62. ☐ Ref(O)---Refusal by someone other than R. Describe below.

57. ☐ NI-Other-Noninterview for other reasons. Describe below.

COMMENTS ON NONRESPONSE SITUATION:

Listing Box Procedure:

Columns (a), (b), (c)

List all members of the panel respondent's household, by their relationship to the head of the household. Be certain to get the current household listing, as the composition of the household may have changed since 1972. Persons 16 years of age or older should be listed above the double line; persons under 16 below the double line.

Column (d)

Determine whether all of the listed persons in the household are U.S. citizens. Please ask for this information, as this also may have changed since 1972.

Column (e)

Enter "P" to identify the Panel Respondent--the person whose name is on the respondent label on the front of the cover sheet. This is the person you will interview for this cover sheet. You can further confirm the identity of this person by looking back on your 1972 cover sheet and Recontact Sheet. Since the most important part of this study is to obtain interviews with the panel of respondents who were interviewed on both the pre and post-election studies in 1972 it is essential that you identify and interview the correct panel member.

BLUE COVER SHEET - Panel Respondent

- 1 - 8 are the same as on the White Cover Sheet.
- 9 - 11 If the Panel Respondent has not moved go on to item 12. If Panel R has moved, fill in the new address (9 - 11). If he has moved outside of your PSU or over 50 miles from the closest interviewer in the PSU return this cover sheet to the Field Office for reassignment. (The blue cover sheet is used to follow and interview the panel R.) If the Panel R has moved make out a yellow cover sheet for this address (the address on the label). If the HU is occupied, you will be taking an interview with a selected member of the new household.
- 12 Determine whether there are any previously unlisted HU's at the Panel Household address. If there are, check the box and enter a number for how many new HU's were found, and any special designation you can to the address on the respondent label for this cover sheet, such as an apartment number, floor, etc. Then make out a yellow cover sheet(s) for each previously unlisted HU, select respondents, and take interviews. Be certain to update the yellow folders and to notify the Field Office.
- 13 Same as on White Cover Sheet.

Nonresponse Form on pages 2-3:

If the cover sheet is being used to account for a nonresponse, be sure to fill in the nonresponse information on pages 2 and 3. Remember to check the reason for the nonresponse on page 2 and give a detailed account of the situation under "COMMENTS..." It takes a great deal of time to go back and check for information later and since it will be coded and analyzed we must have it.

For each nonresponse, please check as many items on page 3 as possible and applicable. We need information about people who are in our sample but who do not respond for whatever reason.

for office use only

COVER SHEET FOR
PANEL RESPONDENT
POST-ELECTION STUDY

P. 495444
Fall, 1974



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

(Do not write in above space.)

1. Interviewer's Label

6. Respondent's Label

2. P.S.U. _____

3. Your Interview No. _____

4. Date _____

5. Length of Interview _____
(Minutes)

7. Segment No. _____

8. Line No. _____

9. Panel R has moved?

☐ NO

☐ YES

→ New Address: _____

☐

Moved within PSU

☐

Returned to Field
Office for Reassignment

10. City _____ 11. State _____

a. Use this blue cover sheet to follow panel R to new address. Interview panel R only.

b. Make out a yellow cover sheet for this address.

12. Determine if there is more than one HU at address for Panel Respondent. Check one:

☐

1 HU

☐

There are _____ (SUPPLY NUMBER) HU's at the listed address.

Make out Yellow Cover Sheet for each unlisted HU. Add to Respondent Label a specific designation of the HU for which this Cover Sheet is used. On each Yellow Cover Sheet for an unlisted HU be sure to identify the unit specifically.

13. Call Record

Call Number	1	2	3	4	5	6	7	8
Date								
Day of Week								
Time of Day								
Call Category								
Result								
Interviewer's Initials								

BE TO FILL IN THE LISTING BOX ON PAGE 4 BEFORE INTERVIEWING. IF NO INTERVIEW

NONRESPONSE FORM

14. Check reason for nonresponse below and explain more fully as necessary.

Occupied HU's...Panel Respondent

52. ☐ RU-----Panel Respondent Unavailable; someone in HU contacted but panel R absent or temporarily unavailable (busy/ill). Interview might be possible at some future time. Describe below.
61. ☐ Ref(R)---Refusal by panel R. Describe below.
62. ☐ Ref(O)---Refusal by someone other than panel R. Describe below.

Other Nonresponse

57. ☐ NI-Other-Noninterview for other reasons; panel R cannot be located. Describe below.

COMMENTS ON THE NONRESPONSE SITUATION:

15. For each nonresponse please supply as much of the following information as you can without making inquiries of neighbors.

15a. TYPE OF STRUCTURE:

01. TRAILER	06. APARTMENT HOUSE (5-19 UNITS, 4 STORIES OR MORE)
02. DETACHED SINGLE FAMILY HOUSE	07. APARTMENT HOUSE (20 OR MORE UNITS, 4 STORIES OR MORE)
03. 2-FAMILY HOUSE, DUPLEX	08. OTHER (SPECIFY): _____
04. 3-4 HOUSING UNITS	
05. APARTMENT HOUSE (5 OR MORE UNITS, 3 STORIES OR LESS)	

15b. Race: 1. White 2. Black 7. Other _____ 8. Don't Know

15c. Estimated Income: 1. LOW (Under \$5000) 3. MEDIUM (\$5000-\$14,999) 5. HIGH (\$15,000 or over) 8. Can't Tell

15d. Are there any persons under 16 in the HU? 1. Yes 5. No 8. Don't Know

IF LISTING BOX NOT COMPLETED

15e. How many persons 16 or older in HU? 1. One 2. Two 3. Three or more 8. Don't Know

15f. Is there a married couple in the HU? 1. Yes 5. No 8. Don't Know

15g. Sex of household head? 1. Male 2. Female 8. Don't Know

15h. Estimated age of household head?

1. Under 25 2. 25 - 64 3. 65 or older 8. Don't Know

16. List all Household Members by Relationship to Head

	(a) Household Members by Relationship to Head	(b) Sex	(c) Age	(d) U.S. Citizen "YES" / "NO"	(e) Person Number	(f) Enter "X" to identify sample person	(g) Enter "P" to identify Panel Respondent
Persons 16 years or older							
Persons under 16 years							

A. ☐ Panel R has moved from 1972 HU to new address Fill in cols. a, b, c, d and g.
INTERVIEW PANEL R ONLY.

B. ☐ Panel R has NOT moved from 1972 HU

Step 1. Complete cols. (a), (b) and (c) for each household member

Step 2. Ask, "Are any of these (listed) people NOT U.S. citizens?" (Write "NO" for the ones who aren't and "YES" for all others in col. (d). Remember only U.S. citizens are eligible for selection.

Step 3. In col. (e) assign a sequential number to each person in the household who is 16 years or older and a U.S. citizen. Number males from oldest to youngest; THEN continue the number sequence by numbering females from oldest to youngest.

Step 4. Use the selection table above to determine the number of the sample person. In the first column of the selection table, circle the number of persons listed—the highest number assigned in col. (e). The corresponding number in the second column of the selection table denotes the sample person. In col. (f) enter the letter X to identify the sample person.

Step 5. Using the 1972 cover sheet listing box and the recontact sheet, determine the panel respondent and enter "P" in col. (g) to designate panel respondent.

C. WHOM TO INTERVIEW

1. Interview panel respondent. Use this blue cover sheet for panel interview.

2. Was the sample person (X in col. f) eligible for selection from this household in 1972?

☐ YES DO NOT interview the sample person unless panel respondent and sample person are one and the same.

☐ interview the sample person. Make out a green cover sheet for the secondary respondent.

Listing Box Procedure

A. IF PANEL R FOR THIS BLUE COVER SHEET HAS MOVED

- I. If the panel respondent has moved from the address on the label you will use this blue cover sheet to follow and interview the panel R. At the new address you should fill in columns (a), (b), (c), (d), and (g) only. Do not try to make a secondary selection at the new address of the panel respondent.
- II. MAKE OUT A YELLOW COVER SHEET FOR 1972 Panel Address (see 1972 pre-election address).

B. IF THE PANEL R HAS NOT MOVED

- I. ASSIGN PERSON NUMBERS TO ALL U.S. CITIZENS 16 YEARS OR OLDER. Number males from oldest to youngest, then continue, numbering females from oldest to youngest. See the INTERVIEWER'S MANUAL for further instructions about how to assign numbers. Use the selection table (Step 4) to identify the "sample person" and denote that person with an "X" in column (f). Enter "P" for Panel Respondent in column (g).
- II. ALWAYS interview the Panel Respondent using this blue cover sheet.
 - a. By looking at the 1972 cover sheet and comparing the 1972 listing box with the 1974 listing box, you can determine whether the person selected ("X" in column (f)) was eligible for selection in this household in 1972.
 1. If "X" is the Panel Respondent, interview using this cover sheet.
 2. If "X" is a person who was eligible for selection in this HU in 1972, do not take a secondary interview.
 3. If "X" is a person who was not eligible in 1972, make out a GREEN COVER SHEET for this secondary respondent.

NOTE: A "newly eligible" respondent in this household may be someone who has moved into the household since the 1972 interview or a teenager between the ages of 16 and 19 who was too young to be eligible for selection in 1972.

f6

GREEN COVER SHEET - Secondary Respondent (determined by selection procedure on the Blue Cover Sheet).

- 6 The ID of the Panel Respondent is the four digit number above the name on the label for the Panel Respondent on the Blue Cover Sheet. DO NOT FORGET THIS ITEM!!

- 13 This household listing should be an exact duplicate of the listing for people 16 or older on the Blue Cover Sheet--columns (a), (b), (c), (f), and (g).

**f th's coversheet looks white, 't's all
in your mind; actually it's GREEN...**

COVER SHEET FOR

for office use only

SECONDARY RESPONDENT IN PANEL HOUSEHOLD
1974 POST-ELECTION STUDY

P. 495444
Fall, 1974



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

(Do not write in above space.)

1. Interviewer's Label

2. P.S.U. _____

3. Your Interview No. _____

4. Date _____

5. Length of Interview _____
(Minutes)

6. ID NUMBER OF PANEL R _____ (from R label on blue cover sheet)

7. Segment No. _____ 8. Line No. _____

9. Address (or description) _____

10. City _____ 11. State _____

12. Call Record

Call Number	1	2	3	4	5	6	7	8
Date								
Day of Week								
Time of Day								
Call Category								
Result								
Interviewer's Initials								

BE SURE LISTING BOX ON PAGE 2 OF THIS COVER SHEET IS AN EXACT COPY OF COLUMNS (a), (b), (c), (f) and (g) ON BLUE COVER SHEET FOR PANEL RESPONDENT.

13. List all Household Members by Relationship to Head

Persons 16 years or older	(a) Household Members by Relationship to Head	(b) Sex	(c) Age	(f) Enter "X" to identify secondary respondent for this cover sheet	(g) Enter "P" to identify Panel Respondent

COPY FROM BLUE COVER SHEET AND CHECK R FOR THIS COVER SHEET IN COL. (f).

14. Nonresponse Form

52. ☐ RU-----Respondent Unavailable. Secondary respondent absent or temporarily unavailable (busy/ill). Interview might be possible at some future time. Describe below.
61. ☐ Ref(R)----Refusal by secondary respondent for this cover sheet. Describe below.
62. ☐ Ref(O)----Refusal by someone other than R. Describe below.
57. ☐ NI-Other--Noninterview for other reasons. Describe below.

COMMENTS ON NONRESPONSE SITUATION:

REST STOP

DO NOT THROW YOUR HANDS UP IN DESPAIR!

THE BEST IS YET TO COME!

TAKE A DEEP BREATH AND MOVE ON.....

YELLOW COVER SHEET - Nonpanel Respondent

After listing a segment or updating a segment which was previously listed, you should MAKE OUT A COVER SHEET FOR EVERY SAMPLE ADDRESS--that is: 1) for each address that is circled in green and marked with a "Y" on the segment listing sheet; 2) for each newly listed HU for which a line number is indicated in the "Comments" column of the Blue Folder; 3) for each HU from which a 1972 Blue Cover Sheet panel respondent has moved; 4) for each previously unlisted HU discovered while interviewing at a 1972 Blue Cover Sheet panel address.

- 1 - 4 Be sure to affix your label and fill out items 2 - 4.
- 5 - 9 Enter the segment and line number, the address (or description), city and state from your segment listing sheet before interviewing.
- 10 Be sure to check the appropriate box. If, at the time of interviewing, you discover one or more previously unlisted HU's at this address, make out a yellow cover sheet for each HU so discovered--adding to the original address or description a further description which will make each HU unique, i.e., "front upstairs apartment," "basement apartment," and so forth.

Please note that the second checkbox in item 10 applies only to previously unlisted HU's at a particular sample address.

- 11 Keep an accurate and complete record of your calls. This information is coded and analyzed. Refer to the section on Call Procedures in this Instruction Book for a description of the call category. Use the abbreviations for nonresponse categories as much as possible for the "Result" entry in the Call Record. (See page 2 of the cover sheet for a listing of nonresponse abbreviations and meanings.)

COVER SHEET FOR

for office use only

NONPANEL RESPONDENTS
1974 POST-ELECTION STUDYP. 495444
Fall, 1974

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

(Do not write in above space.)

1. Interviewer's Label

2. P.S.U. _____

3. Your Interview No. _____

4. Date _____

5. Segment No. _____ 6. Line No. _____

7. Address (or description) _____

8. City _____ 9. State _____

10. Determine if there is more than one HU at the Listing Sheet address referred to in Item 7 above and check one:

☐ 1 HU ☐ There are _____ (SUPPLY NUMBER) HU's at the listed address.

Make out another Yellow cover sheet for each unlisted HU. Add to Item 7 a specific designation of the HU for which this cover sheet is used. On each cover sheet for an unlisted HU be sure to identify the unit specifically.

11 Call Record

Call Number	1	2	3	4	5	6	7	8
Date								
Day of Week								
Time of Day								
Call Category								
Result								
Interviewer's Initials								

BE SURE TO COMPLETE THE LISTING BOX ON PAGE 4 BEFORE INTERVIEWING. IF NO INTERVIEW IS TAKEN COMPLETE NONRESPONSE FORM ON PAGES 2 AND 3 AND RETURN TO THE FIELD OFFICE.

NONRESPONSE FORM

12. Check reason for nonresponse below and explain more fully as necessary.

81. ☐ SLIP-----Sample Listing Isn't Proper. Describe below (building demolished, no such address, outside segment boundary, no HU at address, commercial structure with no HU, and so forth).

82. ☐ NER-----No Eligible Respondent. Describe below.

Vacant HU's

71. ☐ HV-----Year-round housing unit vacant.

72. ☐ SV-----Seasonal unit vacant. (See Interviewer's Manual, p. 11-1.)

Occupied HU's...Respondent Determined

51. ☐ NOC(AT)---No Occupant Contacted Any Time. Describe below.

52. ☐ RU-----Respondent Unavailable; someone in HU contacted but R absent or temporarily unavailable (busy/ill). Interview might be possible at some future time. Describe below.

61. ☐ Ref(R)----Refusal by selected R. Describe below.

62. ☐ Ref(O)----Refusal by someone other than R. Describe below.

Occupied HU's...Respondent Not Determined

53. ☐ NOC(AT)---No Occupant Contacted Any Time. Describe below.

63. ☐ Ref(U)----Refusal by someone in HU before household listing taken. Describe below.

Other Nonresponse

57. ☐ NI-Other--Noninterview for other reasons; R cannot be interviewed because of permanent condition, senile, language, moved after call, or anything not covered by one of the above. Describe below.

13. COMMENTS ON THE NONRESPONSE SITUATION:

14. For purposes of sample identification, it is very important that you fill in as much of the following information for each nonresponse as you can. If necessary, ask the neighbors about 14e - 14h.

14a. PLACE

LARGE CITY 1. OF 250,000 OR MORE	SUBURBS OF A 2. CITY OF 250,000 OR MORE	CITY OF 3. 50,000- 249,999	SMALL CITY 4. LESS THAN 50,000	FARM OR 5. OPEN COUNTRY
----------------------------------------	-----------------------------------------------	----------------------------------	--------------------------------------	-------------------------------

14b. TYPE OF BUILDING

0. TRAILER	4. DETACHED 3-4 FAMILY HOUSE	7. APARTMENT HOUSE (5 OR MORE UNITS, 4 STORIES OR MORE)
1. DETACHED SINGLE FAMILY HOUSE	5. ROW HOUSE (3 OR MORE UNITS IN AN ATTACHED ROW)	8. APARTMENT IN A PARTLY COMMERCIAL STRUCTURE
2. 2-FAMILY HOUSE, 2 UNITS SIDE BY SIDE	6. APARTMENT HOUSE (5 OR MORE UNITS, 3 STORIES OR LESS)	9. OTHER (SPECIFY) _____ _____
3. 2-FAMILY HOUSE, 2 UNITS ONE ABOVE THE OTHER		

14c. Race: 1. White 2. Black 7. Other _____ 8. Don't Know

14d. Estimated Income: 1. LOW (Under \$5000) 3. MEDIUM (\$5000-\$14,999) 5. HIGH (\$15,000 or over) 8. Can't Tell

IF LISTING BOX NOT COMPLETED

14e. Is there a married couple in the HU? 1. Yes 5. No 8. Don't Know

14f. Sex of household head? 1. Male 2. Female 8. Don't Know

14g. Estimated age of household head?

1. Under 25 2. 25 - 64 3. 65 or older 8. Don't Know

14h. Are there any persons under 18 in the HU? 1. Yes 5. No 8. Don't Know

15. List all Household Members by Relationship to Head

	(a) Household Members by Relationship to Head	(b) Sex	(c) Age	(d) U.S. Citizen "YES" / "NO"	(e) Person Number	(f) Enter "R" to identify respondent
Persons 16 years or older						
Persons under 16 years						

TO SELECT RESPONDENT FOR THIS COVER SHEET.

Step 1. Complete cols. (a), (b) and (c) for each household member.

Step 2. Ask, "Are any of these (listed) people NOT U.S. citizens?" (Write "NO" for the ones who aren't and "YES" for all others in col. (d). Remember only U.S. citizens are eligible for selection.

Step 3. In col. (e) assign a sequential number to each person in the household who is 16 years or older and a U.S. citizen. Number males from oldest or youngest; THEN continue the number sequence by numbering females from oldest to youngest.

Step 4. Use the selection table above to determine the number of the **sample** per household. In the first column of the selection table, circle the number of persons listed--the highest number assigned in col. (e). The corresponding number in the second column of the selection table denotes the sample person. In col. (f) enter the letter R to identify the respondent.

Nonresponse Form

See the nonresponse instructions for the Blue Cover Sheet in this Instruction Book.

Listing Box Procedure

- Column (a) List all persons in the household: Persons who are 16 years of age or older should be listed above the double line. In order to know the relationships in the household it is necessary to determine the head of the household. Remember that this person is not necessarily person #1 in the selection process. For clues on household membership, see your INTERVIEWER'S MANUAL, pages 11-4 through 11-8 in the 1969 version or pages 106-118 in the draft revision.
- Columns (b) and (c) Record sex and age of listed household members.
- Column (d) Since this is an election study, only U.S. citizens are eligible for selection as respondents.
- Column (e) Here is the essential part of the selection process. For all persons listed NUMBER THE MALES FROM OLDEST TO YOUNGEST, THEN CONTINUE TO NUMBER THE FEMALES FROM OLDEST TO YOUNGEST. See your INTERVIEWER'S MANUAL, page 11-8 in the 1969 version, pages 112-115 in the draft revision, for further instructions on how to assign numbers.
- Column (f) Follow the instructions for this column under the listing box. Please double check.

Definitions of Nonresponse Categories

- SLIP-----Sample Listing Isn't Proper. The listing line as it is given does not properly describe an HU that qualifies for sampling. There may be any of several reasons. For example: no HU at the assigned address, excluded quarters at the assigned address, assigned address is outside the established survey boundaries, and so forth. A full description of the situation should be given. Return cover sheet to the Field Office immediately.
- NER-----No one at the assigned address is eligible for an interview by study definition. For example, noncitizens. Return the cover sheet to the Field Office immediately.
- HV-----Year-round HU is not being lived in on the first call. This is considered HV for the entire study, and cover sheet should be sent to the Field Office immediately.
- SV-----Seasonal unit (HU usually occupied only during certain seasons of the year) is not being lived in on the first call, which should be made on a regular weekday (Monday noon to Friday noon, but not on holidays). If it appears no one will return at night, consider the seasonal unit to be vacant for the entire study. Send cover sheet to the Field Office immediately.
- NOC(AT)-----No Occupant Contacted At Any Time. The HU is occupied, but no one has been found at home after the required number of calls. If no occupant is contacted and you do not have a household listing, check box 53 of the nonresponse form. However, in the event that a neighbor or someone gives you sufficient information to determine who respondent would be, complete the listing box (page 4) and check box 51 of the nonresponse form.
- NOTE: NOC(AT) is to be used as a summary category on the nonresponse form of the cover sheet. On the Call Record, a single call may fit the category NOC--No Occupant Contacted (HU occupied but no contact made). Thus, NOC may appear in the Call Record, but not as a summarizing nonresponse category.
- RU-----Someone in the HU has been contacted but the selected Respondent is absent or temporarily unavailable. This could cover situations where the Respondent is busy or has a short-term illness, but where an interview might be possible at some future time.
- Ref(R)-----The selected Respondent ~~refuses~~ to grant an interview. Be sure to request a persuasion letter from the Field Office if there is any hope of converting a refusal to an interview.
- Ref(O)-----An interview is refused by someone other than the selected Respondent. Request persuasion letter as above.
- Ref(U)-----An interview is refused by someone before a household listing is taken: thus, the Respondent is undetermined. Request persuasion letter as above.
- NI-Other-----This catchall category includes all reasons for a nonresponse other than those specifically listed above. Some things which fall into this "Other" category are people who are too ill, senile, have a language barrier, moved after call, or anything else not specifically described by one of the above categories. Be sure to give a complete description of the situation.

Recontact Sheet - "Respondent Information Sheet"

Recontact sheets are for ALL NONPANEL RESPONDENTS (all Yellow and Green coversheet respondents) and all PANEL RESPONDENTS WHO HAVE MOVED from their 1972 listed address (could be either a Blue or White coversheet respondent). We do NOT want recontact sheets for panel respondents who have not moved from the 1972 listed address.

We are asking for recontact information for two reasons: 1) We will be sending out a respondent report, and 2) we do intend to contact respondents again in 1976. You may want to insert a Respondent Information Sheet in the back of each of the questionnaires before you begin interviewing. To avoid confusion in the Field Office, make certain the correct recontact sheet is with it's corresponding interview and coversheet.

Item-by-Item

- 1 Be sure to affix your interviewer label.
- 2 Enter the PSU name.
- 3 - 4 Enter the segment and line numbers for this respondent's HU.
- 5 Enter your interview number.
- 6 Enter the date you took the interview.
- 7
- 8 - 9 Enter the respondent's name and address. PLEASE PRINT CLEARLY!! We can usually figure out what an illegible word is (or at least the meaning) when it is in the context of a sentence, but this is impossible with a name or an address. Mistakes on panel labels this year are a direct result of not being able to decipher 1972 recontact sheets -- which should be an object lesson to us all!
- 10 Enter the respondent's relationship to the head of the household, the age of the respondent, and his race.
- 11 Here we are asking for the name of a contact person in case R moves.
- 12
- 13 It would be useful if you could provide such information as a good day of the week to find R at home, whether or not R works, and so forth.

Materials You Should Have

Packet of prestudy materials sent directly to each interviewer listed on the Availability Form for this study.

Instruction Book	1 per interviewer
Questionnaire...	1 per interviewer
Show Cards (17 cards/set).	1 set per interviewer
Card Sorts (8 cards/set, blue)	1 set per interviewer
Recontact Sheet.	1 per interviewer
Worksheet.	1 per interviewer
Prestudy Conference Report	3 per FC in PSU's with more than one interviewer working on the study.

PSU Materials Sent to Field Coordinators

Instruction Books.	extras for large PSU's
Questionnaires	1 per sample address
Recontact Sheets	1 per sample address
Show Cards (17 cards/set).	2 sets per interviewer
Card Sorts (8 cards/set, blue)	2 sets per interviewer
Respondent Letter for Nonpanel Respondents	5 per interviewer
Report to Respondents.	2 per interviewer
Franked envelopes for Respondent Letters	5 per interviewer
"Why We Ask You" folders	7 per interviewer
Interviewer's Cards.	1 per sample address
Spanish "Why We Ask You" folders	when appropriate
Immediate Action Forms (Yellow).	5 per interviewer
Sample Address Summary forms (white)	supply for each interviewer
Progress Report and Project Completion Forms	1 set per PSU
Envelope of Sampling Materials	contains segment folders and cover sheets.

REQUEST ADDITIONAL MATERIALS AS NEEDED.

Worksheet and Practice Interview

You will receive a worksheet along with this Instruction Book. After studying the instructions, complete the worksheet and arrange a practice interview with someone you don't know so you will have experience in a real situation.

Both the worksheet and practice interview should be taken to the Prestudy Conference. Then, send your practice interview to your supervisor and your worksheet to the Field Office. If you are working alone in your PSU, send your practice interview to your supervisor and the worksheet to the Field Office as soon as they are completed and carefully edited.

Preparation for Prestudy Conference

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

1. Study all materials carefully.
2. Complete the worksheet.
3. Take a practice interview and edit it.
4. Attend the PSU prestudy conference. If possible, hold the prestudy conference during a time when you can call the office if there are unresolved questions or problems. All interviewers working on this study are required to attend the prestudy conference (if there are at least two interviewers working in that PSU) BEFORE THEY MAY BEGIN PRODUCTION INTERVIEWING. This meeting should be used to go over the question-by-question instructions and the practice interview and worksheet. Everyone should be completely familiar with all sampling procedures for this study.
5. Send all of the worksheets to the Field Office and all of the practice interviews to your supervisor.

Outline for Prestudy Conference

All of the points listed below should be covered at the prestudy conference:

1. Discuss thoroughly the sampling procedures, giving special attention to listing and selection procedures for all of the cover sheets.
2. Go over the Field Notes. You should discuss the standard sampling and field procedures as well as the new special instructions which appear at the beginning of this Instruction Book.
3. GO THROUGH THE PRACTICE INTERVIEWS page by page, question by question, in sequence. As you review, refer to the question-by-question instructions to make sure an appropriate answer has been obtained for every question. Are they clear and complete? Can you read your writing? Can anyone else? Is the thumbnail sketch informative?

4. Field Coordinators should use their copy of the prestudy conference report form to keep a running tally of each problem and proposed solution, referring to specific question numbers.
5. Call the Field Office if there are important unresolved questions or if you anticipate difficulties and need additional information about question objectives.
6. Send all practice interviews to your supervisor.
7. When the conference is over, the Field Coordinator should complete the prestudy conference report form. One copy is sent to the Field Office, one copy to the supervisor, and one goes into the FC's file.

Sample Address Summaries

The Field Office has a separate page for each panel respondent in the Sample books. For the nonpanel respondents that we know about ahead of time (i.e., they have been circled in green and marked with a "y" for "yellow" on the segment listing line in the blue folder) we have made out the green Sample Address Summary copy set here in the Field Office. We are sending the Field Coordinator the green copy for her records. The Field Coordinator will need to add to the Green Sample Address Summaries for each segment any additional yellow cover sheet addresses that result from the updating OR from the fact that a blue-panel respondent has moved from the 1972 listed address.

White Sample Address Summaries for Field Coordinators and interviewers are to be used to keep track of the panel respondents, both blue and white cover sheet respondents. Each Field Coordinator will receive two complete sets of labels for panel respondents. One set should be placed on the White Sample Address Summaries (in numerical order by ID number) using two lines (see example) for each label so she can have room to update addresses. This and the Green Sample Address Summary sheets make up the Field Coordinator's master list.

The Field Coordinator should give each interviewer a White Sample Address Summary containing labels for the panel respondents assigned to that interviewer--again, two spaces for each label so the interviewer can keep track of address changes. The interviewer should add her yellow cover sheet assignments to one of the White Sample Address Summaries. IT IS ESSENTIAL THAT BOTH THE INTERVIEWER AND THE FIELD COORDINATOR KEEP METICULOUS RECORDS FOR THIS STUDY!

There is no indication on the labels themselves as to whether they are for "blue" or "white" panel respondents. That selection was made in the Field Office. It would be helpful for both the Field Coordinator and the interviewer to put "B" or "W" on the label before the panel cover sheets are assigned. (Tracy has just taken two Mallox and may not make it through the study.)

Call Procedures

1. Your first visit to a segment will be to update. Pay careful attention to house numbers, apartment numbers or letters, and all new construction. Remember these segments were first listed in 1972 and a great deal may have happened to them in the meantime.

2. Since respondent letters were sent to all the panel respondents (white and blue cover sheets) on October 16 you may start calling on panel R's as soon as you visit the segment.
3. Send letters to yellow cover sheet R's where necessary and appropriate. It's always a good idea to carry a few letters with you when you go out to interview.
4. The call record requires that you code each call you make as a Directed Call or an Additional Call. Directed Calls should include one in each of three distinct time categories: 1) weekdays 9 AM to 6 PM, 2) weekdays 6 PM or later, and 3) weekends, or some occasion when you make a special trip to the household because you have good reason to believe that the respondent will be there at that particular time (for example, a prearranged meeting, the suggestion of a time by the neighbors). The Additional Call category is for those visits which are made with little extra effort or expense as you are passing through the neighborhood, as well as most of the other repeated callbacks made within one time category. The following example shows how this procedure would appear on the Call Record.

CALL RECORD EXAMPLE

Call Number	1	2	3	4	5	6	7	8
Date	3/10	5/10	6/10	9/10				
Day of Week	Wed.	Fri.	Sat.	Tues.				
Time of Day	4PM	9AM	1PM	7PM				
** Call Category	D	A	D	D				
Result	NOC	NOC	RU	Int.				
Inter-viewer's Initials	JA	JA	JA	JA				

**Directed Call = D

Additional Call = A

5. You should not stop calling at addresses where no occupant is contacted (NOC) or the respondent is unavailable (RU) until the following conditions are met:
 - (1) Calls have been made in all of the directed time categories,
AND
 - (2a) PSU response rate is 90% or higher (85% or higher in 12 larger PSUs),
OR
 - (2b) Eight attempts have been made to contact the respondent.

In other words, both condition 1 AND condition 2a or 2b must be met.

Exception: If it appears that the interview can be taken with little additional effort you may continue to call. (For example, you have met conditions 1 and 2a but learn that R is returning from a trip and would like to be interviewed.)

Another exception concerns yellow cover sheet addresses which are currently unoccupied. Once you have established a House Vacant (see INTERVIEWER'S MANUAL, Chapter 11, p. 1 in 1969 version, pp. 106-107 in draft revision for a discussion of HV's), return the yellow cover sheet to the Field Office. In the case of seasonal units, make your first call between Monday noon and Friday noon. If there is no one there and it appears that no one sleeps there during the week, consider the unit to be vacant and send the yellow cover sheet in as a Seasonal Vacant (SV).

If you find a yellow cover sheet HU occupied on your first visit, but the people move out before you can interview them, the address usually becomes an NI-Other.

★ ★ ★ ★ ★

★ SPECIAL NOTE: For all cover sheets returned to Ann Arbor we would like written description of the nonresponse situation in addition to the checked boxes which describe it. It is very important that we know more about those addresses in our sample where no interview takes place.

★ ★ ★ ★ ★

Persuasion Letters and Refusals

If you get a refusal, it has proved effective to have another interviewer try. Often just a different person calling at the address will impress the respondent with the importance of the interview or find the respondent in a better mood.

Also, remember that refusals generally should not be accepted from anyone other than the designated respondent (in those cases where you have been able to get a household listing). For example, if someone says "Well, my husband/wife is definitely not interested in this," explain that you must have such a refusal from that person yourself.

Please write (Immediate Action Memo) and request a persuasion letter, IF you feel that a personal letter from the office might reverse a refusal or be reassuring to a potential refusal. In your request, please include the following information:

1. The type of persuasion letter most appropriate. We are using two basic persuasion letters on this study and will adapt them as requested. Basically, the letters are of two types--Letter A, the shorter of the two, reassures respondents of the interviewer's credentials and emphasizes that we are only interested in opinions (no right or wrong answers). Letter B stresses the scientific nature of our sampling procedures, the reputation of SRC, and the guarantee of confidentiality. If you have any feeling which letter would be more appropriate in a situation, please specify this on your request.
2. Mailing Address (INCLUDING ZIP CODE), plus segment and line number.
3. Person in HU you want letter to go to (identify by relationship to head or name, if necessary and available). If the person to whom the letter should be sent is a head of household be sure to indicate sex so that we can say "Dear Sir:" or "Dear Madam:".

4. Circumstances of refusal - let us know if some particular person in the HU kept you from interviewing the selected respondent or why the respondent refused to be interviewed at that time.
5. The name of the interviewer who attempted the interview in the first place and the name of the interviewer who will call back, or an indication that the same interviewer is going to try again.

We will send a carbon copy of the persuasion letter to you and to your supervisor on the same day we send the original to the respondent so you will know when to time the return visit.

Editing Interviews

It is easy to put off editing an interview, but the best time to edit is right after the interview is taken, while you can still remember the situation and the respondent vividly. Read through each interview as though you had never seen it before to make sure that the responses will be clear to those of us not present during the interview. Keep the following points in mind while you are editing:

1. Write out a full thumbnail sketch to give editors and coders a good idea of the interviewing situation. Coders read the thumbnail sketch before starting to code the interview to get an idea of the type of person you spoke with. When you write a thumbnail think of it as an introduction to the interview--use it to acquaint the coder (who of course was not present during the interview) with this particular respondent. If you have a question or request, NEVER write it in the thumbnail sketch. Instead write it out on an Immediate Action Form and attach it to the outside of the questionnaire. This is the only way you can be sure that someone in the Field Office will receive your memo. NEVER, NEVER, NEVER, put the name of your respondent in the thumbnail or anywhere else in the questionnaire.
2. Clarify all unclear responses. Be sure to put parentheses around these notes to indicate that they are your additions and not the respondent's words. If the R changes his mind and asks you to check a different response--by all means do so, but indicate in the margin what he said--which was the original choice, what it was changed to and what he said while changing his mind. It makes us very nervous to have two boxes checked and not to know anything about what happened or why.
3. Indicate all probes and any other remarks you made during the interview. Again, please put parentheses around these probes and comments.
4. Clearly mark inappropriate questions with "Inap" or "X." Make sure the questions you mark "Inap" are really inappropriate ACCORDING TO THE QUESTIONNAIRE INSTRUCTIONS. "Skipped" should be used when you discover during editing that an appropriate question was unintentionally not asked.
5. We don't want you to worry about handwriting while you are interviewing. Keep in mind, however, that the information you record is useless if the coders cannot read your writing! While editing please rewrite any unclear letters or words.

6. Make sure that all cover sheets (including noninterview cover sheets) are completely filled out. In addition to checking the boxes for nonresponse categories (cover sheet, p. 2) be sure to include a full written description of the nonresponse situation.

Mailing Rules

Mail all interviews yourself at main Post Offices or boxes that you are certain have regular pickups. NEVER give interviews to another person to mail for you; other people are not as concerned about these interviews as you are.

REMINDER: Do not put any correspondence, emergency or otherwise, inside the cover sheet or questionnaire, as the chances of finding them in time to do something about the problem are miniscule. Paper clip memos to the OUTSIDE of the questionnaires or folders if you wish to call attention to a problem within.

BEFORE MAILING INTERVIEWS BE SURE THAT...

You have interviewed the correct person in the HU--recheck to see if you have listed correctly and used the selection table properly.

Regarding Business Reply Mail, the following PSUs should send interviews First Class Only:

Cleveland
Dayton
Detroit
Flint
Hamilton

Hancock
Indianapolis
Knox
Toledo
St. Joseph

All other PSUs should use Air Mail in the first and last week or when mailing two or more interviews per envelope.

If you need additional Field Office envelopes, PLEASE request them. They do not need (and should not have) additional postage. They are weighed in and charged when they arrive in Ann Arbor.

PLEASE NEVER HOLD COMPLETED INTERVIEWS LONGER THAN ONE WEEK!

Respondent Letters and "Why We Ask You" Folders

Please put your initials or name over the return address in the upper left-hand corner of the envelope so we will be able to return any undeliverable letters to the interviewers who sent them.

Address the envelope to "Resident of the Household"--never to "occupant." Please type, or print the addresses neatly, using zip codes.

Respondent letters along with a report to respondents have already been sent from the Field Office to all panel members. The only people you must send respondent letters to are non-panel members you know about--the Yellow cover sheet lines. We've included five respondent letters and franked envelopes per interviewer. If you wish to, it is quite alright to write your name preceded by "Your interviewer will be _____" on the bottom of the respondent letter. We also suggest that you include the "Why We Ask You" folder with the respondent letter. The folder can also be used at the door, after the interview has been completed, however you wish. We are sending an ample supply of these to use at your discretion.

The report to respondents this year consists of a four-page copy of an article from the WASHINGTON POST. We will include a few copies of the article in your materials. These copies are for you to use at your discretion, but in any case remember that panel respondents already have copies of their own, having received it with their respondent letter. We urge you to read through the article, as it is very interesting and informative as well as giving you a feeling for where all your hard work is going.

Interviewer's Cards

The interviewer's card was designed to give you as much leeway as possible in its use. Two possibilities are to write a message on it when you find no one at home at an address, and/or use it as a calling card by writing your name and a "Thank You" on it after an interview and handing it to the respondent. Some interviewers like to include the card with the respondent letter and "Why We Ask You" folder so the respondent will know the name of the person who will be calling on them.

Report Request Cards

There will be no Report Request Card used in this study. Everyone interviewed on this study will become a panel member and will be sent a respondent report automatically.

Progress Report and Project Completion Forms

We will use the Progress Report Forms in the usual manner. There are two forms for each week of the study. The Field Coordinator should send one form to her supervisor, promptly, on the date specified on the bottom of the form; the other she should keep for her files.

Please note that the items on the forms have been changed in two significant respects. Item 8 now shows the percentage of the work completed rather than the response rate. Item 9 appears in three versions depending upon how far along you are in the study. For the first two weeks we want to know which segments have been assigned to each interviewer. After the first two weeks, we want to know which blue folders have been returned to the Field Office. At the end (last two weeks) of the study, we want to know if there are any addresses in the sample which have not yet been visited and if so, how many.

Two copies of the Progress Report Form are included in the back of this Instruction Book (see MATERIALS FOR YOUR USE) for use by interviewers in keeping track of their own progress. Use one column for EACH WEEK of the study, rather than for each interviewer.

IT IS EACH INTERVIEWER'S RESPONSIBILITY TO NOTIFY THE FIELD COORDINATOR EACH WEEK ABOUT PROGRESS IN SAMPLE ASSIGNMENTS SO THAT THE FC CAN MAKE OUT A COMPLETE WEEKLY REPORT FOR THE SUPERVISOR AND KEEP AN UP-TO-DATE RECORD OF PSU PROGRESS ON THE GREEN SAMPLE ADDRESS SUMMARY FORMS.

Interviewer's Evaluation of the Questionnaire

Please fill out an evaluation of the questionnaire--there is a tear-out form conveniently supplied in the back of this Instruction Book,

Although new questions and new procedures are pretested before a national survey goes into the field, there are sometimes difficult or awkward places which only you interviewers can make us aware of. Your comments are not only welcome but essential to us in trying to improve questions and questionnaire format.

Verification Letter

Collated in the back of this Instruction Book is a copy of a letter sent to respondents at the end of the study.

Contacting Local Authorities

We feel it is very important for the Field Coordinator to contact the local Police Chief or Sheriff as well as the Better Business Bureau or Chamber of Commerce (by letter or by telephone) and give them the following information before interviewing begins: (See the News Release at the back of this Instruction Book.)

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

If you are interviewing in several towns, you'll need to do this for each one. Feel free to show your ID card, the "Why We Ask You" folder, and the respondent letter. It is often useful and reassuring to respondents to tell them that we are indeed registered with local authorities and they can feel free to call the police or Chamber of Commerce for confirmation. If the person wants a direct confirmation from Ann Arbor, let us know immediately and we'll send a letter; or, if necessary, the person may contact us. In such a case he should write to Dr. John C. Scott in the Field Office, or call him collect at area 313-764-8356.

Foreign Language Interpreters

See page 12-8 in your INTERVIEWER'S MANUAL for general guidelines. We realize that each situation will present it's own problems and we rely on your experience and good judgment. In some cases another household member or a neighbor may be the best interpreter, someone with whom the respondent feels at ease and who has at least a spoken command of both languages. In other cases, this kind of informal, non-professional interpreter may creat even more bias than the language problem.

A rule of thumb is to see whether your PSU is going to have four or more interviews in the same foreign language which are likely to require the services of an interpreter. If so, try to arrange for a professional interpreter. By professional, we are not talking about the local druggist, no matter how proficient he may be. Possible sources for such professionals are the language departments or International Center of local colleges and universities.

When the interviewer and the interpreter conduct the interview together, doing a simultaneous translation, the interpreter should be paid \$5.00 an hour. In all cases where payment is made for interpretation, obtain a receipt and attach it to your expense form when you claim the charge.

REMEMBER: ONLY U.S. CITIZENS ARE ELIGIBLE FOR SELECTION AND TO BE RESPONDENTS!!

P. 495444
Fall, 1974



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

(Do not write in this space.)

1. Interviewer's Label

2. P.S.U. _____

3. Your Interview No. _____

4. Date _____

5. Length of Interview _____
(Minutes)

6. Time at Beginning
of Interview _____

1974 POST-ELECTION STUDY

QUESTION-BY-QUESTION INSTRUCTIONS

A NOTE ABOUT QUESTIONNAIRE CONVENTIONS

A convention we have used throughout this questionnaire is that parentheses within a question mean you must choose the wording to use at that point on the basis of information you know about the particular respondent. If the words in parentheses are printed in capital letters, it means that we were not able to give you exact wordings that you could choose between but you must instead decide yourself what specific words are appropriate for R. Examples of these two types of parenthesized words in questions are: B2c, B2d, C2-C4, etc.

As usual, any words in capital letters are not to be read.

Another convention is that we have printed the code numbers right in the boxes with response categories in most cases. Don't let this confuse you--just check the correct box as usual.

Be especially careful at interviewer check points to check the appropriate box as well as to follow the instructions and arrows that tell you where to go. These places in the questionnaire are: Check Box A on page , Check Box B on page , Check Box C on page , and Check Box D on page and , and Check Box E on page . (We are concerned that the code number in the box might make it look as though it is not a box intended to be checked, but that is not true--ALWAYS CHECK THE BOX YOU USE.) Also, be sure to check one of the lettered boxes at the income question, S46.

1 - 6 Don't forget to fill in this information

2

3 This space is for the number you assign sequentially to completed interviews. If you take an interview with the wrong respondent by mistake and realize this before you send it in to the Field Office, do not put an interview number on it. The same goes for incomplete interviews.

5 Include in the "length of interview" the total time in minutes but do not include time spent introducing yourself and the study, socializing or lengthy interruptions.

6 We have provided this item as a convenient place for you to write the time when the interview actually began, to use in later figuring the length of the interview.

(BEFORE TAKING INTERVIEW SEE INSTRUCTION BOOK PAGE 1)

SECTION A: MEDIA

- A1. I'd like to talk with you about the elections which took place this fall. As you know, representatives to the Congress in Washington were chosen in this election from congressional districts all around the country. How much would you say that you personally care about the way the elections to Congress came out: very much, pretty much, not very much, or not at all?

1. VERY MUCH	2. PRETTY MUCH	4. NOT VERY MUCH	5. NOT AT ALL	8. DON'T KNOW
--------------	----------------	------------------	---------------	---------------

- A2. 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	8. DON'T KNOW
---------------------	---------------------	----------------------	------------------	---------------

One of the things we want to know from this interview is how people get information about politics and current events. Let's start with television.

- A3. (CARD X--YELLOW) I'm going to ask you how often you watch some TV shows. Just tell me if you watch them frequently, sometimes, rarely, or never.

	FREQUENTLY (1)	SOMETIMES (2)	RARELY (4)	NEVER (5)	DON'T KNOW (8)
A3a. How often do you watch <u>national</u> news in the <u>early morning</u>					.
A3b. How often do you watch entertainment shows during the <u>day</u>					
A3c. <u>Local</u> news broadcasts in the <u>early evening</u>					
A3d. <u>National</u> news broadcasts in the <u>early evening</u> (like Cronkite, Chancellor or Reasoner and Smith)					
A3e. Entertainment shows in the <u>evening</u> .					
A3f. <u>Local</u> news broadcasts in the <u>late evening</u>					

SECTION A: MEDIA

- A1 If R is unclear on the meaning of "elections to Congress," you can explain that we mean the elections for the United States Senate and House of Representatives in Washington, D.C.
- A2
- A3 This question attempts to get at the amount and type of television the respondent watches. A3a through A3f are ordered by time of day, starting with early morning national news (CBS Morning News with Hughs Rudd and the NBC Today Show with Barbara Walters) and ending with the local news broadcasts in the late evening.
- A3a It is essential that NATIONAL news in the EARLY morning is emphasized. If R is unclear about what we mean you can explain that this means the CBS Morning News with Hughs Rudd or the NBC Today Show with Barbara Walters.
- A3b "ENTERTAINMENT" and "DAY" should be emphasized. If R is unclear about either of these terms you can explain that "entertainment" means the regular programming of ongoing series, such as game shows, soap operas, talk shows, movies, etc. "Day" means the daylight hours -- up to the early evening news.
- A3c It is important that R is aware that we are referring to the LOCAL EARLY EVENING NEWS. By LOCAL we mean the newscast locally produced usually just prior to or after the national network newscasts.
- A3d Be sure to emphasize "NATIONAL" and "EARLY EVENING." If R is unclear what we mean you can mention that we mean those newscasts reported by Walter Cronkite (CBS), or John Chancellor (NBC), or Harry Reasoner and Howard K. Smith (ABC).
- A3e Be sure to emphasize "ENTERTAINMENT" and "EVENING." If R is unclear you can mention that by "entertainment" we mean sports, movies, regular serial shows such as Marcus Welby M.D., Rhoda, Little House on the Prairie, Mary Tyler Moore, Streets of San Francisco, Carrol Burnett, etc. "Evening" refers to the time after the early evening newscasts until bedtime.
- A3f Be sure to emphasize "LOCAL" and "LATE EVENING." If R is unclear you can mention that the local news is the newscast produced by the local station and not the national networks. There is usually no late evening national newscast so this should not present a large problem. By "late evening" we mean the newscast that usually is aired at 11 p.m. or after the 9 o'clock movie.

(BEFORE TAKING INTERVIEW SEE INSTRUCTIONS FOR A4 AND A5)

- A4. (IF NEVER WATCHES NATIONAL NEWS IN A3d GO TO A5) Which national evening news do you watch most often?

1. CBS	3. NBC	5. ABC	7. Other _____	8. DK
(CRONKITE)	(CHANCELLOR)	(REASONER-SMITH)		

- A5. (IF NEVER WATCHES LOCAL NEWS IN A3c GO TO A6) Which local station or channel do you watch most often for local news in the early evening? (INTERVIEWER--EDIT RESPONSE INTO STATION CALL LETTERS, SUCH AS WWJTV)

- A6. A lot of people didn't pay much attention to the election campaigns this year. How about you--did you watch any programs about the campaign on television?

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

TURN TO P. 3, A8

A6a. How many television programs about the campaigns would you say you watched--a good many, several, or just one or two?

1. GOOD MANY	2. SEVERAL	3. JUST ONE OR TWO	8. DON'T KNOW
--------------	------------	--------------------	---------------

- A7. (CARD Y--ORANGE) People give different reasons for watching television programs that deal with political candidates and events. I am going to read a few of these reasons. Please tell me if it applies to you a lot, a little, or not at all.

	A A LOT (1)	NOT LITTLE (3)	AT ALL (5)	DON'T KNOW (8)
A7a. One reason given for watching TV programs about political candidates is to see how the candidates stand on the issues? Does this apply to you a lot, a little, or not at all?				
A7b. How about to help you decide how to vote in an election. Does this apply to you a lot, a little or not at all?				
A7c. To enjoy the excitement of an election race.				
A7d. To judge what the political candidates are like.				
A7e. To be reminded of your candidates' strong points.				
A7f. To get something to talk about with other people.				

A4

You will know if R never watches national early evening news from his response in Q. A3d. If he never watches the national evening news you should skip this question and go to A5. Three possible types of responses can be expected for this question. The first, as reflected in the response categories, is the naming of the network (CBS, NBC, or ABC). The second is the naming of the announcer for the network news. We have included the name of the news announcer under the appropriate network. The third will be somewhat more confusing and will require that you take some time out prior to conducting the interview and list, above the response boxes of A4, the call letters for the television stations received in the area where you are conducting interviews. Besides the call letters for these stations you should identify the channel number and the network affiliated with the station. By doing this you will be able to check the appropriate response box even if R should give you just the call letters or channel of the station he watches for the national news.

You should emphasize "most often" in this question in order to reduce the number of respondents who will give two or more networks for the national evening news shows. If R should say that he watches more than one national evening news show, you can remind him that we want to know which one he watches most often. If R insists that he watches two or more network newscasts check the one R mentions first.

A5

You will know if R never watches local early evening news from his response in Q. A3c. WE NEED TO KNOW THE CALL LETTERS FOR THE STATION MENTIONED BY R. It is possible, however, that R will give you just the channel number. Provided that you listed the stations, network affiliate, and channel number above for Q. A4, this will not cause you any difficulty. Simply look at the above list and transfer the appropriate call letters on the line provided. If you find that you do not know the call letters for the channel given by the R, then this should be checked in the TV guide or other listings of television broadcasts and entered on the line provided in this question. We cannot emphasize enough that THE CHANNEL NUMBER ALONE IS OF NO USE TO US. WE MUST HAVE THE CALL LETTERS FOR THE STATION IDENTIFIED BY R.

A6

Here we mean the election campaigns in general and not the campaign for a specific race or office.

A6a

A7-A7f

This question attempts to get at why R watches TV programs that deal with political candidates and events. Make sure R is answering in terms of his own personal use of TV and not in terms of what he thinks TV should ideally be used for or why he thinks other people watch TV. Be sure to note the tone of voice of R. If he is sarcastic or you think that he is not answering the question directly this should be noted in the margin.

A7a

If R is unclear about what we mean by "issues" you can mention that we mean issues in the broadest sense, that is any area about which R believes that it is important to know the position of the candidate.

A7b

A7c

A7d

A7e

A7f

A8. During the recent campaign did you see any political advertisements on television about the candidates running for the U.S. Senate?

1. YES

5. NO

8. DON'T KNOW



GO TO A9

A8a. Would you say you paid close attention, some attention, or no attention to these advertisements?

1. CLOSE
ATTENTION

3. SOME
ATTENTION

5. NO ATTEN-
TION

8. DON'T
KNOW

A9. Now let's switch to newspapers. Do you read a daily newspaper?

1. YES

5. NO

8. DON'T KNOW



TURN TO P. 6, SECTION B

A9a. Which one or ones do you read? (GET COMPLETE NAME)

A9b. (IF MORE THAN ONE) What local daily paper do you read most for news about politics and current events? (GET COMPLETE NAME)

A8 In this question "POLITICAL ADVERTISEMENTS" and "U.S. SENATE" should be emphasized. The following states do not have any Senate fights this year, and R's in these states should NOT be asked A8 or A8a (Mark them "OMIT").

Maine
Massachusetts
Michigan
Minnesota
Mississippi
Nebraska

Tennessee
Texas
Virginia
West Virginia
New Jersey
Washington D.C.

A8a

A9 Emphasize DAILY in this question. We do not want weekly papers.

A9a It is obviously important that you get the FULL NAME OF THE PAPER if R can supply it. "The Tribune" won't help much -- there must be 500 papers in this country called "The Tribune."

A9b Again, emphasize DAILY in this question. If R insists that he reads more than one paper, note the paper he mentions first.

- A10. (CARD X--YELLOW) Some people don't have time to read the whole daily newspaper. On the days when you do read the paper, how often do you read different kinds of newspaper stories. Just tell me if you read them frequently, sometimes, rarely or never.

	FREQUENTLY (1)	SOMETIMES (3)	RARELY (4)	NEVER (5)	DON'T KNOW (8)
A10a. Stories about ordinary people who do something interesting.					
A10b. Stories about national politics.					
A10c. Stories about state and local politics.					
A10d. Stories about things people in your community do.					
A10e. Stories about international affairs.					
A10f. Stories about home and gardening and hobbies.					
A10g. Stories about crime and accidents.					
A10h. Editorials and opinion columns.					

- A11. (CARD Y--ORANGE) People give different reasons for reading newspaper stories that deal with political candidates and events. I'm going to read a few of these reasons. Tell me if they apply to you a lot, a little or not at all.

	A LOT (1)	A LITTLE (2)	NOT AT ALL (5)	DK (8)
Alla. To see how the political candidates stand on the issues				
Allb. To help you decide how to vote in an election				
Allc. To enjoy the excitement of an election race				
Alld. To judge what the political candidates are like				
Alle. To be reminded of your candidate's strong points				
Allf. To get something to talk about with other people				

A10 - A10h This question attempts to get at what R reads in the newspaper and how much time R spends reading different types of stories. If you have to, assure R that we don't expect people to read the paper everyday. We are interested only in the days when R does read the paper.

A11 - A11f Emphasize NEWSPAPERS in this question. A11 is the same as A7 with the exception that in A7 we were talking about television and in this question we are talking about NEWSPAPERS.

A12. Did you read anything about the campaign this year in any newspaper?

1. YES

5. NO

8. DON'T KNOW

GO TO A13

A12a. How often did you read newspaper articles about your U.S. Senate campaign--regularly, often, from time to time, or just once in a great while?

1. REGULARLY

2. OFTEN

3. TIME TO
TIME

4. ONCE IN A
GREAT WHILE

8. DK

A12b. And how often did you read newspaper articles about your U.S. House of Representatives campaign this year--regularly, often, from time to time, or just once in a great while?

1. REGULARLY

2. OFTEN

3. TIME TO
TIME

4. ONCE IN A
GREAT WHILE

8. DK

A13. Which do you rely on most for news about politics and current events--newspapers or television?

1. NEWSPAPERS

3. BOTH EQUALLY

5. TELEVISION

8. DK

A12 "Campaign" in this question refers to any political campaign in R's state.

A12a Be sure to emphasize U.S. Senate campaign in this question. The following states do not have any Senate fights this year, and R's in these states should NOT be asked A12a. (Mark as "OMIT").

Maine	New Jersey
Massachusetts	Tennessee
Michigan	Texas
Minnesota	Virginia
Mississippi	West Virginia
Nebraska	Washington, D.C.

A12b Be sure to emphasize the HOUSE OF REPRESENTATIVES here. If the respondent says that A12a and A12b are the same or that he just answered that, make a note in the margin and go to the next question. Don't force the R into recognizing the difference between the House and the Senate.

SECTION B: IMPORTANT PROBLEMS

B1. Let's change the subject for a moment. We like to have people tell us, what sorts of problems they have to deal with in their daily lives. Can you tell me what some of the problems are that you face these days in your own life?

B1a. Anything else?

INTERVIEWER CHECK POINT A

- ☐ 1. R HAS NOT MENTIONED ANY PROBLEMS → TURN TO P. 7, B2

☐ 2. R HAS MENTIONED ONE PROBLEM → GO TO B1c

☐ 3. R HAS MENTIONED MORE THAN ONE PROBLEM



B1b. Of all you've told me, what would you say is the single most important problem you face?

B1c. Do you think this is something you have to work out on your own, or is there someone who ought to be helping you with this?

1. WORK OUT
ON OWN

TURN TO P. 7, B2

2. SOMEONE OUGHT
TO BE HELPING

TURN TO P. 7, B1e

3. BOTH

TURN TO P. 7, B1e

8. DK → TURN TO
P. 7, B2

SECTION B: IMPORTANT PROBLEMS

B1

This is a new and somewhat experimental section. The objective is to get R to identify one overriding problem in his own life (the B1 series) and one overriding problem in the country (the B2 series). For each of these problems, we then try to find out whether R sees the government as involved, and how good a job it's doing in handling the problem.

Hopefully, we will learn how much people inject political thoughts into their daily worries, and how much they allow personal concerns to dominate their view of politics.

If R wants to talk about his gall bladder operation, or his kid's orthodontis, that's fine--we don't want in any way to cut off or structure R's choice of his own biggest problem. The only case in which you should do any directive probing is if R does indeed pick a political or governmental problem as his own biggest one--in that case, please try to find out what R means, how he sees the government involved, and what part of the government or political system he sees as most relevant to the problem. This probing would come in B1e.

B1a

CHECKPOINT A DON'T MISS THE CHECKPOINT BETWEEN B1a and B1b

B1b

B1c

Ble. Who ought to be helping you?

3. THE GOVERNMENT IN
GENERAL

4. A PUBLIC OR GOVERN-
MENTAL AGENCY
(SPECIFY):

1. A PERSON (SPECIFY
RELATION TO R):

2. A PRIVATE AGENCY
OR ORGANIZATION
(SPECIFY):

8. DON'T
KNOW

GO TO B2

Blf. How helpful do you feel (the government/AGENCY MENTIONED)(is/are) being on this problem--very helpful, somewhat helpful, or not helpful at all?

1. VERY
HELPFUL

2. SOMEWHAT
HELPFUL

3. NOT HELPFUL
AT ALL

8. DON'T KNOW

B2. What do you think are the most important problems facing this country?

B2a. Anything else?

B1e

For purposes of this question, you can consider the political parties as part of the governmental system. If R specifies some agency and you aren't sure if it is governmental or not, please check category 4 and follow the appropriate question sequence (i.e. ask B1f). If the agency turns out to be NOT governmental, we'll catch that in coding.

If you have a category 4 response, specify the agency involved if R has given it, and use the name of that agency in (B1f). If R has not given you an agency name, use "the government" in B1f.

B1f

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, use his answer for the NATIONAL government in the question itself and note the others in the margin.

B2

In this question, nearly all the answers to the stem will be political or governmental to start with. So, when you have R pinned down to what he considers the biggest national problem (in B2b or in B2a if he mentions only one problem), probe to find out what R means and to get as complete a response as you can obtain.

B2a

INTERVIEWER CHECKPOINT B

- ☐ 1. R HAS NOT MENTIONED ANY PROBLEMS → TURN TO P. 9, SECTION C
- ☐ 2. R HAS MENTIONED ONE PROBLEM → GO TO B2c
- ☐ 3. R HAS MENTIONED MORE THAN ONE PROBLEM



B2b. Of all you've told me, what would you say is the single most important problem the country faces?

B2c. Did you read anything about (INSERT MOST IMPORTANT PROBLEM) in newspapers shortly before election day?

1. YES

5. NO

8. DK

GO TO B2d

What was that? _____

Anything else? _____

B2d. Did you see anything about (MOST IMPORTANT PROBLEM) on television shortly before election day?

1. YES

5. NO

8. DK

GO TO B2e

What was that? _____

Anything else? _____

B2e. How helpful do you think the government is being on this problem--very helpful, somewhat helpful, or not helpful at all?

1. VERY HELPFUL

2. SOMEWHAT
HELPFUL

3. NOT HELPFUL
AT ALL

8. DON'T
KNOW

CHECKPOINT B DON'T MISS THE CHECKPOINT BETWEEN B2a and B2b.

B2b See notes on B2 questions, previous page.

B2c Emphasize "READ" and "NEWSPAPERS" in this question. If R is unclear about "shortly" you can mention that we mean about 3 weeks prior to the election. Be sure to probe R for "anything else."

B2d Emphasize "SEE" and "TELEVISION" in this question. If R is unclear about "shortly" you can mention that we mean about 3 weeks prior to the election. Be sure to probe R for "anything else."

B2e 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 use his answer for the NATIONAL government in the question itself and note the others in the margin.

SECTION C: CAMPAIGN EVENTS AND ISSUES

- C1. Now let's talk some more about the campaign. What was the most important thing you read about during the recent campaigns?

00. NOTHING; DIDN'T
READ ABOUT ANYTHING

98. DON'T KNOW

TURN TO P. 10, C5

- C2. And would you say you read a lot, a little, or nothing about this (MOST IMPORTANT THING) in the newspaper?

1. A LOT

3. A LITTLE

5. NOTHING

- C3. Did you feel that the newspaper reports of this (MOST IMPORTANT THING) were very fair, somewhat fair or not very fair?

1. VERY FAIR

3. SOMEWHAT
FAIR

5. NOT VERY
FAIR

8. DK

- C4. Did you talk with anyone about this (MOST IMPORTANT THING)?

1. YES

5. NO

TURN TO P. 10, C5

C4a. Who was that? _____

(GET ONLY RELATION TO R, SUCH AS WIFE, FELLOW WORKER, ETC. NOT NAME)

SECTION C: CAMPAIGN EVENTS AND ISSUES

- C1 Emphasize "READ" and "MOST IMPORTANT" in this question. This is a recall question which should serve to tap R's memory to events or issues in the campaign prior to the election. If R is unclear about what we mean by "recent," you can mention that recent means from 3 weeks prior to election to the election day. We are looking for details here so be complete in writing R's response and probe him on any unclear points.
- C2 Emphasize "NEWSPAPERS" in this question.
- C3 "Fair" means what ever the respondent takes it to mean. If R insists on a definition say that it means not biased or giving only one side of the story.
- C4
- C4a Be sure to note the relationship of the person with whom R talks. We are NOT interested in the persons name but rather in his relationship to R such as father, employer, son, neighbor, etc.

- C5. (10 PLAYING CARDS--BLUE) Now I'd like you to read through the issues on these cards and tell me the letter of all issues that were emphasized in the campaign for the U.S. Senate, that is, those issues that were talked about most by the candidates. (INTERVIEWER--CHECK ISSUES MENTIONED)

		ISSUES EMPHASIZED	
A. Honesty in government	A		
B. Taxes	B		
C. Inflation	C		
D. Energy shortages	D		
E. Unemployment	E		
F. U.S. relations with foreign countries	F		
G. Racial issues, including busing	G		
H. Combating crime and drugs	H		
I. Consumer protection	I		
J. Pollution	J		
		NONE	

- C6. (10 PLAYING CARDS--BLUE) Using these cards, please tell me the letter of any issue that is not at all important to you so we can put it aside. (INTERVIEWER CHECK IN NOT IMPORTANT COLUMN)

- C6a. Using the remaining cards tell me the letter of the issue which is most important to you. The second most important? The third? Next? (INTERVIEWER--KEEP ASKING UNTIL ALL CARDS HAVE BEEN RANKED--RECORD NUMBER OF RANK IN COLUMN LABELED RANK)

		NOT IMPORTANT	RANK
A. Honesty in government	A		
B. Taxes	B		
C. Inflation	C		
D. Energy shortages	D		
E. Unemployment	E		
F. U.S. relations with foreign countries	F		
G. Racial issues, including busing	G		
H. Combating crime and drugs	H		
I. Consumer protection	I		
J. Pollution	J		

C5

Here we just want to know all the issues that R thinks were talked about a great deal by the U.S. Senate candidates. Just check the appropriate boxes. Note that this question is not asked in states where there is no Senate race.

Maine
Massachusetts
Michigan
Minnesota
Mississippi
Nebraska
New Jersey
Tennessee
Texas
Virginia
West Virginia
Washington D.C.

C6

Be sure to remove from the deck of cards any issues that are not at all important to R before going to C6a. If the respondent is not certain if the issue is important to him or her use it in C6a. Remove only those that R is sure are not important. Check the NOT IMPORTANT box for those issues that are removed before asking C6a.

C6a

Be sure to put the number of the rank in the box under rank. So if issue G is most important to R you should put a 1 in the box for G under the RANK column. If B is second most important it should get rank of 2, and so on until all the remaining cards are ranked.

If R thinks that two or three issues are equally important give them all the same rank. If, for example, issues A, C, and E are mentioned as the most important, first try to get R to decide which is really the most important. If R insists on all three, give A, C and E a rank of 1 and go on to the issue that would be ranked 2. Try to get R to give a complete ranking but put down the same rank if R insists and we will handle the problem in coding.

C7. Now let's talk about the Presidency. Do you approve or disapprove of the way Ford is handling his job as President?

1. APPROVE

5. DISAPPROVE

8. DK

C8. Thinking back a few months to when Richard Nixon resigned from office, do you remember if you were pleased or displeased about his resignation, or didn't you care very much one way or the other?

1. PLEASSED

5. DISPLEASED

7. DIDN'T CARE

8. DK

GO TO C9

C8a. Why is that? _____

C9. As you probably know, before Richard Nixon resigned, the Judiciary Committee was holding hearings to decide whether he should be impeached, that is, brought to trial in the Senate for possible wrongdoings. Would you say that these hearings were very fair, somewhat fair, somewhat unfair, or very unfair, or didn't you pay much attention to this?

1. VERY FAIR

2. SOMEWHAT FAIR

4. SOMEWHAT UNFAIR

5. VERY UNFAIR

7. DIDN'T PAY ATTENTION

8. DK

C10. Did you approve or disapprove of the Judiciary Committee's decision to impeach Richard Nixon?

1. APPROVE

5. DISAPPROVE

8. DK

GO TO C11

C10a. Why is that? _____

C11. How fair would you say that the television and newspaper coverage of the Nixon administration's involvement in the Watergate affair was? Would you say it was very fair, somewhat fair or not very fair, or didn't you follow this very closely?

1. VERY FAIR

3. SOMEWHAT FAIR

5. NOT VERY FAIR

7. DIDN'T FOLLOW

8. DK

C7

C8 - C8a

We are mainly interested here in whether the R reacted positively or negatively to Nixon's resignation and why he felt that way.

C9

Make sure R knows that we are interested here in the fairness of the Judiciary Committee hearings on impeachment, not impeachment per se. "Fair" means whatever R takes it to mean--mainly if the hearings were just and run in a fair manner and not just politics or politically motivated.

C10

C11

Here by fair we mean unbiased and not favoring one side more than the other. Let R interpret fair however he wants unless he pushes you for a definition.

C12. Not too long ago President Ford pardoned Richard Nixon for any wrongdoings he may have committed while he was president. Do you think that Ford should have pardoned Nixon?

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">1. YES</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 10px;"> <p>C12a. Why is that? _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>C12b. Do you feel that Ford should have waited until after there was a trial for Nixon before pardoning him?</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">1. YES</div> <div style="border: 1px solid black; padding: 2px 10px;">5. NO</div> <div style="border: 1px solid black; padding: 2px 10px;">8. DK</div> </div> </div>	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px;">5. NO</div> <div style="border: 1px solid black; padding: 5px;">8. DK</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">↓</div> <div style="text-align: center;">↓</div> </div> <div style="border: 1px solid black; padding: 10px;"> <p>C12c. Do you feel that Ford should have waited until after there was a trial for Nixon before pardoning him, or should he <u>not</u> have pardoned him <u>under</u> any circumstances?</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">1. WAITED UNTIL AFTER TRIAL</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">8. DON'T KNOW</div> </div> <div style="text-align: right; margin-top: 5px;">TURN TO P. 13 D1</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;">5. NOT HAVE PARDONED HIM</div> </div> <div style="margin-top: 10px;"> <div style="text-align: center;">↓</div> <p>C12d. Why is that? _____</p> <p>_____</p> <p>_____</p> </div>
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C13. Do you think that President Nixon's resignation was a good thing or a bad thing for the country?

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">1. GOOD THING</div> <div style="text-align: center;">↓</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">3. PRO-CON</div> <div style="text-align: center;">↓</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">5. BAD THING</div> <div style="text-align: center;">↓</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">8. DK</div> <div style="text-align: center;">↓</div>
<p>C13a. Why do you say so? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>			

TURN TO
P. 13, D1

C12 - C12d

We want to get as much information as possible from these questions regarding R's opinion about Ford's pardon of Nixon. Try to write as much of R's answer to C12a and C12d as possible. Use the space at the bottom of the page if you need more room. Encourage R to tell you as much about this as possible.

C13

C13a

Again, try to get as much information on this as R is willing to give. Encourage R to tell you as much as possible.

(BEFORE ASKING THIS SECTION SEE INSTRUCTION BOOK PAGE 1)

SECTION D: THE CANDIDATES

D1. Now let's talk about the campaign for senator. Do you remember what the candidates' names were?

1. YES

5. NO

GO TO D2

D1a. What were they? _____

D2. Was there anything in particular about the Democratic candidate for senator that made you want to vote for him?

1. YES

5. NO

8. DON'T KNOW

TURN TO P. 14, D3

D2a. What was that?

D2b. Anything else?

SECTION D: THE CANDIDATES

THIS SECTION IS NOT ASKED IN STATES THAT DO NOT HAVE A
SENATE RACE - SEE INSTRUCTION BOOK, PAGE 1

D1

D1a

D2-D5

Here, we want to get as complete a picture as possible of what R feels are the positive and negative characteristics of the two candidates. Therefore, if R mentions only one thing, probe, "Anything else you don't like about the Democratic/Republican candidate?"

Specificity probes are also particularly important for this set of questions. You are likely to get responses such as: "Like candidate's stand on issues" -- we want to know what issues and what stands; "He represents 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. If R gives such responses as "the _____ party is more progressive," "conservative," "socialistic," "better for the country," "party of the working man," "time for a change," etc.; use such probes as: "Could you tell me a little more about this?"; "Can you give me some examples of what you mean?"; etc.

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

D2a

D2b

D3. Was there anything in particular that made you want to vote against him?

1. YES

5. NO

8. DON'T KNOW

GO TO D4

D3a. What was that? _____

D3b. Anything else? _____

D4. How about the Republican candidate for senator. Was there anything in particular that made you want to vote for him?

1. YES

5. NO

8. DON'T KNOW

GO TO D5

D4a. What was that? _____

D4b. Anything else? _____

D5. Was there anything in particular that made you want to vote against him?

1. YES

5. NO

8. DON'T KNOW

TURN TO P. 15, SECTION E

D5a. What was that? _____

D5b. Anything else? _____

D3 Refer to note on D2-D5, previous page.

D3a

D3b

D4 Refer to note on D2-D5, previous page.

D4a

D4b

D5 Refer to note on D2-D5, previous page.

D5a

D5b

SECTION E: PARTICIPATION

E1. 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 anybody from one of the political parties call you up or come around and talk to you about the campaign?

1. YES

5. NO

→ GO TO E2

E1a. Which party was that?

1. REPUBLICANS

5. DEMOCRATS

3. BOTH DEMOCRATS
AND REPUBLICANS

7. OTHER (SPECIFY):

8. DON'T KNOW

E2. 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

E3. Did you go to any political meetings, rallies, dinners, or things like that?

1. YES

5. NO

E4. Did you do any other work for one of the parties or candidates?

1. YES

5. NO

E5. Did you wear a campaign button or put a campaign sticker on your car?

1. YES

5. NO

SECTION E: PARTICIPATION

E1 - E5 E1 - E5 are traditional and straightforward items on participation in this year's campaign. Make sure R is not answering in terms of activities he has performed in the past.

E2

E3

E4

E5

E6. Did you give any money to a political party this year?

1. YES

5. NO

→ TURN TO P. 17, F1

E6a. To which party was that?

1. REPUBLICAN

5. DEMOCRAT

3. BOTH DEMOCRATS
AND REPUBLICANS

7. OTHER (SPECIFY):

8. DON'T KNOW

E6

Do not let the wording of this question discourage you from recording any contribution R may have made to a specific candidate but did not think of as a gift to the entire party. This may be a common response; record the name under "OTHER," and try to get the party by probing. If respondent mentions that his donation was the check-off on his income tax form, note this in the margin.

E6a

SECTION F: PARTY IDENTIFICATION

F1. 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. 18, F1j

F1a. Would you call yourself a strong Republican or a not very strong Republican?

1. STRONG	5. NOT VERY STRONG
-----------	--------------------

F1b. 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. 19, F2

F1c. Was that a Democrat or an Independent?

1. DEMOCRAT	5. INDEPENDENT
-------------	----------------

F1d. When did you change to a Republican?

TURN TO P. 19, F2

F1e. Would you call yourself a strong Democrat or a not very strong Democrat?

1. STRONG	5. NOT VERY STRONG
-----------	--------------------

F1f. Was there ever a time when you thought of yourself as a Republican or an Independent rather than a Democrat?

1. YES	5. NO, NEVER
--------	--------------

TURN TO P. 19, F2

F1g. Was that a Republican or an Independent?

1. REPUBLICAN	5. INDEPENDENT
---------------	----------------

F1h. When did you change to a Democrat?

TURN TO P. 19, F2

SECTION F: PARTY IDENTIFICATION

F1- Flr

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 voted in this election or how he voted in the primary. This means that a response such as "Oh, I have been a Democrat but I really don't know about this year" classifies the respondent as a Democrat (probably, in Ele, 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.

If the R calls himself a member of the American Independent Party (Wallace's party) note that under "other" rather than classifying him as an "Independent."

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

We hope that the new format for this question is easily understandable. Note that the possible answers to F1 appear at the top of the page and that the appropriate probes then follow directly underneath for Republican and Democrat, but on the next page for Independent, No Preference, and Other.

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

In the Flb, Flf, Flk, Flm, and Flq probes, we are interested in learning about any change in R's party identification over the years, and the next probe (Fld, Flh, Flm, Flp, and Flr) asks when such a change took place. We are interested in getting the year as accurately as possible, but we will settle for more general information as to the period when the change occurred, such as "right after the Hoover depression" or "After Dewey got beat the first time." If R talks in terms of a man who was active in more than one campaign, such as Hoover, Dewey, Roosevelt, etc., try to get the particular term or campaign he is thinking of. If R answers "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.

(IF ANSWER TO F1 WAS INDEPENDENT, NO PREFERENCE, OR OTHER, ASK THE FOLLOWING):

F1j. Do you think of yourself as closer to the Republican or to the Democratic party?

1. REPUBLICAN	3. NEITHER	5. DEMOCRATIC
<p>Flk. Was there ever a time when you thought of yourself as closer to the Democratic party instead of the Republican party?</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">1. YES</div> <div style="border: 1px solid black; padding: 2px 10px;">5. NO NEVER</div> </div> <p style="text-align: center; margin-top: 5px;">↓</p> <p style="margin-top: 10px;">TURN TO P. 19, F2</p> <p>Flm. When did you change?</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<p>Fln. Was there ever a time when you thought of yourself as a Democrat or as a Republican? (Which party was that?)</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">1. YES, DEMOCRAT</div> <div style="border: 1px solid black; padding: 2px 10px;">5. YES, REPUBLICAN</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">3. NO, NEVER</div> </div> <p style="text-align: center; margin-top: 5px;">↓</p> <p style="margin-top: 10px;">TURN TO P. 19, F2</p> <p>Flp. When did you change?</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<p>Flq. Was there ever a time when you thought of yourself as closer to the Republican party instead of the Democratic party?</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">1. YES</div> <div style="border: 1px solid black; padding: 2px 10px;">5. NO NEVER</div> </div> <p style="text-align: center; margin-top: 5px;">↓</p> <p style="margin-top: 10px;">TURN TO P. 19, F2</p> <p>Flr. When did you change?</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>

Flj - Flr

See instructions on previous page.

F2. In the elections for President since you have been old enough to vote, would you say you have voted in all of them, most of them, some of them, or none of them?

1. ALL	2. MOST	3. SOME	5. NONE	0. NOT OF VOTING AGE IN 1972
--------	---------	---------	---------	------------------------------

↓ ↓ ↓ └──────────────────┘
TURN TO P. 20, F3

F2a. Have you always voted for the same party or have you voted for different parties for President?

1. SAME PARTY

3. DIFFERENT PARTIES

TURN TO P. 20, F3

F2b. Which party was that?

1. DEMOCRATIC

5. REPUBLICAN

7. OTHER (SPECIFY):

F2-F2b

If R is only old enough to have voted starting with 1972, his answer to F2 may be "All-one." In that case F2a and b are really not appropriate. (Mark them "OMIT").

F3. 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. 21, SECTION G

	NAME	PARTY
F3a. Who were they?	_____	_____
F3b. Which party was (he/she)?	_____	_____
	_____	_____
IF R MENTIONS TWO OR MORE PARTIES, TURN TO P. 21, SECTION G		
IF R MENTIONS <u>ONLY ONE PARTY</u> , ASK F3c		
F3c. Do you happen to know if both of the parties ran candidates for Congress in this congressional district this November, or was there only one candidate?		
<div style="display: flex; justify-content: space-around;"> <div>1. DEM ONLY</div> <div>2. BOTH PARTIES</div> <div>3. REPUB ONLY</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div>4. THREE OR MORE PARTIES</div> <div>8. DK</div> </div>		

F3

F3a Please record as accurately and legibly as possible (PLEASE PRINT) the names supplied by the R.

F3b Note the interviewer instruction following F3b, which gives direction on how to proceed.

F3c

SECTION G: SYSTEM SUPPORT

Now I'd like to read some of the kinds of things people tell us when we interview them and ask you whether you agree or disagree with them. I'll read them one at a time and you just tell me whether you agree or disagree.

	AGREE (1)	DISAGREE (5)	DK (8)
G1. People like me don't have any say about what the government does.			
G2. Voting is the only way that people like me can have any say about how the government runs things.			
G3. Sometimes politics and government seem so complicated that a person like me can't really understand what's going on.			
G4. I don't think public officials care much what people like me think.			
G5. Generally speaking, those we elect to Congress in Washington lose touch with the people pretty quickly.			
G6. Parties are only interested in people's votes but not in their opinions.			
G7. Generally everyone is treated <u>equally</u> by the laws in this country.			
G8. OMITTED			
G9. OMITTED			

SECTION G: SYSTEM SUPPORT

G1

G2

G3

G4

G5

G6

G7

G8 Omitted.

G9 Omitted.

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:

G10. Do you think that people in the government waste a lot of 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

G11. 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?

1. ALWAYS

3. MOST OF THE TIME

5. SOME OF THE TIME

8. DK

G12. 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 BENEFIT OF ALL

8. DK

G13. 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. DK

G14. 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. DK

G10

G11

G12

G13

We may have a problem with this item. We're beginning to think some R's who are very cynical answer "they know what they're doing," interpreting that sentence in a way totally different from the way we mean it. Such R's mean, "They know exactly what they're doing, those crooks." If you suspect that you're getting this kind of response, try repeating the question once. If that doesn't help note the response in the margin and we will handle the problem in coding.

G14

(CARD G15--WHITE) Now I'm going to ask you some questions that you can answer by telling me the response from this card that best describes how you feel.

	A GOOD DEAL (1)	SOME (3)	NOT MUCH (5)	DON'T KNOW (8)
G15. 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?				
G16. How much do you feel that political parties help to make the government pay attention to what the people think?				
G17. And how much do you feel that having elections makes the government pay attention to what the people think?				
G18. How much attention do you think most Congressmen pay to the people who elect them when they decide what to do in Congress?				

There are many possible ways for people to show their disapproval or disagreement with governmental policies and actions. I am going to describe three such ways. We would like to know which ones you approve of as ways of showing dissatisfaction with the government, and which ones you disapprove of.

G20. How about taking part in protest meetings or marches that are permitted by the local authorities? Would you approve of taking part, disapprove, or would it depend on the circumstances?

1. APPROVE	5. DISAPPROVE	3. DEPENDS	8. DON'T KNOW
------------	---------------	------------	---------------

G21. How about refusing to obey a law which one thinks is unjust, if the person feels so strongly about it that he is willing to go to jail rather than obey the law? Would you approve of a person doing that, disapprove, or would it depend on the circumstances?

1. APPROVE	5. DISAPPROVE	3. DEPENDS	8. DON'T KNOW
------------	---------------	------------	---------------

G22. Suppose all other methods have failed and the person decides to try to stop the government from going about its usual activities with sit-ins, mass meetings, demonstrations, and things like that? Would you approve of that, disapprove, or would it depend on the circumstances?

1. APPROVE	5. DISAPPROVE	3. DEPENDS	8. DON'T KNOW
------------	---------------	------------	---------------

G15

G16

G17

G18

G20 - G22 Note that the respondent doesn't have to engage in these acts himself.
We merely want to know if R approves or disapproves of these actions
as a means by which people in general can show disapproval with government
policies.

SECTION H: INSTITUTIONS

H1. (CARD H1, BLUE) One of the things we want to learn in this interview is how people feel about the various parts of our government. Which of the parts of the government on the list do you most often trust to do what's right?

1. CONGRESS	2. SUPREME COURT	3. PRESIDENT	4. POLITICAL PARTIES	6. ALL	7. NONE	8. DK
-------------	------------------	--------------	----------------------	--------	---------	-------

GO TO H2

GO TO H1b

H1a. Which of the others do you next most often trust to do what's right?

1. CONGRESS	2. SUPREME COURT	3. PRESIDENT	4. POLITICAL PARTIES	7. NONE	8. DK
-------------	------------------	--------------	----------------------	---------	-------

H1b. Which do you least often trust to do what's right?

1. CONGRESS	2. SUPREME COURT	3. PRESIDENT	4. POLITICAL PARTIES	7. NONE
6. ALL		8. DON'T KNOW		

H2. We find that people differ in how much faith and confidence they have in various levels of government in this country. In your case, do you have more faith and confidence in the national government, the government of this state, or in the local government around here?

1. NATIONAL GOVERNMENT	2. STATE GOVERNMENT	3. LOCAL GOVERNMENT	7. OTHER (SPECIFY) _____
------------------------	---------------------	---------------------	-----------------------------

TURN TO P.25 , H4

4. ALL EQUAL	0. NONE	8. DK
--------------	---------	-------

TURN TO P.25 , H3

H2a. Why is that? _____

SECTION H: INSTITUTIONS

H1-H3a

In this section, we are trying to obtain what are called "complete rank-orderings" of four branches of government (H1-H1b) and then three levels of government (H2-H3a). As you'll note, each part requires one less item than there are objects to be rank-ordered; thus, H1 has three items, and H2-H3 compose two items. We have tried to foresee all of the possible responses to the stem of each question that would make complete rank-orderings impossible (i.e., "all," "none," and "DK") and to supply skip instructions that will both make the remainder of the question sound intelligent and allow us to get at least a partial rank-ordering. Don't be scared by the apparent complexity of these questions - about 90% of the respondents will give you a straight answer to the stems and you'll be on your way.

- H3. Which level do you have the least faith and confidence in--the national government, the government of this state, or the local government around here?

1. NATIONAL GOVERNMENT	2. STATE GOVERNMENT	3. LOCAL GOVERNMENT	7. OTHER (SPECIFY) _____ _____	6. NONE	8. DK
↓	↓	↓	GO TO H4	↓	↓

H3a. Why is that? _____

- H4. (CARD H4, GREY) Now I'd like you to make some ratings of several important organizations. As I read each organization, think about how good a job you feel it is doing for the country as a whole, and just give me the number from the card that best describes how you feel. (WRITE NUMBER ON LINE TO RIGHT OF EACH QUESTION.)

HOW GOOD OR BAD A JOB IS BEING DONE FOR THE COUNTRY AS A WHOLE?

0	1	2	3	4	5	6	7	8
VERY POOR JOB		POOR JOB		FAIR JOB		GOOD JOB		VERY GOOD JOB

9 No opinion; I haven't thought about it.

- H4a. How good a job is being done for the country as a whole by the national TV news? a. _____
- H4b. (How good a job is being done for the country as a whole by) the federal government in Washington? b. _____
- H4c. State governments? c. _____
- H4d. Local governments? d. _____
- H4e. The Presidency? e. _____
- H4f. Congress--that is, the U. S. Senate and House of Representatives? f. _____
- H4g. The U. S. Supreme Court? g. _____

H3-H3a Refer to instructions on previous page.

H4-H4j This question is designed to get at how good a job the respondent thinks a number of institutions are doing. We view it as a measure of overall feeling, and thus the question is stated in very broad, general terms. We have asked about the job being done "for the country as a whole" because we are interested in the societal impact of these institutions. It is up to the respondent, of course, what constitutes doing a good job for the country as a whole; but whatever his view, he should be keeping that broad framework in mind when answering.

In regard to questions H4c and H4d where we ask about state and local governments, we would like the respondent to respond at the broadest level at which he has an opinion. We want his opinion about state governments and local governments in general; but if he only has an opinion about his own state or local government, then we want that opinion.

In H4e we are interested in the "presidency" or "President" in general, not just President Ford. If R says "It did a poor job when Nixon was in but now that Ford is in it is doing a good job," try to get R to generalize, but if he can't use the response for Ford. The format for this question is designed to gain a lot of information in a short time. As soon as R learns how to use the response scale, he should be able to rate the institutions quickly, and all you will need to do is read the institutions and note down the number of R's response. The stem is repeated twice, but you may read it as often as seems necessary.

Note that the response scale has nine points, but only five have words; the in-between ones are provided for R's who wish to make finer distinctions. Some R's will want to limit themselves to just the points with labels, and that is perfectly OK -- there is no requirement that all or even most of the scale points be used.

- H5. (CARD H5, GREEN) Next, some people think that there ought to be changes in the amount of influence and power that certain organizations have in our society. For each one I read, tell me whether you think it should have more influence, less influence, or about the same amount of influence as it has now. (WRITE NUMBER ON LINE TO RIGHT OF EACH QUESTION)

SHOULD HAVE

1. Much less influence in our society
2. Less influence
3. A little less
4. Same as now
5. A little more
6. More influence
7. Much more influence in our society
9. No opinion; I haven't thought about it.

- | | |
|---------------------------------------------------------------------------------------|----------|
| H5a. How much influence and power should the national TV news have? | a. _____ |
| H5b. (How much influence and power should) the federal government in Washington have? | b. _____ |
| H5c. State governments? | c. _____ |
| H5d. Local governments? | d. _____ |
| H5e. The Presidency? | e. _____ |
| H5f. Congress—that is, the U.S. Senate and House of Representatives? | f. _____ |
| H5g. The U.S. Supreme Court? | g. _____ |

H5-H5j

This question is designed to find out whether the respondent thinks each institution should be more or less influential than it presently is. He is not asked to rate amount of influence, by only whether he would like to see things changed-- and in which direction.

As in H4e, the Presidency should be taken to mean the "presidency" not just President Ford. See the instruction for H4e if you are in doubt.

SECTION J: ISSUES

Let's talk next about some problems that are important to America today.

- J1. Some say that the civil rights people have been trying to push too fast. Others feel they haven't pushed fast enough. How about you: Do you think that civil rights leaders are trying to push too fast, are going too slowly, or are they moving at about the right speed?

1. TOO FAST

5. TOO SLOWLY

3. ABOUT RIGHT

J2. OMITTED

J3. OMITTED

J4. OMITTED

SECTION J: ISSUES

J1

J2

Omitted.

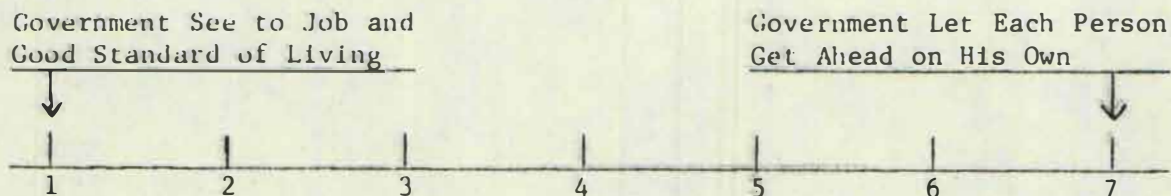
J3

Omitted.

J4

Omitted.

- J5. (CARD J5--BROWN) 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 that these people are at the other end--at point number 7. And, of course some other people have opinions somewhere in between.



(INTERVIEWER: RECORD NUMBER)

- _____ J5a. Where would you place yourself on this scale, or haven't you thought much about this?

0. HAVEN'T THOUGHT MUCH

8. DK

TURN TO P. 29, J6

- _____ J5b. Where would you place Gerald Ford?

8. DK

- _____ J5c. (Where would you place) George Wallace?

8. DK

- _____ J5d. (Where would you place) Richard Nixon?

8. DK

- _____ J5e. (Where would you place) the Democratic Party?

8. DK

- _____ J5f. (Where would you place) the Republican Party?

8. DK

- _____ J5g. (Where would you place) the Democratic candidate for the U.S. Senate?

8. DK

- _____ J5h. (Where would you place) the Republican candidate for the U.S. Senate?

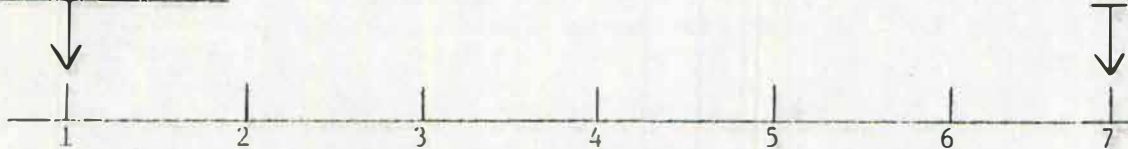
8. DK

- J5 - J5h We realize that these questions are demanding of both you and R; however, much valuable research information has already been derived from this technique, which was used in the 1968, 1970 and 1972 election studies. 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. As you will note, all of these questions have "HAVEN'T THOUGHT MUCH ABOUT THIS." boxes. While we want as much information as possible, if the respondent has definitely not thought about the issue, check the box and follow the skip instruction.
- J5a If you've worked on election studies before, you're familiar with this "proximity format" for getting at where R stands on issues in relationship to where he thinks other objects in the political system stand. Thus, our first task for the respondent is to place himself on the scale between, or at, one of the extreme positions of the particular issue. (Note that if R responds either DK or HAVEN'T THOUGHT MUCH with regard to his own placement on the scale, we don't want any of the information for the other objects on that particular scale--go on to the next page.)
- J5b - h After J5a, R is to try to place the parties and the political leaders on the scale. We are asking about senate candidates as well as the parties and nationally known figures. Remember, do not ask about the Senate candidates in states where there is not a Senate race. (Mark them "OMIT".)
- We have found that in general if R understands the questions and can place himself on the scale, the other parts of the questions are much easier for him to accomplish. If R gives a "Don't Know" or "No Opinion" for the political leaders or parties, it is a perfectly acceptable response. It is also important that R understand that he should place the parties and 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 objects where he wants them to be and not where he thinks they are. Whenever such confusion becomes apparent to you, please try to clarify the response in terms of where R thinks the candidate or party position is now. (Needless to say, it is perfectly 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.)
- All of the questions have been pretested 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.

- J6. (CARD J6--WHITE) There is much discussion about the best way to deal with the problem of urban unrest and rioting. Some say it is more important to use all available force to maintain law and order--no matter what results. Others say it is more important to correct the problems of poverty and unemployment that give rise to the disturbances.

Solve Problems
of Poverty and
Unemployment

Use All
Available
Force



(INTERVIEWER RECORD NUMBER)

- _____ J6a. Where would you place yourself on this scale, or haven't you thought much about this?

0. HAVEN'T THOUGHT MUCH

8. DK

→ TURN TO P.30, J7

- _____ J6b. Where would you place Gerald Ford?

8. DK

- _____ J6c. (Where would you place) George Wallace?

8. DK

- _____ J6d. (Where would you place) Richard Nixon?

8. DK

- _____ J6e. (Where would you place) the Democratic Party?

8. DK

- _____ J6f. (Where would you place) the Republican Party?

8. DK

- _____ J6g. (Where would you place) the Democratic candidate for the U.S. Senate?

8. DK

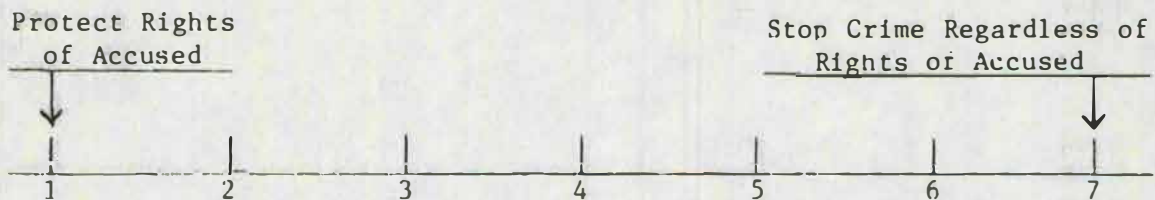
- _____ J6h. (Where would you place) the Republican candidate for the U.S. Senate?

8. DK

J6

See instructions. for J5 - J5h.

- J7. (CARD J7--ORANGE) 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.



(INTERVIEWER: RECORD NUMBER)

- _____ J7a. Where would you place yourself on this scale, or haven't you thought much about this?

0. HAVEN'T THOUGHT MUCH

8. DK

→ TURN TO P 31, J8

- _____ J7b. Where would you place Gerald Ford?

8. DK

- _____ J7c. (Where would you place) George Wallace?

8. DK

- _____ J7d. (Where would you place) the Democratic Party?

8. DK

- _____ J7e. (Where would you place) the Republican Party?

8. DK

- _____ J7f. (Where would you place) the Democratic candidate for the U.S. Senate?

8. DK

- _____ J7g. (Where would you place) the Republican candidate for the U.S. Senate?

8. DK

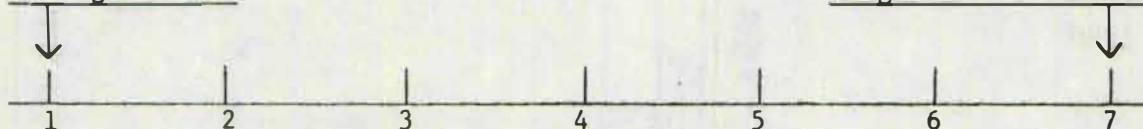
J7

See instructions for J5 - J5h.

- J8. (CARD J8--YELLOW) There is much discussion about the best way to deal with racial problems. Some people think achieving racial integration of schools is so important that it justifies busing children to schools out of their own neighborhoods. Others think letting children go to their neighborhood schools is so important that they oppose busing.

Bus to Achieve
Integration

Keep Children in
Neighborhood Schools



(INTERVIEWER: RECORD NUMBER)

- _____ J8a. Where would you place yourself on this scale, or haven't you thought much about this?

0. HAVEN'T THOUGHT MUCH

8. DK

→ TURN TO P. 32, J9

- _____ J8b. Where would you place Gerald Ford?

8. DK

- _____ J8c. (Where would you place) George Wallace?

8. DK

- _____ J8d. (Where would you place) Richard Nixon?

8. DK

- _____ J8e. (Where would you place) the Democratic Party?

8. DK

- _____ J8f. (Where would you place) the Republican Party?

8. DK

- _____ J8g. (Where would you place) the Democratic candidate for the U.S. Senate?

8. DK

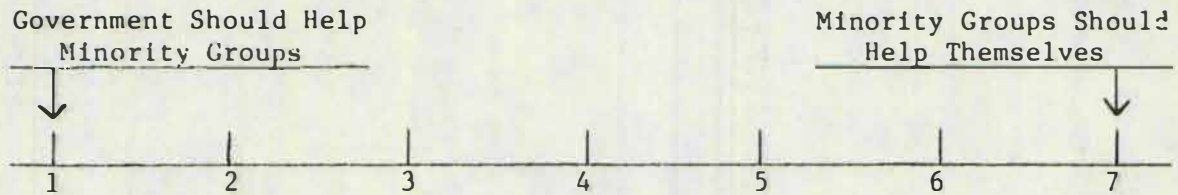
- _____ J8h. (Where would you place) the Republican candidate for the U.S. Senate?

8. DK

J8

See instructions for J5 - J5h.

- J9. (CARD J9--BLUE) 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 not make any special effort to help minorities because they should help themselves.



(INTERVIEWER: RECORD NUMBER)

- J9a. Where would you place yourself on this scale, or haven't you thought much about this?

0. HAVEN'T THOUGHT MUCH

8. DK

→ TURN TO P. 33, J10

- J9b. Where would you place Gerald Ford?

8. DK

- J9c. (Where would you place) George Wallace?

8. DK

- J9d. (Where would you place) Richard Nixon?

8. DK

- J9e. (Where would you place) the Democratic Party?

8. DK

- J9f. (Where would you place) the Republican Party?

8. DK

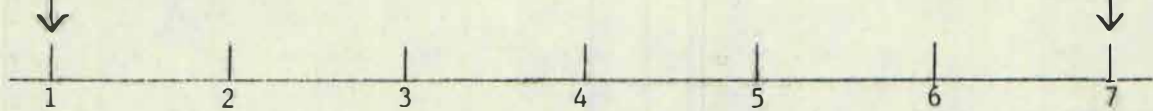
J9

See instructions for J5 - J5h.

- J10. (HAND R CARD J10--GREY) 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.

Women and Men Should
Have an Equal Role

Women's Place
is in the Home



(INTERVIEWER: RECORD NUMBER)

- _____ J10a. Where would you place yourself on this scale, or haven't you thought much about this?

0. HAVEN'T THOUGHT MUCH

8. DK

→ TURN TO P. 34, J11

- _____ J10b. (Where would you place) the Democratic candidate for the U.S. Senate?

8. DK

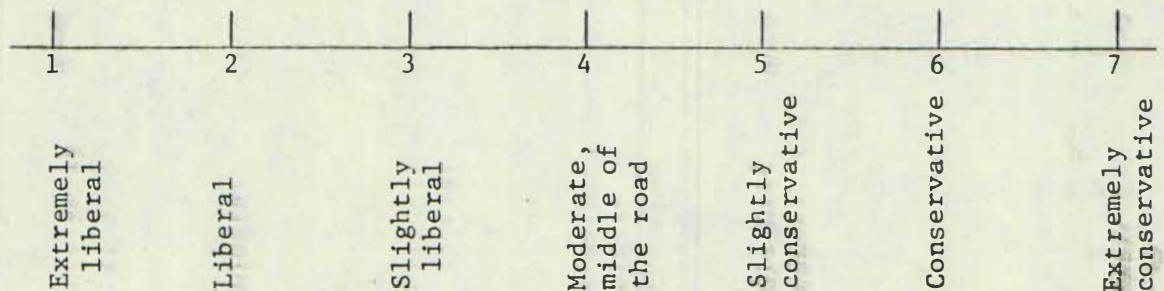
- _____ J10c. (Where would you place) the Republican candidate for the U.S. Senate?

8. DK

J10

See instructions for J5 - J5h.

J11. (CARD J11--BROWN) We hear a lot of talk these days about liberals and conservatives. I'm going to show you a seven-point scale on which the political views that people might hold are arranged from extremely liberal to extremely conservative.



(INTERVIEWER: RECORD NUMBER)

J11a. Where would you place yourself on this scale, or haven't you thought much about this?

0. HAVEN'T THOUGHT MUCH

8. DK

TURN TO P. 35, J12

J11b. Where would you place Gerald Ford?

8. DK

J11c. (Where would you place) George Wallace?

8. DK

J11d. (Where would you place) Richard Nixon?

8. DK

J11e. (Where would you place) the Democratic Party?

8. DK

J11f. (Where would you place) the Republican Party?

8. DK

J11g. (Where would you place) the Democratic candidate for the U.S. Senate?

8. DK

J11h. (Where would you place) the Republican candidate for the U.S. Senate?

8. DK

J11

Our objective here is to learn whether or not the ubiquitous terms "liberal" and "conservative" mean anything to mass respondents. Therefore, beyond making sure that R understands the mechanics of the scale, don't help him--or try to define the word--if he asks, just say "Whatever they mean to you." See instructions for J5 - J5h.

- J12. We are also interested in how people are getting along financially these days. Would you say that you (and your family) 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

- J13. Now looking ahead--do you think that a year from now you (and your family) will be better off financially, or worse off, or just about the same as now?

1. WILL BE
BETTER OFF

3. SAME

5. WILL BE
WORSE OFF

8. DON'T KNOW

- J14. Now turning to business conditions in the country as a whole--do you think that during the next 12 months we'll have good times financially, or bad times, or what?

1. GOOD TIMES

4. BAD WITH
QUALIFICATIONS

2. GOOD WITH
QUALIFICATIONS

5. BAD TIMES

3. PRO-CON

8. DON'T KNOW

- J15. Looking ahead, which would you say is more likely--that in the country as a whole we'll have continuous good times during the next 5 years or so, or that we will have periods of widespread unemployment or depression, or what?

- J16. As to the economic policy of the government--I mean steps taken to fight inflation or unemployment--would you say the government is doing a good job, only fair, or a poor job?

1. GOOD JOB

3. ONLY FAIR

5. POOR JOB

8. DON'T KNOW

- J17. Do you think that the problems of inflation and 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. DK

- J12 - J17 In questions where there are only boxes to be check, please write in any comments R makes which are pertinent. This is especially important in cases where you are in some doubt as to which is the proper box to check. In these questions we want R's personal opinion.
- J13 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."
- J14 What does respondent expect of the economy as a whole? We're not interested in hopes and dreams, but in what R thinks will be the case. In marking the appropriate box you should first decide whether R's answer is "Good," "Pro-Con," or "Bad," and then whether or not an answer that is either "Good" or "Bad," is qualified. Note that "Pro-Con" should be used when R sees both good and bad features, each with about the same intensity. "UNCERTAIN" should be checked whenever R does not really know what to expect in the next 12 months. Some examples of when to use the "QUALIFICATIONS" boxes are: "Fairly good (bad) times," "Good to fair times," "Good times if (or unless)...," "Relatively good times," and so forth. (This list is far from exhaustive.) Please note that "Good because..." is not a qualified response.
- J15
1. The main purpose of J15 is to discover whether people have given some thought to the economic outlook for the more distant future; and if they do, we want to know what they expect.
 2. Undoubtedly, some people never look more than a year ahead. Don't urge them to express a definite opinion in that case.
- J16 The question asks about economic policy related to inflation and unemployment. If R talks about other policies (race relations, pollution, etc.) of the government, repeat the question unless R sees a connection between these other policies and either inflation or 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.
- J17

SECTION K: VOTING

INTERVIEWER SEE INSTRUCTION MANUAL FOR K3 AND K4 BEFORE ASKING THIS SECTION

- K1. 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 elections this fall?

1. YES, DID VOTE	5. NO, DID NOT VOTE	7. NOT OLD ENOUGH	8. DK
------------------	---------------------	-------------------	-------

↓
TURN TO P. 38, K7

- K2. How about the election for Congressman--that is, for the House of Representatives in Washington? Did you vote for a candidate for Congress?

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

↓
TURN TO P. 37, K4

K2a. Who did you vote for?

K2b. Which party was that?

1. REPUBLICAN	5. DEMOCRATIC	7. OTHER; SPECIFY: _____	8. DK
---------------	---------------	--------------------------	-------

- K3. How about the election for United States Senator? Did you vote for a candidate for Senator?

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

↓
TURN TO P. 37, K4

K3a. Who did you vote for?

K3b. Which party was that?

1. REPUBLICAN	5. DEMOCRATIC	7. OTHER; SPECIFY: _____	8. DK
---------------	---------------	--------------------------	-------

K1 Please note that if R did not vote (NO or DK in K1), he is to be skipped all the way to K7.

K2 ALL districts elect Congressmen in this election, so ALL R's are to be asked K2.

K2a

K2b

K3-K3b These questions should not be asked in states which did not have elections for U.S. Senate in 1974. (Mark them "OMIT").

K4. How about the election for Governor--did you vote for a candidate for Governor?

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

GO TO K5

K4a. Who did you vote for?

K4b. Which party was that?

1. REPUBLICAN	5. DEMOCRATIC	7. OTHER; SPECIFY: _____	8. DK
---------------	---------------	--------------------------	-------

K5. How about the elections for other state and local offices--did you vote a straight ticket, or did you vote for candidates from different parties?

1. STRAIGHT TICKET	5. DIFFERENT PARTIES	8. DK → TURN TO P. 38, K6
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K5a. Which party?

1. REPUBLICAN	5. DEMOCRATIC
---------------	---------------

7. Other _____

K5b. Did you vote mostly Republican, mostly Democrat, or about half and half?

1. MOSTLY REPUBLICAN

3. ABOUT HALF & HALF REPUB - DEM

5. MOSTLY DEMOCRATIC

K4-K4b

These questions should not be asked in the following states because they do not have elections for governor in 1974: (Mark them "OMIT").

Illinois
Indiana
Kentucky
Louisiana
Mississippi
Missouri

New Jersey
North Carolina
Utah
Virginia
Washington
West Virginia

K5

K5a

K6. How about propositions on the ballot in November? Were there any state, county, or local propositions on the ballot for the people to vote on?

1. YES, THERE WERE

5. NO, THERE WEREN'T

8. DK

GO TO K7

K6a. Did you vote on all, most, some, or none of these propositions?

1. ALL

2. MOST

3. SOME

4. NONE

8. DK

K7. In general, do you feel that more issues should be decided by the voters at the polls?

1. YES

5. NO

8. DK

TURN TO P. 39, Section L

K7a. Is there anything in particular you had in mind? _____

K6

If R is unclear on the meaning of "proposition," you can explain that we mean "referenda" or "questions on public issues that the people decide on the ballot."

K6a

K7

K7a

We want you to probe for topics, but not for sides of the question. For example "property taxes," "abortion," "marijuana," etc., are all good answers; there is no need to find out which side of these issues R is on personally. This is the first question since K1 that is to be asked of those R's who said they did not vote (or didn't know if they had voted). That is, K7 is to be asked of everybody, including those R's who were NOT asked K6.

SECTION L: CANDIDATE THERMOMETERS AND GROUPS

- L1. (CARD L1, WHITE) Now I'd like to get your feelings toward some of our political leaders and other people who are in the news these days.

Here is a card on which there is something that looks like a thermometer. We call it a "feeling thermometer" because it measures your feelings towards these people.

Here is how it works. If you don't feel particularly warm or cold toward a person, then you should place him in the middle of the thermometer, at the 50 degree mark.

If you have a warm feeling toward a person, or feel favorably toward him, you would give him a score somewhere between 50° and 100°, depending on how warm your feeling is toward that person.

On the other hand, if you don't feel very favorably toward a person--that is, if you don't care too much for him--then you would place him somewhere between 0 and 50 degrees.

Of course, if you don't know too much about a person, just tell me and we'll go on to the next name.

Our first person is George Wallace. Where would you put him on the thermometer?

INTERVIEWER: TAKE SOME TIME TO EXPLAIN HOW THE THERMOMETER WORKS, SHOWING THE WAY IN WHICH THE DEGREE LABELS CAN HELP HIM TO LOCATE AN INDIVIDUAL, SUCH AS GEORGE WALLACE.

RATING

_____ L1a. GEORGE WALLACE	_____ L1k. Edward "Ted" Kennedy
_____ L1b. Gerald Ford	_____ L1m. Henry "Scoop" Jackson
_____ L1c. Leon Jaworski	_____ L1n. Judge Sirica
_____ L1d. John Mitchell	_____ L1p. Howard K. Smith
_____ L1e. Nelson Rockefeller	_____ L1q. John Dean
_____ L1f. John Ehrlichman	_____ L1r. Hubert Humphrey
_____ L1g. Walter Cronkite	_____ L1s. Walter Mondale
_____ L1h. John Chancellor	_____ L1t. Richard Nixon
_____ L1j. Peter Rodino	_____ L1u. Lloyd M. Bentsen

SECTION L: CANDIDATE THERMOMETERS AND GROUPS

L1 - L1u These are the thermometer questions--and they require Card L1. In this study we are using the thermometer to measure feelings towards possible future Presidential and Vice-Presidential candidates and a number of groups. If R says he doesn't know anything about a particular "possible candidate" do not assign a number, but record "DK" on the line.

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

(CARD L1, WHITE)

- L2. We'd also like to get your feelings about some groups in American society, using the feeling thermometer just as we did for the leaders. If we come to a group you don't know much about, just tell me and we'll move on to the next one. Our first group is Big Business--how warm would you say you feel toward them?

RATING

_____ L2a. BIG BUSINESS

_____ L2b. Poor People

_____ L2c. Liberals

_____ L2d. Radical Students

_____ L2e. Policemen

_____ L2f. Older People

_____ L2g. The Military

_____ L2h. Whites

_____ L2j. Democrats

_____ L2k. Blacks

_____ L2m. Republicans

_____ L2n. Labor Unions

_____ L2p. Young People

_____ L2q. Conservatives

_____ L2r. Women's Liberation
Movement

_____ L2s. People Who Use
Marijuana

_____ L2t. Black Militants

_____ L2u. Civil Rights Leaders

_____ L2v. Politicians

_____ L2w. Farmers

_____ L2x. Middle-Class People

_____ L2y. T.V. Commentators

_____ L2z. Newspaper Editors

L2 - L2x

Sorry about the length of this list, but it's crucial information and all of our pretesting indicates that respondents can handle it.

There were a couple of problems we found in our last pretest. First, some R's say "I don't have anything against GROUP X, give them 100." Remind R that 100 is for groups he very much likes; if all he can say is that he has nothing against them, maybe his rating should be closer to 50. Second, be careful to distinguish "I don't have any special feeling about them" (for which you should record 50) from "I don't know much about them" (for which you should write in DK).

- L3. (CARD L3—ORANGE) Some people think that certain groups have too much influence in American life and politics, while other people feel that certain groups don't have as much influence as they deserve. On this card are three statements about how much influence a group might have. For each group I read to you, just tell me the number of the statement that best says how you feel. The first group is Labor Unions.

	TOO MUCH INFLUENCE (1)	JUST ABOUT THE RIGHT AMOUNT OF INFLUENCE (2)	TOO LITTLE INFLUENCE (3)	DON'T KNOW (8)
L3a. LABOR UNIONS				
L3b. Poor People				
L3c. Policemen				
L3d. Politicians				
L3e. Big Business				
L3f. Blacks				
L3g. Liberals				
L3h. The Military				
L3j. Newspaper Editors				
L3k. Young People				
L3m. Women				
L3n. Republicans				
L3p. People on Welfare				
L3q. Farmers				
L3r. Older People				
L3s. Democrats				
L3t. The Average Citizen				

L3

Make sure that R is not answering strictly in terms of groups he likes or dislikes. We expect likes or dislikes and we expect to find that R will think that groups he dislikes (on the thermometer) have too much influence, and that's a perfectly good response. But if R actually says, "Well, I don't like them too much, I guess they have too much influence," explain to him that those aren't necessarily the same thing.

SECTION M: PERSONAL ESTEEM, TRUST AND QUALITY OF LIFE

Now here is something different. We have a few questions on other things besides politics.

- M1. Do you think it's better to plan your life a good way ahead, or would you say life is too much a matter of luck to plan ahead very far?

1. PLAN AHEAD

5. TOO MUCH LUCK TO PLAN

8. DK

- M2. When you do make plans ahead, do you usually get to carry out things the way you expected, or do things usually come up to make you change your plans?

1. THINGS WORK OUT AS EXPECTED

5. HAVE TO CHANGE PLANS

8. DK

- M3. Have you usually felt pretty sure your life would work out the way you want it to, or have there been times when you haven't been sure about it?

1. PRETTY SURE

5. HAVEN'T BEEN SURE

8. DK

- M4. Some people feel they can run their lives pretty much the way they want to; others feel the problems of life are sometimes too big for them. Which one are you most like?

1. CAN RUN OWN LIFE

5. PROBLEMS OF LIFE TOO BIG

8. DK

- M5. Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?

1. MOST PEOPLE CAN BE TRUSTED

5. CAN'T BE TOO CAREFUL

8. DK

SECTION M: PERSONAL ESTEEM, TRUST AND QUALITY OF LIFE

M1

M2

M3

M4

M5

M6. Would you say that most of the time people try to be helpful, or that they are mostly just looking out for themselves?

1. TRY TO BE HELPFUL

5. JUST LOOK OUT FOR THEMSELVES

8. DK

M7. Do you think most people would try to take advantage of you if they got a chance, or would they try to be fair?

1. WOULD TAKE ADVANTAGE OF YOU

5. WOULD TRY TO BE FAIR

8. DK

M8. (CARD M9--YELLOW) Please tell me what number on this card best says how you feel about each of the following. (WRITE NUMBER AT RIGHT OF QUESTION)

DELIGHTED	PLEASED	MOSTLY SATISFIED	MIXED	MOSTLY DIS- SATISFIED	UNHAPPY	TERRIBLE
1	2	3	4	5	6	7

M8a. How satisfied are you with the income you (and your family) have?

a. _____

M8b. (How satisfied are you) with your standard of living -- the things you have like housing, car, furniture, recreation and the like?

b. _____

M6

M7

M8 - M8b

We are interested in what feelings people have in various situations and on various topics that affect their quality of life. The "scale" from which R's are to pick a feeling tries to get some "real feelings" into words and not just judgments of satisfaction or dissatisfaction. To convey this idea you might even put some emotion into how you say the words in the explanation of the scale.

SECTION S: DEMOGRAPHIC DATA

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

S1. What is your date of birth?

(MONTH)

(YEAR)

S2. Are you married now and living with your (husband/wife)--or are you widowed, divorced, separated, or have you never married?

1. MARRIED AND LIVING WITH SPOUSE (OR SPOUSE IN SERVICE)	5. WIDOWED	3. DIVORCED	4. SEPARATED	2. NEVER MARRIED
↓	↓	↓	↓	TURN TO P. 45 S3

S2a. Do you have any children?

1. YES

5. NO

→ TURN TO P. 45, S3

S2b. How many?

S2c. What are their ages?

SECTION S: DEMOGRAPHIC DATA

S1

S2

S2a

S2b

S2c

S3. What is the highest grade of school or year of college you completed?

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

COLLEGE				
13	14	15	16	17+

S3a. Did you get a high school diploma or pass a high school equivalency test?

1. YES	5. NO
--------	-------

S3b. Do you have a college degree?

1. YES	5. NO
--------	-------

GO TO S3g

S3e. Have you had any other schooling?

1. YES	5. NO
--------	-------

TURN TO P. 46, CHECK BOX C

S3f. What kind? _____

TURN TO P. 46, S3h

S3c. What degree is that?

S3d. From what college is that and where is it located? (COMPLETE NAME)

TURN TO P.46, CHECK BOX C

S3g. What was the last college you attended? Where is that located? (COMPLETE NAME)

S3 - S3g In S3, "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 S3e, 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.

S3d and S3g should be answered with the complete name of the college, written clearly.

INTERVIEWER CHECK BOX C

<input type="checkbox"/> 1.	R IS FAMILY HEAD; NO SPOUSE IN FAMILY	TURN TO P. 48, S4
<input type="checkbox"/> 2.	R IS FAMILY HEAD, LIVING WITH SPOUSE--ASK S3h ABOUT SPOUSE	
<input type="checkbox"/> 3.	R IS NOT FAMILY HEAD--ASK S3h ABOUT FAMILY HEAD	

S3h. And what is the highest grade of school or year of college that (the head of the family/your husband/your wife) completed?

GRADES OF SCHOOL												
<input type="checkbox"/> 00	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06	<input type="checkbox"/> 07	<input type="checkbox"/> 08	<input type="checkbox"/> 09	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12

COLLEGE				
<input type="checkbox"/> 13	<input type="checkbox"/> 14	<input type="checkbox"/> 15	<input type="checkbox"/> 16	<input type="checkbox"/> 17+

S3j. Did he/she get a high school diploma or pass a high school equivalency test?

<input type="checkbox"/> 1. YES	<input type="checkbox"/> 5. NO
---------------------------------	--------------------------------

S3k. Does he/she have a college degree?

<input type="checkbox"/> 1. YES	<input type="checkbox"/> 5. NO
---------------------------------	--------------------------------

GO TO S3r

S3p. Has he/she had any other schooling?

<input type="checkbox"/> 1. YES	<input type="checkbox"/> 5. NO → TURN TO P. 48, S4
---------------------------------	----------------------------------------------------

S3q. What kind? _____

TURN TO P. 48, S4

S3m. What degree is that?

S3n. From what college is that and where is it located? (COMPLETE NAME)

TURN TO P. 48, S4

S3r. What was the last college he/she attended? Where is that located? (COMPLETE NAME)

BE SURE TO NOTE CHECK BOX C

S3h - S3r These are the same questions that were asked of the respondent in S3 - S3g. Now, note that these education questions must be repeated for the head of the household when R is not head. Or if R is head and married, then ask about his wife. Of course, this will require a rephrasing of the questions in terms of "your husband," "your father," "has he," "your wife," "has she." If you have problems with the meaning of the questions, refer to the instructions for S3 - S3g.

Again, S3n and S3r should be answered with the complete name of the college.

TWO-PAGE RESPONDENT

S4. We'd like to know if you are working now, or are you unemployed

2. TEMPORARILY
LAID OFF

1. WORKING NOW

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?

1. SOMEONE ELSE

2. BOTH SOMEONE
ELSE AND SELF

3. SELF ONLY

S8. About how many hours do you work on your job in the average week?

_____ HOURS A WEEK

S9. Were you out of work at any time during the last twelve months?

1. YES

5. NO

TURN TO P. 50, CHECK BOX D

S10. Have you ever done any work for pay?

1. YES

5. NO

→ SKIP TO P. 50,
CHECK BOX D

S10a. What sort of work did you do on your last regular job? (What was your occupation?)

S10b. What kind of business/industry was that?

S10c. Did you work for someone else, yourself, or what?

1. SOMEONE
ELSE

2. BOTH SOMEONE
ELSE AND SELF

3. SELF ONLY

S11. Have you had a job in the past twelve months?

1. YES

5. NO

→ SKIP TO P. 50
CHECK BOX D

S11a. About how many hours did you work on your last job in the average week?

_____ HOURS A WEEK

TURN TO P. 50, CHECK BOX D

EMPLOYMENT SECTION

retired, (a housewife), (a student), or what?

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">5. RETIRED</div> <p>S12. When did you retire?</p> <p style="text-align: center;">YEAR</p> <p style="text-align: center;">_____</p> <p>S14. What kind of work did you do when you worked? (What was your occupation?)</p> <p>_____</p> <p>_____</p> <p>S14a. What kind of (business/industry) was that?</p> <p>_____</p> <p>S14b. Did you work for someone else, yourself, or what?</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 5px;">1. SOMEONE ELSE</td> <td style="padding: 5px;">2. BOTH SOMEONE ELSE AND SELF</td> <td style="padding: 5px;">3. SELF ONLY</td> </tr> </table> <p>S15. During the last twelve months did you do any work for pay?</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 5px;">1. YES</td> <td style="padding: 5px;">5. NO</td> </tr> </table> <p>S15a. Are you doing any work for pay at the present time?</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 5px;">1. YES</td> <td style="padding: 5px;">5. NO</td> </tr> </table> <p>S15b. About how many <u>hours a week</u> did you work in the average week when you were working?</p> <p style="text-align: center;">_____ HOURS A WEEK</p> <p style="text-align: center;">TURN TO P. 50, CHECK BOX D</p>	1. SOMEONE ELSE	2. BOTH SOMEONE ELSE AND SELF	3. SELF ONLY	1. YES	5. NO	1. YES	5. NO	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">6. PERMANENTLY DISABLED</div> <p>S13. Have you ever done any work for pay?</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 5px;">1. YES</td> <td style="padding: 5px;">5. NO</td> </tr> </table> <p style="text-align: center;">TURN TO P. 50 CHECK BOX D</p>	1. YES	5. NO
1. SOMEONE ELSE	2. BOTH SOMEONE ELSE AND SELF	3. SELF ONLY								
1. YES	5. NO									
1. YES	5. NO									
1. YES	5. NO									

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">7. HOUSEWIFE</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">8. STUDENT</div> <p>S16. In the last twelve months, did you do any work for pay?</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 5px;">1. YES</td> <td style="padding: 5px;">5. NO</td> </tr> </table> <p>S16a. Are you doing any work for pay at the present time?</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 5px;">1. YES</td> <td style="padding: 5px;">5. NO</td> </tr> </table> <p style="text-align: center;">IF WORKED IN THE LAST TWELVE MONTHS BUT NOT WORKING NOW:</p> <p>S16b. What kind of work did you do? (What was your occupation?)</p> <p>_____</p> <p>_____</p> <p>S16c. What kind of business was that in?</p> <p>_____</p> <p>_____</p> <p>S16d. Did you work for someone else, yourself, or what?</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 5px;">1. SOMEONE ELSE</td> <td style="padding: 5px;">2. BOTH SOMEONE ELSE AND SELF</td> </tr> </table> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 5px;">3. SELF ONLY</td> </tr> </table> <p>S16e. About how many <u>hours a week</u> did you work in the average week when you were working?</p> <p style="text-align: center;">_____ HOURS A WEEK</p> <p style="text-align: center;">TURN TO P. 50, CHECK BOX D</p>	1. YES	5. NO	1. YES	5. NO	1. SOMEONE ELSE	2. BOTH SOMEONE ELSE AND SELF	3. SELF ONLY	<p>→ TURN TO P. 50 CHECK BOX D</p> <p>→ GO BACK TO "WORKING NOW"</p>
1. YES	5. NO							
1. YES	5. NO							
1. SOMEONE ELSE	2. BOTH SOMEONE ELSE AND SELF							
3. SELF ONLY								

S4 Be sure to note that the response categories for this question go completely across two pages. If the respondent feels he is in more than one of these categories, e.g., a working housewife, then check both categories. In this question it is possible to check both "working" and either "retired," "permanently disabled," "housewife" or "student." The category "unemployed" refers to a person not now employed but who is "looking for work" or "seeking employment."

S5 - S10 The respondent's occupation is the job which he spends the most time on, 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, he may:

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

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

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

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

c) R says he is a road construction worker but if:

- i) he supervises the road gang, he is classified as a foreman
- ii) he operates a bulldozer, he is classified as a machine operator
- iii) he is a common laborer, he will be classified as such.

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

S5 - S10a e) The distinction which we have to make between college and elementary
con't. school teachers is less obvious, but as important. A suggested probe
here is:

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

S6 - S10b The answers to this question are fitted into an industrial code and are
sometimes vital in determining which code a particular occupation should
fit 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," "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.

S7 and
S10c

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 want a full description:

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

INTERVIEWER CHECK BOX D

1. R IS FAMILY HEAD; NO SPOUSE IN FAMILY →
2. R IS FAMILY HEAD, LIVING WITH SPOUSE--ASK ABOUT
3. R IS NOT FAMILY HEAD--ASK ABOUT HEAD

S17. We'd also like to know about (the head of the family/your husband/wife)....

2. TEMPORARILY

BE SURE TO NOTE CHECK BOX D

Please note that if R is the family head and has no spouse you are to skip to page 52, S30. If R is the family head and living with spouse you are to go to S17 and ask about spouse. If R is not the family head, you are to go to S17 and ask about family head.

S17 - S29e For the objectives here refer back to S4 - S16e instructions.

S20. Does he/she work for someone else, himself/herself, or what?

1. SOMEONE ELSE

2. BOTH SOMEONE
ELSE & SELF

3. SELF ONLY

S21. About how many hours does he/she work on his/her job in the average week?

____ HOURS A WEEK

S22. Was he/she out of work at any time during the last twelve months?

1. YES

5. NO

SKIP TO P. 52, S30

S23b. What kind of (business/industry) was that?

S23c. Did he/she work for someone else, himself/herself, or what?

1. SOMEONE
ELSE2. BOTH SOME-
ONE ELSE
AND SELF3. SELF
ONLY

S24. Has he/she had a job in the past twelve months?

1. YES

5. NO → SKIP TO P.52, S30

S24a.

About how many hours did he/she work on his/her last job in the average week?

____ HRS. A WK.

SKIP TO P.52, S 30

EMPLOYMENT SECTION

51

SKIP TO P. 52, S30

SPOUSE.

Is (he/she) working now, unemployed, retired, (a housewife), (a student), or what?

5. RETIRED

6. PERMANENTLY
DISABLED

7. HOUSEWIFE

8. STUDENT

S25. When did he/she
retire?

YEAR

S26. Has he/she ever
done any work
for pay?

1. YES

5. NO

TURN TO
P. 52, S30

S27. What kind of work did he/she do when he/
she worked? (What was his/her occupation?)

S27a. What kind of (business/industry) was
that?

S27b. Did he/she work for someone else, himself/
herself, or what?

1. SOMEONE
ELSE

2. BOTH SOMEONE
ELSE AND SELF

3. SELF
ONLY

S28. During the last twelve months did he/she
do any work for pay?

1. YES

5. NO

TURN TO P. 52, S30

S28a. Is he/she doing any work for pay at the
present time?

1. YES

GO BACK TO
"WORKING NOW"

5. NO

S28b. About how many hours a week
did he/she work in the aver-
age week when he/she worked?
_____ HOURS A WEEK

TURN TO P. 52, S30

S29. In the last twelve months did he/she
do any work for pay?

1. YES

5. NO

TURN TO P.52, S30

S29a. Is he/she doing any work for pay at
the present time?

1. YES

GO BACK TO
"WORKING NOW"

5. NO

IF WORKED IN THE LAST TWELVE MONTHS
BUT NOT PRESENTLY WORKING

S29b. What kind of work did he/she
do? (What was his/her occu-
pation?)

S29c. What kind of business was
that?

S29d. Did he/she work for someone
else, himself/herself, or
what?

1. SOMEONE
ELSE

2. BOTH SOMEONE
ELSE AND SELF

3. SELF ONLY

S29e. About how many hours a week
did he/she work in the average
week when he/she worked?
_____ HOURS A WEEK

TURN TO P. 52, S30

(ASK IF HEAD IS FARMER OR RANCHER--OTHERS GO TO S31)

S30. (Do you/Does Head) do any other kind of work besides (farming/ranching)--for pay, I mean?

1. YES



5. NO



GO TO S31

S30a. What kind of work is that? _____

S30b. About how much time (do you/does head) usually put in on that?

_____ hours per week for _____ weeks per year

S30c. Do you 1. own your farm, 2. manage it,

3. rent it, or what?

S31. Does anyone in this household belong to a labor union?

1. YES



5. NO



TURN TO P. 53, S32

S31a. Who is it that belongs?
(CHECK AS MANY AS APPLICABLE)

RESPONDENT

HEAD (NOT R)

SOMEONE ELSE
IN HOUSEHOLD

S31b. What union is that?
(What unions are those?) (GET COMPLETE NAME NOT JUST INITIALS)

S30 - S30c

This series of questions deals with other types of work done by R or by head of household, who has a full-time ONLY farm occupation. Do not ask this series for part-time farmers.

S31 - S31b

In Q. S31, 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. 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. Therefore, do not ask the number of the union. Where more than one union member lives in the same household, get the specific international union for each member. Retired workers who draw union pensions, or receive union newsletters, are also to be considered union members. If R asks whether a teacher's professional association such as the state education association is considered as a union, tell him that it is if it bargains like a union for him. Be sure to get the complete names of the unions, not just the initials.

ASK WORKING RS ONLY--ALL OTHERS TURN TO P. 54, CHECK BOX E

- S32. We would like you to compare how much you earn on your job with what other people in your line of work get. Do you feel the money you make is much less than your fair share, somewhat less than your fair share, about your fair share, or more than your fair share?

1. MUCH LESS

2. SOMEWHAT LESS

3. ABOUT FAIR

4. MORE

8. DK

- S33. And how fair is what people in your line of work earn in comparison to how much people in other occupations earn? Do you feel that you get much less than you deserve, somewhat less than you deserve, about as much as you deserve, or more than you deserve in comparison to how much people in other occupations earn?

1. MUCH
LESS

2. SOMEWHAT
LESS

4. ABOUT AS MUCH
AS DESERVE

5. MORE

8. DON'T
KNOW

S32

Does R earn as much as he thinks he should compared to others in the same line of work? (i.e., other plumbers if R is a plumber?) In this question, the important phrase is fair share. R may earn more than others, but if he thinks he works harder or is more skillful, he might say he is getting less than his "fair share."

S33

Same as S32 except R should compare himself to people in other lines of work (i.e., if R is a plumber, he might compare himself to doctors, farmers, and so forth.) Again, other lines of work could earn more or less than R, but they could still be getting what they deserved compared to R if they have more or less education, or work longer or shorter hours, and so forth. It's up to R to decide what is fair and what isn't.

CHECK BOX E

☐ R IS PANEL RESPONDENT TURN TO P. 56, S40☐ R IS NOT PANEL RESPONDENT

S34. There's been some talk 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. DK

7. OTHER _____

S34a. Which one?
(RECORD BELOW)

S34b. 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 _____

GO TO S35

S34c. 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

S34d. 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

S34e. 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

S34f. 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

S35. What would you say your family was when you were growing up:

1. Middle class

or

2. Working class

?

BE SURE TO NOTE CHECK BOX E

S34 - S34b 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," tell him just whatever it means to 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)." Don't try to define the classes. In the first question S34, 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 S34b. We do not want R to feel that he does not need to make a choice, simply because he has said "No" to S34.

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.

S34d - S34f These seek to measure the degree to which R feels identified with his class grouping.

S35 If R did not grow up with his own family, but with some family, we would like him to respond in terms of the people who brought him up.

S36. In addition to being an American, what do you consider your main ethnic or nationality group?

S37. Were both your parents born in this country?

5. NO



S37a. Which country was your father born in?

S37b. Which country was your mother born in?

1. YES



8. DK



S37c. Do you remember which country your family came from originally on your father's side?

S37d. Do you remember which country your family came from originally on your mother's side?

S38. What kind of work did your father do for a living while you were growing up?

S39. Other than being a housewife, did your mother have a job while you were growing up?

1. YES



5. NO



TURN TO P56., S40

S39a. What kind of work did she do?

- S36 Write down exactly what nationality group or groups R considers himself to be. If R says he considers himself to be only American, probe once by repeating the question, but, if he still insists he is "only American," accept that response and go on.
- S37
- S37a
- S37b
- S37c
- S37d
- S38 In some cases R will say that his father died early or was not around for some other reason. Here we are more interested in what kind of environment R grew up in than in his father as an individual. Therefore, the occupation of the relative or other foster parent who raised him is appropriate. Ask what the person who raised R as a father did.
- S39 - S39a 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.

S40. Where were you born? (IF UNITED STATES) Which state?

S41. Where was it that you grew up? (IF UNITED STATES) Which state or states?

(IF GREW UP IN DIFFERENT STATE FROM CURRENT RESIDENCE)

S41a. How old were you when you came to this state? _____ (YEARS)

S42. Were you brought up mostly in the country, in a town, in a small city, or in a large city?

1. COUNTRY	2. TOWN	3. SMALL CITY	4. LARGE CITY	7. OTHER(SPECIFY) _____ _____
------------	---------	---------------	---------------	-------------------------------------

S42a. Where did you live when you were about 14 years old?

_____ (CITY) _____ (STATE)

S43. How long have you lived here in (CITY/TOWN/COUNTY)? _____ (YEARS)

S43a. (IF LESS THAN ALL OF LIFE) Where did you live before you moved here?

_____ (CITY) _____ (STATE)

S44. How long have you lived in this house (apartment)? _____
(IF ALL OF LIFE → TURN TO P. , S46)

S45. How would you compare this neighborhood with the one you left?

S45a. Is this one:

1. Newer

 or

5. Older

 or

3. About the same

 ?

S45b. Is it:

1. Less expensive

 or

5. More expensive

 or

3. About the same

S40

S41

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.

S41a

S42

If R says he grew up in more than one type of place, please probe to find out which type of place R spent most of his time growing up. If R says he was brought up in the suburbs, record that under "Other."

S42a

S43

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.

S43a

S44

S45 - S45b

S46. (CARD S46, BLUE) Please look at this card and tell me the letter of the income group that includes the income of all members of your family in 1973 before taxes. This figure should include dividends, interest, salaries, wages, pensions, and all other income. (IF UNCERTAIN: What would be your best guess?)

A. NONE	01	J. \$8,000 - \$8,999	10
B. LESS THAN \$1,000	02	K. \$9,000 - \$9,999	11
C. \$1,000 - \$1,999	03	L. \$10,000 - \$10,999	12
D. \$2,000 - \$2,999	04	M. \$11,000 - \$11,999	13
E. \$3,000 - \$3,999	05	N. \$12,000 - \$14,999	14
F. \$4,000 - \$4,999	06	O. \$15,000 - \$19,999	15
G. \$5,000 - \$5,999	07	P. \$20,000 - \$24,999	16
H. \$6,000 - \$6,999	08	Q. \$25,000 - \$34,999	17
I. \$7,000 - \$7,999	09	R. \$35,000 AND OVER	18

S47. Do you (does your family) own your home, pay rent, or what?

1. OWN	2. RENT	7. OTHER (EXPLAIN) _____
--------	---------	--------------------------

S48. Is your religious preference Protestant, Roman Catholic, Jewish, or something else?

PROTESTANT	200. ROMAN CATHOLIC	300. JEWISH	OTHER (SPECIFY)
↓	TURN TO P. 58, S49		TURN TO P. 58, S49
NONE	→ END INTERVIEW		

S48a. What church or denomination is that?

S48b. (IF BAPTIST) Is that Southern Baptist or something else?

S46

If necessary, make sure respondent understands that (1) this information is strictly confidential; (2) this information makes the information in the rest of the interview more valuable to us.

NOTE: that the figure we want is total family income from all sources before taxes, for the calendar year, 1973, not just respondent's own earnings. The question is designed so that respondent will not have to name a specific figure, or even to give a narrow range.

S47

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.

S48

S48a - S48b

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

(IF ANY RELIGIOUS PREFERENCE)

S49. 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
------------------	-------------------------	-----------------------------	--------------------------	----------

TIME AT END OF INTERVIEW: _____

GO TO RECONTACT SHEET FOR ALL R's
EXCEPT PANEL R's WHO DID NOT MOVE

S49

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.

Please remember to record the time and the end of the interview. It is important for us to be able to determine how long the interview took so we can judge how many questions can be asked in a given period of time.

DON'T FORGET THE RECONTACT SHEET!

INTERVIEWER'S SUPPLEMENT

1. Respondent's sex is: 1. Male 2. Female
2. Respondent's race is: 1. White 2. Negro OTHER: _____
3. Relationship of R to head: 1. Is head 2. Is wife OTHER: _____
4. Other persons present at interview were: (CHECK MORE THAN ONE BOX IF NECESSARY)

NoneChildren under 6Older childrenSpouseOther relativesOther adults

5. Respondent's cooperation was:

1. Very good2. Good3. Fair4. Poor5. Very poor

6. Respondent's general level of information about politics and public affairs seemed:

1. Very high2. Fairly high3. Average4. Fairly low5. Very low

7. Rate R's apparent intelligence?

1. VERY
HIGH2. ABOVE
AVERAGE3. AVERAGE4. BELOW
AVERAGE5. VERY
LOW

8. How suspicious did R seem to be about the study, before the interview?

1. NOT AT ALL3. SOMEWHAT5. VERY SUSPICIOUS

9. Overall, how great was R's interest in the interview?

1. VERY
HIGH2. ABOVE
AVERAGE3. AVERAGE4. BELOW
AVERAGE5. VERY
LOW

10. How sincere did R seem to be in his answers?

1. COMPLETELY
SINCERE

2. USUALLY
SINCERE

3. OFTEN SEEMED TO
BE INSINCERE

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

12. TYPE OF STRUCTURE IN WHICH FAMILY LIVES:

01. TRAILER

07. APARTMENT HOUSE (5 OR MORE
UNITS, 3 STORIES OR LESS)

02. DETACHED SINGLE FAMILY HOUSE

08. APARTMENT HOUSE (5 OR MORE
UNITS, 4 STORIES OR MORE)

03. 2-FAMILY HOUSE, 2 UNITS
SIDE BY SIDE

09. APARTMENT IN A PARTLY
COMMERCIAL STRUCTURE

04. 2-FAMILY HOUSE, 2 UNITS
ONE ABOVE THE OTHER

10. OTHER (SPECIFY)

05. DETACHED 3-4 FAMILY HOUSE

06. ROW HOUSE (3 OR MORE UNITS
IN AN ATTACHED ROW)

13. NUMBER OF STORIES IN THE STRUCTURE, NOT COUNTING BASEMENT:

1

2

3

MORE THAN 3: (SPECIFY) _____

WRITE THUMBNAIL SKETCH ON BACK



SURVEY
RESEARCH
CENTER

INSTITUTE FOR
SOCIAL RESEARCH
THE UNIVERSITY
OF MICHIGAN

ANN ARBOR,
MICHIGAN 48106

Fall, 1974

Dear Respondent:

Two years have passed since we talked to you last. As you are well aware, many changes have taken place in government and in the administration that was elected at that time. Who would have thought two years ago that today our president would be Gerald Ford rather than Richard Nixon?

For the first time in American history we will have a president and vice-president who were not elected by the people. These changes as well as the many problems facing society today make this a particularly important time to find out whether your opinions have changed since our study in 1972.

We are enclosing a copy of an article that appeared in The Washington Post. This is one of the many kinds of reports that make use of the data from your interviews. In addition the data are used by scholars and decision-makers throughout the country.

In 1972 you were most generous in taking the time to talk with our interviewer. What you told us at that time will be even more valuable if we can conduct another interview with you after this 1974 election. This interview, which will be shorter than the previous two, should last about an hour. We think you will find the interview enjoyable and interesting. As in our previous study, the information you give will be kept in complete confidence. We are asking our interviewer to call on you shortly after election day, November 5.

Sincerely,

Robert L. Kahn
Director

P. 495444

PANEL RESPONDENT LETTER



SURVEY
RESEARCH
CENTER

Fall, 1974

Dear Sir or Madam:

One of our local interviewers will be calling at your home soon in connection with our current survey of public opinion.

The Survey Research Center is a national research organization whose reputation is based on 25 years of interviewing for scientific purposes. This survey is based on personal interviews taken at addresses scientifically selected to represent a national cross-section.

We wanted to let you know in advance about the visit so that you would not mistake our interviewer for a salesperson. Each of our interviewers carries a University of Michigan employee identification card and is happy to show it.

We think you will find the interview enjoyable and interesting. The information you give will be kept in complete confidence.

Our interviewer will gladly answer any further questions you may have.

Sincerely,

Robert L. Kahn
Director

RLK/jc
P. 495444

INSTITUTE FOR
SOCIAL RESEARCH

THE UNIVERSITY
OF MICHIGAN

ANN ARBOR,
MICHIGAN 48106

NEWS.... FROM THE SURVEY RESEARCH CENTER, THE UNIVERSITY OF MICHIGAN

FOR RELEASE

NOVEMBER, 1974

During the next few weeks, The University of Michigan political scientists will be conducting a study of the attitudes, opinions, and voting preferences of United States citizens in this area and elsewhere throughout the United States. This is the twelfth in a series of Presidential and Congressional election studies conducted since 1948 by the Survey Research Center, a research division of The University of Michigan.

Survey Research Center interviewers in _____ will be asking questions about such current subjects as inflation, the cost of living, and perceptions and attitudes towards the political parties and their congressional candidates. Results of previous election studies have been published in books, in nationally distributed magazines, and in professional journals.

The Survey Research Center collects information on political, social, and economic opinions in 75 areas scattered throughout the United States. Interviewers will contact residents at about 2,000 addresses which are chosen scientifically to provide an accurate cross-section of the American people. The overall planning and direction of the study are the responsibility of Professor Warren Miller of The University of Michigan's Center for Political Studies.

Results of the interviews will be analyzed and published in statistical form. Findings are never identified with any individual person or address. Such reports have proven of great value to government officials, businessmen, economists, and educators who seek a better understanding of the conditions and opinions existing in the United States today.

The Survey Research interviewers in the _____
area are _____

Field Coordinator: Recopy this press release, inserting the names of local interviewers, and personally deliver it to the newspaper(s) in your city or town before production interviewing begins.

Interviewer's Label

We are interested in your reactions to this P. 468513 questionnaire. The information we receive from these evaluations and from those we send to a number of respondents from the study will be invaluable in designing future questionnaires.

Please return THIS FORM to the Field Office as soon as you have finished all the interviews assigned to you for this project.

- | | <u>YES</u> | <u>NO</u> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Did you find any confusing skip patterns?
(IF YES) Which ones? _____
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Were there any questions which did not provide
enough space for recording respondent's answers?
(IF YES) Which questions? _____
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Sometimes respondents will want to give you
more than a one-word answer. Were there closed
questions which were usually qualified by res-
pondents and might have been better as open-
ended questions?
(IF YES) Which ones and why? _____
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Were there any words or phrases that respondents
did not understand?
(IF YES) Please specify the question numbers
and words: _____
_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Were there any questions the respondent had
difficulty answering in the frame of reference
specified?
(IF YES) Which ones and what was the difficulty?

_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Did the respondents feel that any of the questions
were too personal?
(IF YES) Which questions? _____
_____ | <input type="checkbox"/> | <input type="checkbox"/> |

CUT ALONG THIS LINE

INTERVIEWER'S EVALUATION OF QUESTIONNAIRE

7. Were there any questions which asked for information respondents did not have available or could not answer?
(IF YES) Which questions and what was the difficulty?

YES NO

☐ ☐

8. Sometimes questions are arranged poorly so that they do not flow well from one to the next. Did you find any problems of this kind?
(IF YES)

☐ ☐

9. Were there any questions or series of questions which were bad for building or maintaining general rapport?
(IF YES) Which ones?

☐ ☐

10. How do you feel about the length of this interview?

☐ TOO LONG ☐ TOO SHORT ☐ ABOUT RIGHT ☐ OTHER

11. How clear or unclear did you find the instruction book for this study?

☐ CLEAR ☐ UNCLEAR ☐ OTHER

In what ways?

12. Please give us any additional suggestions or comments here.

COMPLETE, TEAR OUT, AND SEND TO FIELD OFFICE AT END OF STUDY.



SURVEY
RESEARCH
CENTER

Fall, 1974

Dear Sir or Madam:

A short time ago you or someone in your household were kind enough to give us an interview in connection with our recent study.

The success of these surveys depends largely upon how the people who are interviewed feel about the interview. Therefore, we would like to have your comments to help us make the interviews more interesting and pleasant.

In order to help us do the best possible job, would you please answer the few questions on the back of this letter and use the self-addressed envelope to return the form.

We want to thank you again for participating in our study.

Sincerely,

Robert L. Kahn
Director

RLK:pv

P. 495444

INSTITUTE FOR
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THE UNIVERSITY
OF MICHIGAN
ANN ARBOR,
MICHIGAN 48106

(PLEASE SEE OTHER SIDE)

PLEASE CHECK THE ONE ANSWER TO EACH QUESTION WHICH COMES CLOSEST TO YOUR OWN OPINION.

1. How interesting was the interview?

- ☐ Very interesting
☐ Fairly interesting
☐ Not very interesting
☐ Not at all interesting

COMMENTS: _____

2. About how long was your interview?

_____ (MINUTES)

3. How did you feel about the length of your interview?

- ☐ Much too short
☐ Too short
☐ About right
☐ Too long
☐ Much too long

4. Do you feel you were able to express your opinions fully on the topics covered?

- ☐ Yes ☐ No

COMMENTS: _____

5. How well did the interviewer conduct the interview?

- ☐ Very well
☐ Fairly well
☐ Not very well
☐ Not at all well

COMMENTS: _____

6. How well did the interviewer explain the purpose of the study?

- ☐ Very well
☐ Fairly well
☐ Not very well
☐ Not at all well

COMMENTS: _____

7. What suggestions do you have that would make an interview like this more pleasant?

ld Coordinator's Name _____

PSU: _____

PROJECT NO. 495444

Field Coordinator: _____

Interviewer: _____

Interviewer: _____

Interviewer: _____

PSU Total: _____

Total Sample Size _____ + _____ + _____ + _____ = _____

Enter here the total number of cover sheets
in nonresponse category I (HV, SV, SLIP, NER) _____ + _____ + _____ + _____ = _____Subtract "2" from "1", to obtain total number
of possible interviews. _____ + _____ + _____ + _____ = _____

Enter here the number of interviews completed _____ + _____ + _____ + _____ = _____

Enter here the number of cover sheets in non-
response category II (Ref (R), Ref (O), NOC
(AT), RU, NI-Other) which will remain so for
the entire study. _____ + _____ + _____ + _____ = _____And here enter the total number of cover sheets
on which you are still working _____ + _____ + _____ + _____ = _____

As a check, the figures in Items 4, 5, and 6
should add up to the same figure as that in
Item 3.

Enter here the total number of cover sheets
you have mailed to the Field Office _____ + _____ + _____ + _____ = _____Percentage of work mailed to the Field Office
Item 7 divided by Item 1. "1" / "7" _____ % _____ % _____ % _____ %
(If you are on schedule this will be the same
or higher than the percentage shown in upper
left corner)Are there any addresses in your assignment
which have not yet been visited? ☐ Yes ☐ No + ☐ Yes ☐ No + ☐ Yes ☐ No + ☐ Yes ☐ No = ☐ Yes ☐ No

How many? _____

MAIL TO YOUR SUPERVISOR ON _____

SECOND COPY IS FOR YOUR FILES

Field Coordinator's Name _____

PSU: _____

PROJECT NO. 495444

Field Coordinator: _____

Interviewer: _____

Interviewer: _____

Interviewer: _____

PSU Total: _____

- | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---|-------|---|-------|---|-------|---|-------|
| 1. Total Sample Size | _____ | + | _____ | + | _____ | + | _____ | = | _____ |
| 2. Enter here the total number of cover sheets in nonresponse category I (HV, SV, SLIP, NER) | _____ | + | _____ | + | _____ | + | _____ | = | _____ |
| 3. Subtract "2" from "1", to obtain total number of possible interviews. | _____ | + | _____ | + | _____ | + | _____ | = | _____ |
| 4. Enter here the number of interviews completed | _____ | + | _____ | + | _____ | + | _____ | = | _____ |
| 5. Enter here the number of cover sheets in non-response category II (Ref (R), Ref (O), NOC (AT), RU, NI-Other) which will remain so for the entire study. | _____ | + | _____ | + | _____ | + | _____ | = | _____ |
| 6. And here enter the total number of cover sheets on which you are still working | _____ | + | _____ | + | _____ | + | _____ | = | _____ |

As a check, the figures in Items 4, 5, and 6 should add up to the same figure as that in Item 3.

7. Enter here the total number of cover sheets you have mailed to the Field Office
- | | | | | | | | | |
|-------|---|-------|---|-------|---|-------|---|-------|
| _____ | + | _____ | + | _____ | + | _____ | = | _____ |
|-------|---|-------|---|-------|---|-------|---|-------|
8. Percentage of work mailed to the Field Office Item 7 divided by Item 1. "1" / "7" _____%
- (If you are on schedule this will be the same or higher than the percentage shown in upper left corner)
9. Are there any addresses in your assignment which have not yet been visited?
- | | | | | | | | | |
|----------------------------------------------------------|---|----------------------------------------------------------|---|----------------------------------------------------------|---|----------------------------------------------------------|---|----------------------------------------------------------|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | + | <input type="checkbox"/> Yes <input type="checkbox"/> No | + | <input type="checkbox"/> Yes <input type="checkbox"/> No | + | <input type="checkbox"/> Yes <input type="checkbox"/> No | = | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| How many? _____ | | ↓ # _____ | | ↓ # _____ | | ↓ # _____ | | ↓ # _____ |