



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

p. 495453

PRE-ELECTION, 1976

SUMMARY OF COVER SHEETS

BLUE PANEL MEMBER (AND CROSS SECTION IF R HAS NOT MOVED)

1. If panel member has not moved:
 - a. Check address to see if it is for one or more HU's.
 - b. Follow directions on back of cover sheet to see if there should be a secondary R (Green)
 2. If panel member has moved:
 - a. Follow him -- if within range
 - b. Select another (Cross-section) R at address on label (Pink cover sheet)
- NO check of number of HU's at new address
NO secondary R at new address

WHITE PANEL MEMBER ONLY

1. NO secondary R (Green)
2. NO check of number of HUs
3. If panel member has moved, follow him if within range

PINK CROSS SECTION SAMPLE

1. New construction or undiscovered HU at sample line number
2. Extra HU at address of blue cover sheet
3. Sample address, if blue panel member has moved away

YELLOW CROSS SECTION SAMPLE (Segment and line numbers on cover sheet)

1. Place label with address from copy set on cover sheet
2. Check address to see if it is for one or more HU's

GREEN CROSS SECTION SAMPLE

Secondary R at blue cover sheet address

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GENERAL BACKGROUND OF THE STUDY

At the 200th Anniversary of our nation, 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 pre-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, and unemployment 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 and 1974 studies, 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 1976 study is that you will be reinterviewing respondents who were part of the 1972 and 1974 election studies. 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 panel 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 younger household members have turned 18. Perhaps the most important task you will have to perform is to obtain an interview with the very same household member who was interviewed before. The success of our panel study depends entirely on how many panel 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 200 American and foreign universities and colleges are members of this Consortium.

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

As with our previous presidential-year election studies, the 1976 study will be in two parts, Pre-Election and Post-Election. We will be returning to ask the same respondents some further questions after November 2. But please do not tell the respondent about the reinterview during the Pre-Election interview, as this might lead him to prepare for the next interview and thus make him less typical in some way.

This study is 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 fourth national survey to be conducted by the Center for Political Studies. The Center for Political Studies includes ISR's 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 both to 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

The 1976 Pre-Election Study is really two studies:

- 1) Re-interviews will be attempted with a panel of respondents who were interviewed in the 1974 post-election study. Some of these panel respondents were also interviewed in the 1972 pre- and post-election studies.
- 2) Interviews will also be attempted with a current, cross-section study of United States citizens 18 years of age or older.

Sampling Materials

1. Blue Folders - Blue folders 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 - This study will use five different types of cover sheets: Blue, White, Yellow, Green and Pink. Blue cover sheets and white cover sheets have labels affixed with the respondent's name and address as well as sampling information (identification number, half sample indicator, segment number, line number and racial code.) Yellow cover sheets have labels with the sampling information only. Green and Pink cover sheets are unlabeled. Please refer to the section on Use and Assignment of Cover Sheets, p. 4, for instructions on how to use them, and the section on Computer Generated Cover Sheet Labels, p. 7, for a description of the label.
5. Non-interview Forms - The gold non-interview forms are separate and distinct from the cover sheets, which do not include space to report non-interview information as they formerly did.
6. Sample Address Summary Forms - You will receive two types of sample address summaries:
 - 1) Copy sets, and
 - 2) Single sheet white forms

Segment Control Record on Blue Folder

For each segment in P. 495453, entries on the Blue Folder cover will be as follows:

- Col. 1 - Segment number
- Col. 2 - Project number, 495453
- Col. 3 - September 1976
- Col. 4 - X in take part column

Col. 5 - Segment listing sheet line numbers to identify those HU's added in updating operations, which are to be included in the sample (pink cover sheets)

Col. 6 - 1st Half or 2nd Half. Interviews taken at addresses in segments marked 1st Half should be taken by October 9th. If it is absolutely impossible to complete an interview in a segment so marked by October 9th, the interview should still be taken before the end of the study. Segments with "2nd Half" marked in col. 6 may be attempted at any time during the study period. Please refer to the section on When to Interview, p. 11.

You are to transcribe entries in all columns from the Blue Folder onto the Yellow Folder.

Updating Segment Listings

Every segment in the 1976 pre-election study, P. 495453, was listed for the 1972 Election Study and updated one or more times since 1972. For instructions on updating segments listed on earlier studies, please refer to pages 86 through 90 of your Interviewers Manual.

Every segment is to be updated at the time of your first visit to the segment. Any previously unlisted HU's should be added to the listing sheets in both the blue and yellow folders. See your Interviewer's Manual, pages 87 and 88, for instructions on whether to add the HU to an existing line or to list it on the next available line. Line numbers in col. 5 identify the housing units to be included in the sample.

If you discover an unlisted HU during interviewing, after you have already mailed in your blue folder to the Field Office, send a yellow immediate action memo to the Field Office giving the Primary Area, the Segment and Line numbers and the address or description.

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 us 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

Each of the five different types of coversheets is to be handled in a different way. Any special case requiring still another handling will come to you with a note of instructions attached. If you think a special case requires further instructions, please contact Jeanne Keresztesi at the Field Office.

A. Yellow Cover Sheets

Yellow cover sheets have labels affixed with sample identification but not addresses. The information on the label includes the following items:

1. Cover sheet identification numbers
2. 1st Half or 2nd Half (see section on When to Interview, p. 11)
3. Segment number and Line number

You are to attempt an interview at the HU listed for the segment and line number printed on the label. The address for that segment and line number is on the Segment Listing Sheet in the Blue Folder.

Item 6 of the yellow cover sheet concerns any previously unlisted HU's which you may find at the address described on the label. If one or more unlisted HU's are discovered, make out a pink cover sheet for each unlisted HU up to 4. (If there are five or more, notify the Field Office and wait for instructions.) Be sure to record on both the cover sheet and the listing sheets in the Blue and Yellow Folders the unique identification (up, down, front, back, and so on) for each HU. If the Blue Folder has already been sent to Ann Arbor, send a Yellow Immediate Action Sampling Memo to the Field Office, instructing us to add the newly found housing units to the proper listing sheet. Use the same listing sheet line number 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.

B. Blue Cover Sheets

1. Panel respondent

Blue cover sheets have labels affixed with sample identification, and the respondent's name and address. All respondents on blue cover sheets were interviewed in 1972 and in 1974. The blue 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 6 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, p. 10, 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, next page.)

3. Choosing a respondent at the 1972 sample address when the panel respondent no longer lives there.

If the panel member no longer lives at the printed label address (1972 election study sample address), item 6 on page 1 of the blue cover sheet instructs you to make out a pink cover sheet for the address printed on the label. On page 4 of the pink 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 6b of the blue cover sheet, you are instructed to determine if there is more than one HU at the address printed on the label. 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 pink 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, a yellow or a pink cover sheet and never by itself alone.

Instructions on page 4 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 18 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.

It is the interviewer's responsibility to inform the Field Coordinator of any green cover sheets generated by a blue cover sheet.

D. Pink Cover Sheets

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

1. A pink cover sheet is to be assigned to each HU added to the sample from the updated listings. If you have listed any HU's below the red line, you are to check the line numbers in col. 5 on the front of the Blue Folder. Include in the sample each added HU appearing on one of the designated line numbers.
2. A pink cover sheet is to be assigned to each previously unlisted HU at a blue cover sheet address, (see item 6b on the blue cover sheet), and to each previously unlisted HU at a pink cover sheet address (see preceding paragraph).
3. A pink cover sheet is to be assigned to each blue cover sheet address when the panel respondent no longer lives at that address. (See item 6 on the blue cover sheet.)

E. White Cover Sheets

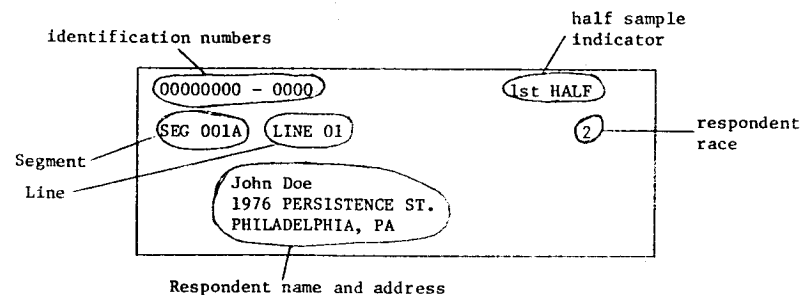
White cover sheets have labels affixed to them with sample identification and the respondent's name and address. All respondents on white cover sheets were interviewed in 1974. Many of them were also interviewed in 1972. The white cover sheet is to be used for the PANEL MEMBER ONLY, that is, the person listed on the label. If he no longer lives at the label address, try to determine his current address, complete item 6 on the White cover sheet, and go to that location if it is within "reasonable" travel distance; otherwise return the White cover sheet with the noninterview form and an appropriate explanation to the Ann Arbor office. (See this Instruction Book, section on Following Panel Movers, p. 10.)

A few HU's have two respondents. An addressed white cover sheet will be included for each of the two respondents in these cases. You are to attempt interviews with both respondents.

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 a secondary respondent or 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.

Computer Generated Cover Sheet Labels

Blue, White and Yellow cover sheets have computer generated labels affixed to them. Blue and White cover sheets have both sample identification (identification number, half sample indicator, segment and line number and racial code) and the respondent's name and address printed on the computer generated labels. Yellow cover sheets have sampling information only; exclusive of racial code.



The race of the respondent, taken from interviewer observation, is coded as follows:

- | | |
|-------------------------|---------------------|
| 1 = White | 6 = American Indian |
| 2 = Black | 7 = Other |
| 3 = Puerto Rican | 9 = Not ascertained |
| 4 = Mexican-Am./Chicano | |
| 5 = Oriental | |

Address Summaries

You will receive two types of sample address summary forms: 1) Copy sets and 2) Single sheet white forms. Each type has its own purpose.

- A. Copy Sets (blank white labels with yellow and green forms): All yellow cover sheet addresses are to be recorded, along with their respective segment and line numbers, on the copy set sample address summary forms. Copy the addresses (or descriptions) from the blue folders. The segment and line numbers printed on the computer-generated label tell you where to find the address.

On the right side of the copy set label, record the segment and line numbers of the yellow cover sheet. Record the address (or description) in the remainder. See example below.

PROJ. 495453 PSU Dallas									
1705 No. Division Dallas, Tex	4522 A 1								
1322 Wilbur Dallas, Tex	4522 A 6								
1348 Wilbur Dallas, Tex	4522 A 8								

After you have made out the copy set:

1. Remove the label from the copy set and affix it on the yellow cover sheet over the portion of the computer printed label marked "PLACE COPY-SET LABEL HERE."
2. Put the yellow copy set sheet into the blue folder to be returned to the Field Office.
3. The green copy is for the Field Coordinator. (Be sure to write heavily enough so that it is legible.) Interviewers who are not FC's will need copies of their own assignment written on white sample address summary forms.

Start a new sample address copy-set for each segment.

- B. Single Sheet White Sample Address Summary Forms: All blue, white, yellow and pink cover sheet address and segment and line numbers are to be recorded on the single sheet White Sample Address Summary Forms. The Field Coordinator will receive two sets of computer printed labels with the panel respondents' information. One set is for the FC's SAS, the other is for individual interviewers' SAS's. These labels should reduce the amount of copying that you will have to do.

Panel Respondent Name and Address	{ JOHN RESPONDENT 1447 FILBERT ST. FINN ROCK, OREGON 97443		
	EUGENE	SEG 375A	LINE 03
	Primary Area	Segment Number	Line Number

As pink and green cover sheets are generated, their addresses should be added to the Sample Address Summary Forms. It is the interviewer's responsibility to inform the Field Coordinator of any new pink and green cover sheets so that accurate records can be maintained.

Whom To Interview

Eligible persons are panel members interviewed in the 1974 post-election study. In addition, any household member in a designated HU who is a U.S. citizen 18 years of age or older is eligible for the study. The cover sheet for the sample HU will direct you to the proper respondent in each designated HU.

Review pages 92-99 of the Interviewer's Manual, Selecting the Respondent.

Occasionally, there may be a household identified on a pink cover sheet with no eligible person because none of the household members is a citizen at least 18 years of age. In that event, complete the listing box on page 4 of the pink cover sheet, prepare a noninterview form for the sample HU, report the reason for the noninterview as No Eligible Respondent (NER), insert the completed noninterview form inside the cover sheet for the sample HU and return these forms to the Field Office.

Following Panel Movers

If a panel respondent (blue or white cover sheet) has moved from his 1974 address, interviewers should do everything possible to find the respondent's new address. Start with the 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 (item 6 on blue and white cover sheets).

We want you (or another interviewer in your Primary Area working on this study) to follow the panel member:

1. IF it would not involve more than a 100-mile round trip
2. IF it would involve up to 150 miles round trip but:
 - a. You are able to make an appointment and feel certain of getting the interview
 - b. You can lay out an itinerary, calling on two or more panel members who have moved, so that the total mileage on the trip averages less than 100 miles per address
 - c. You can combine the trip with other business (either personal or another project) in such a way that not more than 100 miles has to be charged to P. 495453.

Always make an attempt to set up an appointment before following beyond your normal interviewing radius, if you are able to obtain a phone number.

Do not follow:

1. IF the new address is closer to another Primary Area
2. IF you would need to stay overnight (except when specifically requested to do so by the Field Office)
3. IF it is still early in the study period (unless there are unusual circumstances). Hold the cover sheet for a while on the chance that there might be another mover in the vicinity and you can combine trips.

Any mover that you do not follow according to the above instructions will be considered "out of range." Return the cover sheet with a noninterview form to the Field Office for possible reassignment.

For your records, you should add the panel member's new address to the 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.

When to Interview

Blue, White, and Yellow cover sheets will have 1st HALF or 2nd HALF printed on their labels. If the cover sheet is marked 1st HALF, you are to make a strong attempt to complete the interview on or before October 9th. If the cover sheet is marked 2nd HALF, you may complete the interview anytime prior to election day, November 2.

Green cover sheets will not have labels. A green cover sheet is to receive the same "HALF" designation as the blue cover sheet that generated the green. You will be instructed to transfer several items of information from the blue cover sheet to the green cover sheet including the "HALF" designation.

Pink cover sheets do not have labels either. If the pink cover sheet is made out as a result of updating the segment, look on the front of the blue (or yellow) folder in column 6 for the "HALF" designation.

If the pink cover sheet is generated from a blue cover sheet where the panel member has moved or where an extra HU is found, the pink cover sheet will have the same "HALF" designation as the blue cover sheet it was generated from.

Return Blue Folders to Field Office

After (1) a segment has been visited and updated, (2) pink cover sheets have been addressed for any sample lines discovered during updating, (3) yellow cover sheets have been addressed, (4) sample address summary copy sets have been completed with the yellow page from the copy set inserted into the blue folder, (5) entries in columns 1 through 7 on the blue folder have been transcribed to the yellow folder, then (6) the blue folder is to be returned to the Field Office.

The blue folder should either accompany or precede the return of any cover sheets for that chunk.

FIELD NOTES

Study Dates

The interviewing period for this study is September 17 through election eve, November 1. Before taking an interview, make sure that you have:

1. Studied the Instruction Book
2. Filled out a Worksheet
3. Taken a Practice Interview
4. Attended a prestudy conference
5. Mailed your Respondent Letters

There will be no extensions, of course. There is no point in asking a respondent who he thinks will win the election when the winner is blazoned all over the newspapers on Nov. 3.

Materials You Should Have

On September 7, a package containing an Instruction Book, a questionnaire, a respondent booklet and a worksheet will be sent first class to every interviewer scheduled to work on this project.

Bulk questionnaires and response booklets are being sent to the Field Coordinators directly from the printers.

All other bulk materials will be sent from Ann Arbor, also on September 7. Altogether each Primary Area should have:

Instruction Books	1 per interviewer
Questionnaires.	1 per cover sheet, plus extras
Respondent Booklets	4 per interviewer
Respondent Letters (2 kinds) for panel respondents.	5 per interviewer
for yellow and pink cover sheets	1 per sample address, plus extras
Envelopes for respondent letters.	ample supply
Report to Respondents	2 per interviewer
"Why We Ask You" Folders.	10 per interviewer
Interviewer Cards	1 per cover sheet
Yellow Immediate Action Forms (Sampling).	5 per interviewer
Sample Address Summary Copy Sets.	1 per segment, plus extras
White Sample Address Summary Forms.	ample supply

Press Release	2	Primary Area
Green Persuasion Letter Request Forms	5	per interviewer
Progress Report and Project Completion Forms.	1	set per Primary Area
Time and Expense Tally.	6	per interviewer
Envelope(s) of Sampling Materials (blue folders, cover sheets)		

COVER SHEETS, ITEM-BY-ITEM

The major hurdle in this study is handling the cover sheets properly. Any interviewer who is color blind should throw in the towel right now because colors have meaning in this study. (If we really have a color blind interviewer on our staff—I didn't mean it.)

There is a summary of the different cover sheets on the inside back cover of this Instruction Book for your handy reference. We will go over them item-by-item here. (You will not need to refer to anything on the inside pages of the cover sheets. We are not reproducing them in this Instruction Book.)

Yellow Cover Sheet-Non Panel

The only difference between this cover sheet and those used for cross-sectional samples on previous studies is that the Segment and Line numbers have been printed out by computer and affixed to the cover sheet here in Ann Arbor, rather than the interviewer's writing this information on the cover sheet from the blue folder. You are to copy the address from the blue folder for the segment and line number indicated onto the copy set as explained on page 8. Then, tear the perforated label from the copy set and affix it in the space marked "PLACE COPY SET LABEL HERE."

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

(Do not write in above space.)

12345678 - 1234 1ST HALF
SEG 4522A LINE 01

1705 No. Division
Dallas, Tex. 4522
7
1

- Items 1 and 2 Affix your interviewer's label and fill out the name of your Primary Area.
- Item 3 Your interview number is the number you assign sequentially to the interviews you take on this study. Start with number 1 for this study. Do not assign a number to any noninterviews.
- Items 4 and 5 Date the Interview is taken and length of interview minus any interruptions and introduction time.
- Item 6 The "Listing Sheet Address" refers to the specific address on the label, the same one that is on the line in the blue folder. If it is in an apartment building, we do not want to know here the number of apartments there are in the whole building.
- If you find more than one HU at the sample address, check the appropriate box and enter the number of new HU's you have found, and any special designation you can to the address on the label for this cover sheet such as an apartment number, floor, etc. Be sure to update the yellow folders and inform the Field Office on a Yellow Immediate Action Form so that we can add it to the blue folder here.
- Item 7 Be sure to fill out all the items in the call record for each call made. We are constantly looking at call records to know how much effort is being made to obtain interviews, and what kinds of efforts are most productive.

for office use only

COVER SHEET FOR

NONPANEL RESPONDENT
1976 PRE-ELECTION STUDY

P. 495453
Fall, 1976



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. Primary Area _____
3. Your Interview No. _____
4. Date _____
5. Length of Interview _____ (minutes)
6. Determine if there is more than one HU at the Listing Sheet address referred to on label above and check one:

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

Make out a Pink cover sheet for each unlisted HU up to 4. Add to address label 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. If there are 5 or more unlisted HU's notify Field Office and await instructions.

7. Call Record

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

IF NO INTERVIEW OBTAINED FILL OUT YELLOW NONINTERVIEW FORM.

4.

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 18 years or older																						
Persons under 18 years				<table border="1"> <thead> <tr> <th colspan="2">SELECTION TABLE C</th> </tr> <tr> <th>If the number of eligible persons is:</th> <th>Interview the person numbered:</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>2</td> </tr> <tr> <td>4</td> <td>2</td> </tr> <tr> <td>5</td> <td>3</td> </tr> <tr> <td>6 or more</td> <td>3</td> </tr> </tbody> </table>			SELECTION TABLE C		If the number of eligible persons is:	Interview the person numbered:	1	1	2	1	3	2	4	2	5	3	6 or more	3
	SELECTION TABLE C																					
	If the number of eligible persons is:	Interview the person numbered:																				
	1	1																				
	2	1																				
	3	2																				
4	2																					
5	3																					
6 or more	3																					

Listing Box Procedure

- Column (a) List all persons in the household: Persons who are 18 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 93 and 94.
- 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 eligible persons NUMBER THE MALES FROM OLDEST TO YOUNGEST, THEN CONTINUE TO NUMBER THE FEMALES FROM OLDEST TO YOUNGEST.
- Column (f) Follow the instructions for this column under the listing box. Please double check.

For more detailed instructions on how to select a respondent using a selection table, see pages 95-97 of your Interviewer's Manual.

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. Assign number "1" to the oldest male, number "2" to the next oldest male, and so on until all eligible males are numbered. Continue the number sequence, numbering eligible females from oldest to youngest; the oldest female gets the next number after the youngest male, etc.
- 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 R to identify the respondent.

Blue Cover Sheet--Panel Member

- 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).
- The label has the sample identification, the panel respondent's name and address. Update the label to be certain the information, especially the spelling, is correct.
- 6 If the panel respondent has not moved go to item 6b and determine if there is more than one HU at the address for the panel respondent. See instructions for item 6 of the yellow cover sheet for what to do if there is more than one HU at the sample address.
- If the panel respondent has moved fill in the new address in the space provided. If the new address is within range (see p. 10 for instructions on when to follow a panel respondent who has moved) use this blue cover sheet to follow the respondent. If the new address is out of range, fill out a noninterview form and return it with the blue cover sheet to the Field Office.
- In either case, if the respondent with a blue cover sheet has moved, fill out a pink cover sheet for the address on the label and attempt an interview with the household member selected at that address.
- You do not need to determine the number of HU's at the new address to which the panel member has moved.
- 7 Keep an accurate and complete record of your calls. This information is coded and analyzed.

Performing the tasks on page four or the blue cover sheet is the absolute highlight of the entire study. (Some say I exaggerate.)

Proceed through this section carefully:

If the panel respondent has moved, you will check box A and fill in columns (a), (b), (c), (d) and (g) of the listing box only.

You will not fill in columns (e) and (f).

You will not do any of the tasks listed below the horizontal line.

You will not determine a secondary respondent.

You will use this blue cover sheet to interview the panel respondent only.

The reason for this is that this panel R is no longer a cross-sectional representative since he (she) has moved from the sample address.

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1. Interviewer's Label

6. Has panel member moved?

YES

NO

GO TO 6b

MAKE OUT A PINK COVER SHEET FOR ADDRESS ON LABEL AND ATTEMPT INTERVIEW WITH SELECTED RESPONDENT, IF ANY. ENTER PANEL MEMBER'S NEW ADDRESS BELOW:

6a. CHECK ONE:

☐

NEW ADDRESS OUT OF RANGE

RETURN THIS BLUE COVER SHEET AND NONINTERVIEW FORM TO FIELD OFFICE

☐

NEW ADDRESS WITHIN RANGE

INTERVIEW PANEL MEMBER WITH THIS BLUE COVER SHEET

COVER SHEET FOR

PANEL RESPONDENT
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2. Primary Area _____
3. Your Interview No. _____
4. Date _____
5. Length of Interview _____ (Minutes)

6b. 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 Pink Cover Sheet for each unlisted HU up to 4. Add to respondent label a specific designation of the HU for which this Blue Cover Sheet is used.

On each Pink Cover Sheet for an unlisted HU be sure to identify the unit specifically.

If there are 5 or more unlisted HU's, notify the Field Office and await instructions.

7. Call Record

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

IF NO INTERVIEW OBTAINED, FILL OUT YELLOW NONINTERVIEW FORM.

16. List a 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 selected person	(g) Enter "P" to identify 1974 Respon- dent
Persons 18 years or older							
Persons under 18 years							

SELECTION TABLE D

If the number of eligible persons is:	Interview the person numbered:
1	1
2	2
3	2
4	3
5	4
6 or more	4

A. ☐ 1974 R has moved from 1974 HU to new address. Fill in cols. a, b, c, d and g. USE THIS BLUE COVER SHEET TO INTERVIEW 1974 R ONLY.

B. ☐ 1974 R has NOT moved from 1974 HU

Using the 1974 cover sheet listing box and the Recontact Sheet, determine the 1974 respondent and enter "P" in col. (g) and interview that person with this blue cover sheet.

IN ORDER TO DETERMINE WHETHER OR NOT TO INTERVIEW A SECONDARY R IN THIS HOUSEHOLD:

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

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

Step 3. In col. (e) assign number "1" to the oldest male, number "2" to the next oldest male, and so on until all eligible males are numbered. Continue the number sequence, numbering eligible females from oldest to youngest; the oldest female gets the next number after the youngest male, etc.

Step 4. Select a household member using the selection table above: 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 denotes the selected person. Enter X in col. (f) for the selected person.

Step 5. CHECK ONE:

SELECTED PERSON AND PANEL
R ARE ONE AND THE SAME
INTERVIEW PANEL R ONLY WITH
THIS BLUE COVER SHEET

SELECTED PERSON AND PANEL
R ARE DIFFERENT PEOPLE
↓
SELECTED PERSON WAS ELIGIBLE
TO BE INTERVIEWED IN 1972
INTERVIEW PANEL R ONLY WITH
THIS BLUE COVER SHEET

SELECTED PERSON AND PANEL
R ARE DIFFERENT PEOPLE
↓
SELECTED PERSON WAS NOT
ELIGIBLE TO BE INTERVIEWED
IN 1972
MAKE OUT GREEN COVER SHEET
AND INTERVIEW SELECTED
PERSON AS WELL AS PANEL R

If the panel respondent has not moved (Check box B), we must examine whether he (she) is still a cross-sectional representative or only a panel member. To do this you must perform the steps listed below the horizontal line.

Step 1 First, complete columns (a), (b) and (c) for each household member.

Step 2 Determine whether household members 18 or older are U.S. citizens, entering "yes" for those who are and "no" for those who are not in column (d).

Step 3 Assign a person number in column (e) to all eligible household members by numbering the males from oldest to youngest, and then continuing the numbering of females from oldest to youngest. See your Interviewer's Manual page 97, for more detailed instructions on assigning person numbers.

Step 4 Use the selection table to identify the "sample person" and denote that person with an "X" in column (f).

Enter a "P" in column (g) for the panel person. You may need to consult the recontact sheet to see the panel member's relationship to the head, and the 1974 cover sheet to see the age in order to determine for sure who the panel member is.

Step 5 If the panel member and the selected person are one and the same, the panel member is still a cross-sectional representative and you are to interview the panel person only, with the blue cover sheet.

If the panel member and the selected person are different people you will have to consult the listing box on the 1972 cover sheet to see if the selected person was eligible to be selected as respondent in 1972.

If he (she) was eligible then, we consider that he had a chance to be selected, but was not, and therefore the panel member will remain a cross-sectional representative as well as a panel member, and we will interview the panel member only.

If the selected person was not eligible in 1972 (he didn't live there then, he wasn't old enough, he wasn't a citizen at that time but is now) then we will want to interview the selected person as a cross-sectional representative, as well as the panel member. You are to make out a green cover sheet for any selected person who was not eligible to be interviewed in 1972, and attempt an interview with that person. Use the blue cover sheet to interview the panel member.

Pink Cover Sheet--Non Panel

You are to make out pink cover sheets in any of the following situations:

1. If a panel member with a blue cover sheet has moved, make out a pink cover sheet for the 1972 address of the panel member.
2. If a blue panel member has not moved, but the address is for more than one HU, make out a pink cover sheet for all HU's at that address up to four, adding to the address whatever identification is necessary to make that address unique (upstairs, basement apartment, etc.)
3. If the address on a yellow cover sheet has more than one HU, make out a pink cover sheet for all HU's at that address up to four.
4. If a new HU's is found during updating which is on a line number listed in column 5 on the front of the blue folder, make out a pink cover sheet for that address.

Do not make out a pink cover sheet for a panel member with a white cover sheet who has moved.

Do not make out a pink cover sheet for any additional HU's at the address of a white panel member.

Pink cover sheets come in packets of five. Each interviewer is to carry one packet with her whenever she is out interviewing. Use the cover sheets in the order in which they are assembled. If you are running low (down to two or one) call the Field Office and ask for another packet.

Item-by-Item

- 1 - 5 Be sure to affix your label and fill out items 2 - 5.
- 6 - 8 Enter the segment and line number, the address (or description), city and state from the blue or yellow cover sheet or from your segment listing sheet before interviewing.
- 9 You will need to check column 6 of your blue or yellow folder for pink cover sheets that are made out from updated listings. Those pink cover sheets generated from blue or yellow cover sheets will have the same "half" designation as their "parent" cover sheet.
- 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 pink 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.
- 11 Keep an accurate and complete record of your calls. This information is coded and analyzed.

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COVER SHEET
NONPANEL RESPONDENT
1976 PRE-ELECTION STUDY

P. 495453
Fall, 1976



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ANN ARBOR, MICHIGAN 48106

(Do not write in above space.)

1. Interviewer's Label

2. Primary Area _____
3. Your Interview No. _____
4. Date _____
5. Length of Interview _____ (minutes)

FROM BLUE FOLDER

6. Segment No. _____	7. Line No. _____	9. CHECK ONE: (See col. 6 of Blue Folder) <input type="checkbox"/> FIRST HALF <input type="checkbox"/> SECOND HALF
8. Address: _____ _____		

10. Determine if there is more than one HU at the Sample Address referred to in Item 8 above, and check one:

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

Make out another Pink cover sheet for each unlisted HU up to 4. Add to item 8 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. If there are 5 or more unlisted HU's, notify Field Office and await instructions.

11. Call Record

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

IF NO INTERVIEW OBTAINED FILL OUT YELLOW NONINTERVIEW FORM.

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 18 years or older						
Persons under 18 years						

SELECTION TABLE C	
If the number of eligible persons is:	Interview the person numbered:
1	1
2	1
3	2
4	2
5	3
6 or more	3

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. Assign number "1" to the oldest male, number "2" to the next oldest male, and so on until all eligible males are numbered. Continue the number sequence, numbering eligible females from oldest to youngest; the oldest female gets the next number after the youngest male, etc.
- 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 R to identify the respondent.

Listing Box Procedure

- Column (a) List all persons in the household: Persons who are 18 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.
- 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 eligible persons NUMBER THE MALES FROM OLDEST TO YOUNGEST, THEN CONTINUE TO NUMBER THE FEMALES FROM OLDEST TO YOUNGEST.
- Column (f) Follow the instructions for this column under the listing box. Please double check.

For more detailed instructions on how to select a respondent using a selection table, see pages 95-97 of your Interviewer's Manual.

White Cover Sheet--Panel Respondent

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). Subtract the time for any interruptions.

The label has the sample identification, the panel respondent's name and address. Update the label to be certain the spelling is correct.

6 If the panel respondent has not moved go on to item 8, the Call Record. If the panel respondent has moved, fill in the new address in the space provided. If the new address is within range (see p.10, for instructions on when to follow a panel respondent who has moved) follow the respondent. If the new address is out of range, fill out a noninterview form and return it with the white cover sheet to the Field Office

Do not fill out a pink cover sheet for the panel member's address.

Do not look for unlisted HU's at the panel member's address.

8 Keep an accurate and complete record of your calls.

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COVER SHEET FOR

PANEL RESPONDENT
1976 Pre-Election Study

P. 495453
Fall, 1976



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ANN ARBOR, MICHIGAN 48106

1. Interviewer's Label

2. Primary Area _____
3. Your Interview No. _____
4. Date _____
5. Length of Interview _____
(Minutes)

6. Has panel member moved?

YES

NO

→ GO TO ITEM 8 BELOW

ENTER NEW ADDRESS:

7. CHECK ONE:

☐

NEW ADDRESS OUT OF RANGE → RETURN COVER SHEET AND NONINTERVIEW FORM TO FIELD OFFICE

☐

NEW ADDRESS WITHIN RANGE → INTERVIEW PANEL MEMBER ONLY

for office use

8. Call Record

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

IF NO INTERVIEW OBTAINED FILL OUT YELLOW NONINTERVIEW FORM.

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 18 years or older					
Persons under 18 years					

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 18 years of age or older should be listed above the double line; persons under 18 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 or 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.

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 1974 cover sheet listing box and the Recontact Sheet, determine the 1974 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.

Green Cover Sheet--Secondary Respondents

- 1 - 5 Items 1 through 5 are the same as for the previous cover sheets.
- 6 The number of the Panel Respondent is the eight digit number above the respondent's name in the upper left corner of the respondent label on the blue cover sheet. Do not forget this item!
- 7 The "half" designation is the same as for the parent blue cover sheet.
- 8 - 10 Copy the segment and line numbers and the address from the label of the blue cover sheet respondent.

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COVER SHEET FOR

SECONDARY RESPONDENT IN BLUE HOUSEHOLD
1976 PRE-ELECTION STUDY

P. 495453
Fall, 1976



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. Primary Area _____
3. Your Interview No. _____
4. Date _____
5. Length of Interview _____ (minutes)

FROM RESPONDENT LABEL ON BLUE COVER SHEET FILL OUT ITEMS 6, 7, 8, 9 AND 10

6. Number of Panel R _____

7. CHECK ONE: ☐ FIRST HALF ☐ SECOND HALF

8. Segment No. _____ 9. Line No. _____

10. Address (or description) _____

11. Call Record

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

IF NO INTERVIEW OBTAINED, FILL OUT YELLOW NONINTERVIEW FORM

ITEM-BY-ITEM INSTRUCTIONS FOR NONINTERVIEW FORM

This noninterview form has been adapted for use both for the cross-sectional sample and the panel, but you will need to follow the skip instructions carefully.

The information on the noninterview form is used in several ways. We study the reasons for refusals and other noninterviews. We look at what kinds of efforts have been made (unsuccessfully) to convert refusals and compare these efforts with more successful ones. For cross-sectional samples we try to determine if people with certain characteristics occur more frequently among the "noninterview" group than they do in the population as a whole, thus perhaps introducing a bias in the data collected.

Item-by-Item

NOTES

- a. If cover sheets are given to a different interviewer after an initial nonresponse, the original interviewer should fill out the nonresponse form and affix his/her label (or enter his/her name) in the designated box to the right. The follow-up interviewer should affix his/her label (or write his/her name) in the designated box to the left if he/she is unable to obtain an interview. If an interview is obtained, the noninterview form should be destroyed.

Any notes, especially at NR25, should be dated and initialed when more than one interviewer has worked on a cover sheet.

- b. DO NOT WRITE IN THE SPACE ABOVE THE LINE.
- c. All the information on this form MUST be completed fully and accurately for each nonresponse.

NR1 - NR2

This information comes from the call record on the cover sheet and includes calls made by all interviewers who worked on this cover sheet. BE SURE that you include the LAST CALL made at this address on the call record and in the count. The information will be used for cost and effort analyses.

NR3 - NR5

For panel members who have moved, we are asking here for the address that is on the label. We will get the address to which he has moved later on.

NR6

In the case of panel members, you will almost always have the name of the respondent which you can enter here, and the address written in NR4 and NR5 will be the mailing address. For the yellow and most pink cover sheets you may need to try to get names or box numbers in order to make the address a mailable one.

NR7

Watch these skip instructions. We do not need segment and line numbers for panel members (rather we have that information for those panel members who have not moved).

NR10

We do want a noninterview form for those sample listings which turn out to be warehouses or demolished HU's etc. If there is no HU at the address on the cover sheet, you would check "NO" and go to the end of the form where you would describe what you found.

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

NOTE: HUs correctly added to the segment after the original listing (new construction, an additional HU) ARE part of the sample segment.

NR11

We want to determine the housing characteristics of nonresponse cases. Together with the observation section in the questionnaire, they describe the housing of the population.

This information will help us test the hypothesis that increasing nonresponse rates are the result of more people living in apartments where it is hard to tell if someone is home, restricted entrances to apartments, communities, and trailer parks.

The first category "TRAILER IN MOBILE HOME PARK" refers to EITHER a trailer or a double trailer or mobile home in a nontransient mobile home (trailer) park. The second category is for ANY OTHER trailer situation.

A single family dwelling is "3. Building with no other HU's."

The kinds of things that might be listed under "OTHER" are 1) tents, 2) yachts, 3) railroad cars, and other like living quarters. If you find an apartment over a garage it is NOT an OTHER, it properly belongs under "BUILDING WITH NO OTHER HUs. Please code all HUs carefully.

NR11a.

In buildings which contain other HUs, please indicate the total number of HUs including the one described in this form.

NR12.

In counting the number of floors, you are to EXCLUDE basements and attics UNLESS they are finished and contain living quarters. For example, if a basement has a family room, you should count it as a floor. Do not count "split levels" as separate floors except levels which are on top of one another.

We would consider public access to be restricted if there is: a doorman; a locked gate; a guardhouse to a subdivision or apartment complex; a locked apartment building with an intercom system; posted private roads; a ferocious (BEWARE OF) dog guarding the premises, etc.

Restricted public access DOES NOT mean: a flooded area; bridges out; snow in the mountain pass, etc.

NOTE: If "restricted access" applies to several HUs in one segment a detailed explanation should appear on one noninterview form and other noninterview forms may be cross referenced to that noninterview form (indicate the segment and line numbers, for example, "See noninterview form for 2003D, Line 3").

NR14 Copy all 12 digits from the blue cover sheet. (You have copied only 8 digits onto the green cover sheet.)

NR15 Again, copy all 12 digits here.

NR16 - NR17 If the panel member has moved we want his new address here, even though you have already entered the new address on the cover sheet itself.

"Instructed to Follow" (or not to follow) refers to the criteria listed on page 10 of this Instruction Book.

NR18 PROBABLY OCCUPIED means that you see curtains in the window, the lawn is mowed, there is furniture inside, but you have not been able to contact anyone on any of your calls and you have been unable to establish whether the HU is currently occupied.

NO INDICATION OF OCCUPANCY, BUT NOT DEFINITELY VACANT might be particularly descriptive of an apartment building that you have not been able to get into or where the manager has given you no information. You have seen no lights or other signs of occupancy.

REMEMBER that we consider the HU to be occupied until it is definitely established to be vacant.

OTHER will most likely pick up the nonseasonal HU being held (that is, it is not on the market for sale or rent) for occupancy by somebody who winters in Florida and summers in Michigan maintaining two places of residence. These units are NOT VACANT, yet they have no occupants. Any telephone information may be noted in NR20.

NOTE: When you have definitely established that the residents are at another specific place of residence (i.e., at their summer home in Miami) then we consider this an "Other" situation. If you cannot definitely establish that the residents are at another specific place of residence (i.e., they're traveling in Florida) then we consider this a "probably occupied" situation.

NR19 "need not be a resident" means that you may have talked with the maid, the cleaning woman, a babysitter, the yardman, a guest or relative, the superintendent or the landlady etc. If you talked with ANYONE at this HU, check YES.

NR19a We want to distinguish evasive refusals from other refusals. YES, DEFINITELY means that you saw someone enter the house, but no one answered your knock, or you saw someone peeking through the curtain, etc. SUSPECT SO means that you may have seen lights on and heard the radio playing but never actually saw anyone. NO REASON TO THINK SO is for all other cases.

NR20 The income categories have been changed to match those which are currently used on the scouting forms. We would prefer your "best guess" here to an IMPOSSIBLE TO ESTIMATE.

NR21 Again, your "best guess" here is what we are asking for when you do not actually have the information. This is vital data for determining the characteristics of our nonresponse cases and testing for any bias in the survey results.

If the neighborhood appears to be white but you never see the occupants of the sample HU, check PROBABLY.

NR22 List whatever you know about the household--whether the information is complete or partial. If you have only found out that a lady, sixtyish, lives there and are not sure what other persons are in residence or even what her relationship in the household is, tell us what you know!

Indicate NA (for not ascertained) or "?" in column (a), F for female, 60's for age. Some information about a household is better than none.

NOTE: An "R" should be listed in column (e) ONLY when you have definitely been able to determine the respondent. This means that the total number of eligible persons (those 18 and over) MUST be determined in order for you to know who the selected R is. You should NEVER make a guess as to who the respondent might be, this must be known information and is coded as such.

NR23 "NO, BUT R DETERMINED" should be checked in accordance with the above "NOTE" at NR22. For these cases, we are interested in the number of eligible persons in the HU, those 18 years and older. You may or may not have the information necessary to complete items 23a - 23d, if you can, make reasonable estimates for these items. "NO, DON'T KNOW R" should be checked when you don't have enough information to determine who the respondent should have been. In these cases, you are to make reasonable estimates for all of the items. "DON'T KNOW" may be checked when you really do not have any information upon which to make a decision.

NR24 We want to sort out those nonresponse cases which we refer to as circumstantial noninterviews; that is, where additional efforts would not produce an interview, for example, perhaps the R doesn't speak English, is a stroke victim, moved to Mexico after listing, or died.

A refusal is not considered to be a "permanent condition."

NOTE: In item 4 "MOVED OUT OF RANGE" is defined for the purposes of this study as moved 50 miles or more from your home.

NR25

Give us a FULL DESCRIPTION of the noninterview situation. You are not asked to categorize the nonresponse--that will be done here in coding. What we do want is a verbal description of the reason for the nonresponse. We have indicated some of the kinds of things you are to include in this sketch so that a proper classification can be made by the staff here.

If one situation applies to several cover sheets (e.g., HU isn't in the sample segment) write a detailed explanation on one noninterview form and cross reference the others to it by giving us the segment and line numbers.

We are very interested in the reasons for any refusal.

NOTE: DO NOT USE the abbreviation "R" (for respondent) in these descriptions unless the person to whom you are referring is indeed known to be the selected respondent. If the person is merely someone to whom you spoke at the HU, you might use "I" for informant.

For blue and white cover sheets, the reason might simply be R has moved out of range.

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. (Try to take the practice interview with someone whom you can interview again when you take a practice interview on the post-election study. Do not tell your respondent that you will be coming back to talk with him again.)

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 Primary Area, 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 Primary Area 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 Primary Area) BEFORE THEY MAY BEGIN PRODUCTION INTERVIEWING. This meeting should be used to go over the various cover sheets, the question-by-question instructions and the practice interview and worksheet. Everyone should be completely familiar with all procedures for this study.

5. Send your worksheet to the Field Office and your practice interview to your supervisor.

Outline for Prestudy Conference

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

1. Discuss thoroughly the various cover sheets and sampling procedures, giving special attention to listing and selection procedures for the nonpanel cover sheets and when to make out pink cover sheets (and when not to).
2. Go over the Field Notes.
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?

The Field Coordinator should use her copy of the prestudy conference report form to keep a running tally of each problem and proposed solution, referring to specific question numbers.

Call the Field Office if there are important unresolved questions or if you anticipate difficulties and need additional information about question objectives.

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.

Respondent Reports and Respondent Letters

All panel respondents who had mailable addresses were sent a report some time in July. Some of the addresses on the panel cover sheets have been updated as a result of that mailing. We are sending you respondent reports for those panel members who do not have mailable addresses, so that you can hand them to the respondents when you go to call. We are also enclosing some extra copies of the report for your family and friends and we are reproducing it at the end of this Instruction Book.

Respondent letters are being mailed to panel members (blue and white cover sheets) from the Field Office the week of September 7. Again, for those panel respondents for whom we do not have a mailable address, we are asking you to carry the letter to them.

You are to mail the letters to addresses on yellow cover sheets as well as to any sample addresses you pick up during updating. Be careful to mail the correct letter to the cross-section addresses. These letters begin "Dear Sir or Madam." Letters to the panel members begin "Dear Friend." Address these letters to "Resident" not to "Occupant." We think it sounds nicer. Put your initials or name over the return address in the left-hand corner of the envelope so we will be able to return to you any undeliverable letters that are sent back here.

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.

Let us know if you think you will need any Spanish language respondent letters. We are not preparing them ahead of time but will do so the moment anyone feels a need.

Call Procedures

Plan your itinerary. Arrange your cover sheets in order by "first half" and "second half." But, when interviewing early in the study take any "second half" cover sheets along which have addresses near the "first half" segments.

Your first visit to a segment will be to update and to interview, since respondent letters were sent to panel respondents the week of September 7. In updating, pay careful attention to house numbers, apartment numbers or letters, and all new construction.

Send your respondent letters to yellow cover sheet respondents early in the study. It's always a good idea to carry a few letters with you when you go out to interview.

See your Interviewer's Manual, pages 29 and 30 for "Suggested Procedures."

Persuasion Letters and Refusals

If you get a refusal, it has proved effective to have another interviewer try. 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 use the light green "Persuasion Letter--Immediate Action" form to 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 the Interview

See your Interviewer's Manual, pages 22 through 25 for tips on recording and editing the interview.

Contacting Local Authorities

See your Interviewer's Manual, page 116.

Interviewer Evaluation of the Questionnaire

See your Interviewer's Manual, page 118.

Verification

We will not be mailing out verification letters to respondents between the time of the pre-election and post-election study. However, we will be doing some verification in other ways, some by telephone from the Field Office. After the post-election study we will mail out verification letters to a percentage of each interviewer's respondents, asking them about both the pre-election and the post-election studies.

Report Respondents--Getting Addresses

There will be no report request cards on this study because all respondents with mailable addresses will automatically be mailed a report after the post-election study. (You will be gathering those "mailable" addresses after the post-election interview.) If a respondent specifically asks if he can find out about the results of the study and volunteers his address so that he can be mailed a report, take it down on page 2 of the cover sheet. It will save your doing it later on after interviewing him on the post-election study.

We are not asking for recontact information at the time of the interviewing on this study because we do not want respondents to know that we will be coming back. (Panel respondents may have a pretty good idea that we will be coming back.) This might influence cross-section respondents to "bone up" on politics so they will be better informed next time, or in some other way change their behavior so that they are less representative when they are interviewed again. If you are able to pick up a name on a mailbox or a post box number or any other information that might help you to contact a respondent again, please jot it down on the cover sheet. Sometimes knowing a name will save untold time and effort when a respondent is seldom at home and an appointment has to be made by telephone.

Experience Points

Interviewers will receive one experience point toward promotion for each interview completed.

Foreign Language Interpreters

See your Interviewer's Manual, page 110. Try to determine if your potential respondents is a U.S. citizen and therefore eligible to be interviewed on this study, before going to the trouble and expense of procuring an interpreter.

Mailing Rules

See your Interviewer's Manual, page 117 "Mailing Completed Work to the Field Office." Remember that there can be no extension on this study--by virtue of the study's topic: "Pre-Election Study." Every interview must be in the mail to the Field Office by midnight, November 2.

Progress Report and Project Complete Forms

See your Interviewer's Manual, pages 118, 119 and 120.

Time and Expense Tally

Enclosed with your materials you will find time and expense tally forms which are to accompany your green hourly time sheets. The purpose of this form is to help us analyze expenses in data collection of this sort. They will be used by the Field Office only. We are enclosing enough forms so that you will be able to keep a copy for your own records if you care to.

P. 495453
Fall, 1976



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. Primary Area _____

3. Your Interview No. _____

4. Date _____

5. Length of Interview _____
(minutes)

6. Time at Beginning
of Interview _____

7. (FROM COVER SHEET OR COLUMN 6 OF BLUE FOLDER)

CHECK ONE:

☐ FIRST HALF

☐ SECOND HALF

QUESTION-BY-QUESTION INSTRUCTIONS
FOR QUESTIONNAIRE

1 - 4 Affix your interviewer's label and fill out items 2 through 4.

5 Length of interview does not include the time spent introducing yourself and the study to the respondent, nor interruptions.

7 Check "First Half" or "Second Half" from the cover sheet (for blue, white, green and yellow cover sheets) and from the blue folder for pink cover sheets.

1976 PRE-ELECTION STUDY

A: PARTIES AND CANDIDATES

In this interview we will not only ask you about politics but a number of other topics as well. These topics will range from your feelings about the economy to questions about you and your family background. Let's start with the election this fall and what you think about it.

A1. Who do you think will be elected President in November?

1. FORD

2. CARTER

7. OTHER, SPECIFY:

8. DK

GO TO A3

A2. Do you think it will be a close race, or will (ANSWER TO A1) win by quite a bit?

1. CLOSE RACE

3. WILL WIN BY QUITE A BIT

A3. How about here in (R's STATE)? Which candidate for President do you think will carry this state?

1. FORD

2. CARTER

7. OTHER, SPECIFY:

8. DK

GO TO A5

A4. Do you think it will be a close race here in (R's STATE), or will (ANSWER TO A3) win by quite a bit?

1. CLOSE RACE

3. WILL WIN BY QUITE A BIT

A5. Generally speaking, would you say that you personally care a good deal which party wins the presidential election this fall, or that you don't care very much which party wins?

1. CARE A GOOD DEAL

3. DON'T CARE VERY MUCH

8. DK

A6. Some people don't pay much attention to the political campaigns. How about you, would you say that you have been very much interested, somewhat interested, or not much interested in following the political campaigns so far this year?

1. VERY MUCH INTERESTED

3. SOMEWHAT INTERESTED

5. NOT MUCH INTERESTED

A1. Note that we are interested in how R thinks the election will go, not in how he hopes it will go.

A2. We are interested in how much R thinks one candidate will win by, not how certain he is to win.

A3. In this question we are concerned with getting R's perception of who will win R's state, and not who will be elected President. What is important to stress again is that we are interested in who he thinks will win and not who he hopes will win.

A4. See A2 instruction above.

A5. You do not need to probe for reasons why the election is or is not important to R. Note that R must answer in terms of how much he cares, not how important it is to the country. The question asks how much he cares about which party wins. However, do not emphasize the word party. If the respondent draws a distinction between caring about a party and caring about a candidate, please record this completely.

A6. Straightforward.

A7. Now, how about the election this November? Are you registered (eligible to vote) so that you could vote in the November election if you wanted to?

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

A7a. Are you registered as being a Republican or a Democrat or anything else?

1. DEMOCRAT

5. REPUBLICAN

6. NO PARTY OR NONE REQUIRED

7. OTHER, SPECIFY: _____

8. DK

A7b. How about the primary election this year. Do you happen to recall if there was a presidential primary election here in _____ (NAME OF STATE) this spring or summer?

1. YES 5. NO 8. DK

TURN TO P. 3, A9

A8. How about the primary election this year. Do you happen to recall if there was a presidential primary election here in _____ (NAME OF STATE) this spring or summer?

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

TURN TO P. 3, A9

A8a. Did you vote in the Presidential primary election?

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

TURN TO P. 3, A9

A8b. Which party's primary did you vote in?

A8c. Which presidential candidate did you support in that contest?

A7. This question includes the option "eligible to vote" in place of "registered" because in some communities and some states formal registration is not required. Particularly in a small town where everyone knows everyone else, registration may not be necessary, and almost any citizen who fulfills the age and residence requirements would be eligible to vote. The interviewer should be aware of local registration practice and dates before the interview. Information on this may be obtained simply by calling either the city or the county clerk. If people do not need to be formally registered in R's community in order to vote, read the option "eligible to vote" instead of "registered." If R is not registered but registration is still open at the time of the interview, probe for R's intent to register.

The voting registration and voting record is at the heart of our study and time spent on making sure you know how to pose the question in your particular locality is time well spent. Please underline "eligible to vote" where it is used in the question in place of "registered."

A7a. R may say, "We don't register by party in this state;" simply check "no party" and continue with the question.

A3b. In all states except Washington voters in the primary election are permitted to vote in the primary of one party only, although usually all parties hold their primaries at the same time. The wording "which party's primary" may be a little awkward but you can explain what we mean to R is there is any confusion; that is, "Did you vote in the Republican primary, the Democratic primary, or some other party's primary?"

A9. There are some things other than voting that some people did during the presidential primaries. Please tell me if you did any of these:

1. YES	5. NO

A9a. Worked for one of the candidates

A9b. Attended a meeting or a rally for a presidential candidate

A9c. Talked to any people about why they should have voted for one of the candidates

A10. Now thinking about all of the presidential candidates who ran in the primaries across the country, did you contribute any money for the campaigns of any candidate?

1. YES

5. NO → GO TO A11

A10a. Who was that? _____

A11. So far as you know now, do you expect to vote in November or not?

1. YES, VOTE

5. NOT VOTE

8. DK

A11a. Who do you think you will vote for in the election for President?

1. CARTER

5. FORD

7. OTHER, SPECIFY: _____

8. DK

A11b. If you were going to vote— who do you think you would vote for in the election for President?

1. CARTER

5. FORD

7. OTHER, SPECIFY: _____

8. DK

A9. We are interested in things that people do besides voting. sure that
the respondent refers to this year's presidential primary.

A9c. We are trying to get a sense of how much conversation takes place. The respondent need not have been working in a campaign capacity to be included here as a yes; casual conversations are what we are looking for.

A10. This includes contributions to presidential candidates for either party's nomination. Income tax checkoffs are not included here. If R says he contributed through his income tax, make a note of this and go on to A11.

A11. Straightforward.

A12. Besides voting, people sometimes take part in several other types of political activities that are related to national politics and the government in Washington. Please look at this list (RB, PAGE 1) of activities and tell me if you have done any of them in the last two or three years. I'll read the letter of each statement and you say yes or no. Let's start with A.

- a. WRITTEN A LETTER TO THE EDITOR OF A MAGAZINE OR NEWSPAPER ABOUT SOME NATIONAL PROBLEM.
- b. WORKED WITH OTHERS OR JOINED AN ORGANIZATION TRYING TO DO SOMETHING ABOUT SOME NATIONAL PROBLEM.
- c. SPOKEN TO OR WRITTEN YOUR CONGRESSMAN OR SOME OTHER NATIONAL LEADER.
- d. SIGNED A PETITION EITHER FOR OR AGAINST ACTION BY THE NATIONAL GOVERNMENT.
- e. TAKEN PART IN A SIT-IN, DEMONSTRATION, OR PROTEST CONCERNED WITH SOME NATIONAL PROBLEM.

YES (1)	NO (5)

A12-A19. Here we are interested in other types of activities which can be related to politics. The question of whether a certain activity or problem is related to the national or local level should be left up to the respondent. (In our pretests this did not turn out to be a snag at all.)

A13. INTERVIEWER CHECKPOINT

- ☐ 1. R ANSWERED "NO" TO ALL ACTIVITIES → TURN TO P. 6, A16
- ☐ 2. R ANSWERED "YES" TO ONE OR MORE ACTIVITIES

FOR EACH ITEM ANSWERED "YES" IN A12 ASK APPROPRIATE ITEM BELOW. FOR EACH "NOT SUCCESSFUL" OR "DK" RESPONSE ASK A14 IMMEDIATELY AFTER A13.

A14. Even if it was not successful (or if it turns out not to be successful), do you think it was worth doing or was it really not worth doing?

A13a-e. Let the respondent define "success" in his own mind. "Don't know" is a legitimate answer as the respondent may not know how his efforts came out. He may respond "it hasn't come up yet," on "it's too soon to tell." Be sure to ask A14 for both "Not Successful" and "Don't Know" responses.

A14. Straightforward.

	SUCCESSFUL (1)	NOT SUCCESSFUL (5)	DK (8)	WORTH DOING (1)	NOT WORTH DOING (5)	DK (8)
a. Would you say that writing a letter to the editor was generally successful or not successful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
b. Would you say that working with others or joining an organization was generally successful or not successful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
c. Would you say that speaking or writing to a national leader was generally successful or not successful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
d. Would you say that signing a petition was generally successful or not successful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
e. Would you say that demonstrating or protesting was generally successful or not successful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

A15. INTERVIEWER CHECKPOINT (SEE ACTIVITY A12e)

<input type="checkbox"/>	1. R ANSWERED "NO" TO A12e → GO TO A16
<input type="checkbox"/>	2. R ANSWERED "YES" TO A12e

A15a. Have you been in a sit-in, protest, or demonstration concerned with some national problem only once or twice, or more often than that during the past 2 or 3 years?

1. ONCE OR TWICE

3. MORE OFTEN

A15b. What was the (most recent) demonstration or protest all about?

A16. Now, how about activities in your local community? Please look at the next page (RB, PAGE 2) and tell me if you have been involved in any of these local activities in the last two or three years? Let's start with A.

- a. ATTENDED MEETINGS OF CITY COUNCIL OR SCHOOL BOARD
- b. WRITTEN A LETTER TO THE EDITOR OF THE LOCAL NEWSPAPER ABOUT SOME PUBLIC PROBLEM
- c. WORKED WITH OTHERS OR JOINED AN ORGANIZATION IN YOUR COMMUNITY TO DO SOMETHING ABOUT SOME COMMUNITY PROBLEM
- d. SPOKEN TO, OR WRITTEN AN OFFICIAL ABOUT SOME LOCAL PROBLEM
- e. SIGNED A PETITION FOR OR AGAINST ACTION BY THE LOCAL GOVERNMENT
- f. TAKEN PART IN A SIT-IN, DEMONSTRATION OR PROTEST CONCERNED WITH SOME LOCAL PROBLEM.

YES (1)	NO (5)

A15. We want activities during the past two or three years, but if an action is so salient to the respondent that he mentions it even if it happened long ago, go ahead and take down his description of the event. In such cases, please note the different time frame.

A16a. If the respondent mentions attending some other local governmental meeting, please mark a yes here.

A17. INTERVIEWER CHECKPOINT

- ☐ 1. R ANSWERED "NO" TO ALL ACTIVITIES ———> TURN TO P. 8, A20
- ☐ 2. R ANSWERED "YES" TO ONE OR MORE ACTIVITIES

FOR EACH ITEM ANSWERED "YES" IN A16 ASK APPROPRIATE ITEM BELOW. FOR EACH "NOT SUCCESSFUL" AND "DK" RESPONSE ASK A18 IMMEDIATELY AFTER A17.

- a. Would you say that attending meetings was generally successful or not successful?
- b. Would you say that writing a letter to the editor was generally successful or not successful?
- c. Would you say that working with others or joining an organization was generally successful or not successful?
- d. Would you say that speaking or writing an official was generally successful or not successful?
- e. Would you say that signing a petition was generally successful or not successful?
- f. Would you say that demonstrating or protesting was generally successful or not successful?

SUCCESSFUL (1)	NOT SUCCESSFUL (5)	DK (8)	NOT WORTH DOING (1)	NOT WORTH DOING (5)	DK (8)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

A18. Even if it was not successful (or if it turns out not to be successful), do you think it was worth doing or was it really not worth doing?

A17. See instructions for A13.

A18. Straightforward.

A19. INTERVIEWER CHECKPOINT (SEE ACTIVITY A16f)

- ☐ 1. R ANSWERED "NO" TO A16f → GO TO A20
- ☐ 2. R ANSWERED "YES" TO A16f

A19a. Have you been in a sit-in, protest or demonstration concerned with some local problem only once or twice, or more often than that during the last 2 or 3 years?

1. ONCE OR TWICE

3. MORE OFTEN

A19b. What was the (most recent) demonstration or protest all about?

A20. Now, back to national politics, I'd like to ask you what you think are the good and bad points about the two parties.

Is there anything in particular that you like about the Democratic party?

1. YES

5. NO

8. DK

TURN TO P. 9, A21

A20a. What is that? _____

A20b. Anything else? _____

A19. See instructions for A15.

A20. Here, we want to get as complete a picture as possible of what R feels are the positive and negative characteristics of the two parties. Therefore, if R mentions only one thing, probe, "Anything else?"

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

We'd also like you to probe a little behind the standard adjectives, clichés, and slogans that are used. When R gives such responses as "the _____ party is more progressive," "conservative," "socialistic," "better for the country," "party of the working man," "time for a change," etc.; use such probes as: "Could you tell me a little more about this?"; "Can you give me some examples of what you mean?"; etc.

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

A21. Is there anything in particular that you don't like about the Democratic party?

1. YES

5. NO

8. DK

GO TO A22

A21a. What is that? _____

A21b. Anything else? _____

A22. Is there anything in particular that you like about the Republican party?

1. YES

5. NO

8. DK

TURN TO P. 10, A23

A22a. What is that? _____

A22b. Anything else? _____

A23. Is there anything in particular that you don't like about the Republican party?

1. YES

5. NO

8. DK

GO TO A24

A23a. What is that? _____

A23b. Anything else? _____

A24. Now I'd like to ask you about the good and bad points of the two major candidates for president. Is there anything in particular about Mr. Carter that might make you want to vote for him?

1. YES

5. NO

8. DK

TURN TO P. 11, A25

A24a. What is that? _____

A24b. Anything else? _____

A23. See preceding instruction.

A24. The instruction here is the same as that for A20 with the exception that this series asks about candidates instead of parties.

A25. Is there anything in particular about Mr. Carter that might make you want to vote against him?

A25-A26. See preceding instruction.

1. YES

5. NO

8. DK

GO TO A26

A25a. What is that? _____

A25b. Anything else? _____

A26. Is there anything in particular about Mr. Ford that might make you want to vote for him?

1. YES

5. NO

8. DK

TURN TO P. 12, A27

A26a. What is that? _____

A26b. Anything else? _____

A27. Is there anything in particular about Mr. Ford that might make you want to vote against him?

1. YES

5. NO

8. DK

GO TO A28

A27a. What is that? _____

A27b. Anything else? _____

A27. See preceding instruction.

A28. Do you approve or disapprove of the way Mr. Ford is handling his job as President?

1. APPROVE

5. DISAPPROVE

8. DK

A28. Straightforward.

A29. Shortly after taking office, President Ford pardoned Richard Nixon for any wrong-doings he may have committed while he was President. Do you think that Ford should have pardoned Nixon?

1. YES

5. NO

8. DK

A29. Straightforward.

SECTION B: ECONOMIC ATTITUDES

Now I'd like to ask you a few questions about the economy.

- B1. We are interested in how people are getting along financially these days. Would you say that you (and your family living here) are better off or worse off financially than you were a year ago?

1. BETTER NOW

3. SAME

5. WORSE NOW

8. DON'T KNOW

- B2. Now looking ahead--do you think that a year from now you (and your family living here) will be better off financially, or worse off, or just about the same as now?

1. BETTER YEAR FROM NOW

3. SAME

5. WORSE YEAR FROM NOW

8. DON'T KNOW

- B3. Would you say that at the present time business conditions are better or worse than they were a year ago?

1. BETTER NOW

3. SAME

5. WORSE NOW

- B4. And how about a year from now, do you expect that in the country as a whole business conditions will be better or worse than they are at present, or just about the same?

1. BETTER A YEAR FROM NOW

3. ABOUT SAME

5. WORSE A YEAR FROM NOW

- B5. How about people out of work during the coming 12 months--do you think there will be more unemployment than now, about the same, or less?

1. MORE UNEMPLOYMENT

3. SAME

5. LESS UNEMPLOYMENT

- B6. Thinking about the steps that have been taken to fight inflation--would you say that the government has been doing a good job, only fair, or a poor job?

1. GOOD JOB

3. ONLY FAIR

5. POOR JOB

VERAL
MENT

In questions where there are only boxes to be checked, 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.

- B1. Straightforward.

- B2. 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."

- B3. We are interested in a comparison for the country as a whole. If R answers in terms of a specific business or industry, repeat the question, introducing it with the words, "In general. . ." If R answers in absolute terms ("Good" or "Bad"), repeat the question emphasizing "better" and "worse."

- B4. Again we are interested in a comparison for the country as a whole. B4 is a comparison of what R thinks business conditions will be during the next 12 months with what business conditions are now.

- B5. Be sure respondent understands that we mean unemployment rather than employment.

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

- B6. The question asks about economic policy related to inflation. If R talks about other policies (race relations, pollution, etc.) of the government, repeat the question unless R sees a connection between these other policies and inflation. If R says the government is doing the best it can, repeat the question. If R still doesn't give a scalable answer, write down R's answer in the margin and let us handle it.

B7. Do you think inflation would be handled better by the Democrats, by the Republicans, or about the same by both?

1. BETTER BY
DEMOCRATS

5. BETTER BY
REPUBLICANS

3. SAME

8. DON'T KNOW

B8. Now how about the government's economic policy dealing with unemployment--would you say the government has been doing a good job, only fair, or a poor job?

1. GOOD JOB

3. ONLY FAIR

5. POOR JOB

B9. Do you think the problems of unemployment would be handled better by the Democrats, by the Republicans, or about the same by both?

1. BETTER BY
DEMOCRATS

5. BETTER BY
REPUBLICANS

3. SAME

8. DON'T KNOW

B7. Straightforward.

B8. The question asks about economic policy related to unemployment. If R talks about other policies (race relations, pollution, etc.) of the government, repeat the question unless R sees a connection between these other policies 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.

B9. Straightforward.

B10. (RB, PAGE 3) During the last couple of years the country experienced an economic recession which affected people in different ways. Looking at the next page (RB, 3), tell me if any of these things happened to you or anyone in your family living here because of economic bad times. (CHECK "YES" FOR EACH ITEM R MENTIONS, CHECK "NO" FOR ITEMS NOT MENTIONED.)

- a. WAS UNEMPLOYED
- b. WAS TEMPORARILY LAID OFF
- c. HAD WORKING HOURS REDUCED
- d. HAD TO WORK A DIFFERENT SHIFT
- e. TOOK A CUT IN PAY
- f. HAD TO TAKE A JOB BELOW QUALIFICATIONS
- g. RELIED ON FOOD STAMPS OR OTHER GOVERNMENTAL ASSISTANCE TO MAKE ENDS MEET

YES (1)	NO (5)

h. NONE OF ABOVE → TURN TO P. 17, SECTION C

B10a. Which of these happened to you?

- a. WAS UNEMPLOYED
- b. WAS TEMPORARILY LAID OFF
- c. HAD WORKING HOURS REDUCED
- d. HAD TO WORK A DIFFERENT SHIFT
- e. TOOK A CUT IN PAY
- f. HAD TO TAKE A JOB BELOW QUALIFICATIONS
- g. RELIED ON FOOD STAMPS OR OTHER GOVERNMENTAL ASSISTANCE TO MAKE ENDS MEET

YES (1)	NO (5)

h. NONE OF ABOVE

B10. We are looking for the effects of the economic recession which may not show up in other parts of the questionnaire. By "the last couple of years" we mean to include the 24 months or so up to the present time. Any of the effects may have been only temporary, but be sure to include anything the respondent mentions. In B10 we include all members of the respondent's family living in his home.

B10a. Here we want only those effects which pertain to the respondent personally.

SECTION C: SYSTEM SUPPORT

C1-C3. Straightforward.

People have different ideas about the government in Washington. These ideas don't refer to Democrats or Republicans in particular, but just to the government in general. We want to see how you feel about these ideas--for example:

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

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

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

1. ALWAYS 3. MOST OF THE TIME 5. SOME OF THE TIME 8. DON'T KNOW

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

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

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

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

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

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

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

C5. Straightforward.

C6. There has been a good deal of talk these days about Watergate, sex scandals and corruption in the government in Washington. Do you think that these problems are just the result of what individual politicians have done or is it because there's something more seriously wrong with government in general and the way it operates?

1. INDIVIDUAL POLITICIANS 5. GOVERNMENT IN GENERAL 8. DON'T KNOW

C6. Straightforward.

D: PARTY IDENTIFICATION

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

D1. 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
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TURN TO P. 19, D2

D1a. Would you call yourself a strong Republican or a not very strong Republican?

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

D1b. Aside from times when you may have voted for a candidate of another party, was there ever a time when you thought of yourself as a Democrat or an Independent rather than a Republican?

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

TURN TO P. 20, D3

D1c. Was that a Democrat or an Independent?

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

D1d. When did you change to a Republican?

TURN TO P. 20, D3

D1e. Would you call yourself a strong Democrat or a not very strong Democrat?

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

D1f. Aside from times when you may have voted for a candidate of another party, was there ever a time when you thought of yourself as a Republican or an Independent rather than a Democrat?

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

TURN TO P. 20, D3

D1g. Was that a Republican or an Independent?

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

D1h. When did you change to a Democrat?

TURN TO P. 20, D3

D1-D2. Here we are attempting to measure the respondent's party identification. By party identification we mean a person's feeling of attachment or belonging to a party. The question is intended to pin down the respondent's "usual" or customary sense of party affiliation, not particularly how he intends to vote in this election or how he has 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 D1e, a "not very strong Democrat"), and not as an Independent. The people who are deviating from a usual party will be identified by later questions, but at this point we want to know if they have a "usual" party.

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

Note that the possible answers to D1 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 D1a, D1e, D2a and D2f 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 D1b, D1f, D2d and D2g probes, we are interested in learning about any change in R's party identification over the years, and the next probe asks when such a change took place.

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

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

If R calls himself a member of the American Independent Party note that under "other" rather than classifying him as an Independent.

(IF ANSWER TO D1 WAS INDEPENDENT, NO PREFERENCE, OR OTHER, ASK THE FOLLOWING):

D2. See instructions for D1.

D2. Do you think of yourself as closer to the Republican or to the Democratic party?

1. REPUBLICAN	3. NEITHER	5. DEMOCRATIC
<p>D2a. Do you think of yourself as much closer to the Republican party than to the Democratic party, or only a little closer?</p> <p>1. MUCH CLOSER</p> <p>5. A LITTLE CLOSER</p> <p>D2b. Aside from times when you may have voted for a candidate of another party was there ever a time when you thought of yourself as closer to the Democratic party instead of the Republican party?</p> <p>1. YES 5. NO, NEVER</p> <p>TURN TO P. 20, D3</p> <p>D2c. When did you change to your present party feelings?</p>	<p>D2d. Was there ever a time when you thought of yourself as a Democrat or Republican? (Which party was that?)</p> <p>1. YES, DEMOCRAT</p> <p>5. YES, REPUBLICAN</p> <p>3. NO, NEVER</p> <p>TURN TO P. 20, D3</p> <p>D2e. When did you change?</p>	<p>D2f. Do you think of yourself as much closer to the Democratic party than to the Republican party, or only a little closer?</p> <p>1. MUCH CLOSER</p> <p>5. A LITTLE CLOSER</p> <p>D2g. Aside from times when you may have voted for a candidate of another party, was there ever a time when you thought of yourself as closer to the Republican party instead of the Democratic party?</p> <p>1. YES 5. NO, NEVER</p> <p>TURN TO P. 20, D3</p> <p>D2h. When did you change to your present party feelings?</p>

D3. 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
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GO TO D4

D3a. Have you always voted for the same party or have you voted for different parties for President?

1. SAME PARTY

3. DIFFERENT PARTIES

GO TO D3c

D3b. Which party was that?

1. DEMOCRATIC

5. REPUBLICAN

7. OTHER, SPECIFY: _____

D3c. Now, in 1972 you remember that Mr. Nixon ran on the Republican ticket against Mr. McGovern for the Democrats. Do you remember for sure whether or not you voted in that election?

1. YES, DID VOTE

5. NO, DID NOT VOTE

7. DON'T REMEMBER IF VOTED

GO TO D4

D3d. Which one did you vote for?

1. NIXON

2. MCGOVERN

5. OTHER

8. DK

D4. Do you think there are any important differences in what the Republicans and Democrats stand for?

1. YES

5. NO

8. DK

TURN TO P. 21, D5

D4a. What are those differences? _____

D3a-D3e. If R is only old enough to have voted starting with 1972 his answer to D3 may be "All-one." In that case D3a, c and d are really not appropriate but it is important that D3b be asked. If, in this special case, you get a response to D3b, go ahead and fill in D3d (as well as D3a and D3c) yourself.

D4. Straightforward.

D4a. Try to get the respondent to be as specific as possible. For example, if he says the parties stand for different people, find out which people each party stands for. Of course don't press the respondent beyond his useful knowledge or to the point where he is uncomfortable.

D5. Would you say that one of the parties is more conservative than the other at the national level?

<p>1. YES</p> <p>↓</p> <p>D5a. Which party is more conservative?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">1. DEMOCRATIC</td> <td style="width: 50%; text-align: center;">2. REPUBLICAN</td> </tr> </table> <p>D5b. Do you have anything in particular in mind when you say that the (R's, D's) are more conservative than the (D's, R's)? (What is that?) (Anything else?)</p> <hr/> <hr/> <hr/> <hr/> <hr/>	1. DEMOCRATIC	2. REPUBLICAN	<p>5. NO</p> <p>↓</p>	<p>8. DK</p> <p>↓</p>
1. DEMOCRATIC	2. REPUBLICAN			

D5c. Do you think that people generally consider the Democrats or the Republicans more conservative, or wouldn't you want to guess about that?

3. DEMOCRATS MORE CONSERVATIVE
4. REPUBLICANS MORE CONSERVATIVE
5. NO GUESS

D5. Straightforward.

D5b. See instructions for D4b.

D6. Do you remember when you were growing up whether your father (or stepfather) was very much interested in politics, somewhat interested, or didn't he pay much attention to it?

1. VERY MUCH INTERESTED	3. SOMEWHAT INTERESTED	5. NOT MUCH ATTENTION	8. DK
-------------------------	------------------------	-----------------------	-------

D6. By "father," we mean father, stepfather, or father surrogate when R was growing up.

D7. Did he think of himself as a Democrat, as a Republican, as an Independent, or what?

1. DEMOCRAT	5. REPUBLICAN	3. INDEPENDENT	<p>7. OTHER, SPECIFY:</p> <hr/>
<div style="border: 1px solid black; padding: 2px; display: inline-block;">8. DK</div>			

D7. Straightforward.

D8. Now how about your mother (or stepmother)? When you were growing up was she very much interested in politics, somewhat interested, or didn't she pay much attention to it?

1. VERY MUCH
INTERESTED

3. SOMEWHAT
INTERESTED

5. NOT MUCH
INTERESTED

8. DK

D9. Did she think of herself mostly as a Democrat, as a Republican, as an Independent, or what?

1. DEMOCRAT

5. REPUBLICAN

3. INDEPENDENT

7. OTHER, SPECIFY:

8. DK

D8. See instruction for D6.

D9. Straightforward.

SECTION E: RACIAL ATTITUDES

Now I'd like to ask you some questions about relations between the races.

E1. Let's start with the issue of busing. The courts have ordered busing for some school children in several cities in the United States. What do you think of busing as a way to integrate the schools? (PROBE: Can you tell me why you feel that way?)

E2. Has there been any busing for racial integration in this community or in any community around here?

1. YES
GO TO E3

5. NO
↓

8. DON'T KNOW
↓

E2a. Have you heard any talk that this might happen in the future?

1. YES

5. NO

E3. Some people say that the government in Washington should see to it that white and black children are allowed to go to the same schools. Other claim that this is not the government's business. Have you been concerned enough about this question to favor one side over the other?

1. YES
↓

5. NO → TURN TO P. 24, E4

E3a. Do you think the government in Washington should...

1. See to it that white and black children go to the same schools

or

5. Stay out of this area as it is not its business?

8. DK

7. OTHER; DEPENDS: _____

E1. This should stimulate an animated response. Please try to get the reasons R feels as he does. Again, get as specific a response as is possible (allowing for the respondent's interest and knowledge levels).

E2. Straightforward.
&
E3.

E3a. On E3a make use of the lines following "OTHER; DEPENDS" both for R's reason(s) for refusing to accept one of the two answers, and for any comments he makes on his choice of one of the answers. In the latter case be sure to mark the box R chooses.

E4. In the past few years we have heard a lot about improving the position of black people in this country. How much real change do you think there has been in the position of black people in the past few years: a lot, some, or not much at all?

1. A LOT

3. SOME

5. NOT MUCH AT ALL

E5. 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

E6. Which of these statements would you agree with:

☐ 1. White people have a right to keep black people out of their neighborhoods if they want to; or

☐ 5. Black people have a right to live wherever they can afford to, just like anybody else.

☐ 8. DON'T KNOW; DEPENDS; CAN'T DECIDE

E7. (RB, PAGE 4) In general, how many of the black people in this area would you say are in favor of desegregation--all of them, most of them, about half, less than half of them, or none of them?

1. ALL

2. MOST

3. ABOUT
HALF4. LESS
THAN
HALF

5. NONE

6. NO BLACKS
IN AREA

8. DK

E8. How about white people in this area? How many would you say are in favor of strict segregation of the races--all of them, most of them, about half, less than half of them, or none of them?

1. ALL

2. MOST

3. ABOUT
HALF4. LESS
THAN
HALF

5. NONE

6. NO WHITES
IN AREA

8. DK

E9. What about you? Are you in favor of desegregation, strict segregation, or something in between?

1. DESEGREGATION

5. SEGREGATION

3. IN BETWEEN

E4. Straightforward.

E5. This may sound outdated to some respondents as this is a question that has been asked over the years. Try to get the respondent to answer the question as it stands. We will want to compare racial attitudes of 1976 with those of a decade ago and it is important to ask the same questions.

E6. Straightforward.

E7-E9. R may want to know what we mean by desegregation or segregation; we mean removing or maintaining the laws and customs which separate the races bringing the races together or keeping the races apart.

E7. Sometimes R may ask what is meant by "area." Since we are interested in R's own definition, we don't want to give a precise, physical explanation such as the name of a town. So if R asks, tell him to think in terms of where he and his family carry on the activities of their everyday lives. As usual, if R asks for a definition or explanation of "area," note this.

E10. INTERVIEWER CHECKPOINT

- ☐ 1. R IS BLACK → TURN TO P. 26, E15
- ☐ 2. R IS WHITE OR "OTHER"

E11-E14. Do not make the mistake of reading aloud to the respondent "Don't know" as a response option for questions E11 - E14. It is a very legitimate response and should be recorded but it should not be suggested. Please note these questions are only asked of respondents who are not black.

E12. Note that E12 is different from the rest of the racial contact items. E12 specifically asks what R personally would prefer the racial mix of his neighborhood to be; this must be distinguished from E11 where we are attempting to find out what the racial composition of the neighborhood is.

E14. "Grade school" can mean either public or parochial.

E11. Is this neighborhood you now live in all white, mostly white, about half white and half black or mostly black?

1. ALL WHITE 2. MOSTLY WHITE 3. HALF WHITE HALF BLACK 4. MOSTLY BLACK 8. DON'T KNOW

E12. Would you personally prefer to live in a neighborhood that is all white, mostly white, about half white and half black or mostly black?

1. ALL WHITE 2. MOSTLY WHITE 3. HALF WHITE HALF BLACK 4. MOSTLY BLACK 8. DON'T KNOW 7. PREFERENCE

E13. Is the grade school nearest you all white, mostly white, about half white and half black, mostly black or all black?

1. ALL WHITE 2. MOSTLY WHITE 3. HALF WHITE HALF BLACK 4. MOSTLY BLACK 5. ALL BLACK 8. DON'T KNOW

E14. Are your friends all white, mostly white, about half white and half black, mostly black or all black?

1. ALL WHITE 2. MOSTLY WHITE 3. HALF WHITE HALF BLACK 4. MOSTLY BLACK 5. ALL BLACK 8. DON'T KNOW

TURN TO P. 27, SECTION F

(ASK BLACK R'S ONLY)

E15. Is this neighborhood you now live in all black, mostly black, about half black and half white or mostly white?

5. ALL
BLACK

4. MOSTLY
BLACK

3. HALF BLACK
HALF WHITE

2. MOSTLY
WHITE

8. DON'T
KNOW

E16. Would you personally refer to live in a neighborhood that is all black, mostly black, about half black and half white or mostly white?

1. ALL
BLACK

2. MOSTLY
BLACK

3. HALF BLACK
HALF WHITE

4. MOSTLY
WHITE

8. DON'T
KNOW

NO
7. PREF-
ERENCE

E17. Is the grade school nearest you all black, mostly black, about half black and half white, mostly white or all white?

5. ALL
BLACK

4. MOSTLY
BLACK

3. HALF BLACK
HALF WHITE

2. MOSTLY
WHITE

1. ALL
WHITE

8. DON'T
KNOW

E18. Are your friends all black, mostly black, about half black and half white, mostly white or all white?

5. ALL
BLACK

4. MOSTLY
BLACK

3. HALF BLACK
HALF WHITE

2. MOSTLY
WHITE

1. ALL
WHITE

8. DON'T
KNOW

E15-E18. See instructions for E11-E14. These are only asked of respondents who are black.

SECTION F: ISSUES

Now I'd like to ask you a few questions about some issues facing the United States.

F1. During this year the United States has been celebrating its 200th birthday. Does the thought of America's 200 year history make you feel very proud, somewhat proud, not very proud, or doesn't it really make much difference to you?

1. VERY PROUD	2. SOMEWHAT PROUD	3. NOT VERY PROUD	4. DOESN'T MAKE MUCH DIFFERENCE
------------------	----------------------	----------------------	------------------------------------

F2. Some people are afraid the government in Washington is getting too powerful for the good of the country and the individual person. Others feel that the government in Washington is not getting too strong. Do you have an opinion on this?

1. YES	5. NO → TURN TO P. 28, F3
--------	---------------------------

F2a. What is your feeling, do you think the government is getting too powerful or do you think the government is not getting too strong?

GOVERNMENT 1. TOO POWER- FUL	GOVERNMENT 5. NOT GETTING TOO STRONG	OTHER; DEPENDS: 7. _____ _____	8. DON'T KNOW
------------------------------------	--	--------------------------------------	------------------

F2b. Which party do you think is more likely to favor a stronger government in Washington--the Democrats, the Republicans, or wouldn't there be much difference between them on this?

1. DEMOCRATS	5. REPUBLICANS	3. NO DIFFERENCE	8. DON'T KNOW
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F1. Straightforward.

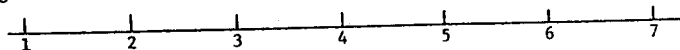
F2a. Make use of the lines following "OTHER; DEPENDS" both for R's reasons for refusing to accept one of the two answers, and for any comments he/she makes on his/her choice of one of the answers. In the latter case be sure to mark the box R chooses.

F3. (RB, PAGE 5) Now I'd like you to think about a set of statements I'll make about the two major candidates for president. For each statement, I want you to tell me how strongly you agree or disagree, using this seven-point scale.

If you agree completely, you'd pick position number 1; if you disagree completely you'd pick position number 7. Of course, you could also pick any of the numbered positions in between. The first set of statements concerns Gerald Ford.

Strongly
Agree

Strongly
Disagree



(INTERVIEWER RECORD NUMBER)

F3a. Ford, as President, could be trusted.

8. DK

F3b. Ford has the kind of personality a President ought to have.

8. DK

F3c. Ford, as President, would bring moral and religious standards to government.

8. DK

F3d. Ford, as President, would reduce unemployment.

8. DK

F3e. Ford, as President, would make the government run better and make it more efficient.

8. DK

F3f. Ford, as President, would reduce the power and size of government.

8. DK

F3g. Ford, as President, would reduce inflation.

8. DK

F4. The next set of statements concerns Jimmy Carter.

F4a. Carter, as President, could be trusted.

8. DK

F4b. Carter has the kind of personality a President ought to have.

8. DK

F4c. Carter, as President, would bring moral and religious standards to government.

8. DK

F4d. Carter, as President, would reduce unemployment.

8. DK

F4e. Carter, as President, would make the government run better and make it more efficient.

8. DK

F4f. Carter, as President, would reduce the power and size of government.

8. DK

F4g. Carter, as President, would reduce inflation.

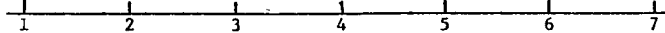
8. DK

F3 and F4. Please note that R is asked only about his own feelings on this scale.

- F5. (RB, SE 6) 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.

Government See to
Job and Good Stan-
dard of Living

Government Let Each
Person Get Ahead on
His Own



(INTERVIEWER RECORD NUMBER)

- F5a. Where would you place yourself on this scale, or haven't you thought much about this?

8. DK

HAVEN'T
0. THOUGHT
MUCH

TURN TO P.30, F6

- F5b. Where would you place Gerald Ford on this scale?

8. DK

- F5c. (Where would you place) Jimmy Carter on this scale?

8. DK

- F5d. (Where would you place) the Democratic party?

8. DK

- F5e. (Where would you place) the Republican party?

8. DK

- F5f. (Where would you place) most liberals?

8. DK

- F5g. (Where would you place) most conservatives?

8. DK

- F5-F9. 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 past 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. If this is not possible for R, pick the point nearest the center of the scale. For example, "2 or 3" would be "3" and "6 or 7" would be "6." 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.

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.)

After F5a, R is to try to place the parties and the political leaders on the scale. 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 get R to think in terms of where he 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.

F6. (RB, PAGE 7) 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.

F6. See instructions for F5.

Protect Rights
of Accused

Stop Crime Regardless
of Rights of Accused

1 2 3 4 5 6 7

(INTERVIEWER RECORD NUMBER)

F6a. Where would you place yourself on this scale, or haven't you thought much about this?

8. DK

HAVEN'T
O. THOUGHT
MUCH

TURN TO P. 31, F7

F6b. Where would you place Gerald Ford?

8. DK

F6c. (Where would you place) Jimmy Carter?

8. DK

F6d. (Where would you place) the Democratic party?

8. DK

F6e. (Where would you place) the Republican party?

8. DK

F6f. (Where would you place) most blacks?

8. DK

F6g. (Where would you place) most whites?

8. DK

F6h. (Where would you place) most liberals?

8. DK

F6j. (Where would you place) most conservatives?

8. DK

F7. (RB, USE 8) 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.

F7. See instructions for F5.

Bus to
Achieve
Integration

Keep Children
in Neighborhood
Schools

1 2 3 4 5 6 7

(INTERVIEWER RECORD NUMBER)

F7a. Where would you place yourself on this scale, or haven't you thought much about this?

8. DK

HAVEN'T
0. THOUGHT
MUCH

TURN TO P. 32, F8

F7b. Where would you place Gerald Ford?

8. DK

F7c. (Where would you place) Jimmy Carter?

8. DK

F7d. (Where would you place) the Democratic party?

8. DK

F7e. (Where would you place) the Republican party?

8. DK

F7f. (Where would you place) most blacks?

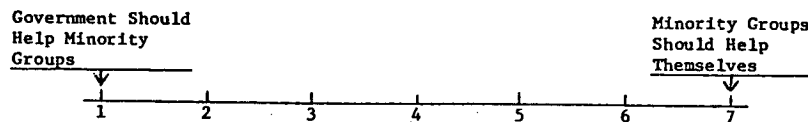
8. DK

F7g. (Where would you place) most whites?

8. DK

F8. (RB, PAGE 9) 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.

F8. See instructions for F5.



(INTERVIEWER RECORD NUMBER)

F8a. Where would you place yourself on this scale, or haven't you thought much about this?

8. DK

HAVEN'T
O. THOUGHT
MUCH

TURN TO P. 33, F9

F8b. Where would you place Gerald Ford?

8. DK

F8c. (Where would you place) Jimmy Carter?

8. DK

F8d. (Where would you place) the Democratic party?

8. DK

F8e. (Where would you place) the Republican party?

8. DK

F8f. (Where would you place) most businessmen?

8. DK

F8g. (Where would you place) most poor people?

8. DK

F8h. (Where would you place) most blacks?

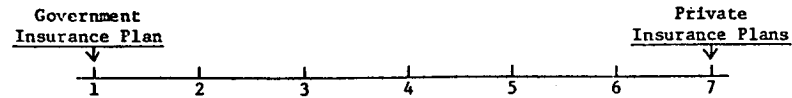
8. DK

F8j. (Where would you place) most whites?

8. DK

F9. (RB, PAGE 10) There is much concern about the rapid rise in medical and hospital costs. Some feel there should be a government insurance plan which would cover all medical and hospital expenses. Others feel that medical expenses should be paid by individuals, and through private insurance like Blue Cross.

F9. See instructions for F5.



(INTERVIEWER RECORD NUMBER)

F9a. Where would you place yourself on this scale, or haven't you thought much about this?

8. DK	HAVEN'T O. THOUGHT MUCH
-------	-------------------------------

TURN TO P. 34, F10

F9b. Where would you place Gerald Ford?

8. DK

F9c. (Where would you place) Jimmy Carter?

8. DK

F9d. (Where would you place) the Democratic party?

8. DK

F9e. (Where would you place) the Republican party?

8. DK

F9f. (Where would you place) most businessmen?

8. DK

F9g. (Where would you place) most poor people?

8. DK

F9h. (Where would you place) most blacks?

8. DK

F9j. (Where would you place) most whites?

8. DK

F10. Now we'd like to ask about how medical costs affect you personally?

F10-F11. Straightforward.

Are you currently covered by any health insurance such as blue cross, medicare or medicaid which pays for all or part of your medical costs?

1. YES 5. NO 8. DON'T KNOW
- GO TO F11

F10a. Thinking about your medical coverage, do you think your insurance costs are about right, are they too high, or does your employer or somebody else pay for it?

1. ABOUT RIGHT 5. TOO HIGH 7. EMPLOYER OR SOMEBODY ELSE PAYS 8. DON'T KNOW

F10b. In case of an extended illness affecting you or your family, would your insurance cover most of the costs, would you have to dip into your savings, or would you have to borrow large sums of money?

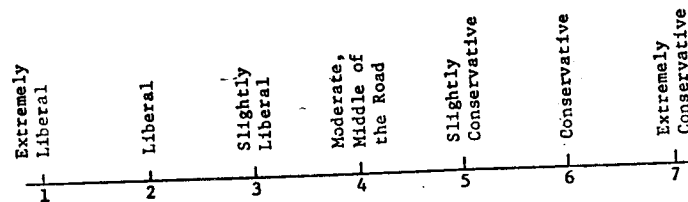
1. COVERAGE ADEQUATE 3. DIP INTO SAVINGS 5. BORROW MONEY 8. DON'T KNOW

TURN TO P. 35, F12

F11. In case of an extended illness affecting you or your family, would you have to dip into your savings or would you have to borrow large sums of money?

1. DIP INTO SAVINGS 5. BORROW MONEY 3. BOTH 8. DON'T KNOW

F12. (RB, PAGE 11) We hear a lot of talk these days about liberals and conservatives. Here is a seven-point scale on which the political views that people might hold are arranged from extremely liberal to extremely conservative.



(INTERVIEWER RECORD NUMBER)

F12a. Where would you place yourself on this scale, or haven't you thought much about this?

8. DK

HAVEN'T
0. THOUGHT
MUCH

TURN TO P. 36, G1

F12b. Where would you place Gerald Ford?

8. DK

F12c. (Where would you place) Jimmy Carter?

8. DK

F12d. (Where would you place) the Democratic party?

8. DK

F12e. (Where would you place) the Republican party?

8. DK

F12f. (Where would you place) Hubert Humphrey?

8. DK

F12g. (Where would you place) George Wallace?

8. DK

F12h. (Where would you place) George McGovern?

8. DK

F12j. (Where would you place) Ronald Reagan?

8. DK

F12k. (Where would you place) Walter "Fritz" Mondale?

8. DK

F12m. (Where would you place) Robert "Bob" Dole?

8. DK

F12. Our objective here is to learn whether or not the ubiquitous terms "liberal" and "conservative" mean anything to our 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 F5-F9.

SECTION G: CANDIDATE THERMOMETERS

G1. As you know, many people were mentioned this year as possible candidates for President or Vice-President by the political parties. We would like to get your feelings toward some of these people.

I'll read the name of each person and I'd like you to rate that person with what we call a feeling thermometer (RB, PAGE 12). Ratings between 50° and 100° mean that you feel favorably and warm toward the person, ratings between 0° and 50° mean that you don't feel favorably towards the person and that you don't care too much for that person. If you don't feel particularly warm or cold toward a person you would rate them at 50°. If we come to a person you don't know much about, just tell me and we'll move on to the next one.

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

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

RATING

_____ G1a. GEORGE WALLACE	_____ G1j. Morris K. Udall
_____ G1b. Jimmy Carter	_____ G1k. "Jerry" Brown, Jr.
_____ G1c. Gerald Ford	_____ G1m. Richard Nixon
_____ G1d. Hubert Humphrey	_____ G1n. Walter "Fritz" Mondale
_____ G1e. Ronald Reagan	_____ G1p. George McGovern
_____ G1f. Edward "Ted" Kennedy	_____ G1q. Henry Kissinger
_____ G1g. Henry "Scoop" Jackson	_____ G1r. Eugene McCarthy
_____ G1h. Nelson Rockefeller	_____ G1s. Robert Dole

G1. These are the thermometer questions--and they require RB page 12. In this study we are using the thermometer to measure feelings towards possible Presidential and Vice-Presidential candidates. 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 make sure that R understands that warm or favorable is the same as "liking" someone and cold means "disliking" someone.

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

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

G2. (RB, PAGE 13) Do you believe that any of these persons have higher moral or religious standards than the others?

G2. Straightforward.

1. YES

5. NO → GO TO G3

G2a. Which ones?

G3. While all candidates are concerned about the country as a whole, people often feel that a particular candidate is better for some groups than for others. (RB, PAGE 14.) Here is a list of some groups that we find in American society. Read over the list and tell me which groups would be better off with Carter as president rather than with Ford as president.

G3. Straightforward.

(PLACE AN X AT THE LEFT OF EACH GROUP R SELECTS.)

a. ☐ Businessmen

j. ☐ Whites

b. ☐ Liberals

k. ☐ Blacks

c. ☐ Southerners

m. ☐ Conservatives

d. ☐ Poor People

n. ☐ Women

e. ☐ Catholics

p. ☐ Middle Class People

f. ☐ Protestants

q. ☐ Workingmen

g. ☐ Jews

r. ☐ Farmers

h. ☐ Young People

s. ☐ Older People

ALL

NONE

DK

G4. Now tell me which ones you think would be better off with Ford as president rather than with Carter.

(PLACE AN X AT THE LEFT OF EACH GROUP R SELECTS)

G4. Straightforward.

- a. ☐ Businessmen
- b. ☐ Liberals
- c. ☐ Southerners
- d. ☐ Poor People
- e. ☐ Catholics
- f. ☐ Protestants
- g. ☐ Jews
- h. ☐ Young People

- j. ☐ Whites
- k. ☐ Blacks
- m. ☐ Conservatives
- n. ☐ Women
- p. ☐ Middle Class People
- q. ☐ Workingmen
- r. ☐ Farmers
- s. ☐ Older People

ALL

NONE

DK

SECTION H: POLITICAL 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)
H1. It isn't so important to vote when you know your party doesn't have a chance to win.		
H2. So many other people vote in the national elections that it doesn't matter much to me whether I vote or not.		
H3. If a person doesn't care how an election comes out he shouldn't vote in it.		
H4. A good many local elections aren't important enough to bother with.		
H5. In recent dealings with the Soviet Union, the United States has given up far more than we have received.		
H6. The government should spend less even if it means cutting back on programs like health and education.		

H1-H7c. Straightforward.

H7. (RB, PAGE 15) Now here is something slightly different. I will read some statements and you tell me the number on this scale which indicates your answer

RB, PAGE 15

7 A GREAT DEAL

6

5

4

3

2

1 NONE

H7a. How much do you feel that you and your friends are well-represented in our political system?

H7b. How much of the time do you think that the courts in the United States guarantee everyone a fair trial?

H7c. To what extent would you say that the leading politicians in the United States have had good intentions?

H8. Some people believe that our armed forces are powerful enough and we should spend less money for defense. Others feel that military spending should at least continue at the present level. How do you feel--should military spending be cut, or should it continue at least at the present level?

H8-H9. Straightforward.

1. CUT MILITARY SPENDING	5. CONTINUE SPENDING AT LEAST AT PRESENT LEVEL	8. DON'T KNOW GO TO H9
↓	↓	
<p>H8a. Would you still favor spending less money for defense if you were sure it meant that our military strength would fall behind that of the Soviet Union?</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 1. YES 5. NO </div>	<p>H8b. Would you favor spending less money for defense if you were sure it meant that our military strength would <u>not</u> fall behind that of the Soviet Union?</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 1. YES 5. NO </div>	

H9. Which political party do you think is more in favor of cutting military spending--the Democrats or the Republicans, or wouldn't there be much difference between them?

1. DEMOCRATS	5. REPUBLICANS	3. NOT MUCH DIFFERENCE	8. DON'T KNOW
--------------	----------------	------------------------	---------------

H10. (RB, PAGE 16) Some people think of political attitudes as being on the "left" or the "right." This is a scale stretching from the "left" to the "right." When you think of your own political attitudes, where would you put yourself?

1	2	3	4	5	6	7	8	9	10	DK
---	---	---	---	---	---	---	---	---	----	----

←

→

LEFT RIGHT

H10. The precise meanings of "left" or "right" should be left up to R. If R cannot respond, be understanding and proceed to the next question.

H11. Some people believe a change in our whole form of government is needed to solve the problems facing our country, while others feel no real change is necessary. Do you think a big change is needed in our form of government, or should it be kept pretty much as it is?

1. NEED BIG CHANGE	2. NEED SOME CHANGE	3. KEEP AS IS	7. OTHER, SPECIFY: _____ _____	8. DK
--------------------	---------------------	---------------	--------------------------------------	-------

GO TO H12

H11a. When you say we need a change, what exactly do you have in mind? What kind of change in our form of government are you thinking of?

H12. I'm going to read you a pair of statements about our form of government and I'd like you to tell me which one you agree with more. Would you say...

- ☐ 1. I am proud of many things about our form of government, or
- ☐ 5. I can't find much in our form of government to be proud of?
- ☐ 8. DON'T KNOW

H13. There has been some talk recently about how people have lost faith and confidence in the government in Washington.. Do you think this lack of trust in the government is just because of the individuals in office or is there something more seriously wrong with government in general and the way it operates?

1. INDIVIDUALS IN OFFICE	5. SOMETHING WRONG WITH GOVERNMENT	8. DON'T KNOW
--------------------------	------------------------------------	---------------

H11. This question is pretty straightforward, but the Respondent may balk at the term "form of government." Try to direct R away from political personalities and toward more of a feeling of the governmental system as a whole, by repeating the question emphasizing "form of government."

H12. Straightforward. See instructions for H11.

H13. Straightforward.

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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?

MARRIED AND LIVING 1. WITH SPOUSE (OR SPOUSE IN SERVICE)	5. WIDOWED	3. DIVORCED	4. SEPARATED	2. NEVER MARRIED
--	------------	-------------	--------------	---------------------

TURN TO P. 44, S3

S2a. Do you have any children?

1. YES

5. NO → TURN TO P. 44, S3

S2b. How many? _____

S2c. What are their ages?

S2d. Do any of your children attend public schools?

1. YES

5. NO → TURN TO P. 44, S3

S2e. Do any of your children ride a bus to school?

1. YES

5. NO → TURN TO P. 44, S3

S2f. Is this busing for the purpose of racial integration?

1. YES

5. NO

S1. Straightforward.

S2a. This includes adopted children but not foster children.

S2d. If all children are clearly under or over school age, S2d need not be asked, but be sure to mark the "no" box.

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

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

S3f. What kind? _____

S3c. What degree is that?

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

TURN TO P. 45, CHECKPOINT S4

TURN TO P. 45, CHECKPOINT S4

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.

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

S4. INTERVIEWER CHECKPOINT

- ☐ 1. R IS FAMILY HEAD; NO SPOUSE IN FAMILY → TURN TO P. 46, S6
- ☐ 2. R IS FAMILY HEAD, LIVING WITH SPOUSE—ASK S5 ABOUT SPOUSE
- ☐ 3. R IS NOT FAMILY HEAD—ASK S5 ABOUT FAMILY HEAD

S5. 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	COLLEGE
<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	<input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17+
<p>S5a. Did (he/she) get a high school diploma or pass a high school equivalency test?</p> <p style="text-align: center;"> <input type="checkbox"/> 1. YES <input type="checkbox"/> 5. NO </p>	<p>S5b. Does (he/she) have a college degree?</p> <p style="text-align: center;"> <input type="checkbox"/> 1. YES <input type="checkbox"/> 5. NO GO TO S5g </p>
<p>S5e. Has (he/she) had any other schooling?</p> <p style="text-align: center;"> <input type="checkbox"/> 1. YES <input type="checkbox"/> 5. NO → TURN TO P. 46, S6 </p> <p>S5f. What kind? _____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">TURN TO P. 46, S6</p>	<p>S5c. What degree is that?</p> <p>_____</p> <p>_____</p> <p>S5d. From what college is that and where is it located? (COMPLETE NAME.)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">TURN TO P. 46, S6</p>

S5g. What was the last college (he/she) attended? Where is that located? (COMPLETE NAME.)

BE SURE TO NOTE CHECK BOX S4.

S5. 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, S5d and S5g should be answered with the complete name of the college

S6. We'd like to know if you are working now, or are you unemployed, retired, (a housewife)

2. TEMPORARILY LAID OFF	1. WORKING NOW
-------------------------	----------------

S7. What is your main occupation? (What sort of work do you do?) (IF NOT CLEAR: Tell me a little more about what you do.)

S8. What kind of (business/industry) is that?

S9. Do you work for someone else, yourself, or what?

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

S10. About how many hours do you work on your job in the average week?

 HOURS A WEEK

S11. Generally speaking, when you come home from work, are you very tired, somewhat tired, or not very tired?

1. VERY TIRED	3. SOMEWHAT TIRED	5. NOT TIRED
---------------	-------------------	--------------

S12. (ASK ONLY OF WORKING NOW) Were you out of work at any time during the last twelve months?

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

TURN TO P. 48, CHECK BOX D

4. UNEMPLOYED

S13. Have you ever done any work for pay?

1. YES	5. NO → SKIP TO P. 48 CHECK BOX D
--------	-----------------------------------

S13a. What sort of work did you do on your last regular job? (What was your occupation?)

S13b. What kind of business/industry was that?

S13c. Did you work for someone else, yourself, or what?

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

S14. Have you had a job in the past twelve months?

1. YES	5. NO → SKIP TO P. 48 CHECK BOX D
--------	-----------------------------------

S14a. About how many hours did you work on your last job in the average week?

 HOURS A WEEK

TURN TO P. 48, CHECK BOX D

S6. 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."

S7-S12. 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.

- Probe for a clear, complete answer.
- 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).
- 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:

- design bridges or airplanes
- operate a railroad locomotive
- tend an engine in a power plant, or
- 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:

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

S7-S12.
(cont'd)

- d) Ascertain whether a "nurse" is a registered nurse, or a practical nurse.
- e) The distinction which we have to make between college and elementary 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?"

S8 and S13b. 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.

S9 and S13c. 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.

(a student), or what?

5. RETIRED

S15. When did you retire?

YEAR

6. PERMANENTLY DISABLED

S16. Have you ever done any work for pay?

1. YES 5. NO

TURN TO P. 48
CHECK BOX D

S17. What kind of work did you do when you worked? (What was your occupation?)

S17a. What kind of (business/industry) was that?

S17b. Did you work for someone else, yourself, or what?

1. SOMEONE ELSE 2. BOTH SOMEONE ELSE AND SELF

3. SELF ONLY

S18. During the last twelve months did you do any work for pay?

1. YES 5. NO → TURN TO P. 48
CHECK BOX D

S18a. About how many hours a week did you work in the average week when you were working?

HOURS A WEEK

S18b. Are you doing any work for pay at the present time?

1. YES

5. NO

GO BACK TO "WORKING NOW"

TURN TO P. 48
CHECK BOX D

7. HOUSEWIFE

8. STUDENT

S19. In the last twelve months, did you do any work for pay?

1. YES 5. NO → TURN TO P. 48
CHECK BOX D

S19a. Are you doing any work for pay at the present time?

1. YES

5. NO

GO BACK TO "WORKING NOW"

IF WORKED IN THE LAST TWELVE MONTHS
BUT NOT WORKING NOW:

S19b. What kind of work did you do? (What was your occupation?)

S19c. About how many hours a week did you work in the average week when you were working?

HOURS A WEEK

S19d. What kind of business was that in?

S19e. Did you work for someone else yourself, or what?

1. SOMEONE ELSE

2. BOTH SOMEONE ELSE AND SEL

3. SELF ONLY

TURN TO P. 48, CHECK BOX D

INTERVIEWERS CHECK BOX D

- ☐ 1. R IS FAMILY HEAD: NO SPOUSE IN FAMILY → SKIP TO P. 50, S33
- ☐ 2. R IS FAMILY HEAD, LIVING WITH SPOUSE--ASK ABOUT SPOUSE → GO TO S20
- ☐ 3. R IS NOT FAMILY HEAD--ASK ABOUT HEAD → GO TO S20

S20. We'd also like to know about (the head of the family/your husband/wife)...

1. WORKING NOW

2. TEMPORARILY LAID OFF

S21. What is his/her main occupation? (What sort of work does he/she do? (IF NOT CLEAR: Tell me a little more about what he/she does.)

S22. What kind of (business/industry) is that in?

S23. Does he/she work for someone else, himself/herself, or what?

1. SOMEONE ELSE

2. BOTH SOMEONE ELSE AND SELF

3. SELF ONLY

S24. About how many hours does he/she work on his/her job in the average week?

_____ HOURS A WEEK

S25. (ASK ONLY OF WORKING NOW) Was he/she out of work at any time during the last twelve months

1. YES

5. NO

TURN TO P. 50, S33

4. UNEMPLOYED

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

1. YES

5. NO

→ SKIP TO P. 50, S33

S26a. What sort of work did he/she do on his/her last regular job? (What was his/her occupation?

S26b. What kind of (business/industry) was that?

S26c. Did he/she work for someone else, himself/herself, or what?

1. SOMEONE ELSE

2. BOTH SOMEONE ELSE AND SELF

3. SELF ONLY

S27. Has he/she had a job in the past twelve months?

1. YES

5. NO

→ SKIP TO P. 50, S33

S27a. About how many hours he/she work on his/her last job in the average week?

_____ HOURS A WEEK

TURN TO P. 50, S33

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

<div data-bbox="178 332 321 378" style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">5. RETIRED</div> <div data-bbox="128 427 365 503"> <p>S28. When did he/she retire?</p> <p>_____ YEAR</p> </div>	<div data-bbox="394 324 581 386" style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">6. PERMANENTLY DISABLED</div> <div data-bbox="386 427 617 492"> <p>S29. Has he/she ever done any work for pay?</p> </div> <div data-bbox="420 500 625 540" style="display: flex; justify-content: space-around;"> <div data-bbox="420 500 525 540" style="border: 1px solid black; padding: 2px;">1. YES</div> <div data-bbox="525 500 625 540" style="border: 1px solid black; padding: 2px;">5. NO</div> </div> <div data-bbox="510 540 646 581"> <p>TURN TO P. 50, S33</p> </div>
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S30. What kind of work did he/she do when he/she worked? (What was his/her occupation?)

S30a. What kind of (business/industry) was that?

S30b. Did he/she work for someone else, himself/herself, or what?

1. SOMEONE ELSE	2. BOTH SOMEONE ELSE AND SELF
-----------------	-------------------------------

3. SELF ONLY

S31. During the last twelve months did he/she do any work for pay?

1. YES	5. NO	TURN TO P. 50, S33
--------	-------	--------------------

S31a. Is he/she doing any work for pay at the present time?

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

GO BACK TO "WORKING NOW"

S31b. About how many hours a week did he/she work in the average week when he/she worked?

_____ HOURS A WEEK

<div data-bbox="688 332 852 378" style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">7. HOUSEWIFE</div>	<div data-bbox="898 332 1041 378" style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">8. STUDENT</div>
--	---

S32. In the last twelve months did he/she do any work for pay?

1. YES	5. NO	TURN TO P. 50, S33
--------	-------	--------------------

S32a. Is he/she doing any work for pay at the present time?

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

GO BACK TO "WORKING NOW"

IF WORKED IN THE LAST TWELVE MONTH: JT
NOT PRESENTLY WORKING

S32b. What kind of work did he/she do? (What was his/her occupation?)

S32c. What kind of business was that?

S32d. Did he/she work for someone else, himself/herself, or what?

1. SOMEONE ELSE	2. BOTH SOMEONE ELSE AND SELF
-----------------	-------------------------------

3. SELF ONLY

S32e. About how many hours a week did he/she work in the average week when he/she worked?

_____ HOURS A WEEK

TURN TO P. 50, S33

(ASK IF HEAD IS A FARMER OR RANCHER--OTHERS GO TO S34)

S33. (Do you/Does head) do any other kind of work besides (farming/ranching)--for pay, I mean?

1. YES

5. NO

→ GO TO S34

S33a. What kind of work is that? _____

S33b. About how much time (do you/does head) usually put in on that?

_____ HOURS PER WEEK or _____ HOURS PER YEAR

S33c. Do you own your farm, manage it, rent it, or what?

1. OWN

2. MANAGE

3. RENT

7. OTHER, SPECIFY: _____

S34. Does anyone in this household belong to a labor union?

1. YES

5. NO

→ TURN TO P.51, S35

S34a. Who is it that belongs?
(CHECK AS MANY AS APPLICABLE)

RESPONDENT

HEAD (NOT R)

SOMEONE ELSE
IN HOUSEHOLD

S34b. What union is that?
(What unions are those)?
(GET COMPLETE NAME NOT JUST
INITIAL).

S33-S33c. 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.

S34-S34b. In Q. S34, 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 R's ONLY -- ALL OTHERS TURN TO P.52, S37

S35. 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
--------------	------------------	---------------	---------	-------

S36. 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. DK
--------------	------------------	-----------------------------	---------	-------

S35. 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."

S36. Same as S35 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.

S37. 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?

<p>1. YES</p> <p>↓</p> <p>S37a. Which one? (RECORD BELOW)</p>	<p>5. NO 8. DK 7. OTHER _____</p> <p>↓ ↓ ↓</p> <p>S37b. Well, if you had to make a choice, would you call yourself middle class or working class? (RECORD BELOW)</p>								
<p>1. MIDDLE CLASS</p> <p>↓</p> <div style="border: 1px solid black; padding: 5px;"> <p>S37c. Would you say that you are about average middle class, or that you are in the upper part of the middle class?</p> <table style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">4. AVERAGE MIDDLE</td> <td style="width: 50%; text-align: center;">6. UPPER MIDDLE</td> </tr> </table> <p>S37d. 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?</p> <table style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">1. CLOSER</td> <td style="width: 50%; text-align: center;">4. NOT CLOSER</td> </tr> </table> </div>	4. AVERAGE MIDDLE	6. UPPER MIDDLE	1. CLOSER	4. NOT CLOSER	<p>2. WORKING CLASS 7. OTHER _____</p> <p>↓ GO TO S38</p> <div style="border: 1px solid black; padding: 5px;"> <p>S37e. Would you say that you are about <u>average</u> working class, or that you are in the <u>upper part</u> of the working class?</p> <table style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">1. AVERAGE WORKING</td> <td style="width: 50%; text-align: center;">3. UPPER WORKING</td> </tr> </table> <p>S37f. Would you say you feel <u>pretty close</u> to working class people, or that you don't feel much closer to them than to people in other classes?</p> <table style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">2. CLOSER</td> <td style="width: 50%; text-align: center;">5. NOT CLOSER</td> </tr> </table> </div>	1. AVERAGE WORKING	3. UPPER WORKING	2. CLOSER	5. NOT CLOSER
4. AVERAGE MIDDLE	6. UPPER MIDDLE								
1. CLOSER	4. NOT CLOSER								
1. AVERAGE WORKING	3. UPPER WORKING								
2. CLOSER	5. NOT CLOSER								

S38. What would you say your family was when you were growing up?

1. middle class	or	2. working class
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(IF R BLACK TURN TO P. 53, S40)

S39. In addition to being an American, what do you consider your main ethnic or nationality group?

S37-37b. 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 S37, 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 S37b. We do not want R to feel that he does not need to make a choice, simply because he has said "No" to S37.

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.

S37d-S37f. These seek to measure the degree to which R feels identified with his class grouping.

S38. 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.

S39. 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. Please note this is asked only of NON-BLACKS.

S40. Were both your parents born in this country?

5. NO	1. YES	8. DK
<p>S40a. Which country was your father born in?</p> <hr/> <p>S40b. Which country was your mother born in?</p> <hr/>	<p>S40c. Do you remember which country your family came from originally on your father's side?</p> <hr/> <p>S40d. Do you remember which country your family came from originally on your mother's side?</p> <hr/>	

S41. What kind of work did your father do for a living while you were growing up?

S42. Other than being a housewife, did your mother have a job while you were growing up?

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

↓

S42a. What kind of work did she do?

S43. Where were you born? (IF UNITED STATES) Which State?

S44. Where was it that you grew up? (IF UNITED STATES) Which state or states?

S40. Straightforward.

S40a. Straightforward.

S40b. Straightforward.

S40c. Straightforward.

S40d. Straightforward.

S41. 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.

S42-S42a. 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

S43. Straightforward.

S44. Straightforward.

(R ONLY FAMILY MEMBER 14 OR ABOVE)

S50. (RB PAGE 17) Please look at this page and tell me the letter of the income group that includes the income you had in 1975 before taxes. This figure should include dividends, interest salaries, wages, pensions, and all other income.

A. NONE OR LESS THAN \$2,000	01	K. \$11,000 - \$11,999	11
B. \$2,000 - \$2,999	02	L. \$12,000 - \$12,999	12
C. \$3,000 - \$3,999	03	M. \$13,000 - \$13,999	13
D. \$4,000 - \$4,999	04	N. \$14,000 - \$14,999	14
E. \$5,000 - \$5,999	05	O. \$15,000 - \$16,999	15
F. \$6,000 - \$6,999	06	P. \$17,000 - \$19,999	16
G. \$7,000 - \$7,999	07	Q. \$20,000 - \$22,999	17
H. \$8,000 - \$8,999	08	R. \$23,000 - \$24,999	18
I. \$9,000 - \$9,999	09	S. \$25,000 - \$34,999	19
J. \$10,000 - \$10,999	10	T. \$35,000 AND OVER	20

S50. See instruction for S49. Note that this asks about R's own income only.

S51. Do you (does your family) own your home, pay rent or what?

1. OWN	2. RENT	7. OTHER, SPECIFY: _____
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S52. Is your religious preference Protestant, Roman Catholic, Jewish, or something else?

PROTESTANT	200. ROMAN CATHOLIC	300. JEWISH	OTHER, SPECIFY: _____
TURN TO P. 57 S52a	TURN TO P. 57, S53	TURN TO P. 57, S53	TURN TO P. 57, S53
<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">NONE</div> <div style="margin: 0 10px;">→</div> <div>END INTERVIEW</div> </div>			

S51. 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.

S52. Straightforward.

S52a. What church or denomination is that?

S52b. (IF BAPTIST) Is that Southern Baptist or something else?

S52a-S52b. Note that these probes for the exact denomination apply only to Protestants.

THUMBNAIL SKETCH:

INTERVIEWER'S SUPPLEMENT

1. Respondent's sex is: 1. Male 2. Female
2. Respondent's race is: 1. White 2. Black 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)

None Children under 6 Older children Spouse
Other relatives Other adults

5. Respondent's cooperation was:

1. Very good 2. Good 3. Fair 4. Poor 5. Very poor

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

1. Very high 2. Fairly high 3. Average 4. Fairly low 5. Very low

7. Rate R's apparent intelligence?

1. VERY HIGH 2. ABOVE AVERAGE 3. AVERAGE 4. BELOW AVERAGE 5. VERY LOW

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

1. NOT AT ALL 3. SOMEWHAT 5. VERY SUSPICIOUS

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

1. VERY HIGH 2. ABOVE AVERAGE 3. AVERAGE 4. BELOW AVERAGE 5. 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

02. DETACHED SINGLE FAMILY HOUSE

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

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

05. DETACHED 3-4 FAMILY HOUSE

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

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

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

09. APARTMENT IN A PARTLY COMMERCIAL STRUCTURE

10. OTHER (SPECIFY):

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

1 2 3

MORE THAN 3: (SPECIFY) _____

THUMBNAIL SKETCH: