METHODOLOGICAL REPORT

MICHIGAN STATE UNIVERSITY

STATE OF THE STATE SURVEY

[MSU SOSS-1]

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V 1.0

This was the inaugural survey to the State of the State Survey series. The description contained within this report reflects the survey as it was originally constructed and administered. However, after the first survey was completed, the State of the State Survey Advisory Committee decided to revise the sampling strategy for subsequent surveys. Instead of the geographic strata originally described in this report, the Advisory Committee elected to have the geographic regions match those used by the Michigan State University Extension. The only exception to this was that the Committee wished to sample the city of Detroit as a stratum separate from MSU Extension region 6. Subsequent to the completion of this survey, we recoded cases into the new region configuration based on the FIPS code of the county associated with respondents' telephone numbers in order to make the results of this survey more nearly directly comparable to other State of the State Surveys. The regions, the counties comprising each region, the number of interviews completed per region, and the margin of sampling error for each region based on this recoding are provided below:

The seven regions are defined as follows (counties listed within regions):

1. **Upper Peninsula** (Alger, Baraga, Chippewa, Delta, Dickinson, Gogebic, Houghton, Iron, Keweenaw, Luce, Ontonagon, Mackinac, Marquette, Menominee, Schoolcraft)

2. **Northern Lower Peninsula** (Alcona, Alpena, Antrim, Benzie, Charlevoix, Cheboygan, Crawford, Emmet, Grand Traverse, Iosco, Kalkaska, Leelanau, Missaukee, Montmorency, Ogemaw, Oscoda, Otsego, Presque Isle, Roscommon, Wexford)

3. **West Central** (Allegan, Barry, Ionia, Kent, Lake, Manistee, Mason, Mecosta, Montcalm, Muskegon, Newaygo, Oceana, Osceola, Ottawa

4. **East Central** (Arenac, Bay, Clare, Clinton, Gladwin, Gratiot, Huron, Isabella, Midland, Saginaw, Sanilac, Shiawassee, Tuscola

5. **Southwest** (Berrien, Branch, Calhoun, Cass, Eaton, Hillsdale, Ingham, Jackson, Kalamazoo, St. Joseph, Van Buren)

6. **Southeast** (Genesee, Lapeer, Lenawee, Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw, Wayne [excluding Detroit])

7. **Detroit City**

REGION	Number of Cases	Margin of Sampling Error
Upper Peninsula	172	± 7.5%
Northern Lower Peninsula	96	± 10.1%
West Central	135	± 8.5%
East Central	99	± 9.9%
Southwest	108	± 9.5%
Southeast	271	± 6.0%
Detroit	120	± 9.0%
Statewide Total	1,001	± 3.1%

As a result, the datafile has been re-weighted based on this revised region configuration with the weights constructed to mirror the methods used in subsequent State of the State Surveys as well. Therefore, the weight variable to apply for statewide analyses should be STATEWT. For analyses directly comparing MSU Extension regions, the weight variable MSUEWT should be applied. And for analyses directly comparing State of the State Survey regions (i.e., Detroit is separate from MSUE region 6), the weight variable to apply should be ADJWT.

NOTE TO THE READER

The State of the State Survey [SOSS] is administered by the Institute for Public Policy and Social Research of Michigan State University.

For the benefit of sponsors, consumers and users of SOSS data, we have prepared this guide to the purpose, design, methods, and content of the survey. Because the MSU SOSS is new, this is our first effort to document the methods employed in it. We welcome your questions as well as suggestions for improvement of this report.

Please address questions or comments to:

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1. PURPOSE OF SURVEY

Dr. Jack H. Knott, Director of the Institute for Public Policy and Social Research [IPPSR], made the Michigan State University State of the State survey [MSU SOSS] a reality by promoting the idea throughout the University and convincing the key sponsors to contribute funds to get the survey off the ground. With funding assured for the first year, planning began in June 1994.

SOSS is a quarterly survey of the citizens of Michigan. It employs Computer Assisted Telephone Interviewing (CATI) technology to interview a systematic random sample of Michigan citizens. Conducted by the Survey Research Division of the Institute for Public Policy and Social Research, SOSS was inaugurated in October 1994.

Although dozens of surveys are conducted in Michigan every year, none is designed to provide a regular systematic monitoring the public mood in major regions of the state. SOSS is designed to fill this information gap. SOSS has five principal objectives.

1.   To Provide Information about Citizen Opinion on Critical Issues. In keeping with MSU's role as the premier Land Grant University in the United States, MSU seeks to inform the public about the state of the state. Although statistics from censuses, public records, programs, and services provide important information about the state of the state, there is no substitute for gathering information directly from the citizens. By conducting a State of the State survey at regular intervals, IPPSR hopes to monitor the public's mood about important aspects of Michigan's public life. This information should be useful not only to citizens at large but also to policy-makers in the public sector and to other groups and organizations that take an active interest in the state of state of Michigan.

By disseminating this information through the mass media and in special studies, IPPSR hopes to provide baselines for assessing change in the people's sources of satisfaction and dissatisfaction with the quality of life, the performance of public institutions, the impact and efficacy of public policy, and the opinions about various aspects of life in Michigan, such as confidence in the economy and the climate for business, protection of the environment, freedom from crime, the family life, and the vitality of ethnic groups and communities.

2.   To Provide Data for Scientific and Policy Research by MSU faculty. MSU's faculty will use the data from the State of the State Survey to address a wide variety of issues in public policy. What are the factors associated with the declining levels of confidence in governmental institutions? To what extend does social and economic status affect tolerance and mutual trust between ethnic and racial groups? Are subjective perceptions of environmental quality related to "objective" measures of environmental quality in Michigan's counties? These are only a few examples of the types of questions that the principal researchers will address using the SOSS results. To serve the interests

of a wider scientific community, the SOSS data will be deposited in an international data archive.

       3.   **To Provide Useful Information for Programs and Offices at MSU**. IPPSR has conducted a wide variety of studies for the use of MSU administrators and faculty. SOSS will also develop data for such internal use as well as provide data for use by the MSU Extension, the Vice Provost for University Outreach, and other offices. The January round of the survey will assess the public image of higher educational institutions, which will be useful to many offices at MSU.

       4.   **To Develop Survey Methods**. The computer-assisted telephone interviewing (CATI) technology lends itself to experiments in question wording, question order, and formatting of response categories. By varying the wording and sequences of questions and responses, the investigators can study the sensitivity of answers to the format of questions. Although survey research demands creative skills and remains to some extent an "art," the scientific study of survey methods is a well established discipline. Contributing to the scientific literature on survey methods is an important goal of the SRD; hence, a variety of experiments are built into each survey instrument.

       5.   **To Provide Opportunities for Student Training and Research.** Data from SOSS will be made directly available to professors and students for use in instruction and research in classes at MSU. The availability of up-to-date information on public opinion and individual perceptions and experiences of the Michigan population will increase the sense of immediacy and relevancy of educational projects.

2. CALENDAR

       People's experiences and the public mood change not only from year to year but also with the seasons. It is important to establish baselines for understanding what is a "normal" seasonal fluctuation and what is a more permanent change. For this reason, SOSS will be conducted at regular quarterly intervals. Roughly one-fourth of the questions will be repeated in each quarterly round.

       SOSS will have seasons itself, however, by focusing the main theme of each round of the survey on topics that correspond with the annual cycle of major events in Michigan and at Michigan State University.

       October. The <u>October</u> round in even-numbered years will focus on <u>elections</u>, political participation, and political attitudes and orientations. In odd-numbered years, the October round will focus on <u>health and the environment</u>.

       January. The <u>January</u> round in each year will focus on the <u>state of the state</u> of Michigan, in particular on the performance of governmental institutions at all levels, on the

subjective quality of life of Michigan's citizens (satisfaction with public education, work, protection from crime, environmental preservation, and so forth), and on the desire for reform in Michigan's political economy. This information should help to inform the public discussion around the time of the Governor's annual budget message. In addition, questions on the public's perceptions of Michigan's higher educational institutions should help to inform public discussion around the time the annual "State of MSU" address by the President of the University.

April. The April round will have as a main theme the state of Michigan families, the role and status of women, and the status of children. Assessments of public opinion concerning issues of women's rights, the status of children, and related issues will help to inform policy debates.

July. The July round will focus primarily on the state of ethnic Michigan. The Michigan Folklike Festival, held on the MSU campus each summer, seeks to draw attention to the vitality and diversity of Michigan's ethnic and racial communities. SOSS will assess the strength of ethnic ties and identities, perceptions of various ethnic groups (tolerance, stereotyping), and experience of intolerance or discrimination. In addition, the extent of attachment to and vitality of wider communities (towns and cities) is an important mark of the quality of life in Michigan.

3. STRUCTURE OF THE QUESTIONNAIRE

The questionnaire for each round of the survey will be designed by a different set of principal investigators, who are faculty and students at MSU. Each survey instrument consists of three main parts: a demographic core, a non-demographic core, and the main substantive theme or themes.

The demographic core contains questions on the social background and status of the respondents (age, sex, education, employment status and occupation, size of city, marital status, number of children, size of household, income, ethnic identity, etc.). This bloc of questions is expected to be repeated in each round, though more detailed questions on some of the dimensions might be included in certain rounds (such as more detailed breakdowns by ethnic group in the July round).

The non-demographic core contains additional questions that are expected to be repeated in every round of the survey in order to gauge broad shifts in the economic, social, and political orientations and status of the population. These include questions about consumer confidence, self-identification on a liberal-conservative scale, partisan identification, assessments of presidential performance and gubernatorial performance, and other issues.

Together the demographic and non-demographic core of the questionnaire will take an average of about 6 minutes of interviewing time to complete.

The remainder of the interview will be timed to last an average of 14 minutes, so that on average the interviews should require about 20 minutes of the respondent's time.

The questionnaire will consist almost entirely of closed-ended questions. Verbatim responses will be used and open-ended coding will be required for occupation as well as for a question about the most important issues facing the state.

A word of caution is in order on the use of the data. Because of the inclusion of question-order and question-wording experiments, the codebook for the survey, containing the raw frequency distribution of responses, may be difficult to interpret and must be used carefully. Often, alternative variants of questions will be combined into composite measures in the final data that are distributed, but the original questions will also remain in the codebook and data set. Although the SRD will do its best to document such situations, it is the responsibility of the data users and analysts, not of the SRD, to assure that the appropriate variants of questions are used in analyses and reports.

4. MANAGEMENT AND ORGANIZATION

IPPSR. Overall responsibility for the administration and management of the SOSS rests with the Survey Research Division (SRD) of the Institute for Public Policy and Social Research. The Principal SRD staff for SOSS consists of **Dr. Larry Hembroff**, Associate Director (and overall manager of SOSS for SRD), **Rosella Gardecki**, Research Assistant (coordinator of SOSS), and **Karen Clark**, Project Manager (manager of field operations for SOSS).

The SRD staff is responsible for the technical work of designing the CATI computer program, training and supervising interviewers, selection and administration of the sample, coding of data, and preparation of the final data set and documentation. In addition, the SRD staff works with and advises the principal investigators and other researchers in the design of the sample and the survey instrument. However, final approval of the survey and sample designs rest with the principal investigators, not the SRD staff.

SOSS Advisory Committee. The overall design of the SOSS project has been conducted by an Advisory Committee, which consists of representatives of all units at MSU that have provided financial backing for the survey. Beginning in summer 1994, the Advisory Committee, under the direction of **Dr. Brian Silver** of the Department of Political Science, approved the financial plan, principles for distribution and access to the data, the major themes of each survey, and the selection of principal investigators.

Members of the Advisory Committee include:

Dr. Brian Silver, Professor and Chair, Dept. of Political Science (Chair of Advisory Committee)

Dr. Charles Atkin, Professor, Dept. of Communication

Dr. Clifford Broman, Associate Professor, Dept. of Sociology

Dr. Marilyn Flynn, Professor and Chair, School of Social Work

Dr. Dennis Keefe, Assistant Professor, Family and Child Ecology

Dr. Jack Knott, Director, Institute for Public Policy and Social Research

Dr. Mary Lou McPherson, MSU Extension

Dr. Mark Notman, Assistant Professor, Dept. of Family Medicine

Dr. Paul Menchik, Chair, Dept. of Economics

Dr. David Rohde, University Distinguished Professor, Dept. of Political Science; Director, Political Institutions and Public Choice Program, IPPSR

Dr. Lorilee Sandmann, Office of Vice Provost for University Outreach

Dr. John Schweitzer, Professor, Urban Affairs Programs

Dr. Eileen VanRavenswaay, Professor, Dept. of Agricultural Economics

Dr. John Hudzik, Associate Dean, College of Social Science

For each round of the survey, a smaller working group of principal investigators is responsible for the design of the instrument for that round, subject to final approval by the SOSS Advisory Committee. The working groups consist primarily of "principal investigators" for the given round who will conduct the major initial analyses of the data, provide a public briefing, and have priority in analyzing the data for publication for the six-month period following the end of the field period for that round (more on data access below).

The Working Group for the October 1994 survey was comprised of:

Dr. David Rohde, University Distinguished Professor of Political Science (Chair of working group)

Dr. James Granato, Assistant Professor, Dept. of Political Science

Dr. Paul Menchik, Professor and Chair, Dept. of Economics

Dr. Eileen VanRavenswaay, Professor, Dept. of Agricultural Economics

Dr. Carol Weissert, Assistant Professor, Dept. of Political Science

5. FUNDING

The following units on campus have provided funding for SOSS during its first year:

Office of the Provost

Office of the Vice Provost for University Outreach

Agricultural Experiment Station

MSU Extension

College of Communication Arts and Sciences

College of Human Ecology

College of Osteopathic Medicine

College of Social Science

Urban Affairs Programs

Dept. of Political Science

The Institute for Public Policy and Social Research

6. DISSEMINATION OF RESULTS

To assure timely dissemination of the results and timely and fair access to the data, early in its deliberations the Advisory Committee approved certain principles.

Each round of the survey will have an identified set of Principal Investigators (PI's) who will have priority in access to the data for that round but also certain obligations. The PI's will be responsible for preparing and conducting a press briefing based on results of the survey within one week of the end of the field date. IPPSR's outreach and design staff will assist in this effort, working with the MSU News Bureau.

The PI's will have exclusive right to prepare scientific papers for publication from the data for that survey for a period of six months after the end of the field date.

All data for the survey would, however, be made available to offices within MSU for internal use as soon as the data were available and documentation was prepared.

All data for the survey will also be made available to instructors in courses at MSU to use the data for instructional purposes as soon as the data are available and documentation prepared.

Six months after completion of the field date, the survey data will be made available on an unrestricted basis to all MSU faculty and students.

One year after completion of the field date, the data and documentation will be deposited at the Inter-University Consortium for Political and Social Research (ICPSR) in Ann Arbor. Such a deposition of the data would facilitate dissemination and use of the data by the wider scientific and policy community as well put a certain seal of approval on data quality that will enhance the possibilities for researchers to publish from the data.

7. SAMPLE DESIGN

The referent population is the noninstitutionalized, English-speaking adult population of Michigan age 18 and over. Since the survey was conducted by telephone, only persons who lived in households that had telephones had a chance of being interviewed.

Stratification. To assure representation of major regions within Michigan, the sample was stratified into five regions, each consisting of a set of contiguous counties. Several models and approaches to stratification were considered, including the use of regions employed by the Michigan Department of Management and Budget (DMB), MSU Extension, and the Department of Natural Resources. A hybrid version which is close to that used by DMB was chosen.

The five regions are defined as follows (counties listed within regions -- also see the map in the Appendix):

1. Detroit City

2. Metro Detroit (Genesee, Lapeer, Monroe, Lenawee, Livingston, Macomb, Oakland, St. Clair, Washtenaw, Wayne [outside Detroit City])

3. Urban Lower Michigan (Allegan, Bay, Barry, Berrien, Branch, Calhoun, Cass, Clinton, Eaton, Gratiot, Hillsdale, Huron, Ingham, Ionia, Jackson, Kalamazoo, Kent, Midland, Montcalm, Muskegon, Ottawa, Saginaw, Sanilac, Shiawassee, St. Joseph, Tuscola, Van Buren)

4. Northern Lower Peninsula (Alcona, Alpena, Antrim, Arenac, Benzie, Charlevoix, Cheboygan, Clare, Crawford, Emmet, Gladwin, Grand Traverse, Iosco,

Isabella, Kalkaska, Lake, Leelanau, Manistee, Mason, Mecosta, Missaukee, Montmorency, Newaygo, Oceana, Ogemaw, Oscoda, Osceola, Otsego, Presque Isle, Roscommon, Wexford)

5. <u>Upper Peninsula</u> (Alger, Baraga, Chippewa, Delta, Dickinson, Gogebic, Houghton, Iron, Keweenaw, Luce, Ontonagon, Mackinac, Marquette, Menominee, Schoolcraft)

To allow reclassification of the place of residence (county) into the alternative regional groupings, it was agreed that each respondent's place of residence would also be coded according to the MSU Extension regions into which it fell.

Sampling. Respondents' households were selected using random-digit dial sampling procedures. The initial sample of randomly generated telephone numbers was purchased from Survey Sampling, Inc. (SSI), in Fairfield, CT. SSI begins the process of generating phone numbers with the list of all working area code and phone number prefix combinations. In the case of this study, this universe was constrained to include only those that are active in the state of Michigan. From within this list of possible phone numbers, SSI eliminates those banks of numbers represented by the 4-digit suffix that are known to be unused or are known to be used only by institutions. Telephone numbers are selected at random in proportion to the number of households in each county from all those numbers remaining as possible numbers until the total number of numbers needed within a particular geographic grouping of counties is obtained.

As a final step, SSI screens the phone numbers generated against directory-based information on the density of banks, i.e., the number of numbers from within a bank that appear in phone directory listings. Since other research has indicated that unlisted numbers are not assigned to separate banks of phone numbers from those that are listed, then SSI excludes for efficiency purposes any numbers that are selected from banks with fewer than three published phone numbers. Of the remaining numbers selected, SSI expects that, on average, about 60-75% of the phone numbers generated at random will be working household numbers.

To determine the total number of telephone numbers to have SSI generate in order to achieve the desired sample sizes within regions of the state, SRD divided the number of completed interviews desired by the product of (a) the proportion of numbers expected to be working household numbers (the Hit Rate), (b) the proportion of household numbers that would contain an eligible respondent (the Eligibility Rate), and (c) the proportion of households with eligible respondents who would complete the interview in the time period available (the Completion Rate).

The sampling design for the State of the State Survey was a stratified sample based on regions of the state with the regions sampled somewhat disproportionate to the actual sizes of the populations within each region. The purpose of the stratification was to

assure a sufficient minimum number of respondents from each of the strata to permit detailed analysis.

Sample Weights. Because of the stratification and the unequal sampling rates across the strata, it is necessary to use "weights" to bring the characteristics of the sample into line with those of each region, or with those of the state as a whole (depending on the purpose of the analysis). Accordingly, the data files contain weights for the five SOSS regions, a well as the six MSU Extension regions, as well as for the state as a whole.

To construct the weights, characteristics of the population of the regions were drawn from 1990 census data. To make generalizations about individuals' views and behaviors, it is necessary to ensure that each respondent in a survey sample had an equal probability of selection or is represented in the data set as having had equal probabilities of being selected. However, since households with multiple phone lines have more chances of being selected into the sample than those with only one phone line, this source of unequal chances has to be adjusted for in analyzing the data. Consequently, the interview included a question asking respondents how many separate phone numbers the household has. Each case was then weighted by the reciprocal of the number of phone numbers and then adjusted so that the total number of cases matched the actual number of completed interviews. In the data set this weight is named PHWT.

Similarly, an adult in a two-adult household would have half the chance of being selected to be interviewed as would the only adult in a single adult household. This, too, requires adjustment to correct for unequal probabilities of selection. The interview included a question as to the number of persons 18 years of age or older living in the household. Each case was then weighted by the inverse of its probability of selection within the household, or by the number of adults in the household. This was then also adjusted so that the total number of weighted cases matched the actual number of completed interviews. In the data set, this weight is named ADLTWT.

It is common for some groups of individuals to be more difficult to reach or more likely to refuse in RDD (random-digit dialing) surveys. For making generalizations about the population from which the sample was drawn, the accuracy of the results can be distorted by these non-response patterns. Consequently, it is common to weight cases in the sample to adjust for non-response. This is accomplished by weighting each cases so that case of each type appear in the sample proportionately to their representation in the general population.

For the State of the State Survey, cases were weighted so that the proportions of white males, African American males, Other Racial Group males, white females, African American females, and Other Racial Group females in the sample for each region matched the proportions each of these groups represent in the adult population of each region based on the 1990 Census. In the data set, this weighting factor is named RACGENCT (XRACGENR for MSU Extension Regions). Furthermore, within each region, the cases were additionally weighted so that the proportion of cases falling into each of the following

age groups matched the proportions in the 1990 Census for each region: 18 - 24 years old, 25 - 29, 30 - 39, 40 - 49, 50 - 59, 60 - 64, and 65 or older. In the data set, this weighting factor is named AGEWT (XRAGEWT for MSU Extension Regions).

Finally, since the sample was drawn disproportionately across five regions of the state, statewide estimates of the citizenry's opinions require post-stratification weights to adjust for the over-sampling of some regions and the under-sampling of others. Thus each case was weighted so that the proportion of cases from each region in the total sample matched the proportion of adults from the corresponding region in the state's population based on 1990 Census data. The weighting factor for this post-stratification weighting in the data set is named REGNWT (MSUESTAT for the six MSUE regions; MSUXWT for MSU Extension Regions with Detroit kept separate. MSUEWT folds the Detroit cases proportionately into the Southeast region).

It is important to note that these weight factors were constructed sequentially and build on the earlier steps. Thus, AGEWT weights cases adjusting for the number of phone lines, the number of adults in the household, the gender X race category proportions within the region, and the age category proportions within regions. REGNWT weights cases by all of those adjustments implied by AGEWT and adjusts the proportions of cases across regions. For developing statewide results, the user should use the data weighted by REGNWT or MSUESTAT. For comparing the results among SOSS regions, the user should use the data weighted by AGEWT or MSUEWT for comparing among MSUE regions.

Table A in the Appendix presents the characteristics of the unweighted respondents on several characteristics, in comparison with the population in each region and in the state of Michigan as a whole.

Sampling Error. The sampling error can be estimated for each region and for the state as a whole at the 95% confidence level as follows:

$$ = \pm 1.96 \sqrt{(PQ/(n-1))} $$

where n is the number of cases within the region or the total sample and P is the proportion of cases giving a particular response and Q is 1-P. While this may vary from question to question depending on the pattern of answers, the largest margin error would occur when P is .5 and Q is .5. Therefore, the margins of error for each region and the total statewide sample can be estimated as:

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REGION	Number of Cases	Margin of Sampling Error
Detroit	120	± 8.94%
Southeast Urban	271	± 5.96%
Upper Peninsula	171	± 7.52%
Northern Lower Peninsula	161	± 7.72%
Other Southern Urban	278	± 5.89%
Statewide Total	1,001	± 3.1%

8. FIELD PROCEDURES

CATI System. Interviews were conducted using the Computer Assisted Telephone Interviewing system (CATI) of IPPSR's Survey Research Division (SRD). SRD uses the CASES software for its CATI system. CASES was developed by the University of California–Berkeley and the U.S. Department of Agriculture. In a CATI system, the completed interview is scripted and then programmed so that, when executed from a computer workstation, each question or instruction is presented on the computer screen in order to the interviewer. The program then indicates what numeric codes or text the interviewer is allowed to enter as responses to each of the questions. When entered, the responses are stored directly into the data set for the study.

The CASES software enables the interview to be fully programmable. The software integrates both closed-ended questions and open-ended questions. The software allows interviewers to record notes along with responses to closed questions. By default, the software moves directly from one item to the next in the sequence unless specific program commands are inserted to direct the execution path elsewhere. Different skip commands can be associated with separate responses to the same questions. For example, the interview can be directed to a separate battery of follow-up responses if the respondent answers "<1> YES" to a question on smoking cigarettes, and to an entirely different series of questions if the respondent answers "<5> NO." Commands can also be inserted between questions to direct the interview to a particular battery of questions based on the combination of responses to two or more previously answered questions. The programming features minimize the opportunities for many errors since inappropriate questions will not be asked and, as a result, appreciably less editing is necessary after the interview.

This programming feature also make it possible to conduct experiments within the interviews, for example to test the responses to alternate forms of a question, or to alter the order of the questions. Several of these experiments were embedded in the State of the

State Survey (1994:1). One experiment altered the order of the candidates names in the questions regarding voter preferences in the gubernatorial and senate races. Using a random number for each case, approximately half the cases were asked the questions with the democratic candidates named first and the other half were asked the questions with the republican candidates named first.

Another experiment involved variations in the sequencing of questions. Using a different random number, about half the respondents were asked their candidate preference before asking them their opinions on the most important issues facing the state, whether or not spending should be increased or decreased in various policy domains, and which candidate for governor more nearly plans to do what the respondent thinks should be done. The other half of the sample were asked the issue questions before being asked for whom they intended to vote.

A third experiment involved the order of respondents' appraisals of the performance of the President and the Michigan Governor. Using a third random number, about half the sample was asked about the President's performance first and the other half was asked about the Governor's performance first.

The fourth experiment involved questions regarding the trade-offs individuals might be willing to make between unemployment and inflation. A fourth random number was used to direct about half the sample to one version of this question and then to its three separate follow-up questions while the remainder of the sample was directed to an alternate form of the question with different unemployment and inflation conditions specified and then its three separate follow-up questions.

Interviewers and Interviewer Training. New interviewers received approximately 20 hours of training, including a shift of practice interviewing. Each interviewer trainee receive a training manual with instructions on techniques and procedures, copies of all relevant forms, and descriptions of operations. The SRD telephone interviewing training package was developed using "General Interviewing Techniques: A Self-Instructional Workbook for Telephone and Personal Interviewer Training", authored by P. J. Guenzel, T. R. Berckmans, and C. F. Cannell (1983) of the Survey Research Center, Institute for Social Research, University of Michigan.

Experienced interviewers received approximately two hours of study specific training to acquaint them with the study protocols, the interview instrument, and the objectives of the various questions. New interviewers were also given this information as a part of their training. Seventy-eight different interviewers were involved in data collection on the State of the State Survey. About half were either new or had only worked on one or two surveys prior to the State of the State Survey.

Field Period and Respondent Selection in Household. Interviewing began on Thursday, October 6, 1994, and continue through the evening of Monday, October 24, 1994. When interviewers successfully contacted a household, the study procedures

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required them to randomly select an adult from among those residing in the household to be the respondent. The "most recent birthday" technique developed by Salmon and Nichols was used as the mechanism for choosing a respondent within each household.

Telephone numbers were called across times of the day and days of the week. If after a minimum of six call attempts, no contact had been made with someone at the number, the call schedule for that case was reviewed by a supervisor to see that it had been tried across a variety of time periods. If it had not, the supervisor would re-release the number for additional calling in time periods that had not been tried. If, after additional calls were made, still no contact was made, the number was retired as a non-working number. If the review of the case indicated that it had been tried at various times and days, the supervisor might finalize the case as non-working or might release it for one or two additional tries. In the case contact was established, the number would continue to be tried until the interview was completed, the interview was refused, or the case was determined to be ineligible or incapable.

Among the completed interviews, an average of 2.97 calls were required, with a standard deviation of 2.2. Some of the completed interviews required as many as nine call attempts. The average interview lasted 21 minutes but ranging from 10 minutes to 60 minutes. The standard deviation was 6.2 and the modal interview length was 17 minutes.

In the case of an initial refusal, numbers were called back after five days (although this was shortened as the end of the field period neared). Efforts were made to persuade initially reluctant respondents to complete the interview. A total of 77 interviews were completed as a result of conversion efforts.

Completion Rate. A total of 1,001 interviews were completed. The overall completion rate for the study was 57.6%. The overall completion rate appears to be relatively low for three reasons. The proportion of interviewers who were new or less experienced was higher than usual and new interviewers tend to have higher rates of refusal. In the election season, there is a great deal of polling going on and, as a result, many respondents were reluctant to participate in another survey on policy issues and the election. And third, the calling had to be completed over only a two and a half week field period, thereby reducing some of the opportunities to contact individuals at what might be more convenient times to be interviewed.

9. DOCUMENTATION AVAILABLE

The following documentation is available for this survey:

a. Methodological Report
b. Questionnaire (included in Methodological Report)
c. Codebook (included in separate file)
d. SPSS portable file containing all the data (in separate file)

>conf<   Hello, I'm [fill INAM] from Michigan State University.

I'm calling about a study we are doing on issues facing the
state, including the outlook for Michigan's economy. This is
an important study sponsored by MSU. The results will be used
to inform policy-makers of citizens' concerns.

First, I need to be sure I dialed the right number. Is
this: [fill PRFX]-[fill SUFX:0] in Area Code ([fill AREA])?

>adl2< In order to give all adults, (that is individuals 18 years of age
or older) an equal chance to be interviewed, I'd like to speak to
the adult in the household who had the most recent birthday. Would
that be you? [equiv nres position 2]

>U1< [loc 0/500]Before we begin, let me tell you that any
information you give me will be kept strictly confidential.

Let me also tell you that this interview is completely
voluntary. Should we come to any question that you don't
want to answer, just let me know and we'll go on to the
next question.

The first set of questions will focus on the November
election for Governor and U.S. Senator.

TYPE <g> TO PROCEED

===>

>ID1< [allow 5][loc 13/1][#inputloc 1/1][copy csid in ID1]
>REC1< [allow 1][#preset <1>][copy <1> in REC1]
>cnty< [allow 5][#inputloc 1/19][copy cnty in cnty]
>rnd1< [allow 1][#inputloc 1/13][copy rnd1 in rnd1]
>rnd2< [allow 1][#inputloc 1/14][copy rnd2 in rnd2]
>rnd3< [allow 1][#inputloc 1/15][copy rnd3 in rnd3]
>rnd4< [allow 1][#inputloc 1/16][copy rnd4 in rnd4]
>regn< [allow 1][#inputloc 1/26][copy regn in regn] 1 city of detroit
                                   2 metro detroit
                                   3 upper peninsula
                                   4 northern lower
                                   5 other southern

>lh10<   [if rnd1 lt <5> goto P4a]   Split Ballot to vary sequence
                         of issues and cand. preference

>P1< Do you intend to vote in the election on November 8th?

   <1> YES [goto lh23]
   <5> NO

   <8> DONT KNOW [goto lh23]

<9> REFUSED-NO ANSWER [goto lh23]
[##md1=9][##md2=0][##blank=0]

    ===>

>lh21< [if rnd2 lt <5> goto P2a1]   Split Ballot to vary order of
                        Candidate names

>P2a< If you [bold]were to vote[n] in the election, which
    candidate for [u]governor[n] would you be most likely to
    vote for, the Republican John Engler, the Democrat Howard
    Wolpe, or someone else?

    <e> JOHN ENGLER, REPUBLICAN <1>
    <w> HOWARD WOLPE, DEMOCRAT   <3>
    <0> OTHER [#specify] (SPECIFY)

    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>
>cp1< [if P2a eq <e>][copy <1> in P2a][endif]
    [if P2a eq <w>][copy <3> in P2a][endif]

>P3a< If you [bold]were to vote[n] in the election, which
    candidate for [u]U.S. Senator[n] would you be most likely
    to vote for, the Republican Spencer Abraham, the Democrat
    Bob Carr, or someone else?

    <a> SPENCER ABRAHAM, REPUBLICAN <1>
    <c> BOB CARR, DEMOCRAT   <3>
    <0> OTHER [#specify] (SPECIFY)

    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===> [#goto lh11]
>cp2< [if P3a eq <a>][copy <1> in P3a][endif]
    [if P3a eq <c>][copy <3> in P3a][endif][goto lh11]

>P2a1< If you [bold]were to vote[n] in the election, which
    candidate for [u]governor[n] would you be most likely to
    vote for, the Democrat Howard Wolpe, the Republican John
    Engler, or someone else?

    <w> HOWARD WOLPE, DEMOCRAT   <3>
    <e> JOHN ENGLER, REPUBLICAN   <1>
    <0> OTHER [#specify] (SPECIFY)

<8> DONT KNOW
        <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

        ===>

>cp3< [if P2a1 eq <e>][copy <1> in P2a1][endif]
        [if P2a1 eq <w>][copy <3> in P2a1][endif]

>P3a1< If you [bold]were to vote[n] in the election, which
        candidate for [u]U.S. Senator[n] would you be most likely
        to vote for, the Democrat Bob Carr, the Republican Spencer
        Abraham, or someone else?

        <c> BOB CARR, DEMOCRAT   <3>
        <a> SPENCER ABRAHAM, REPUBLICAN <1>
        <0> OTHER [#specify] (SPECIFY)

        <8> DONT KNOW
        <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

        ===> [#goto lh11]

>cp4< [if P3a1 eq <a>][copy <1> in P3a1][endif]
        [if P3a1 eq <c>][copy <3> in P3a1][endif][goto lh11]

>lh23< [if rnd2 lt <5> goto P21]   Split Ballot to vary order of
                            Candidate names

>P2< If the election for governor were held today, which
        candidate would you be most likely to vote for, the
        Republican John Engler, the Democrat Howard Wolpe, or
        someone else?

        <e> JOHN ENGLER, REPUBLICAN <1>
        <w> HOWARD WOLPE, DEMOCRAT   <3>
        <0> OTHER [#specify] (SPECIFY)

        <8> DONT KNOW
        <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

        ===>

>cp5< [if P2 eq <e>][copy <1> in P2][endif]
        [if P2 eq <w>][copy <3> in P2][endif]

>P3< If the election for U.S. Senator were held today, which
        candidate would you be most likely to vote for, the

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Republican Spencer Abraham, the Democrat Bob Carr, or
someone else?

    <a> SPENCER ABRAHAM, REPUBLICAN <1>
    <c> BOB CARR, DEMOCRAT   <3>
    <0> OTHER [#specify] (SPECIFY)

    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>[#goto lh11]
>cp6< [if P3 eq <a>][copy <1> in P3][endif]
    [if P3 eq <c>][copy <3> in P3][endif][goto lh11]

>P21< If the election for governor were held today, which
    candidate would you be most likely to vote for, the Democrat
    Howard Wolpe, the Republican John Engler, or someone else?

    <w> HOWARD WOLPE, DEMOCRAT   <3>
    <e> JOHN ENGLER, REPUBLICAN   <1>
    <0> OTHER [#specify] (SPECIFY)

    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>
>cp7< [if P21 eq <e>][copy <1> in P21][endif]
    [if P21 eq <w>][copy <3> in P21][endif]

>P31< If the election for U.S. Senator were held today, which
    candidate would you be most likely to vote for, the Democrat
    Bob Carr, the Republican Spencer Abraham, or someone else?

    <c> BOB CARR, DEMOCRAT   <3>
    <a> SPENCER ABRAHAM, REPUBLICAN <1>
    <0> OTHER [#specify] (SPECIFY)

    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>
>cp8< [if P31 eq <c>][copy <3> in P31][endif]
    [if P31 eq <a>][copy <1> in P31][endif]

>lh11< [if P2a eq <e>][#store <1> in govi][endif]
     [if P2a eq <w>][#store <3> in govi][endif]
     [if P2a eq <0>][#store <0> in govi][endif]
     [if P2a eq <8>][#store <8> in govi][endif]

[if P2a eq <9>][#store <9> in govi] [endif]

[if P3a eq <a>][#store <1> in seni][endif]
[if P3a eq <c>][#store <3> in seni][endif]
[if P3a eq <0>][#store <0> in seni][endif]
[if P3a eq <8>][#store <8> in seni][endif]
[if P3a eq <9>][#store <9> in seni][endif]

[if P2a1 eq <e>][#store <1> in govi][endif]
[if P2a1 eq <w>][#store <3> in govi][endif]
[if P2a1 eq <0>][#store <0> in govi][endif]
[if P2a1 eq <8>][#store <8> in govi][endif]
[if P2a1 eq <9>][#store <9> in govi][endif]

[if P3a1 eq <a>][#store <1> in seni][endif]
[if P3a1 eq <c>][#store <3> in seni][endif]
[if P3a1 eq <0>][#store <0> in seni][endif]
[if P3a1 eq <8>][#store <8> in seni][endif]
[if P3a1 eq <9>][#store <9> in seni][endif]

[if P2 eq <e>][#store <1> in gov] [endif]
[if P2 eq <w>][#store <3> in gov][endif]
[if P2 eq <0>][#store <0> in gov][endif]
[if P2 eq <8>][#store <8> in gov][endif]
[if P2 eq <9>][#store <9> in gov][endif]

[if P3 eq <a>][#store <1> in sen][endif]
[if P3 eq <c>][#store <3> in sen][endif]
[if P3 eq <0>][#store <0> in sen][endif]
[if P3 eq <8>][#store <8> in sen][endif]
[if P3 eq <9>][#store <9> in sen][endif]

[if P21 eq <e>][#store <1> in gov][endif]
[if P21 eq <w>][#store <3> in gov][endif]

[if P21 eq <0>][#store <0> in gov][endif]
[if P21 eq <8>][#store <8> in gov][endif]
[if P21 eq <9>][#store <9> in gov][endif]

[if P31 eq <a>][#store <1> in sen][endif]
[if P31 eq <c>][#store <3> in sen][endif]
[if P31 eq <0>][#store <0> in sen][endif]
[if P31 eq <8>][#store <8> in sen][endif]
[if P31 eq <9>][#store <9> in sen][endif]

>govi< [allow 1][copy govi in govi]   1=engler 3=wolpe 0=other 8=dk 9=refused
>seni< [allow 1][copy seni in seni]   1=abrahams 3=carr 0=other 8=dk 9=refused
>gov< [allow 1][copy gov in gov]   1=engler 3=wolpe 0=other 8=dk 9=refused
>sen< [allow 1][copy sen in sen]   1=abrahams 3=carr 0=other 8=dk 9=refused

>lh41< [if govi lt <8>][goto PZ1]

[else]
    [if gov lt <8>][goto PZ1]
        [else]
    [goto lh42][endif][endif]

>PZ1< People have many reasons for deciding which candidate to vote
        for in an election. Which of following is the [bold]main
        reason[n] in your choice for [u]governor[n]: the candidate's
        party, agreement on specific issues, his management ability,
        strong leadership, or a dislike for the opponent?

        <1> CANDIDATE'S PARTY[goto lh42]
        <2> AGREEMENT ON ISSUES
        <3> MANAGEMENT ABILITY[goto lh42]
        <4> STRONG LEADERSHIP[goto lh42]
        <5> DISLIKE FOR OPPONENT: DISLIKE OPPONENT PARTY[goto lh42]
       <6> RECORD-WHAT HAS DONE IN PAST-EXPERIENCE
         0 OTHER (SPECIFY) [#specify][goto lh42]
      <97> OTHER-MISCELLANEOUS[goto lh42]
        <98> DONT KNOW[goto lh42]
        <99> REFUSED[goto lh42]
[##md1=99][##md2=99][##blank=99]
            ===>

>PZ2< Which issue was most important in your choice? 1 MENTION (SPECIFY)
[#specify]
        <2> THE ECONOMY, BUSINESS IN STATE, ENCOURAGE BUSINESS GROWTH, ECT.
        <3> JOBS, EMPLOYMENT, UNEMPLOYMENT, MORE WORK, ECT.
        <4> HEALTH CARE, MEDICAL CARE, MENTAL HEALTH, ECT.
        <5> CRIME SAFETY, DRUG, VIOLENCE, LAW & ORDER, CAPITAL PUNISHMENT,
            PRISONS, ECT.
        <6> EDUCATION, SCHOOLS, SCHOOL FINANCING, SCHOOL FUNDING, ECT.
        <7> POVERTY, POOR PEOPLE, HOMELESSNESS, PEOPLE, ECT.
        <8> WELFARE, WELFARE REFORM, ECT.
        <9> TAXES, PROPERTY TAXES, ECT.
        <10> SENIOR CITIZENS, ECT.
        <11> REDUCE BUDGETS, REDUCE SIZE OF GOVT., RESTRICT GOVT., REDUCE
            GOVT. WASTE, ECT.
        <12> MORAL ISSUES, ABORTION, GAY RIGHTS, ECT.
        <13> FOREIGN POLICY, WORLD AFFAIRS, NATIONAL DEFENSE, ECT.
      <14> ENVIROMENTAL ISSUES
        <97> MISCELLANEOUS
        <90> NO MENTION
        <98> DONT KNOW
        <99> REFUSED[##md1=99][##md2=90][##blank=90]   ===>

>lh42< [if seni lt <8>][goto PX1]
        [else]
    [if sen lt <8>][goto PX1]
        [else]
    [goto lh43][endif][endif]

>PX1< Now regarding your choice of candidate for U.S. Senator,
      which of the following is the [bold]main reason[n] for your
      choice: the candidate's party, agreement on specific issues,
      his management ability, strong leadership, or a dislike for
      the opponent?

          <1> CANDIDATE'S PARTY[goto lh43]
          <2> AGREEMENT ON ISSUES
          <3> MANAGEMENT ABILITY[goto lh43]
          <4> STRONG LEADERSHIP[goto lh43]
          <5> DISLIKE FOR OPPONENT: DISLIKE FOR PARTY[goto lh43]
         <6> RECORD-WHAT HAS DONE IN PAST-EXPERIENCE
           0 OTHER (SPECIFY) [#specify][goto lh43]
         <97> OTHER: MISCELLANEOUS[goto lh43]
          <98> DONT KNOW[goto lh43]
          <99> REFUSED[goto lh43]

[##md1=99][##md2=0][##blank=0]
           ===>

>PX2< Which issue was most important in your choice?
      1 MENTION (SPECIFY) [#specify]
      <2> THE ECONOMY, BUSINESS IN STATE, ENCOURAGE BUSINESS GROWTH, ECT.
      <3> JOBS, EMPLOYMENT, UNEMPLOYMENT, MORE WORK, ECT.
      <4> HEALTH CARE, MEDICAL CARE, MENTAL HEALTH, ECT.
      <5> CRIME SAFETY, DRUG, VIOLENCE, LAW & ORDER, CAPITAL PUNISHMENT,
           PRISONS, ECT.
      <6> EDUCATION, SCHOOLS, SCHOOL FINANCING, SCHOOL FUNDING, ECT.
      <7> POVERTY, POOR PEOPLE, HOMELESSNESS, PEOPLE, ECT.
      <8> WELFARE, WELFARE REFORM, ECT.
      <9> TAXES, PROPERTY TAXES, ECT.
      <10> SENIOR CITIZENS, ECT.
      <11> REDUCE BUDGETS, REDUCE SIZE OF GOVT., RESTRICT GOVT., REDUCE
           GOVT. WASTE, ECT.
      <12> MORAL ISSUES, ABORTION, GAY RIGHTS, ECT.
      <13> FOREIGN POLICY, WORLD AFFAIRS, NATIONAL DEFENSE, ECT.
      <14> ENVIROMENTAL ISSUES
      <97> MISCELLANEOUS   <90> NO MENTION   <98> DONT KNOW
      <99> REFUSED[##md1=99][##md2=90][##blank=90]   ===>

>lh43< [if rnd1 lt <5> goto P7a1]

>P4a< There are many issues that our next governor
      and legislature [bold]could[n] spend time dealing with
      after the election. Of all the issues they could
      work on, which issue do you think is the [u]most important[n]
      for them to focus on?   1 MENTION (SPECIFY) [#specify]
      <2> THE ECONOMY, BUSINESS IN STATE, ENCOURAGE BUSINESS GROWTH, ECT.
      <3> JOBS, EMPLOYMENT, UNEMPLOYMENT, MORE WORK, ECT.
      <4> HEALTH CARE, MEDICAL CARE, MENTAL HEALTH, ECT.
      <5> CRIME SAFETY, DRUG, VIOLENCE, LAW & ORDER, CAPITAL PUNISHMENT,
           PRISONS, ECT.

<6> EDUCATION, SCHOOLS, SCHOOL FINANCING, SCHOOL FUNDING, ECT.
<7> POVERTY, POOR PEOPLE, HOMELESSNESS, PEOPLE, ECT.
<8> WELFARE, WELFARE REFORM, ECT.
<9> TAXES, PROPERTY TAXES, ECT.
<10> SENIOR CITIZENS, ECT.
<11> REDUCE BUDGETS, REDUCE SIZE OF GOVT., RESTRICT GOVT., REDUCE
     GOVT. WASTE, ECT.
<12> MORAL ISSUES, ABORTION, GAY RIGHTS, ECT.
<13> FOREIGN POLICY, WORLD AFFAIRS, NATIONAL DEFENSE, ECT.
<14> ENVIROMENTAL ISSUES
<97> MISCELLANEOUS   <98> DONT KNOW[goto P5a]
<99> REFUSED-NO ANSWER[goto P5a][##md1=99][##md2=0][##blank=0]
  ===>

>P4b<   What is the [bold]next most important[n] issue you think
    they should focus on?   1 MENTION (SPECIFY) [#specify]
    <0> NO MORE MENTION[goto P5a]
    <2> THE ECONOMY, BUSINESS IN STATE, ENCOURAGE BUSINESS GROWTH, ECT.
    <3> JOBS, EMPLOYMENT, UNEMPLOYMENT, MORE WORK, ECT.
    <4> HEALTH CARE, MEDICAL CARE, MENTAL HEALTH, ECT.
    <5> CRIME SAFETY, DRUG, VIOLENCE, LAW & ORDER, CAPITAL PUNISHMENT,
       PRISONS, ECT.
    <6> EDUCATION, SCHOOLS, SCHOOL FINANCING, SCHOOL FUNDING, ECT.
    <7> POVERTY, POOR PEOPLE, HOMELESSNESS, PEOPLE, ECT.
    <8> WELFARE, WELFARE REFORM, ECT.
    <9> TAXES, PROPERTY TAXES, ECT.
    <10> SENIOR CITIZENS, ECT.
    <11> REDUCE BUDGETS, REDUCE SIZE OF GOVT., RESTRICT GOVT., REDUCE
       GOVT. WASTE, ECT.
    <12> MORAL ISSUES, ABORTION, GAY RIGHTS, ECT.
    <13> FOREIGN POLICY, WORLD AFFAIRS, NATIONAL DEFENSE, ECT.
  <14> ENVIROMENTAL ISSUES
    <97> MISCELLANEOUS   <98> DONT KNOW <99> REFUSED-NO ANSWER
    [##md1=99][##md2=0][##blank=0]   ===>

>P4C<   What is the [bold]third most important issue[n] you think
    they should focus on?   1 MENTION (SPECIFY) [#specify]
    <0> NO MORE MENTION[goto P5a]
    <2> THE ECONOMY, BUSINESS IN STATE, ENCOURAGE BUSINESS GROWTH, ECT.
    <3> JOBS, EMPLOYMENT, UNEMPLOYMENT, MORE WORK, ECT.
    <4> HEALTH CARE, MEDICAL CARE, MENTAL HEALTH, ECT.
    <5> CRIME SAFETY, DRUG, VIOLENCE, LAW & ORDER, CAPITAL PUNISHMENT,
       PRISONS, ECT.
    <6> EDUCATION, SCHOOLS, SCHOOL FINANCING, SCHOOL FUNDING, ECT.
    <7> POVERTY, POOR PEOPLE, HOMELESSNESS, PEOPLE, ECT.
    <8> WELFARE, WELFARE REFORM, ECT.
    <9> TAXES, PROPERTY TAXES, ECT.
    <10> SENIOR CITIZENS, ECT.
    <11> REDUCE BUDGETS, REDUCE SIZE OF GOVT., RESTRICT GOVT., REDUCE
       GOVT. WASTE, ECT.
    <12> MORAL ISSUES, ABORTION, GAY RIGHTS, ECT.
    <13> FOREIGN POLICY, WORLD AFFAIRS, NATIONAL DEFENSE, ECT.

<14> ENVIROMENTAL ISSUES
  <97> MISCELLANEOUS
  <98> DONT KNOW
  <99> REFUSED-NO ANSWER[##md1=99][##md2=0][##blank=0]   ===>

>P5a< Now, I'll go through several issues of concern to the
  state. As I mention each one, I'd like you to tell me if
  you think state government should spend more money on that
  issue, spend less money, or it should spend about the same
  amount as it does now. Here's the first issue:

  [bold]Economic Development[n] -- (that is, business growth
  and job growth).

  Do you think state government should spend [u]more[n] on
  this, spend [u]less[n] on this, or spend [u]about the same[n]
  amount of money as it does now?

  <1> SPEND MORE
  <3> SPEND LESS
  <5> NO CHANGE, SPEND THE SAME AS NOW

  <8> DONT KNOW
  <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]
  ===>

>P5b< [bold]Schools -- K through 12 education[n]?

  (Do you think state government should spend [u]more[n] on
  this, spend [u]less[n] on this, or spend [u]about the same[n]
  amount of money as it does now?)

  <1> SPEND MORE
  <3> SPEND LESS
  <5> NO CHANGE, SPEND THE SAME AS NOW

  <8> DONT KNOW
  <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

  ===>

>P5c< [bold]Higher Education[n]?

  (Do you think state government should spend [u]more[n] on
  this, spend [u]less[n] on this, or spend [u]about the same[n]
  amount of money as it does now?)

  <1> SPEND MORE
  <3> SPEND LESS
  <5> NO CHANGE, SPEND THE SAME AS NOW

    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>P5d< [bold]The Quality of the Environment[n]?

  (Do you think state government should spend [u]more[n] on
  this, spend [u]less[n] on this, or spend [u]about the same[n]
  amount of money as it does now?)

   <1> SPEND MORE
   <3> SPEND LESS
   <5> NO CHANGE, SPEND THE SAME AS NOW

   <8> DONT KNOW
   <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>P5e< [bold]Health Care[n]?

  (Do you think state government should spend [u]more[n] on
  this, spend [u]less[n] on this, or spend [u]about the same[n]
  amount of money as it does now?)

   <1> SPEND MORE
   <3> SPEND LESS
   <5> NO CHANGE, SPEND THE SAME AS NOW

   <8> DONT KNOW
   <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>P5f< [bold]Crime Control and Prisons[n]?

  (Do you think state government should spend [u]more[n] on
  this, spend [u]less[n] on this, or spend [u]about the same[n]
  amount of money as it does now?)

   <1> SPEND MORE
   <3> SPEND LESS
   <5> NO CHANGE, SPEND THE SAME AS NOW

   <8> DONT KNOW
   <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

===>

>P5g< [bold]Social Services and Welfare[n] (other than health)?

   (Do you think state government should spend [u]more[n] on
   this, spend [u]less[n] on this, or spend [u]about the same[n]
   amount of money as it does now?)

    <1> SPEND MORE
    <3> SPEND LESS
    <5> NO CHANGE, SPEND THE SAME AS NOW

    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>P5h< [bold]Highways and Public Transportation[n]?

   (Do you think state government should spend [u]more[n] on
   this, spend [u]less[n] on this, or spend [u]about the same[n]
   amount of money as it does now?)

    <1> SPEND MORE
    <3> SPEND LESS
    <5> NO CHANGE, SPEND THE SAME AS NOW

    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>P6a< Now I'll go through the issues one more time. This time
    I'd like you to tell me which of the candidates for
    Governor, the Republican Mr. Engler or the Democrat Mr.
    Wolpe, you think is more likely to do what you want done on
    the issue if he is elected governor.

    [bold]Economic Development[n] -- (that is, business growth
    and job growth).

    Do you think Mr. Engler or Mr. Wolpe is more likely to do
    what you want done on this issue if he is elected?

    <1> JOHN ENGLER, REPUBLICAN
    <3> HOWARD WOLPE, DEMOCRAT
     0   OTHER (SPECIFY) [#specify]
    <5> NEITHER
    <7> OTHER: MISCELLANEOUS
    <8> DONT KNOW

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           <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

      ===>

>P6b< [bold]Schools -- K through 12 Education[n].

   (Do you think Mr. Engler or Mr. Wolpe is more likely to do
   what you want done on this issue if he is elected?)

   <1> JOHN ENGLER, REPUBLICAN
   <3> HOWARD WOLPE, DEMOCRAT
    0 OTHER (SPECIFY) [#specify]
   <5> NEITHER
   <7> OTHER: MISCELLANEOUS
   <8> DONT KNOW
   <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]   ===>

>P6c< [bold]Higher Education[n].

   (Do you think Mr. Engler or Mr. Wolpe is more likely to do
   what you want done on this issue if he is elected?)

   <1> JOHN ENGLER, REPUBLICAN
   <3> HOWARD WOLPE, DEMOCRAT
    0 OTHER (SPECIFY) [#specify]
   <5> NEITHER
   <7> OTHER: MISCELLANEOUS

   <8> DONT KNOW
   <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

      ===>

>P6d< [bold]The Quality of the Environment[n].

   (Do you think Mr. Engler or Mr. Wolpe is more likely to do
   what you want done on this issue if he is elected?)

   <1> JOHN ENGLER, REPUBLICAN
   <3> HOWARD WOLPE, DEMOCRAT
    0 OTHER (SPECIFY) [#specify]
   <5> NEITHER
   <7> OTHER: MISCELLANEOUS
   <8> DONT KNOW
   <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

      ===>

>P6e< [bold]Health Care[n].

(Do you think Mr. Engler or Mr. Wolpe is more likely to do
what you want done on this issue if he is elected?)

 <1> JOHN ENGLER, REPUBLICAN
 <3> HOWARD WOLPE, DEMOCRAT
  0   OTHER (SPECIFY) [#specify]
 <5> NEITHER
 <7> OTHER: MISCELLANEOUS
 <8> DONT KNOW
 <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>P6f< [bold]Crime Control and Prisons[n].

(Do you think Mr. Engler or Mr. Wolpe is more likely to do
what you want done on this issue if he is elected?)

 <1> JOHN ENGLER, REPUBLICAN
 <3> HOWARD WOLPE, DEMOCRAT
  0 OTHER (SPECIFY) [#specify]
 <5> NEITHER
 <7> OTHER: MISCELLANEOUS
 <8> DONT KNOW
 <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>P6g< [bold]Social Services and Welfare[n] (other than health
care).

(Do you think Mr. Engler or Mr. Wolpe is more likely to do
what you want done on this issue if he is elected?)

 <1> JOHN ENGLER, REPUBLICAN
 <3> HOWARD WOLPE, DEMOCRAT
  0 OTHER (SPECIFY) [#specify]
 <5> NEITHER
 <7> OTHER: MISCELLANEOUS
 <8> DONT KNOW
 <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>P6h< [bold]Highways and Public Transportation[n].

(Do you think Mr. Engler or Mr. Wolpe is more likely to do

what you want done on this issue if he is elected?)

    <1> JOHN ENGLER, REPUBLICAN
    <3> HOWARD WOLPE, DEMOCRAT
     0 OTHER (SPECIFY) [#specify]
    <5> NEITHER
    <7> OTHER: MISCELLANEOUS
    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>lh12<   [if rnd1 lt <5> goto P1]   Split Ballot Command to pick
                         up the cand. preference qs.

>P7a1< Next, I'd like you to use a scale from 0 to 10 to tell me
   how well the following phrases describe each of the candidates
   for Governor. On the scale, 0 means the phrase doesn't describe
   the person [bold]at all[n] and 10 means the phase describes the
   person completely (5 is right in the middle). Of course you can
   use any number from 0 to 10 to reflect your opinion.   The first
   phrase is [bold]Provides Strong Leadership[n].

   How well does the phrase [bold]"Provides Strong Leadership"[n]
   describe [u]John Engler[n] (on a scale from 0 to 10 where 0
   means not at all and 10 means describes completely)?

    <0> DOESNT DESCRIBE AT ALL
   <1-4>
    <5> MIDPOINT -- NEITHER WELL NOR NOT AT ALL
   <6-9>
    <10> DESCRIBES COMPLETELY

    <98> DONT KNOW
    <99> REFUSED-NO ANSWER
[##md1=99][##md2=98][##blank=98]
   ===>

>P7a2< How well does the phrase[bold]"Provides Strong Leadership"[n]
    describe [u]Howard Wolpe[n] (on a scale from 0 to 10 where 0
    means not at all and 10 means describes completely)?

    <0> DOESNT DESCRIBE AT ALL
   <1-4>
    <5> MIDPOINT -- NEITHER WELL NOR NOT AT ALL
   <6-9>
    <10> DESCRIBES COMPLETELY

    <98> DONT KNOW
    <99> REFUSED-NO ANSWER

[##md1=99][##md2=98][##blank=98]
         ===>

>P7b1< The next phrase is "Divides groups from one another."

     How well does the phrase [bold]"Divides groups from one
     another"[n] describe [u]John Engler[n] (on a scale from 0
     to 10, where 0 means not at all and 10 means describes
     completely)?

       <0> DOESNT DESCRIBE AT ALL
      <1-4>
       <5> MIDPOINT -- NEITHER WELL NOR NOT AT ALL
      <6-9>
       <10> DESCRIBES COMPLETELY

       <98> DONT KNOW
       <99> REFUSED-NO ANSWER

[##md1=99][##md2=98][##blank=98]
         ===>

>P7b2< How well does the phrase [bold]"Divides groups from one
     another"[n] describe [u]Howard Wolpe[n] (on a scale from
     0 to 10, where 0 means not at all and 10 means describes
     completely)?

       <0> DOESNT DESCRIBE AT ALL
      <1-4>
       <5> MIDPOINT -- NEITHER WELL NOR NOT AT ALL
      <6-9>
       <10> DESCRIBES COMPLETELY

       <98> DONT KNOW
       <99> REFUSED-NO ANSWER
[##md1=99][##md2=98][##blank=98]

         ===>

>P7c1< The next phrase is "Is likely to raise your taxes."

     How well does the phrase [bold]"Is likely to raise your
     taxes"[n] describe [u]John Engler[n] (on a scale from 0 to
     10, where 0 means not at all and 10 means describes
     completely)?

       <0> DOESNT DESCRIBE AT ALL
      <1-4>
       <5> MIDPOINT -- NEITHER WELL NOR NOT AT ALL
      <6-9>
       <10> DESCRIBES COMPLETELY

<98> DONT KNOW
<99> REFUSED-NO ANSWER

[##md1=99][##md2=98][##blank=98]
===>

>P7c2< How well does the phrase [bold]"Is likely to raise
your taxes"[n] describe [u]Howard Wolpe[n](On a scale from
0 to 10, where 0 means not at all and 10 means describes
completely)?

<0> DOESNT DESCRIBE AT ALL
<1-4>
<5> MIDPOINT -- NEITHER WELL NOR NOT AT ALL
<6-9>
<10> DESCRIBES COMPLETELY

<98> DONT KNOW
<99> REFUSED-NO ANSWER
[##md1=99][##md2=98][##blank=98]

===>

>P7d1< The next phrase is "Cares about people like you."

How well does the phrase [bold]"Cares about people
like you"[n] describe [u]John Engler[n] (on a scale from
0 to 10, where 0 means not at all and 10 means describes
completely)?

<0> DOESNT DESCRIBE AT ALL
<1-4>
<5> MIDPOINT -- NEITHER WELL NOR NOT AT ALL
<6-9>
<10> DESCRIBES COMPLETELY

<98> DONT KNOW
<99> REFUSED-NO ANSWER

[##md1=99][##md2=98][##blank=98]
===>

>P7d2< How well does the phrase [bold]"Cares about people
like you"[n] describe [u]Howard Wolpe[n] (on a scale
from 0 to 10, where 0 means not at all and 10 means
describes completely)?

<0> DOESNT DESCRIBE AT ALL
<1-4>
<5> MIDPOINT -- NEITHER WELL NOR NOT AT ALL
<6-9>

<10> DESCRIBES COMPLETELY

<98> DONT KNOW
<99> REFUSED-NO ANSWER
[##md1=99][##md2=98][##blank=98]

    ===>

>ID2< [allow 5][loc 14/1][#inputloc 1/1][copy csid in ID2]
>REC2< [allow 1][#preset <2>][copy REC2 in REC2]

>P8< The next two questions will focus on taxes. Thinking about
      the Federal income tax, the State income tax, the State
      sales tax, and local property taxes -- which do you think
      is the [bold]least fair[n]?

    <1> FEDERAL INCOME TAX
    <2> STATE INCOME TAX
    <3> STATE SALES TAX
    <4> LOCAL PROPERTY TAX
    <0> OTHER (SPECIFY) [#specify]

    <98> DONT KNOW
    <99> REFUSED-NO ANSWER
[##md1=99][##md2=98][##blank=98]

    ===>

>P9< Which of these taxes do you think is the [bold]most
      fair[n]?

    <1> FEDERAL INCOME TAX
    <2> STATE INCOME TAX
    <3> STATE SALES TAX
    <4> LOCAL PROPERTY TAX
    <0> OTHER (SPECIFY) [#specify]

    <98> DONT KNOW
    <99> REFUSED-NO ANSWER

[##md1=99][##md2=98][##blank=98]
    ===>

>P10< Now thinking about the three levels of government --
      federal, state, and local -- from which level of government
      do you feel you get [bold]the most for your money[n]?

    <1> FEDERAL
    <2> STATE
    <3> LOCAL
    <0> OTHER (SPECIFY) [#specify]

<98> DONT KNOW
    <99> REFUSED-NO ANSWER
[##md1=99][##md2=98][##blank=98]

    ===>

>P11< Considering [bold]all government services and taxes[n], which
    of the following three statements comes closest to what you
    would like to see happen?

    Would you like to . . .

        Decrease both the taxes and government services;
    [bold]Or[n], Keep both government services and taxes about
        the same as they are now;
    [bold]Or[n], Increase government services and taxes.

    <1> DECREASE BOTH THE TAXES AND THE SERVICES
    <2> KEEP BOTH SERVICES AND TAXES ABOUT WHERE THEY ARE NOW
    <3> INCREASE SERVICES AND TAXES

    <0> OTHER (PLEASE SPECIFY)[#specify]

    <98> DONT KNOW
    <99> REFUSED-NO ANSWER
[##md1=99][##md2=98][##blank=98]

    ===>

>P12< Now I have a question about taxes to pay for education.
    Which of the following statements comes closest to your
    view of the 1994 change in Michigan's tax structure related
    to the funding of elementary and secondary education?

    In general, do you think . . .
        It made the tax structure more fair;
    [bold]Or[n], It left the tax structure about as fair as it
        was before;
    [bold]Or[n], It made the tax structure less fair.

    <1> IT MADE THE TAX STRUCTURE MORE FAIR
    <2> IT LEFT THE TAX STRUCTURE ABOUT AS FAIR AS IT WAS
        BEFORE
    <3> IT MADE THE TAX STRUCTURE LESS FAIR

    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=9]   ===>

>lh13<   [if rnd3 ge <5> goto P14]   Split Ballot for inflation/
                            Unemployment Questions

>P13< The next couple of questions are about the relationship
       between the amount of unemployment in the country and the
    rate of inflation, that is, the rise in the cost of living.
    These are related to each other -- a decrease in unemployment
    usually results in an increase in inflation, and vice versa. The
    current rate of unemployment is about 6 percent and the inflation
    rate is about 3 percent.

    We'd like to know how much you would want inflation to go down
    for you to be willing to accept an increase in unemployment.
    For a [bold]2% increase in unemployment[n] to be acceptable, would
    you want to see a 1%, a 2%, or a 3% decrease in inflation?

      <1> ONE PERCENTAGE POINT DECREASE IN INFLATION [goto P13a]
      <2> TWO PERCENTAGE POINT DECREASE IN INFLATION [goto P13b]
      <3> MORE THAN TWO POINT DECREASE IN INFLATION [goto P13c]
      <0> OTHER (PLEASE SPECIFY) [#specify] [goto P15]
      <8> DONT KNOW[goto P15]   <9> REFUSED-NO ANSWER[goto
P15][##md1=9][##md2=8][##blank=9]
         ===>

>P13a< What if economic conditions were somewhat different
        than they are today. Suppose the inflation rate was
     lower, say [u]2 percent[n] instead of the current 3 percent.
     [bold]But[n] also suppose the unemployment rate was [u]higher[n],
     say [u]8 percent[n].

       If this were the case, for a [bold]1%[n] increase in
     inflation to be acceptable, would you want to see a 1%,
     a 2%, or a 3% decrease in unemployment?

      <1> ONE PERCENTAGE POINT DECREASE IN UNEMPLOYMENT [goto P15]
      <2> TWO PERCENTAGE POINT DECREASE IN UNEMPLOYMENT [goto P15]
      <3> MORE THAN TWO POINT DECREASE IN UNEMPLOYMENT [goto P15]
      <0> OTHER (PLEASE SPECIFY) [#specify] [goto P15]

      <8> DONT KNOW[goto P15]
      <9> REFUSED-NO ANSWER[goto P15]
[##md1=9][##md2=8][##blank=9]

       ===>

>P13b< What if economic conditions were somewhat different
        than they are today. Suppose the inflation rate was
     lower, say [u]1 percent[n] instead of the current 3 percent.
     [bold]But[n] also suppose the unemployment rate was [u]higher[n],
     say [u]8 percent[n].

       If this were the case, for a [bold]2%[n] increase in
     inflation to be acceptable, would you want to see a 1%,
     a 2%, or a 3% decrease in unemployment?

```
<1> ONE PERCENTAGE POINT DECREASE IN UNEMPLOYMENT [goto P15]
<2> TWO PERCENTAGE POINT DECREASE IN UNEMPLOYMENT [goto P15]
<3> MORE THAN TWO POINT DECREASE IN UNEMPLOYMENT [goto P15]
<0> OTHER (PLEASE SPECIFY) [#specify] [goto P15]

<8> DONT KNOW[goto P15]
<9> REFUSED-NO ANSWER[goto P15]
```
[##md1=9][##md2=8][##blank=9]

===>

>P13c< What if economic conditions were somewhat different
than they are today. Suppose the inflation rate was
basically zero -- that prices weren't rising at all instead of
rising 3% each year as they are currently. [bold]But[n] also
suppose the unemployment rate was [u]higher[n], say
[u]8 percent[n].

If this were the case, for a [bold]3%[n] increase in
inflation to be acceptable, would you want to see a 1%,
a 2%, or a 3% decrease in unemployment?

```
<1> ONE PERCENTAGE POINT DECREASE IN UNEMPLOYMENT [goto P15]
<2> TWO PERCENTAGE POINT DECREASE IN UNEMPLOYMENT [goto P15]
<3> MORE THAN TWO POINT DECREASE IN UNEMPLOYMENT [goto P15]
<0> OTHER (PLEASE SPECIFY) [#specify] [goto P15]

<8> DONT KNOW[goto P15]
<9> REFUSED-NO ANSWER[goto P15]
```
[##md1=9][##md2=8][##blank=9]

===>

>P14< The next couple of questions are about the relationship
between the amount of unemployment in the country and the
rate of inflation, that is, the rise in the cost of living. These are
related to each other -- a decrease in unemployment usually results
in an increase in inflation, and vice versa.
What if economic conditions were somewhat different than they are
today. Suppose the rate of inflation was the same 3% it is now,
[bold]but[n]
suppose the unemployment rate was [u]higher[n], say 7% instead of the
current 6%. We'd like to know how much you would want inflation to go
down for you to be willing to accept an increase in unemployment.
In the situation I just described, for a [bold]1% increase in
unemployment[n] to be acceptable, would you want to see a 1%, a 2%,
or a 3% [u]decrease in inflation?[n]

```
<1> ONE PERCENTAGE POINT DECREASE IN INFLATION [goto P14a]
<2> TWO PERCENTAGE POINT DECREASE IN INFLATION [goto P14b]
<3> MORE THAN TWO POINT DECREASE IN INFLATION [goto P14c]
```

35

<0> OTHER (PLEASE SPECIFY) [#specify] [goto P15]
<8> DONT KNOW[goto P15]
<9> REFUSED-NO ANSWER[goto P15]
[##md1=9][##md2=8][##blank=9]
===>

>P14a< What if economic conditions were somewhat different
than they are today. Suppose the inflation rate was
lower, say [u]2 percent[n] instead of the current 3 percent.
[bold]But[n] also suppose the unemployment rate was [u]higher[n],
say [u]8 percent[n].

If this were the case, for a [bold]1%[n] increase in
inflation to be acceptable, would you want to see a 1%,
a 2%, or a 3% decrease in unemployment?

<1> ONE PERCENTAGE POINT DECREASE IN UNEMPLOYMENT [goto P15]
<2> TWO PERCENTAGE POINT DECREASE IN UNEMPLOYMENT [goto P15]
<3> MORE THAN TWO POINT DECREASE IN UNEMPLOYMENT [goto P15]
<0> OTHER (PLEASE SPECIFY) [#specify] [goto P15]

<8> DONT KNOW[goto P15]
<9> REFUSED-NO ANSWER[goto P15][##md1=9][##md2=8][##blank=9]
===>

>P14b< What if economic conditions were somewhat different
than they are today. Suppose the inflation rate was
lower, say [u]1 percent[n] instead of the current 3 percent.
[bold]But[n] also suppose the unemployment rate was [u]higher[n],
say [u]8 percent[n].

If this were the case, for a [bold]1%[n] increase in
inflation to be acceptable, would you want to see a 1%,
a 2%, or a 3% decrease in unemployment?

<1> ONE PERCENTAGE POINT DECREASE IN UNEMPLOYMENT [goto P15]
<2> TWO PERCENTAGE POINT DECREASE IN UNEMPLOYMENT [goto P15]
<3> MORE THAN TWO POINT DECREASE IN UNEMPLOYMENT [goto P15]
<0> OTHER (PLEASE SPECIFY) [#specify] [goto P15]

<8> DONT KNOW[goto P15]
<9> REFUSED-NO ANSWER[goto P15]
[##md1=9][##md2=8][##blank=9]

===>

>P14c< What if economic conditions were somewhat different
than they are today. Suppose the inflation rate was
basically zero -- prices weren't rising at all instead of rising
at the current rate of 3% each year. [bold]But[n] also suppose the
unemployment rate was [u]higher[n], say [u]8 percent[n].

If this were the case, for a [bold]1%[n] increase in
inflation to be acceptable, would you want to see a 1%,
a 2%, or a 3% decrease in unemployment?

    <1> ONE PERCENTAGE POINT DECREASE IN UNEMPLOYMENT [goto P15]
    <2> TWO PERCENTAGE POINT DECREASE IN UNEMPLOYMENT [goto P15]
    <3> MORE THAN TWO POINT DECREASE IN UNEMPLOYMENT [goto P15]
    <0> OTHER (PLEASE SPECIFY) [#specify] [goto P15]

    <8> DONT KNOW[goto P15]
    <9> REFUSED-NO ANSWER[goto P15]

[##md1=9][##md2=8][##blank=9]
      ===>

>P15< The next question is about term limits. In 1992, the
    voters approved an amendment to the state constitution that
    places limits on the number of terms in office that can be
    served by the governor and members of the state
    legislature. Do you approve or disapprove of these term
    limits?

    <1> APPROVE
    <3> NEITHER APPROVE NOR DISAPPROVE (R PROVIDED)
    <5> DISAPPROVE

    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>P16< In the 1992 presidential election, did you vote for George
    Bush, Bill Clinton, Ross Perot, someone else, or didn't you
    vote at all?

    <1> GEORGE BUSH
    <2> BILL CLINTON
    <3> ROSS PEROT
    <4> SOMEONE ELSE
    <5> DIDNT VOTE AT ALL

    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>P17< Generally speaking, do you think of yourself as a
    conservative, a liberal, a moderate, or what?

<1> CONSERVATIVE [goto P17a]
<7> LIBERAL [goto P17b]
<4> MODERATE [goto P17c]
 0 OTHER (PLEASE SPECIFY) [#specify][goto P18]

<98> NON-RESPONSE (DID NOT ANSWER QUESTION, ANSWER DOES NOT FIT Q)[goto P18]
<8> DONT KNOW[goto P18]
<9> REFUSED-NO ANSWER[goto P18]
<99> NOT APPLICABLE[goto P18]
[##md1=9][##md2=99][##blank=99]
    ===>

>P17a<   Would you consider yourself very conservative or
        somewhat conservative?

    <1> VERY CONSERVATIVE
    <2> SOMEWHAT CONSERVATIVE

    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
    <0> NOT APPLICABLE
[##md1=9][##md2=0][##blank=0]

    ===>[goto P18]

>P17b<   Would you consider yourself very liberal or somewhat
        liberal?

    <7> VERY LIBERAL
    <6> SOMEWHAT LIBERAL

    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
    <0> NOT APPLICABLE
[##md1=9][##md2=0][##blank=0]

    ===>[goto P18]

>P17c<   Do you generally think of yourself as closer to the
        liberal side or closer to the conservative side?

    <5> CLOSER TO LIBERAL MODERATE
    <3> CLOSER TO CONSERVATIVE MODERATE
    <4> RIGHT IN THE MIDDLE (R PROVIDED)

    <8> DONT KNOW
    <9> REFUSED-NO ANSWER
    <0> NOT APPLICABLE
[##md1=9][##md2=0][##blank=0]

    ===>

>P18< Now I have a couple of questions about the performance of
     various public officials. In general, do you approve or
     disapprove of the way the state legislature has been
     handling its job?

     <1> APPROVE
     <3> NEITHER APPROVE NOR DISAPPROVE (R PROVIDED)
     <5> DISAPPROVE

     <8> DONT KNOW
     <9> REFUSED-NO ANSWER
[##md1=9][##md2=8][##blank=8]

     ===>

SWITCH BETWEEN WHICH QUESTION (GP1 or GP2) IS ASKED FIRST:

>c04< [if rnd4 lt <5> goto GP2]

>GP1< Do you approve or disapprove of the way Bill Clinton is
     handling his job as President?

     <0> NOT APPLICABLE
     <1> APPROVE
     <3> NEITHER APPROVE NOR DISAPPROVE (R PROVIDED)
     <5> DISAPPROVE
     <7> DO NOT CARE (R PROVIDED)

     <8> DO NOT KNOW
     <9> REFUSE TO ANSWER
[##md1=9][##md2=0][##blank=0]

     ===>

>GP2< Do you approve or disapprove of the way John Engler is
      handling his job as Michigan's governor?

     <0> NOT APPLICABLE
     <1> APPROVE
     <3> NEITHER APPROVE NOR DISAPPROVE (R PROVIDED)
     <5> DISAPPROVE
     <7> DO NOT CARE(R PROVIDED)

     <8> DO NOT KNOW
     <9> REFUSE TO ANSWER
[##md1=9][##md2=0][##blank=0]

     ===>

>c05< [if rnd4 ge <5> goto GP3]

>GP1a< Do you approve or disapprove of the way Bill Clinton is
    handling his job as President?
    [equiv GP1]

    <0> NOT APPLICABLE
    <1> APPROVE
    <3> NEITHER APPROVE NOR DISAPPROVE (R PROVIDED)
    <5> DISAPPROVE
    <7> DO NOT CARE (R PROVIDED)

    <8> DO NOT KNOW
    <9> REFUSE TO ANSWER
[##md1=9][##md2=0][##blank=0]

    ===>

>GP3< The size of the annual federal budget deficit was an important
    issue in the 1992 Presidential election. In your view, what
    has happened to the annual federal budget deficit since President
    Clinton took office: has there been a large increase in the deficit,
    a small increase, has it stayed about the same, has there been a
    small decrease in the deficit, or has there been a large decrease?
    [equiv GP2 position 2]
      <1> LARGE INCREASE IN DEFICIT
      <2> SMALL INCREASE IN DEFICIT
      <3> STAYED ABOUT THE SAME
      <4> SMALL DECREASE IN DEFICIT
      <5> LARGE DECREASE IN DEFICIT

      <8> DONT KNOW
      <9> REFUSED, NO ANSWER
[##md1=9][##md2=8][##blank=8]

        ===>

>GP4< People have different ideas about how much they can trust
    government to do what is right. These ideas don't refer to
    Democrats or Republicans in particular, but just to the
    [u]government in general[n]. We want to see how you feel about
    these ideas.

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

     <1> JUST ABOUT ALWAYS
     <2> MOST OF THE TIME
     <3> ONLY SOME OF THE TIME
     <4> NEVER (R PROVIDED)

     <8> DONT KNOW
     <9> REFUSED, NO ANSWER

[##md1=9][##md2=8][##blank=8]

      ===>

>CC1< We are interested in how people are getting along these
    days. Would you say that you (and your family living
    there) are better off or worse off financially than you
    were a year ago?

     <1> BETTER OFF
     <3> ABOUT THE SAME (R PROVIDED)
     <5> WORSE OFF

     <8> DO NOT KNOW
     <9> REFUSED/NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>CC2< Now looking ahead, do you think that a year from now, you
    (and your family living there) will be better off
    financially or worse off or just about the same as now?

     <1> BETTER OFF
     <3> ABOUT THE SAME (R PROVIDED)
     <5> WORSE OFF

     <8> DO NOT KNOW
     <9> REFUSED/NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>CC3< How would you rate your household's overall financial
    situation these days?

    Would you say it is excellent, good, just fair, not so
    good, or poor?

    <1> EXCELLENT
    <2> GOOD
    <3> JUST FAIR
    <4> NOT SO GOOD
    <5> POOR

    <8> DO NOT KNOW
    <9> REFUSE TO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>CC4< During the next twelve months, do you think the rate of

inflation in this country will go up, will go down, or
will stay about the same as it was in the last 12 months?

<1> UP
<3> ABOUT THE SAME
<5> DOWN

<8> DO NOT KNOW
<9> REFUSE TO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>CC5< Twelve months from now, do you expect the unemployment
    situation in this country to be better than, worse than,
    or about the same as it was in the last 12 months?

<1> BETTER
<3> ABOUT THE SAME
<5> WORSE

<8> DO NOT KNOW
<9> REFUSE TO ANSWER

[##md1=9][##md2=8][##blank=8]
    ===>

>CC6< Now turning to business conditions in your community, do
    you think that during the [u]next twelve months[n] your
    community will have [u]good times[n] financially, or
    [u]bad times[n], or what?

<1> GOOD TIMES
<5> BAD TIMES
<3> NEITHER GOOD NOR BAD; MEDIOCRE STAY THE SAME(R PROVIDED)
 0 OTHER (SPECIFY)[#specify]
<7> OTHER: MISCELLANEOUS
<8> DO NOT KNOW
<9> REFUSED/NO ANSWER
[##md1=9][##md2=8][##blank=8]

    ===>

>CD1< Now I have a few background questions. These are for
    statistical analysis purposes.

    RECORD GENDER OF RESPONDENT HERE, ASK ONLY IF IN DOUBT:

<1> MALE
<5> FEMALE
[##md1=9][##md2=9][##blank=9]

===>

>CD2< In what year were you born?[allow 3]

   <00-94> YEAR

   <d> DONT KNOW <98> <99>
   <m> REFUSED

[##md1=99][##md2=99][##blank=99]

   ===>
>ch1< [if CD2 eq <d>][copy <98> in CD2][endif]
   [if CD2 eq <m>][copy <99> in CD2][endif]

>CD3< What is the highest level of education that you
   have completed?[allow 2]

   <0>   DID NOT GO TO SCHOOL

   <1-11> GRADE
   <12> HIGH SCHOOL GRADUATE OR GED HOLDER

   <13-15> SOME COLLEGE (ONE TO THREE YEARS)
   <16> COLLEGE GRADUATE (FOUR YEARS)
   <17> SOME POST GRADUATE
   <18> GRADUATE DEGREE

   <20> TECHNICAL SCHOOL OR JUNIOR COLLEGE GRADUATE

   <98> DO NOT KNOW
   <99> REFUSE TO ANSWER
[##md1=99][##md2=98][##blank=98]

   ===>

>CD4< Which of the following describes your racial background?
   Would you say African-American or Black, Asian or Pacific
   Islander, Native American, or White or Caucasian?

   <1> AFRICAN-AMERICAN OR BLACK
   <2> ASIAN OR PACIFIC ISLANDER
   <3> NATIVE AMERICAN
   <4> WHITE OR CAUCASIAN

   0 OTHER [#specify](SPECIFY)
   <7> NON-RESPONSE (DID NOT ANSWER QUESTION, ANSWER DOES NOT FIT Q)
   <8> DO NOT KNOW
   <9> REFUSED TO ANSWER
[##md1=9][##md2=9][##blank=9]

   ===>

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>CD5<   Are you of Hispanic origin or descent, such as Spanish,
        Mexican, Puerto Rican, Cuban, or another Latin American
        background?

      <1> YES
      <5> NO

      <8> DO NOT KNOW
      <9> REFUSED TO ANSWER
[##md1=9][##md2=9][##blank=9]

      ===>

>CD6<   What is the religious group which you feel most closely
        represents your religious views? Is it Catholic,
        Islamic, Jewish, Protestant, some other religion, or no
        religion?

      <0> NONE; NO RELIGIOUS GROUP

      <1> CATHOLIC; ROMAN CATHOLIC
      <2> ISLAMIC
      <3> JEWISH
      <4> PROTESTANT (includes baptist, lutheran, presbyterian, methodist
                christian, reformed, jehova witness, penecostal,
                orthodox, apostolic, etc, LDS, mormon)
      <5> OTHER NON-CHRISTIAN (hindu, buddist,
       7 OTHER [#specify](SPECIFY)
      <8> DO NOT KNOW
      <9> REFUSE TO ANSWER[##md1=9][##md2=9][##blank=9]   ===>

>CD7< Generally speaking, do you think of yourself as a
       Republican, a Democrat, an Independent or what?

       <1> REPUBLICAN
       <7> DEMOCRAT [goto CD7B]
       <4> INDEPENDENT [goto CD7C]
        0 OTHER [#specify][goto CD8](SPECIFY)
      <95> NONE: NEITHER [goto CD8]
      <98> NON RESPONSE-DID NOT ANSWER Q, ANSWER DOES NOT FIT QUESTION
       <8> DO NOT KNOW [goto CD8]
       <9> REFUSE TO ANSWER [goto CD8]

[##md1=99][##md2=99][##blank=99]
          ===>

IF REPUBLICAN. . .
>CD7A< Would you call yourself a strong Republican or a not very
       strong Republican?

      <0> NOT APPLICABLE
      <1> STRONG REPUBLICAN

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<2> NOT A VERY STRONG REPUBLICAN

        <8> DO NOT KNOW
        <9> REFUSE TO ANSWER

[##md1=9][##md2=0][##blank=0]
    ===> [goto CD8]

IF DEMOCRAT. . .
>CD7B< Would you call yourself a strong Democrat or a not very
        strong Democrat?

        <0> NOT APPLICABLE
        <7> STRONG DEMOCRAT
        <6> NOT A VERY STRONG DEMOCRAT

        <8> DO NOT KNOW
        <9> REFUSE TO ANSWER
[##md1=9][##md2=0][##blank=0]

        ===> [goto CD8]

IF INDEPENDENT. . .
>CD7C< Do you generally think of yourself as closer to the
        Democratic Party or the Republican Party?

        <0> NOT APPLICABLE
        <3> REPUBLICAN
        <4> NEITHER (R PROVIDED)
        <5> DEMOCRAT

        <8> DO NOT KNOW
        <9> REFUSE TO ANSWER
[##md1=9][##md2=0][##blank=0]

        ===>

>CD8< Are you currently married, divorced, separated, widowed,
       or have you never been married?

        <1> MARRIED
        <2> DIVORCED
        <3> SEPARATED
        <4> WIDOWED
        <5> SINGLE, NEVER BEEN MARRIED
        <6> MEMBER OF UNMARRIED COUPLE (R PROVIDED)
        <7> OTHER [#specify](R PROVIDED; SPECIFY)

        <8> DO NOT KNOW
        <9> REFUSE TO ANSWER
[##md1=9][##md2=0][##blank=0]

===>

>CD10< Including yourself, how many individuals who are 18 years
of age or older live in your household?

<1> PERSON, ONLY RESPONDENT [goto CD12]
<2-10> ADULTS

<98> DO NOT KNOW[goto CD12]
<99> REFUSE TO ANSWER[goto CD12]
[##md1=99][##md2=98][##blank=98]

===>

>CD11< How many of these adults are [bold]over 64 years of
ages?[n]

<0-9> ADULTS 65+

<98> DO NOT KNOW
<99> REFUSE TO ANSWER
[##md1=99][##md2=98][##blank=98]

===>

>CD12< How many children younger than 18 live in your
household?

<0> NONE [goto CD14]
<1-10> CHILDREN

<98> DO NOT KNOW[goto CD14]
<99> REFUSE TO ANSWER[goto CD14]

[##md1=99][##md2=98][##blank=98]
===>

>CD13< How many of these children are [bold]under 5 years of
age?[n]

<0-10> CHILDREN UNDER 5

<98> DO NOT KNOW
<99> REFUSE TO ANSWER
[##md1=99][##md2=98][##blank=98]

===>

>CD14< Altogether, how many children have you had? (Please
include any you had from a previous marriage?)

<0> NONE, NEVER HAD CHILDREN
     <1-20> CHILDREN

      <98> DO NOT KNOW
      <99> REFUSED TO ANSWER
[##md1=99][##md2=98][##blank=98]

     ===>

>ID3< [allow 5][loc 15/1][#inputloc 1/1][copy csid in ID3]
>REC3< [allow 1][preset <3>][copy REC3 in REC3]

>D14A< Do you rent or do you own your own home?

     <1> RENT [goto CD16]
     <5> OWN (INCLUDES PAYING MORTGAGE CURRENTLY)
     <7> OTHER [#specify][goto CD16]

     <8> DO NOT KNOW [goto CD16]
     <9> REFUSE TO ANSWER [goto CD16]
     [##md1=9][##md2=8][##blank=0]

     ===>

>CD15< What is your home's approximate market value -- that is,
      what could you sell your home for now?

        [r]IWER: DOUBLE CHECK YOUR ENTRY   [n]

     <5000-100000000> $1 - $100,000,000 DOLLARS

     <d> DO NOT KNOW   <999999999><999999998>
     <m> REFUSE TO ANSWER
[##md1=999999999][##md2=999999998][##blank=0]

     ===>
>ch2< [if CD15 eq <d>][copy <999999998> in CD15][endif]
     [if CD15 eq <m>][copy <999999999> in CD15][endif]

>CD16< Last week, were you working full-time, part-time, going
      to school, a home-maker or what?

     <1> WORK FULL TIME
     <2> WORK PART TIME
     <3> WITH A JOB, BUT NOT AT WORK LAST WEEK
     <4> UNEMPLOYED, LAID OFF, LOOK FOR WORK [goto CD20]
     <5> RETIRED [goto CD21]
     <6> SCHOOL [goto INC1]
     <7> HOME-MAKER [goto INC1]

<8> DISABLED [goto INC1]
<9> WORK AND SCHOOL

<10> IN THE ARMED FORCES [goto INC1]
 0 OTHER [#specify] [goto INC1]
<97> OTHER: MISC
<98> DO NOT KNOW [goto INC1]
<99> REFUSED TO ANSWER [goto INC1]
[##md1=99][##md2=98][##blank=98]

   ===>

IF WORK FULL-TIME OR WORK PART-TIME OR WITH A JOB BUT NOT
    AT WORK. . .
>CD17< Do you currently work for pay at more than one job?

   <0> NOT APPLICABLE
   <1> YES
   <5> NO

   <8> DO NOT KNOW
   <9> REFUSE TO ANSWER
[##md1=9][##md2=0][##blank=0]

   ===>

>CD18< On average, how many hours per week do you work at your
     main job?[allow 3]

   <0> NOT APPLICABLE
   <1-75> HOURS PER WEEK

   <d> DO NOT KNOW <98> <99>
   <m> REFUSED TO ANSWER
[##md1=99][##md2=0][##blank=0]

   ===>

>ch3< [if CD18 eq <d>][copy <98> in CD18][endif]
    [if CD18 eq <m>][copy <99> in CD18][endif]
>c01< [if CD17 ne <1> goto CD21]   IF YES TO HAVING MORE
                     THAN ONE JOB GO TO CD19,
                     OTHERWISE SKIP TO CD21

>CD19< On average, how many hours per week do you work at any
     jobs other than your main job?

   <0> NOT APPLICABLE
   <1-40> HOURS PER WEEK

    <98> DO NOT KNOW
    <99> REFUSED TO ANSWER

[##md1=99][##md2=0][##blank=0]

    ===> [goto CD21]

IF UNEMPLOYED, LAID OFF OR LOOKING FOR WORK. . .
>CD20< Have you been actively looking for work?

    <0> NOT APPLICABLE
    <1> YES
    <5> NO

    <8> DO NOT KNOW
    <9> REFUSE TO ANSWER
[##md1=9][##md2=0][##blank=0]

    ===>

>CD21< In your main job, what kind of work do (did) you
      normally do? That is, what is (was) your job called?
      [allow 4]

  0 OCCUPATION (TYPE IN OCCUPATION TITLE AND NOTES)[#specify]

    <1-9997> SOC CODE

      <d> DO NOT KNOW <9998> <9999>
      <m> REFUSE TO ANSWER
  [##md1=9999][##md2=9998][##blank=9999]

    ===>

>ch4< [if CD21 eq <d>][copy <9998> in CD21][endif]
    [if CD21 eq <m>][copy <9999> in CD21][endif]

>CD22< In your main job, are (were) you self-employed or
      do (did) you work for someone else?

    <0> NOT APPLICABLE
    <1> SELF-EMPLOYED
    <5> WORK FOR SOMEONE ELSE

    <8> DO NOT KNOW
    <9> REFUSE TO ANSWER
[##md1=9][##md2=0][##blank=0]

    ===>

>CD23< (In your main job,) (do/did) you work for an hourly wage,
      an annual salary, or what?

    <0> NOT APPLICABLE

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<1> HOURLY WAGE
<3> ANNUAL SALARY
<5> ON COMMISSION (R PROVIDED)
<7> OTHER [#specify]

<8> DO NOT KNOW
<9> REFUSE TO ANSWER
[##md1=9][##md2=0][##blank=0]

    ===>

>INC1< To get a picture of people's financial situations, we'd
    like to know the general [u]range of incomes[n] of all
    households we interview. This is for statistical analysis
    purposes and your answers will be kept strictly
    confidential. Now, thinking about your household's total
    annual income from all sources (including your job), did
    your household receive $30,000 or more in 1993?[allow 2]

    <1> YES ($30,000 OR MORE)[goto INC4]
    <5> NO   (LESS THAN $30,000)

    <98> DON'T KNOW/NO OPINION[goto lh31]
    <99> REFUSED/NO ANSWER[goto lh31]
[##md1=99][##md2=98][##blank=99]

    ===>

>INC2< [allow 2]Was it $20,000 or more?

    <1> YES ($20,000 - 29,999)[goto inca]
    <5> NO   (LESS THAN $20,000)[goto INC3]

    <98> DON'T KNOW/NO OPINION[goto lh31]
    <99> REFUSED/NO ANSWER[goto lh31]
[##md1=99][##md2=98][##blank=99]

    ===>

>inca< [allow 2]Was it $25,000 or more?

    <1> YES ($25,000 - 29,999)[goto lh31]
    <5> NO   (LESS THAN $25,000)[goto lh31]

    <98> DON'T KNOW/NO OPINION[goto lh31]
    <99> REFUSED/NO ANSWER[goto lh31]

[##md1=99][##md2=98][##blank=99]
    ===>

>INC3< [allow 2]Was it $10,000 or more?

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        <1> YES ($10,000 - 19,999)
        <5> NO   (LESS THAN $10,000) [goto lh31]

        <98> DON'T KNOW/NO OPINION [goto lh31]
        <99> REFUSED/NO ANSWER [goto lh31]

[##md1=99][##md2=98][##blank=99]
    ===>

>incb< [allow 2]Was it $15,000 or more?

        <1> YES ($15,000 - 19,999)
        <5> NO   (LESS THAN $15,000)

        <98> DON'T KNOW/NO OPINION
        <99> REFUSED/NO ANSWER

[##md1=99][##md2=98][##blank=99]
    ===> [goto lh31]

>INC4< [allow 2]Was it $60,000 or more?

        <1> YES[goto INC7]   ($60,000 OR MORE)
        <5> NO   (MORE THAN $30,000 LESS THAN $60,000)

        <98> DON'T KNOW/NO OPINION[goto lh31]
        <99> REFUSED/NO ANSWER[goto lh31]

[##md1=99][##md2=98][##blank=99]
    ===>

>INC5< [allow 2]Was it $40,000 or more?

        <1> YES   ($40,000 OR MORE)[goto INC6]
        <5> NO   ($30,000 - 39,999)

        <98> DON'T KNOW/NO OPINION[goto lh31]
        <99> REFUSED/NO ANSWER [goto lh31]
[##md1=99][##md2=98][##blank=99]

    ===>
>incc< [allow 2]Was it $35,000 or more?

        <1> YES   ($35,000 - 39,999)
        <5> NO   ($30,000 - 34,999)[goto lh31]

        <98> DON'T KNOW/NO OPINION[goto lh31]
        <99> REFUSED/NO ANSWER [goto lh31]
[##md1=99][##md2=98][##blank=99]

    ===> [goto lh31]

>INC6< [allow 2]Was it $50,000 or more?

       <1> YES   ($50,000 - 59,999)
       <5> NO   ($40,000 - 49,999)

      <98> DON'T KNOW/NO OPINION
      <99> REFUSED/NO ANSWER
[##md1=99][##md2=98][##blank=99]

      ===> [goto lh31]

>INC7< [allow 2]Was it $80,000 or more?

       <1> YES   ($80,000 OR MORE)[goto INC9]
       <5> NO   ($60,000 - 79,999)

      <98> DON'T KNOW/NO OPINION [goto lh31]
      <99> REFUSED/NO ANSWER [goto lh31]
[##md1=99][##md2=98][##blank=99]

      ===>

>INC8< [allow 2]Was it $70,000 or more?

       <1> YES   ($70,000 - 79,999)
       <5> NO   ($60,000 - 69,999)

      <98> DON'T KNOW/NO OPINION
      <99> REFUSED/NO ANSWER
[##md1=99][##md2=98][##blank=99]

      ===> [goto lh31]

>INC9< [allow 2]Was it $100,000 or more?

      <1> YES   ($100,000 OR MORE)[goto NC11]
      <5> NO   ($80,000 - 99,999)

      <98> DON'T KNOW/NO OPINION[goto lh31]
      <99> REFUSED/NO ANSWER[goto lh31]

[##md1=99][##md2=98][##blank=99]
      ===>

>NC10< [allow 2]Was it $90,000 or more?

      <1> YES   ($90,000 - 99,999)
      <5> NO   ($80,000 - 89,999)

      <98> DON'T KNOW/NO OPINION
      <99> REFUSED/NO ANSWER

[##md1=99][##md2=98][##blank=99]

     ===>[goto lh31]

>NC11< [allow 2]Was it $110,000 or more?

     <1> YES   ($110,000 OR MORE)
     <5> NO   ($100,000 - 109,999)

     <98> DON'T KNOW/NO OPINION
     <99> REFUSED/NO ANSWER
[##md1=99][##md2=98][##blank=99]

     ===>

>lh31< [if NC11 eq <1>][#store <12> in INC][endif]
     [if NC11 eq <5>][#store <11> in INC][endif]
     [if NC10 eq <1>][#store <10> in INC][endif]
     [if NC10 eq <5>][#store < 9> in INC][endif]
     [if INC8 eq <1>][#store < 8> in INC][endif]
     [if INC8 eq <5>][#store < 7> in INC][endif]
     [if INC6 eq <1>][#store < 6> in INC][endif]
     [if INC6 eq <5>][#store < 5> in INC][endif]
     [if INC5 eq <5>][#store < 4> in INC][endif]
     [if INC2 eq <1>][#store < 3> in INC][endif]
     [if INC3 eq <1>][#store < 2> in INC][endif]
     [if INC3 eq <5>][#store < 1> in INC][endif]
     [if INC1 eq <98>][#store <98> in INC][endif]
     [if INC1 eq <99>][#store <99> in INC][endif]

>INC<   [allow 2][copy INC in INC]   Gathered responses to allincome
                         questions
                    12= $110,000 +
                    11= $100,000 - 109,999
                    10= $90,000 - 99,999
                     9= $80,000 - 89,999
                     8= $70,000 - 79,999
                     7= $60,000 - 69,999
                     6= $50,000 - 59,999
                     5= $40,000 - 49,999
                     4= $30,000 - 39,999
                     3= $20,000 - 29,999
                     2= $10,000 - 19,999
                     1=   lt $10,000
                    98=   Don't Know
                    99=   Refused

>c02<   [if CD16 eq <1>][goto CD25]
     [else]
     [if CD16 eq <2>][goto CD25]
      [else]

[if CD16 eq <3>][goto CD25]
 [else]
[if CD16 eq <9>][goto CD25]
 [else]
[goto CD26]
[endif][endif][endif][endif]

IF WORK FULL TIME, WORK PART TIME OR WITH A JOB BUT NOT AT WORK

>CD25< What is the gross annual income from your main job --
    that is, before taxes or other deductions?

    [r]IWER: DOUBLE CHECK YOUR ENTRY HERE [n]

   <0> NOT APPLICABLE
   <1-100000000> $ DOLLARS

   <d> DO NOT KNOW   <999999999><999999998>
   <m> REFUSE TO ANSWER

[##md1=999999999][##md2=999999998][##blank=0]

    ===>

>ch5< [if CD25 eq <d>][copy <999999998> in CD25][endif]
    [if CD25 eq <m>][copy <999999999> in CD25][endif]

>CD26< Finally, how many different phone numbers does your
    household have?

    <1-8> DIFFERENT PHONE NUMBERS

    <9> REFUSED
[##md1=9][##blank=0]

    ===> [goto MOD7]

>ID4< [allow 5][loc 16/1][copy csid in ID4]
>REC4< [allow 1][copy <4> in REC4]

>IWER< [allow 3]
>FNL1< [allow 2]
>TM1< [allow 4]
>DAT1< [allow 6]
>MSUX< [allow 1]
>OMB< [allow 1]