

HES-105
CYCLE IV

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HEALTH EXAMINATION SURVEY INTERVIEWER'S MANUAL

HANES I
1971 - 1974

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
OFFICE OF HEALTH RESEARCH, STATISTICS, AND TECHNOLOGY
NATIONAL CENTER FOR HEALTH STATISTICS

HES-105
CYCLE IV

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CHAPTER I. DESCRIPTION OF THE SURVEY

A. Purpose of the
Health Examination
Survey

1. General

The Health Examination Survey (HES) is sponsored by the U.S. Public Health Service under the direction of the National Center for Health Statistics. The survey is authorized by Public Law 652 of the 84th Congress.

The Health Examination Survey was established to conduct those studies of the health of the population of the Nation which require, or can best be done by direct physical examinations, clinical or laboratory tests and procedures and other measurements. These surveys have provided for various age segments of the population, statistics on the prevalence of a variety of specific, scientifically defined diseases, including in the prevalence data, many cases which had been previously undiagnosed, untreated and perhaps even nonmanifest.

The initial interviewing is carried out by the Bureau of the Census.

During the past ten years, three separate survey programs have been carried out. In the first phase, Cycle I (1959-1962), the sample examinees were adults 18 through 79 years of age. In the second phase, Cycle II (1962-1965), the examinees were young children 6 through 11 years of age. The third phase, Cycle III, (1966-1970), involved the examination of youngsters ages 12 through 17 years of age. The present cycle of HES, Cycle IV, is focused on two important health related aspects of the U.S. population--nutrition and health care needs. The age range is persons 1 through 74 years of age.

As a Census interviewer, it is your job to interview the households in each of your assigned segments, to identify those which contain persons between the ages of 1-74 years, to gather some preliminary information about them, and to pave the way for the Public Health Service representatives who may subsequently visit the household to make the arrangements for the clinical examination of the eligible persons. All persons over 1 year of age and under 75 years are eligible persons (EP's) for the survey.

2. Sample design

The fourth cycle of the Health Examination Survey will be conducted at about 65 locations throughout the United States.

Each of these locations (or "stands") will have approximately 75 segments with an average of 8 households each.

Because of a special interest in nutrition for Cycle IV, certain groups at high risk of nutritional deficiency will be oversampled; these include the poor, children of preschool ages, women of child-bearing age, and the aged.

3. Interviewer assignment material

Individual interviewer assignments will consist of 5-10 segments. Each segment folder will contain one or more listing sheets showing the address and serial number of the sample households, partially filled HES questionnaires, and a Sample Selection Worksheet. In addition, you will receive an Age Verification Chart, an Ancestry Card, and an Income Card. Also, you will receive a supply of Thank You letters. Leave the letter at each household which contains EP's 1-74 years of age.

4. Job sequence

The following is a brief summary of the prescribed sequence for handling an assignment:

Step 1: After receiving your assignment, check the address of the current sample unit on the listing sheet in the Segment Folder to make sure that this address appears in item 5a of the questionnaire.

- Step 2: When you reach the sample household, verify the address with the respondent, ask "year built" if required, and questions 7, 8, 9, and 10 as applicable. Complete Table X, if required.
- Step 3: Then, continue the interview with question 1a, page 2, on household membership. Complete questions 1-3 for all household members. Use the Age Verification Chart with question 3. (For households with no EP's, go to the front of the questionnaire, complete items 11, 13, and 14, and terminate the interview.
- Step 4: Complete questions 4-12 for all eligible persons (EP's) using the Ancestry Card with question 9.
- Step 5: On page 4 complete questions 13-18 for each household with EP's using the Income Card with question 16.
- Step 6: Complete the Household Page, items 11-16, and review the questionnaire for completeness and accuracy.
- Step 7: Thank the respondent and leave the "Thank You" letter from the Surgeon General.
- Step 8: Turn in all completed work daily. Enclose the Sample Selection Worksheet in the segment folder and turn in the segment folder with the last completed interviews for that segment. Turn these in at the time and place designated by the stand supervisor.

B. General interviewing instructions

1. Symbols, type face, and use of pronouns In order to become familiar with the questionnaire, you must learn the meaning of the different kinds of symbols and type face used on the questionnaire.

a. Symbols used

The following symbols are used throughout the questionnaire:

- (1) Use of two dashes

Where two dashes (--) appear, insert the name of the person, relationship, the number, or whatever is appropriate for the question.

7a. Has -- ever attended a school of any kind?

- (2) Words in parentheses

Words in parentheses are either alternative or additional wordings of a question and are used, as appropriate, for a particular situation.

13. How many rooms are there in this house (these living quarters)?

- (3) Skip instructions

Numbers or letters in parentheses following answers or check boxes indicate the question to go to next. If that question is not applicable, go to the next question, person, or whatever is appropriate. If no skip instruction is given, continue with the next question. (NP) means "next person."

10a. 1 Working (10d) 2 Keeping house (20c)
 3 Something else (10b)

b. 0 Layoff
 1 Retired
 2 Student
 4 Ill
 5 Staying home
 6 Looking for work
 7 Unable to work
 8 Other - Specify _____

c. 1 Yes 2 No (11k)

d. 1 Full time 2 Part time

7a. 1 Yes 2 No (NP)

1 Nursery 4 Headstart
 2 Kindergarten 5 Daycare

b. 3 Other - Specify _____

- b. Print type used The questions to be asked of the respondent appear in heavy black type. Instructions to you appear in italics or light face type. Stress words or phrases in capital letters when asking questions.

9. Which of the groups on this card - (hand card) best describes your (your husband's; or --'s) MAIN ancestry or national origin?
(Additional probe: What is your MAIN ancestry or national origin?)

- c. Use of pronouns When asking the respondent about himself, use the pronouns "you," "your," etc. When asking about other members of the family, substitute other appropriate pronouns, i.e., "he," or "she," or use the name or relationship of the person involved.

2. How to make entries a. Make written entries wherever a write-in box or space is provided for a written entry, for example, the name of the "State or foreign country."

| | |
|-------------------------------|--|
| | State or foreign country |
| 4. In what State was -- born? | 4. <input type="checkbox"/> <input type="checkbox"/> Wisconsin |

- b. Wherever a check box is provided, enter an "X" in the appropriate box to indicate the answer.

| | |
|---|--|
| Ask for all EP's 17 years old or over: | 1 <input type="checkbox"/> Under 17 4 <input type="checkbox"/> Nev. married 2 <input checked="" type="checkbox"/> Married 5 <input type="checkbox"/> Divorced 3 <input type="checkbox"/> Widowed 6 <input type="checkbox"/> Separated |
| 5. Is -- now married, widowed, divorced, separated, or never married? - | 5. |

c. Where a "Yes" or "No" box appears, mark one box as appropriate.

| | | | |
|---|------|--|--|
| 11a. Did -- work at any time last week or the week before? (for females): not counting work around the house? | 11a. | 1 <input type="checkbox"/> Yes (12) | |
| | | 2 <input checked="" type="checkbox"/> No (11b and c) | |
| b. Even though -- did not work during that time, does he have a job or business? | b. | 1 <input type="checkbox"/> Yes (11c) | 2 <input checked="" type="checkbox"/> No (11c) |
| c. Was he looking for work or on layoff from a job? | c. | 1 <input type="checkbox"/> Yes (11d) | 2 <input checked="" type="checkbox"/> No (12) |
| d. Which -- looking for work or on layoff from a job? | d. | 1 <input type="checkbox"/> Looking | 3 <input type="checkbox"/> Both |
| | | 2 <input type="checkbox"/> Layoff | |

d. Wherever circled entries are required, circle the appropriate entry, for example, "the highest grade of regular school attended."

| | | |
|---|-----|---------------------------------------|
| 6a. What is the highest grade or year of regular school -- has ever attended? | 6a. | 10 <input type="checkbox"/> None (NP) |
| | | 2 Elem 1 2 3 4 5 6 7 8 |
| | | 3 High 1 2 3 4 |
| | | 4 College 1 2 3 4 5+ |

e. Do not use numerals for "month" entries. Use abbreviations.

| | | | | |
|--|----|-------|-----|------|
| b. What is the month, day, and year of --'s birth? | b. | Month | Day | Year |
| | | SEPT. | 25, | 1930 |

f. Don't know - In answering questions, the respondent may indicate that he does not know an answer. Before entering "DK" in the answer space, try to obtain a definite answer by probing. For example, the respondent may not always understand the question when it is first asked, and therefore it might be helpful to repeat the question. After probing, if the respondent says he does not know the answer to a question, do not try to insist that he give some answer. Indicate that the respondent does not know the answer to a particular

question by entering "DK" (don't know) in the answer space. Do not use "DK" to fill answers for questions that you may have overlooked at the time of interview.

| | |
|---|--|
| <p>9. Which of the groups on this card - (hand card) best describes your (your husband's; or --'s) MAIN ancestry or national origin? (Additional probe: What is your MAIN ancestry or national origin?)</p> | <p>9. Ancestry or national origin <input checked="" type="checkbox"/> Negro <input type="checkbox"/> DK</p> |
|---|--|

g. "None" entries - When an answer of "None" is received, mark the "None" box. Question 6a is the only question where a "None" box appears.

| | |
|--|---|
| <p>6a. What is the highest grade or year of regular school -- has ever attended?</p> | <p>10 <input checked="" type="checkbox"/> None (NP) 2 Elem 1 2 3 4 5 6 7 8 3 High 1 2 3 4 6a. 4 College 1 2 3 4 5+</p> |
| <p>b. Did -- finish the -- grade (year)?</p> | <p>b. 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p> |

h. Corrections - Make corrections of the entries in the questionnaire as follows:

Line out any incorrect written entry and write the correct entry above it, e.g.,

French
~~*German*~~

If you have marked a check box incorrectly, draw a circle around the incorrect entry, then mark the correct box, e.g.,

Yes No

Line out an incorrect numerical entry and enter the correct number, e.g.,

~~33~~ 34

3. More than one questionnaire

The number of questionnaires needed in a household will depend on the household composition. Additional questionnaires will be needed for a household if there are more than six persons in the household or if there are persons not related to the head of the household.

Complete a separate questionnaire for each unrelated household member or family group including noninterviewed persons.

If more than one questionnaire is needed to complete the interview for a household, complete the identification items 1-4 on each additional questionnaire. Also, complete question 5a (mailing address) on page 1 and questions 13-18 (living quarters and income) on page 4 of each additional questionnaire completed for an unrelated household member or family group.

A discussion of what items to complete for noninterviews is presented in Chapter IV (pages 21-25).

4. Footnotes and comments

Relevant and precise footnotes are often helpful to the processors in coding various parts of the questionnaire or in solving problems which arise out of inconsistencies or omissions, estimates, etc. When possible, make notes or comments near the answer box containing the entry to which the explanation or comment applies or in the footnote space.

When you footnote an explanation or comment, indicate to which entry that explanation or comment applies. Do this by writing the number of the footnote, e.g., 2 both at the source of the footnote and next to the footnote itself.

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5. Recording
answers when
received

In the interest of accuracy, record all answers on the questionnaire as they are obtained from the respondent. Notes scribbled on the questionnaire as a reminder to fill certain items with some entry are easily overlooked and often cannot be read; hence, information recorded in this haphazard manner is frequently lost. Therefore, it is necessary that each answer be fully recorded in the answer space at the time it is reported by the respondent.

CHAPTER II. INTERVIEWING INSTRUCTIONS

A. Assignments

1. General

Beginning in February 1973, the segments for Cycle IV will be drawn from the 1970 Census materials, in the same manner as segments in the HIS Redesign. Your assignment may include sample units in any of the following types of segments:

- (1) Address Segments
- (2) Area Segments
- (3) Special Place Segments
- (4) Permit Segments
- (5) Supplemental Block Segments

Parts B and C of the revised CPS/HIS/QHS Interviewer's Manual provide specific instructions for handling the first four types of segments. If your assignment includes Supplemental Block Segments, you will receive special instructions in the segment folder.

Occasionally you may receive address or permit segments with up to eight units designated for interview on the same listing sheet. Treat these the same as the regular address segments.

2. Special situations you may encounter

The procedures for year built inquiry, coverage questions and Table X are the same for HES as for CPS/HIS/QHS. Refer to Part D of your Interviewer's Manual (Revised for CPS/HIS/QHS Redesign) for specific instructions. Listed below are other situations you may encounter on HES which should be treated the same as in CPS/HIS/QHS.

- a. Mergers
- b. Extras
- c. Units which you are unable to locate in Permit Segments
- d. Sample address, assigned as a regular unit, found to identify a special place

- e. Address of special place found to be a regular unit
- f. Units outside ED or segment boundary

B. Introducing yourself

1. "Advance" postcard

An "Advance" postcard (Form HES-3c) has been sent to all households for which a mailing address was available. You should not mention this card when you call as this might interfere with your introduction and cause unnecessary delay in starting the interview.
2. Introduction

The first step in the interview is to introduce yourself. Use the following introduction:

"I am _____ from the U.S. Census Bureau. Here is my identification (show your identification card). We are conducting a survey for the U.S. Public Health Service."

If you are not invited in immediately after you have introduced yourself, you may add, "May I come in?"

After seating yourself, begin the interview with item 5a on the Household page.
3. Non EP household

If there are no persons ages 1-74 in the household, explain that this survey is primarily concerned with identifying households with persons from age 1 through age 74 and thank the respondent for his time.
4. Explaining the survey

If a respondent is reluctant to cooperate, explain the survey as briefly and courteously as possible. You might say for example, that the "United States Public Health Service conducts many surveys throughout the country to obtain up-to-date information on the health of the people. The Census Bureau is assisting the Public Health Service by identifying persons who may be included in one of these surveys. If anyone in your household is selected, a representative of the United States Public Health Service will contact you and give you more detailed information about the survey." However, if the respondent remains adamant, do not press too strenuously for cooperation but explain the situation in the "Footnote"

space on the front of the questionnaire. We do not want to force a reluctant respondent to cooperate as we want to give the Public Health Representative a chance to visit the household and explain the survey more fully.

If the respondent confuses this survey with other Census work, or the 10-year Census, explain that this is one of many special surveys that the Census Bureau is asked to carry out because of its function as an objective fact-finding agency and because of its broad experience in conducting surveys.

5. Segment coverage

Since the PHS Administrative Officer must know as early as possible the number of persons ages 1-74 in the segments which have been assigned, it will be necessary to complete as many of your segments as you can early in the week. However, do not wait in a segment in the hope that you will catch one or two more interviews if you have other untried segments in your assignment. Rather, leave the unproductive segment and start a new one.

6. Quality of work

As with other surveys which the Bureau carries out, it is expected that your work will be effectively and efficiently completed. This requires adhering exactly to the instructions contained in the Manual and on the questionnaire, asking the questions verbatim, and editing your work prior to leaving the sample household to avoid omissions and inconsistent entries. Whenever possible (and this will be in most cases), complete the entire questionnaire in the household so that, if it was necessary, you could hand in the questionnaire the minute you left the household. Depending on your memory to record certain items at a later time is a major source of error and is not recommended.

Make full use of available sources including neighbors and relatives to determine "best time to call" on households where no one was home at your first call, and plan your work so as to conserve mileage and hours.

7. Supervision

Refer all questions relating to the HES survey (definitions, concepts, assignments, completion of work, etc.) to the Census supervisor in charge of the stand.

8. Turn in surplus materials At the close of the stand, turn in all materials, i.e., manuals, questionnaires, flashcards, etc., to the Census supervisor.

9. Project number Charge your expenses to Project 7333, expense code 23.

CHAPTER III. THE QUESTIONNAIRE (FORM HES-5)

- A. General format The HES questionnaire is divided into several sections.
1. Front of the questionnaire The front of the questionnaire contains the identification entries, the standard coverage questions, and space for recording information on calls and other information.
 2. Pages 2 and 3
 - a. Questions 1-3 Questions 1-3 are the usual Census questions on name, relationship, race, sex, age, and date of birth and are to be asked at all occupied sample households.
 - b. Question 4 Question 4 asks place of birth for all EP's (eligible persons), i.e., household members 1-74 years of age.
 - c. Question 5 Question 5 asks marital status of EP's 17 years old or over.
 - d. Questions 6 and 7 Questions 6 and 7 are asked to obtain information about the educational attainment of EP's 3-74 years of age.
 - e. Questions 8 and 9 Questions 8 and 9 are asked to obtain information about the language and national origin of EP's.
 - f. Questions 10-12 Questions 10-12 are asked of EP's 17 years old or over to determine their occupational status.
 3. Page 4
 - a. Questions 13-18 Questions 13-18 on the back of the questionnaire are asked to obtain information about living quarters and income.
 - b. Table X Table X is designed to record the existence of additional living quarters at the sample address.

CHAPTER IV. FRONT OF QUESTIONNAIRE

A. General

The items on the front of the HES-5 serve to identify the sample address and provide basic information about the sample unit. Begin the interview by completing the required items on the front of the questionnaire.

B. Items filled
by the office

Your office will enter the necessary information on the front of the questionnaire as follows:

- Stand Number (Item 1)
- Identification Code (Item 2)
- Control Number (Item 3) consisting of PSU, segment number, and serial number.
- Sample Address (Item 5) including the specific unit designation, if any.
- Box(es) in the headings of items 6, 8, and 9.

Transcribe the entries in these items to any additional questionnaires you prepare for the sample unit.

C. Item 5a,
Sample
Address

After your introduction, verify that you are at the correct address by asking item 5a, "What is your exact address?" Make any additions or changes necessary in item 5 to make the address complete. This procedure is especially important in address segments.

If you have difficulty locating the address in Item 5, use the address location procedures found in Parts B and C of your revised CPS/HIS/QHS Interviewer's Manual. Also, follow the CPS/HIS/QHS procedures for making address corrections on the questionnaire and the listing sheets.

- D. Item 5b,
Mailing
Address
- After the respondent answers item 5a, ask, "What is your mailing address and ZIP code?" If the address in 5a is identical to the mailing address, mark "Same as 5a." If there are any differences, specify them. Always include the ZIP code in 5b. Refer to your CPS/HIS/QHS Interviewer's Manual for the definition of an adequate mailing address.
- E. Item 5c,
Special
Place
- The office will fill item 5c. Use the entries in 5c to help identify and locate the sample unit in special places. For extra units, transcribe the entries in 5c on the questionnaire for the original sample unit to item 5c on the new questionnaire for the extra unit.
- F. Item 6,
Year Built
- If "year built" is required at the time of interview, the office will mark the "Ask" box in item 6; otherwise, the "Do Not Ask" box will be marked. Determine "year built" only if the "Ask" box in item 6 is marked. The rules for determining "year built" are those currently in use for the CPS or HIS Redesign. Refer to Part D of your revised CPS or HIS Interviewer's Manual, as necessary.
- G. Item 7,
Type of
Living
Quarters
- In item 7, mark the box for "Housing Unit" or "OTHER unit" as appropriate. Mark item 7 for Type A and Type B noninterviews as well as for all interviewed units. Leave item 7 blank for Type C noninterviews. Refer to Part C of your revised CPS/HIS/QHS Interviewer's Manual for detailed instructions on classification of living quarters.
- H. Item 8,
Coverage
Questions
- You will fill item 8 for area segments only.
- The office will mark the box beside the question(s) you are to ask in item 8. If the "NONE" box is marked, or if all boxes in item 8 are blank, do not ask any of the questions in this item.
- Ask the appropriate coverage questions and record the answers as instructed in Part D of your revised CPS or HIS Interviewer's Manual.
- I. Table X
- Table X (on page 4 of the HES-5) is designed to record the existence of additional living quarters at the sample address, and to determine whether the living quarters constitute an "EXTRA" unit. Fill Table X according to the instructions given in Part D of your revised CPS or HIS Interviewer's Manual.

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Interview any extra units which are discovered through Table X. Fill the required items on the front page of the HES-5 questionnaire prepared for the extra unit. Leave the space for serial number blank on the new questionnaire.

Also, fill item E on page 4 of the questionnaire prepared for an extra unit. In an area segment, enter the sheet and line number in item E for the FIRST unit listed on this property.

J. Item 9,
Land Usage

Item 9 is marked by the office. For extra units, mark the same box in item 9 that is marked for the original unit.

If the office has marked the "RURAL" box in item 9, go to item 10. If the "ALL OTHER" box is marked, skip item 10 and begin the interview with question 1 on page 2.

K. Items 10a-d,
Rural Units
Only

Ask items 10a-d, as appropriate, for all units with the "RURAL" box marked in item 9. The rules for filling items 10a-d are the same as those found in Part D of your revised CPS or HIS Interviewer's Manual.

The following are some illustrations of how to complete items 10a-d when the "RURAL" box is marked in item 9. In example 1, Mr. Brown owns a 150-acre farm on which gross sales for the past 12 months amounted to \$4,000.

Example 1

These entries were recorded on the questionnaire for the Brown household.

| | | |
|--|--|---|
| 9. Land Use | 2 <input checked="" type="checkbox"/> RURAL (Go to 10a) | 1 <input type="checkbox"/> ALL OTHER (Q.1, p.2) |
| | <ul style="list-style-type: none"> • Regular units coded 82 or 84 in item 2. • Special place units coded 82 or 84 in item 2 AND coded 85-89 in item 3. | |
| 10a. Do you own or rent this place? | <input checked="" type="checkbox"/> Own | <input type="checkbox"/> Rent |
| | | <input type="checkbox"/> Rent free |
| b. You told me your living quarters are (Read entry in item 10a). Does the place you (rent/own) have 10 acres or more? | 1 <input checked="" type="checkbox"/> 10 or more acres (c) | 2 <input type="checkbox"/> Less than 10 acres (d) |
| c. During the past 12 months did sales of crops, livestock, and other farm products from this place amount to \$50 or more? | 2 <input checked="" type="checkbox"/> Yes (Q.1, p. 2) | 4 <input type="checkbox"/> No (Q. 1, p. 2) |
| d. During the past 12 months did sales of crops, livestock, and other farm products from this place amount to \$250 or more? | 3 <input type="checkbox"/> Yes (Q.1, p. 2) | 5 <input type="checkbox"/> No (Q.1, p. 2) |

In example 2, Mr. Cameron cash rents a 5-acre plot from Mr. Brown. Mr. Cameron uses his plot to grow vegetables for which total gross sales during the past 12 months amounted to \$150.

Example 2 - These entries were recorded on the questionnaire for the Cameron household.

| | | |
|--|---|--|
| 9. Land Use | 2 <input checked="" type="checkbox"/> RURAL (Go to 10a) | 1 <input type="checkbox"/> ALL OTHER (Q.1, p.2) |
| | <ul style="list-style-type: none"> • Regular units coded 82 or 84 in item 2. • Special place units coded 82 or 84 in item 2 AND coded 85-89 in item 5c. | |
| 10a. Do you own or rent this place? | <input type="checkbox"/> Own | <input checked="" type="checkbox"/> Rent |
| | | <input type="checkbox"/> Rent free |
| b. You told me your living quarters are (Read entry in item 10a). Does the place you (rent/own) have 10 acres or more? | 1 <input type="checkbox"/> 10 or more acres (c) | 2 <input checked="" type="checkbox"/> Less than 10 acres (d) |
| c. During the past 12 months did sales of crops, livestock, and other farm products from this place amount to \$50 or more? | 2 <input type="checkbox"/> Yes (Q.1, p. 2) | 4 <input type="checkbox"/> No (Q. 1, p. 2) |
| d. During the past 12 months did sales of crops, livestock, and other farm products from this place amount to \$250 or more? | 3 <input type="checkbox"/> Yes (Q.1, p. 2) | 5 <input checked="" type="checkbox"/> No (Q.1, p. 2) |

L. When to complete items 11, 12, 13, and 14

Complete items 11, 12, 13, and 14 at the end of the interview after completing the income questions.

1. Item 11, Telephone number

Ask question 11 and enter the telephone number in the space provided. If the household has a telephone but the number is not obtained, enter the reason. Mark the "None" box only in those cases where there is no telephone in the household.

2. Item 12, For whom to read

At this point in the interview, if there are eligible persons (1-74 years of age) in the household, read the statement in item 12 and enter the "Best time to call" in the space provided. Be sure to include the name of the respondent who has set up the appointment. The best time to call is not restricted to morning or afternoon, but this is the preferred time.

If a question is raised, explain that the best time to call refers to a time when the respondent would be available to talk to a Public Health Service representative if someone in the household is selected to participate in the second part of the survey. Since this item will be used by the PHS in scheduling appointments for callbacks to the selected sample households, it is important that this item tell clearly and specifically a "day" and "time" the PHS representative can visit the household.

For example, some respondents may indicate that they're available only on a particular day at a particular time, e.g., "only on Wednesdays after 2 P.M." The entry in item 12 would be "only Wednesdays after 2 P.M."

If the respondent tells you, "I'm here any day except Tuesday and Thursday," determine if there is a preferred time for Monday, Wednesday, or Friday, i.e., during the morning and/or afternoon when the person would be available. Some examples of entries in item 12 might be:

| <u>Day</u> | <u>Time</u> |
|--|-------------------------|
| Any day except Tuesdays and Thursdays | Anytime |
| or | |
| Mondays, Wednesdays, or Fridays | After 3 P.M. |
| or | |
| Monday and Wednesday Friday | Morning only Anytime |

If the respondent says, "I'm home most of the time," reask the question, "What would be the best time for the PHS representative to visit you, morning or afternoon?" to give the respondent a little more time to think about the question. Asking the question the second time may change the entry from "any day - anytime" to "any day - mornings only."

Even though we would like to keep the number of evening calls to a minimum, there may be cases where respondents are not available until after work in which case your entry in item 12 may be:

"Any evening after 6 P.M."

or

"Monday evening after 7 P.M."

3. Item 13,
Interviewer's
name and code
- Sign your name in the space provided on all questionnaires after you have completed the entire interview for a household or are turning in the questionnaire as a final noninterview. Also, enter the code which has been assigned to you by your office.
4. Item 14,
Record of
calls
- Item 14 is a record of all visits made to a household to complete the interview and should include all visits made regardless of whether or not you found anyone home. Count as "visits" only actual attempts to contact the household, such as ringing the doorbell or knocking on a door. Do not include telephone calls for appointments.

Enter the date and time of each visit on the line for the particular visit you are making. For the date, enter an abbreviation for the month and numerals for the day. For the time, circle a.m. or p.m. as appropriate. Do not use numerals for the month.

To indicate that the interviewing for the household has been completed, enter an "X" in item 14, in the column headed "Comp." for the last call made to the household. For these households where it is necessary to make additional calls, do not mark the "Comp." box until the interview has been completed.

For noninterviewed households, enter only the dates and times when calls were made. Leave the "Comp." column blank.

Each unrelated household member or family group is interviewed separately. Therefore, enter the date and time of each call made for the unrelated person(s) on a separate questionnaire. Enter this information on the separate questionnaire even though you may not have to return to the household at a different time to interview these persons. If you are unable to interview these nonrelated persons, enter the reason for noninterview on the separate questionnaire.

If an interview is obtained for a family unit, but not for an unrelated person, mark the completed column on the family's questionnaire. Leave this column blank on the questionnaire prepared for the unrelated person.

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Item 14 is completed independently for each separate family unit.

If there are unrelated household members, make the "X" mark in item 14 to indicate a completed interview, on each questionnaire that was completed for each unrelated person or group that you interviewed.

M. Item 15,
Noninterviews

Item 15 is used to record any instance in which you are not able to obtain complete interviews for all or part of a household.

A completed interview is one in which you have asked questions 1-3 on personal characteristics for all members of a household and questions 4-18 for all eligible persons 1-74 years of age listed as household members. If a respondent has refused to answer a few of the questions, such as that on income, but has provided the rest of the information to the best of his knowledge, consider the interview as completed.

In a case where an interview is not completed, mark the appropriate noninterview reason, and complete the required items on the Household page as given in the space above each noninterview type. The noninterview boxes A, B, and C are self-explanatory. For refusals, enter the reason in the footnote space.

In case you are in doubt as to whether a questionnaire should be considered to be a completed interview, or you are uncertain as to what type of noninterview should be recorded, do not mark item 15. Refer all such questions to the stand supervisor.

1. Type Z,
Partially
completed
interviews

If an interview has been obtained for one or more members of a household, but not for all members, it is considered only a partial interview (Type Z) and has almost the same effect as Type A noninterviews. Every effort must be made to avoid them as well as Type A's.

For partial interviews, enter the person number of the noninterviewed person(s) in the column headed "Type Z" and give the noninterview reason in the space provided.

If the noninterviewed person is an unrelated household member, complete items 1-4 on the Household page, and fill items 1-3a on page 2 of the separate questionnaire prepared for this person.

At the time the interview is determined to be a Type Z noninterview, make inquiries to find out the age of the noninterviewed person and enter the age in question 3a. If a question is raised, point out that we are interested only in an estimated age. Indicate in question 3a that the age is estimated.

If the respondent refuses to give you the age of the person or says she does not know the age, enter "DK" in question 3a.

On the following pages are illustrations of how to fill items 14 and 15 for completed interviews and noninterviews.

Example 1

In example 1, no one was at home on the first trip to the household. The housewife and 20-year-old son were interviewed for themselves and for other related household members on the second trip. A roomer could not be interviewed until the fourth trip.

These entries were recorded on the first questionnaire that was filled for the related household members:

| 14. RECORD OF CALLS AT HOUSEHOLD | | |
|----------------------------------|-------|---|
| Date | Time | Comp. |
| 1. Feb. 8 | 10:30 | <input type="radio"/> a.m. <input checked="" type="radio"/> p.m. |
| 2. Feb. 9 | 7:45 | <input type="radio"/> a.m. <input checked="" type="radio"/> p.m. X |
| 3. | | <input type="radio"/> a.m. <input type="radio"/> p.m. |
| 4. | | <input type="radio"/> a.m. <input type="radio"/> p.m. |
| 5. | | <input type="radio"/> a.m. <input type="radio"/> p.m. |
| 6. | | <input type="radio"/> a.m. <input type="radio"/> p.m. |

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These dates and times were recorded on the second questionnaire that was filled for the roomer:

| 14. RECORD OF CALLS AT HOUSEHOLD | | |
|----------------------------------|--------------------------------------|-------|
| Date | Time | Comp. |
| 1. Feb. 9 | 7:45 ^{a.m.} _{p.m.} | |
| 2. Feb. 10 | 8:05 ^{a.m.} _{p.m.} | |
| 3. Feb. 11 | 8:30 ^{a.m.} _{p.m.} | X |
| 4. | ^{a.m.} _{p.m.} | |
| 5. | ^{a.m.} _{p.m.} | |
| 6. | ^{a.m.} _{p.m.} | |

Example 2

Three unrelated persons share an apartment. Person 1 was interviewed on the first visit, Person 2 was out of town for three weeks and Person 3 could not be interviewed until the next evening. These entries were recorded on three separate questionnaires:

For Person 1:

| 14. RECORD OF CALLS AT HOUSEHOLD | | |
|----------------------------------|--------------------------------------|-------|
| Date | Time | Comp. |
| 1. March 1 | 6:30 ^{a.m.} _{p.m.} | X |
| 2. | ^{a.m.} _{p.m.} | |
| 3. | ^{a.m.} _{p.m.} | |
| 4. | ^{a.m.} _{p.m.} | |
| 5. | ^{a.m.} _{p.m.} | |
| 6. | ^{a.m.} _{p.m.} | |

For Person 2:

| 14. RECORD OF CALLS AT HOUSEHOLD | | |
|----------------------------------|---|-------|
| Date | Time | Comp. |
| March 1, | 6:30 ^{a.m.} _(p.m.) | |
| 2. | ^{a.m.} _{p.m.} | |
| 3. | ^{a.m.} _{p.m.} | |
| 4. | ^{a.m.} _{p.m.} | |
| 5. | ^{a.m.} _{p.m.} | |
| 6. | ^{a.m.} _{p.m.} | |

| 15. NONINTERVIEW REASON | |
|--|--|
| TYPE Z (Partial interview) | |
| Interview not obtained for: | |
| Person No. <u>2</u> | |
| because: <u>On vacation for three weeks.</u> | |

For Person 3:

| 14. RECORD OF CALLS AT HOUSEHOLD | | |
|----------------------------------|---|-------|
| Date | Time | Comp. |
| March 1, | 6:30 ^{a.m.} _(p.m.) | |
| 2. March 2, | 7:30 ^{a.m.} _(p.m.) | X |
| 3. | ^{a.m.} _{p.m.} | |
| 4. | ^{a.m.} _{p.m.} | |
| 5. | ^{a.m.} _{p.m.} | |
| 6. | ^{a.m.} _{p.m.} | |

N. Noninterviewed households

Not all of the items on the Household page are required for noninterviewed households. The table below lists the required items by noninterview type:

| <u>Type A</u> | <u>Type B</u> | <u>Type C</u> |
|---------------|---------------|----------------|
| 1-10, 13-16 | 1-10, 13-15 | 1-6, 8c, 13-15 |

These items are also given on the questionnaire in the space above the respective noninterview boxes.

O. Item 16, Type A follow-up

Fill item 16 for all units which are "final" Type A noninterviews.

Once it has been determined that the unit will be a Type A, make inquiries of neighbors, the apartment manager, or other sources, to find out the names, ages, and sex of all of the household members. Enter the names, ages, and sex on the lines provided. If more than six persons live in the unit, continue the listing in the footnote section.

After listing the names, approximate ages and sex of the persons in the unit, enter in item 16b the name and address of the person who supplied the information.

After completing item 16b, mark the appropriate box in item 16c. Assume the race of the noninterviewed household is the same as that of the majority of the other households in the segment unless you learn otherwise.

If you are unable to obtain ages or your informant is not sure of the ages of any persons in the household, explain the reason in the footnote section. For example, "man lives alone, between 60-65 years old," "people new in unit, no one knows them," etc.

CHAPTER V. DETAILED INTERVIEWING INSTRUCTIONS

A. Introduction

Eligible persons for this survey are persons 1-74 years of age. If there are no eligible persons, terminate the interview after completing question 3b (date of birth) for each person in the household and items 11, 13, and 14, on the front of the questionnaire.

On pages 2 and 3 of the questionnaire, the questions appear on the left and you are to record the answers in the appropriate spaces of the six numbered person columns

1. Eligible respondent:
Who can answer the questions

a. Eligible respondent for questions 1 and 2

You may ask questions 1 and 2 (name and relationship of all household members) of any "responsible" adult member of the household whether or not he is related to the head of the household. "Responsible" means not mentally incompetent or not too ill to be able to think clearly about the questions being asked. "Adult" means a person 19 years old or older or any person who has been married. "Related" means related by blood, marriage, or adoption.

b. Eligible respondent for remaining part of questionnaire

The "eligible" respondent may answer the remaining questions for all persons related to him in the household, both adults and children. However, you may interview the other related adults for themselves if available.

(1) 17 or 18 year olds

Single persons 17 or 18 years old may not respond for other family members but may respond for themselves under the following circumstances:

- (a) If there is no related person in the household who is 19 years old or over; for example, if the household consists of two unrelated 17 or 18 year-old boys living in a school dormitory room, each may respond for himself.

- (b) If they are present during the interview with an older respondent, 17 or 18 year-old persons may respond entirely or partly for themselves. However, make no extra effort to have them participate.

The reason for this restriction is that, while 17 and 18 year-old persons should know about themselves, they are unlikely to have sufficient knowledge about the rest of the family to be able to furnish accurate information.

- (2) Children Information about a child is normally obtained from one of the parents or other related adults in the household. If an unrelated person is usually responsible for the child's care, that person may report for the child. Thus, if the respondent has a foster child or ward living in his home, he should answer the questions about the child. Do not enter these children on a separate questionnaire, but treat them as related household members.

- (3) Adults not related to the head of the household (partners, roomers or servants) must answer all questions, after question 2, for themselves.

If, however, such persons have related family members in the household, any responsible adult member of that family may answer the questions for that family group.

c. Exceptions to eligible respondent rule

In the following two cases, a person who is not a related member of the sample household can be considered an acceptable respondent:

- (1) You may interview someone who is responsible for the care of a person who is not competent to answer the questions for himself provided there are no related members of the household who can answer for that person. The person who provides the care may or may not be a member of the household. For this type of case, explain the circumstances, e.g., person is mentally incompetent and unable to respond for self; respondent takes care of her during the day.

(2) A member of the Armed Forces who lives at home with his family may be interviewed for his family, but do not ask questions 2-12 for him.

d. Return call may be necessary

In some instances, it may be necessary to make a second visit to the household in order to interview an eligible respondent. For example, if a respondent who is otherwise acceptable does not appear to be "responsible" because of extreme age, illness, etc., stop the interview and continue with another respondent even if doing so requires an additional call. Also, if an otherwise eligible respondent can answer questions for himself, but does not know enough about other related adults in the household, finish the interview for him but arrange to call back for the other household members.

2. Question 1a, Names of household members

After completing items on page 1, ask question 1a on page 2 and record the name in column (1). Enter the first name in the space provided at the top and enter the last name in the space below that.

a. Head of household

Accept as the head of the household the person whom the respondent names as the head.

There must be one and only one head of the household. In some households you will find two or more unrelated persons sharing a housing unit. Since there can be only one head, designate one as the "Head" and call each of the others "Partner." Note: A separate questionnaire must be completed for each unrelated household member or family group.

b. Head, defined

If a question is raised as to what is meant by the head of a household, say that he (she) is the person who is regarded as the head by the members of the household. It may be the chief breadwinner of the family, the parent of the chief earner, the only adult member of the household, or a member of the Armed Forces living at home about whom we want no health information. In husband-wife households, list the husband first, even if the wife is considered the head.

Armed Forces members living at home are deleted from the questionnaire. However, if an Armed Forces member is reported to be the household head, enter head for him and make the family relationship accordingly. If an Armed Forces member is not living at home, the wife or another adult will be designated as the household head.

3. Question 1b

Continue with question 1b and record the names in the appropriate columns. List all members of the household, regardless of whether they are related to the head, on one questionnaire (or one set of questionnaires if there are more than six persons in a household.) However, fill only questions 1 and 2 on the original questionnaire for household members not related to the head (See page 35).

If there are 7-12 members in a household, list them on a second questionnaire and change the column number to "7," "8," etc. If there are more than 12 members in the household, use additional questionnaires in a similar manner. Also, enter the last name in the first column of the extra questionnaire(s) even though it may be a repeat of the name listed on the first questionnaire.

| | | |
|----|--|---|
| 1. | First name $\oplus 7$ <i>James</i> | First name $\oplus 8$ <i>Katie</i> |
| | Last name <i>Jones</i> | Last name — |
| 2. | Relationship <input checked="" type="checkbox"/> <i>SON</i> | Relationship <input checked="" type="checkbox"/> <i>Daughter</i> |

a. Prescribed order of listing household

List the members of the household in the following order:

- (1) Head of household
- (2) Wife of the head
- (3) Unmarried children of the head, or of the wife, in order of their ages, beginning with the oldest
- (4) Married sons and daughters (in order of age) and their families listed in this order; husband, wife, children

- (5) Other persons related to the head
- (6) Roomers and other persons not related to the head
- (7) If, among the persons not related to the head, there are married couples or persons otherwise related among themselves, list them in the order indicated for the families of married children (group 4). The names and relationships of each person or family not related to the head must be transcribed to a separate questionnaire (See page 35).

b. How to enter names

Enter the names as you did for the head of the household. Use a separate column for each of the persons. Do not skip columns. If there are two persons in the household with the same first and last names, they must be further identified by a middle initial or name or as Sr., Jr., etc. Do not assume members of the household have the same last name. However, for each member of the household with the same last name as the person in the preceding column, enter a long dash instead of repeating the last name.

| | | | | | |
|-----------|-------|----------|----------|-----------|--------|
| John, Jr. | Betty | Olive | Samuel | John, Sr. | Thomas |
| Doe | _____ | Poe | _____ | Doe | Roe |
| Head | Wife | Daughter | Grandson | Father | Roomer |

4. Questions 1c-1e

Questions 1c and 1d serve to pick up persons who may be overlooked by the respondent. List each person named by the respondent in answer to these questions if he is a household member. Question 1e serves to delete possible nonhousehold members from the list. There is an asterisk above the "Yes" box for questions 1c-e. The asterisk refers to the instruction: "Apply household membership rules." Do not list a person if it is known at this point in the interview that he is not a household member by Census definition.

a. Household membership

The rules for determining which persons are to be considered members of a household must be applied at every household and are the same as those you are familiar with in CPS or HIS with one important exception to the CPS rules. Students who live away at school are counted at their "school" home except during summer vacation periods. During summer vacation periods they are considered to be members of their parent's household if they live at home. (This rule is currently in use in HIS.)

Always ask any additional questions needed in order to properly determine who are household members. Examples of such questions are as follows:

How many days a week does your husband spend in the city where he works?

Does your daughter live in the town where she goes to college or does she sleep here and go back and forth to classes?

Do your family and your son's family all live and eat together?

Does your cousin have her own cooking equipment in her room?

If you are in doubt whether to include a person as a member of the household, consider him a member of the household and explain the circumstances in the footnote space.

5. Question 1f, Members of the Armed Forces

Ask question 1f at this point to avoid asking unnecessary questions about active members of the Armed Forces who are not included in this survey. Ask question 1f if any of the males in the household could be an adult. For the purpose of question 1f, "adult" means any person who is 17 years old or over.

Although exact ages have not been determined at this point in the interview, it should be possible, in most cases, to have a general idea of the age of the household members. For example, the apparent age of a female respondent who is head of the household should indicate whether her son living at home could be 17 years old or over. When in doubt, always ask question 1f. If the answer to question 1f is "Yes," enter the person number(s) on the line provided.

Although question 1f is primarily for males, if in asking the question it is discovered that a listed female household member is in the Armed Forces, enter her person number in question 1f.

a. Armed Forces, defined

"Active duty in the Armed Forces" means full-time active duty in the U.S. Army, Navy, Air Force, Marine Corps, or Coast Guard, and any National Guard unit presently activated as part of the regular Armed Forces. Included in "active duty" is the six-month period a young man may serve in connection with the provisions of the Reserve Forces Act of 1955.

Do not count as members of the Armed Forces, persons working in civilian positions for the Armed Forces, persons serving in the Merchant Marine, persons in a National Guard unit not activated as part of the regular Armed Forces or civilians who train only part-time as reservists.

b. Armed Forces Reserve

Count persons who are in any reserve component of the Armed Forces but who only attend weekly reserve meetings, summer camp or the like, as members of the household.

6. Delete the name if not household member

If a person whose name has been listed on the questionnaire is considered to have a usual place of residence elsewhere, is living in a separate unit, is an active member of the Armed Forces, or is not a household member for any other reason, delete his name by drawing a large X in the column for that person from question 1 through item C. Explain in the name or relationship space of the questionnaire, the reason for the deletion. For Armed Forces members, determine and indicate either "Living at home" or "Not living at home."

In deleting a person column, do not change the person number of other members of the household.

Persons deleted from the questionnaire because they are not household members are designated as noneligible persons, i.e., non EP's.

| | | |
|--|--|--|
| 1a. What is the nat. first column. Yes* No b. What are the nat persons who live here. ... c. I have listed (lv, such as friends, relatives, or roomers?) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No d. Have I missed / from home? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No e. Do any of the ps? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If any adult ma * Apply household membership rules. f. Are any of the active duty wit <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Col(s) <u>1</u> (Delete) <input type="checkbox"/> No | 1. First name ① <i>Anthony</i> Last name <i>Martin</i> Relationship <i>living at home</i> HEAD <input type="checkbox"/> | 1. First name ③ <i>Nancy</i> Last name <i>Lives away at college</i> Relationship <i>living at college</i> HEAD <input type="checkbox"/> |
| | 2. How is -- relc AGE RACE SEX 1 <input type="checkbox"/> W <input type="checkbox"/> O <input type="checkbox"/> 1 <input type="checkbox"/> M 2 <input type="checkbox"/> N <input type="checkbox"/> 2 <input type="checkbox"/> F Month Day Year | 2. How is -- relc AGE RACE SEX 1 <input type="checkbox"/> W <input type="checkbox"/> O <input type="checkbox"/> 1 <input type="checkbox"/> M 2 <input type="checkbox"/> N <input type="checkbox"/> 2 <input type="checkbox"/> F Month Day Year |
| 3a. How old was -- ce and Sex. b. What is the monck birth date and age for consistency. | 3a. How old was -- ce and Sex. b. What is the monck birth date and age for consistency. | 3a. How old was -- ce and Sex. b. What is the monck birth date and age for consistency. |
| C INTERVIEWERS and CONTINUE. r 75 years of age or over. | <input type="checkbox"/> 1-74 years (EP) | <input type="checkbox"/> 1-74 years (EP) |

Note: Person 1 was deleted because he is in the Armed Forces, and the footnote indicates he is living at home.

Person 3 was deleted because she is living away at college.

7. Question 2, Relationship to head of household

Enter the relationship of each person to the head of the household. If the respondent has previously given you this information, you need not ask this question; simply record the relationship.

a. If "Head" deleted

If the person originally designated as the head of the household is deleted for any reason, other than Armed Forces member living at home, designate another person as "Head" and change the relationship entries of the other household members if necessary.

b. Persons unrelated to the head

If there are any persons in the household who are not related to the household head but are related to each other, their relationship to each other should also be shown. For example, a roomer and his wife must be listed as "roomer" and "roomer's wife"; a maid and her daughter must be shown as "maid" and "maid's daughter".

c. Persons in "special places," rooming houses, etc.

You may be assigned to interview persons who live in "special places" (institutions, hospitals, hotels for transients, facilities for housing students or workers, summer camps, trailer or tent camps, etc.).

In all such places, follow the same rules for relationship entries in question 2, e.g., head, wife,

etc., for each unit interviewed. However, if the sample unit is a bed (in a dormitory), modify the wording in questions 1a, 1e, and 1f to refer to the person himself and skip questions 1b, 1c, and 1d.

8. Separate questionnaires for non-related persons

Complete a separate questionnaire for each listed unrelated person or family group. After recording the names of all household members and completing questions 1 and 2 on the first questionnaire, transcribe the names and relationships of the unrelated household members to a separate questionnaire. For example, a roomer is listed as Person 5. Transcribe his name and relationship to the first column of the extra questionnaire and change the column number from 1 to 5.

For each questionnaire for unrelated persons, fill the identification items and ask question 5b, mailing address. Often an unrelated household member may have a mailing address different from the household head. If the mailing address is the same as that entered in item 5b on the first questionnaire, mark the box "Same as 5a" in question 5b on this questionnaire. If the mailing address is different from that entered in item 5a, enter the mailing address in question 5b as reported by the respondent. Continue the interview for these persons in the prescribed manner. These specified entries including the entry of an age in question 3a are required on a separate questionnaire even if you know, at this point, there will be no completed interview for the nonrelated person(s).

9. Question 3, How to ask the questions

After entering the relationships in question 2, ask question 3 for each person (for whom the respondent is an eligible respondent).

Ask questions 3a and 3b as a block for each household member. Start by asking the questions about the head (the first person listed on the questionnaire). Then proceed to the other household members for whom he is an eligible respondent, in the order in which the members are listed.

- a. Question 3, Age at last birthday, race and sex
- Be sure to obtain the age of each person at his last birthday. If a person should have a birthday on the day of interview, his age should be recorded as of that day. For example, if a person becomes 17 years old on the day you are interviewing, the entry in question 3a would be "17."

For babies under one year of age, enter "und. 1" in the answer space. If the respondent does not know the exact age of the person, ask him to estimate it as closely as he can and indicate that the age is estimated.

If the person refuses to give his own age or the age of someone else in the family, make the best estimate you can and indicate that the age is estimated.

(1) Race

Three codes are used for race: "W" for White, "N" for Negro and "OT" for Other. The race of the respondent can usually be marked by observation and you may assume the race of all related persons is the same as that of the respondent unless you learn otherwise. Mark the appropriate box when you are recording the person's race. If you cannot fill this item by observation, ask: "What is --'s race?"

(a) Guide for color or race

Report Mexicans, Puerto Ricans and other persons of Latin American descent as White unless they are definitely of Negro, Indian or other nonwhite race.

Report persons of races other than White or Negro, such as Japanese, Chinese, American Indian, Korean, Hindu, Eskimo, etc., as "Other."

For persons of racial mixtures (white and nonwhite race, or of different nonwhite races) who are uncertain how to answer, report the race of the person's father, or the race the person considers himself to be.

(2) Sex

Mark the appropriate sex for each person after you have marked the race. The sex of a person can usually be determined from the name or relationship entries. However, names such as Marion and Lynn are used for both males and females. If there is any doubt, ask "Is -- male or female?"

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10. Question 3b,
Date of birth

For each person listed on the questionnaire, ask "What is the month, day, and year of --'s birth?" When you have entered this information for each person in the space provided, use the Age Verification Chart to check the age(s) in question 3a against the date(s) in question 3b for consistency. If the age(s) and date(s) of birth do not agree, ask additional questions to reconcile the difference and correct the entry by lining out the incorrect entry and writing the correct entry. You must make this check for all persons while you are in the household.

If the respondent does not know the birth date, ask her if she has some record which she would be willing to look up, such as a birth certificate, baptismal certificate, or some other record.

11. Item C,
Check for
eligible
persons

Mark the "1-74 years" box for each person within this age range. All persons over 1 year of age and under 75 years are eligible persons (EP's) for the survey.

If there are no persons ages 1-74 in the household, complete items 11, 13, and 14 on the front of the questionnaire and terminate the interview.

For all persons 1-74 years of age listed as household members, continue the interview with the eligible respondent.

12. Question 4,
Place of
birth

Ask question 4, "In what State was -- born?" and enter the name of the State or Foreign country. Abbreviations of State names may be used.

For persons born in countries that have changed boundaries, report the place of birth in terms of the present boundaries of that place.

If a person was born at sea, enter "born at sea."

If the respondent does not know the country in which the person was born, but knows for example that he was born in Europe, enter "Europe." Enter "DK" only if the respondent does not know the continent or region of the world in which the person was born.

13. Question 5,
Marital
status

If it is obvious from the relationship entries that two persons are husband and wife, mark the "Married" box without asking question 5.

Contrary to HIS, if the person is under 17 years and you have already been told by the respondent that the person is married, widowed, divorced, or separated, mark the appropriate box.

a. Annulled
marriages

Consider persons whose only marriage has been annulled as "Never married."

b. Separated
persons

Accept a respondent's statement that a person is separated. If, however, the respondent raises a question as to the meaning of "separated," explain that the term refers only to married persons who have a legal separation or who have parted because they do not get along with each other.

Persons who are separated from their spouse because of the circumstances of their employment, service in the Armed Forces or similar reasons (other than marital discord) should be classified as married, not separated.

c. Common-
law
marriages

Consider persons with common-law marriages as married.

14. Questions 6
and 7, School
attended and
grade com-
pleted

Questions 6a and 6b are asked for all persons 6-74 years of age while 6c and 6d are asked only for persons 6-18 years of age.

a. Question
6a, High-
est grade
attended

Ask question 6a as worded and circle the correct answer.

For each EP who is now attending school, circle the grade which he is now attending. Ignore combination letter-numeric designations such as "A" in "8A." In those cases, enter "8" for grade.

For each EP who is not attending school because of summer vacation, record the grade he last attended prior to the closing of school for summer vacation.

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- (1) Make only one mark
- Circle only one number to report the answer to this question. Thus, if the highest grade a person has attended is the junior year of high school, circle the "3" opposite "High." Circle the highest grade attended regardless of "skipped" or "repeated" grades.
- (2) Regular school
- Count only grades attended in a regular school where persons are given formal education in graded public or private schools, regardless of whether day or night school and whether attendance was full-time or part-time. A "regular" school is one which advances a person toward an elementary or high school diploma, or a college, university, or professional school degree.

If the respondent tells you he did graduate from high school but that "they only had 11 years of school back then," ask if he received a high school diploma. If "Yes," circle the "4" opposite "High" and mark the "Yes" box in 6b. If "No," circle the "3" opposite "High" and mark the "Yes" box in 6b.

If a person volunteers that he completed college in less than four years and he obtained a degree (graduated), circle "4" opposite "College" and mark the "Yes" box in 6b. If the person did not graduate or receive a college degree, then the entry in question 6a should be the actual number of years he attended college, and question 6b asked and marked accordingly.

If a person volunteers that he completed four years of college but did not get a degree because he was enrolled in a five-year program, such as engineering, circle "4" opposite "College" in question 6a and mark the "Yes" box in question 6b. If a person completed the fifth year of a five-year degree program and received a bachelor's degree, then circle "5+" opposite "College" in question 6a and mark the "Yes" box in 6b.

Also, persons may attend professional schools (law, medicine, dentistry) after less than four years of college. When the respondent answers in terms of these schools, obtain the equivalent in college years.

For nurses, ask to determine the exact grade attended. If a nurse received her training in a college, determine grade attended in college. However, if training was received at a nurse's school or hospital training school and did not advance the person towards a regular college degree, determine grade attended at the last regular school.

- (3) Non-regular schools Do not count education or training received in nonregular schools, such as vocational, trade, or business schools outside the regular school system. For example, barber's colleges, beautician's schools, citizenship schools, and dancing schools are not to be counted.

Likewise, do not count training received "on the job," or correspondence school training unless it is given by a regular school and is credited toward a school diploma or college degree.

- (4) Junior high school If the highest grade a person has attended is in a junior high school, determine the number of years attended and record the grade as if it had been in a school system with eight years of elementary school and four years of high school.

- (5) Post-graduate schooling For persons who have attended post-graduate high school but have not attended a regular college, circle the "4" opposite "High."

For those with post-graduate college training, circle the "5+" opposite "College."

- (6) Other school system If the person attended school in a foreign country, in an ungraded school, under a tutor, or under other special circumstances, give the nearest equivalent of his highest grade attended or the number of years of attendance.

- (7) No schooling For persons who have not attended school at all, mark the "None" box in question 6a and go to the next person. Do not ask question 6b.

- b. Question 6b, Finished that year
- Ask question 6b for all persons who have attended school. Mark the "Yes" box if the person has completed the entire grade or academic year entered in question 6a. Mark the "No" box if the person did not finish the grade or year. For example, a person may have completed only a half year, or he may have failed to "pass" the grade.
- For a person marked as "College 5+" in question 6a, mark "Yes" in question 6b if he has gone through one or more post-graduate academic years. Otherwise, mark the "No" box.
- If the answer to question 6a indicates that the person completed more than one post-graduate academic college year, mark the "Yes" box without asking question 6b.
- c. Question 6c, School attendance
- If the EP is 6-18 years of age, ask question 6c. If the respondent tells you in answer to question 6c, that the EP does not go to school, mark the "No" box in 6c and go to the next person.
- d. Question 6d, Name and location of school
- If the 6-18 year old is attending school, enter the name and location of the school he now attends. If the 6-18 year old is not attending school because it is now summer vacation, determine the name and location of the school that he will be attending when he returns to school following summer vacation, and enter that information in the "Name and location" space.
- In entering the name and location of the school, enter the full name of the school and its general location--enter the street it is on and/or the community it serves.
- If the response to 6d indicates that the person is attending the same school as his (her) brother or sister, you may enter "same as col. _" in the answer space of 6d for that person. See illustration below:

Column 3

Column 4

Column 5

| | | | | |
|----|---|---|--|---|
| | 10 <input type="checkbox"/> None (NP) 2 Elem 1 2 3 4 5 6 7 8 3 High 1 2 3 4 6a. 4 College 1 2 3 4 5+ | 10 <input type="checkbox"/> None (NP) 2 Elem 1 2 3 4 5 6 7 8 3 High 1 2 3 4 4 College 1 2 3 4 5+ | | 10 <input type="checkbox"/> None (NP) 2 Elem 1 2 3 4 5 6 7 8 3 High 1 2 3 4 6a. 4 College 1 2 3 4 5+ |
| b. | 1 <input type="checkbox"/> Yes 2 <input checked="" type="checkbox"/> No | 1 <input type="checkbox"/> Yes 2 <input checked="" type="checkbox"/> No | | b. 1 <input type="checkbox"/> Yes 2 <input checked="" type="checkbox"/> No |
| c. | 1 <input checked="" type="checkbox"/> Yes (6d) 2 <input type="checkbox"/> No (NP) | 1 <input checked="" type="checkbox"/> Yes (6d) 2 <input type="checkbox"/> No (NP) | | c. 1 <input checked="" type="checkbox"/> Yes (6d) 2 <input type="checkbox"/> No (NP) |
| d. | Name and location <i>Johnson High School Park Street Lincoln, Neb.</i> | Name and location <i>Parkdale Elementary Elm Street Lincoln, Neb.</i> | | d. Name and location <i>Same as Col. 4</i> |

e. Question 7, School attendance for 3-5 year olds

If the respondent tells you in response to question 7a that the 3-5 year old has attended school, ask question 7b, "What kind of school?" Accept the respondent's interpretation of the terms "nursery school," "kindergarten," "Headstart," and "Day care." "Headstart" and "Day care" are of particular interest to this survey. If you are not sure how to classify the respondent's answer, mark the "Other" box and explain in the "Specify" space. If the respondent gives a type of school not listed, mark the "Other" box and enter the special type of training received.

15. Question 8, Foreign language spoken

Ask question 8a as worded and mark the "Yes" or "No" box as appropriate. If the "Yes" box is marked, ask 8b and enter the name of the language(s) frequently spoken in the home on the line provided.

16. Question 9, Main ancestry or national origin

Question 9 asks about the person's main ancestry or national origin.

a. For whom to ask

For each "Negro" EP (N in question 3), mark the Negro box without asking the question.

If both parents are of the same ancestry or national origin, e.g., both are Irish, enter Irish for each of their children without asking the question for the children.

If both parents are listed but are of different ancestry or national origin, enter the main ancestry or national origin of both the father and mother for each of their children (multiple origin) without asking the question for the children. For example, if the father is German and the mother is English, enter German-English for each of the children without asking the question for the children.

If only one parent is listed, regardless of the number of sons or daughters listed, ask what is the main ancestry or national origin of the first listed child. For example, we have Tom, May, Jack and Joy, each listed as a son or daughter of Jane Doe (Head). Ask what is the main ancestry or national origin of Tom (first listed child), and then ask: "Is the main ancestry or national origin of May, Jack and Joy the same as Tom's?"

For a "Yes" answer record the main ancestry or national origin given for Tom for each of the other three children without asking the question for them.

For a "No" answer, ask the question for each of the other three children unless the respondent specifies which child is of a different ancestry or national origin. In this case, ask what is the main ancestry or national origin for the specified child or children.

For adult brothers and sisters living in the same household with no parents present, ask the question for the first EP listed and enter the same ancestry or national origin for each additional brother and sister without asking the question for them.

For all other EP's, including step, adopted and foster children, ask the question as worded and hand the card as instructed in the question.

b. How to
ask ques-
tion 9

Hand the Ancestry Card to the respondent and ask, "Which of the groups on this card best describes your MAIN ancestry or national origin?" Record the respondent's answer in the space provided.

c. How to
record
answers

If a question is raised as to the meaning of the question, use the following as a guide:

"Main" ancestry refers to the chief ethnic background of an individual, i.e., the country from which the individual's ancestors came.

If a respondent replies American, accept this and record American in the space provided.

If the response is "Indian," be sure to distinguish between "American Indian," "East Indian," etc.

If the respondent gives you a multiple origin, such as, "Scotch-Irish" or "German-English," accept this and record the multiple origin in the space provided.

If the response is, "None of these" or "another group not listed," then ask: "What is --'s MAIN ancestry or national origin?" and record the respondent's answer.

If the respondent doesn't know his main ancestry or national origin, enter "DK" in the space provided.

Religious groups are not national origin. However, if a respondent replies "Jewish," accept this. If any religious group other than "Jewish" is given, such as "Hindu," "Moslem," etc., briefly explain the information we are asking for and give appropriate examples.

17. Questions
10-12,
Occupational
status

Ask questions 10-12 as a block for each EP 17 years old or older to determine their occupational status. Since most of the procedures for asking these questions are the same as those currently in use for HIS and CPS, only a brief outline of the questions will be presented here. Otherwise, refer to the appropriate section in your HIS or CPS Manual.

18. Question 10,
Main activity
during past
THREE months

Question 10 is asked to determine what the person was doing most of the past THREE months.

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- a. How to ask question 10
If you are asking the question about a male, ask question 10a as follows: "What was -- doing most of the past THREE months--working or doing something else?" For females ask, "What were you doing most of the past THREE months--keeping house, working, or doing something else?"
- b. "Something else" defined
"Something else" includes all activities besides "Working and keeping house."
- c. Definition of "working" and "past THREE months"
Accept the respondent's reply in answer to question 10a. However, if a question is raised as to the meaning of the terms, use the following definitions:
- (1) "Working" defined
The definition of "working" is the same as that currently in use for HIS and CPS.
- (2) "Past THREE months" defined
The "past THREE months" is defined as the 3 months between the day of interview and the same date 3 months earlier. For example, if you are interviewing on July 8th, the 3-month period would be from April 8th to July 8th.
- (3) More than one activity
If a person says that he has had more than one kind of work activity, mark the one at which the person has spent the most time during the past 3 months. Thus, if a woman has kept house and also worked, mark the box which describes the activity that took up most of her time during the past 3 months. If the person spent equal time at two types of work activities, mark the one which the person considers more important.
- d. When to ask question 10b
If the "Something else" box was marked in 10a, ask 10b, "What were you doing?" and mark the appropriate box.
- Accept the respondent's reply to question 10b. However, if a question is raised, use the following explanations as a guideline:

- (1) Layoff Layoff can be defined as waiting to be called back to a job from which he has been temporarily laid off or furloughed. Layoffs can be due to slack work, plant retooling or remodeling, seasonal factors, and the like. If a person was not working because of a labor dispute at his own place of employment, he is not considered "on layoff" but with a job from which he is absent. In this case, mark the "Other" box and indicate on the "Specify" line "Labor dispute."
- (2) Retired Accept the respondent's interpretation of retirement. A person may be retired because of age, completion of the required years of service or because of a medical or physical disability.
- (3) Student A student is any person who has attended any school, including special schools, during "Most of the past THREE months."
- (4) Ill Illness applies to health conditions that prevented the person from working or looking for work. Illness may include both short-term and long-term illness. Examples of some responses that would be included in this category are "recovering from an operation," "laid up because of accident," etc.
- (5) Staying home Include in this category such responses as "taking care of home," "don't want to work," "husband doesn't want me to work," "taking it easy," etc.
- (6) Looking for work Looking for work can be defined as any effort to get a job or to establish a business or profession. A person was looking for work if he actually tried to find work or was waiting to hear the results of his earlier efforts. Some examples of looking for work are: Registering at an employment office; visiting, telephoning, or writing applications to prospective employers; placing or answering advertisements for a job, etc.
- (7) Unable to work Mark "unable to work" for persons who, because of their own long-term physical or mental illness or disability, are unable to do any kind of work. By physical or mental illness or disability, we mean something specific. The specific illness must be of such severity that it completely incapacitates the individual and prevents him from gainful work. For example, (a) A woman, who, because of a serious and

prolonged illness, has had to get someone else to take over the management of her home, (b) A mentally deficient 17 year old who is not attending school and who would never be able to do gainful work.

- (8) Other Mark the "Other" box and enter the verbatim reply in the space provided for all persons where activity or status cannot be described by the categories defined above. This category would cover such things as: "Working without pay for a neighbor," "volunteer work," "on summer vacation from school," etc. Then ask question 10c.
- e. When to ask question 10c If "Keeping house" or "Something else" was marked in 10a, ask question 10c, "Did you work at a job or business AT ANY TIME during the past THREE months?"
- f. When to ask question 10d If "Working" has been marked in 10a or "Yes" has been marked in 10c, ask 10d, "When -- was working, did he work full-time or part-time?" If a question is raised as to the meaning of "full-time" work, define this as working at a job 35 hours or more a week for at least two consecutive weeks during the past THREE months.
19. Question 11, Work status in past two weeks Mark "Yes" in 11a for a person who worked at any time last week or the week before, even for an hour.
- a. Question 11b, With a job or business Ask question 11b if "No" is marked in 11a. When questions arise, consider as having a job or business a person who was temporarily absent from his job or business all of last week and the week before because of vacation, bad weather, labor dispute, or personal reasons such as illness, but who expects to return when these events are ended. Also, mark "Yes" for a person who says that he has a new job which he has not yet started, but enter a footnote, "New job--not yet started."
- (1) Job, defined The definitions of "job," "seasonal job," and "persons on call" are the same as those currently in use for HIS and CPS.

(2) Business, defined A person has his own business (including a farm operation or professional practice) if he does one of the following:

- (a) Maintains an office, store, or other place of business.
- (b) Uses machinery or equipment in which he has invested money for profit.
- (c) Advertises his business or profession.

Casual workers who work for themselves, such as, itinerant handymen or other odd job workers are not considered to have a business during weeks when they do not work.

b. Question 11c, Looking for work or on layoff from a job

Ask question 11c regardless of the answer to question 11b. The reason for this is that a person who is not working but considers himself as having a job may actually be on temporary layoff or looking for a job, and we want to provide such persons an opportunity to say whether this is so.

Mark "Yes" if the respondent's answer indicates that the person was either looking for work or on layoff or both.

The definitions of "looking for work" or "layoff" are the same as the definitions currently in use for HIS and CPS.

c. Question 11d, Which, looking or on layoff

If the answer to question 11c is "Yes," ask question 11d and mark the appropriate answer, i.e., "Looking," "Layoff," or "Both" as indicated by the respondent's answer.

20. Question 12, Occupation, industry, class of worker

Ask questions 12a through 12 e for all persons with "Yes" marked in any one of questions 11a, b, or c.

a. Job or business to which question 12 applies

For persons who worked during the past two weeks ("Yes" to question 11a) and for persons with a job but not at work ("Yes" to question 11b), these questions refer to the present job. If a person worked at or has more than one job, these questions refer to the job at

which he spends the most time. If equal time is spent at each job, it refers to the one the respondent considers most important or has had longer.

For a person who has answered "Yes" to question 11b because he has a new job to which he is to report in the near future, ask question 12 about his last job or business. In case such a person has never previously had a full-time civilian job or business, enter "Never worked" in question 12a, skip to 12d and mark the "Never worked" box.

- b. Looking for work or on layoff or both

For a person who did not work and did not have a job but is either looking for work or on layoff, these questions refer to the last full-time civilian job the person had. A "full-time" job is one at which the person worked 35 or more hours per week and which lasted two or more consecutive weeks.

If a person who has reported "Yes" to question 11c only, has never previously had a full-time civilian job or business, enter "Never worked" or "Never had full-time job" in question 12a, leave questions 12b and c blank, and mark the "Never worked" box in 12d.

- c. Question 12a, Name of employer

Ask question 12a, and enter the name of the company, business, government agency, or other employer. Do not use abbreviations in question 12a unless that is all the respondent can give you for the name of the employer. For persons who work for employers without company names such as a farmer, dentist, or lawyer, etc., write the name of the employer. Report persons working for various private employers, such as, baby sitters, domestics, etc., as working for "private families."

- (1) Government

For employees of a government agency, record the specific organization and state whether the organization is Federal (U.S.), State, county, etc. For example, U.S. Treasury Department, State Highway Police, City Tax Office, etc. It is not sufficient to report merely U.S. Government or Police Department, etc.

(2) Self-
em-
ployed

If the person for whom you are obtaining the information is self-employed, ask if the place of business or establishment has a name (such as Twin City Barber Shop, Newgate's Construction, etc.) and enter it in 12a. If there is no business name, write "self-employed," "own business," etc.

d. Question
12b, Kind
of busi-
ness or
industry

The entry in question 12b should tell clearly and specifically what the company or business does at the location where the person works. Do not repeat the name of the employer in this entry.

Procedures for handling this question are the same as those currently in use for HIS and CPS. Refer to your HIS or CPS Manuals for some examples of inadequate and adequate entries for kind of business and industry.

Study them carefully and refer to them periodically to familiarize yourself with the types of entries that are proper and adequate.

e. Question
12c, kind
of work
(occupa-
tion)

The entry in question 12c should tell clearly and specifically the kind of work or nature of duties performed by the person, that is, his occupation.

The rules for asking question 12c are similar to those you are now using in HIS or CPS with the following exceptions to the CPS rules: In CPS, the respondent is asked two questions about his occupation, i.e., "What kind of work is (was)... doing?" (Item 23c) and "What was...most important activities or duties?" (Item 23d). In addition, the CPS interviewers are instructed not to probe after asking item 23c, but to record the respondent's answer and continue with item 23d. Only if the answer in item 23d in combination with the answer in item 23c does not provide an adequate description of the person's job, does the interviewer ask some additional questions.

For HES, a combination of HIS and CPS procedures will be used for asking question 12c. These procedures are as follows: Ask question 12c and record the respondent's answer in the space provided. If the respondent gives you his job title, remember it is adequate only if it tells clearly and

specifically what he does; for example: "Janitor, "sales clerk," "auto mechanic." If his job title is not an adequate description, find out what he does by asking an additional question such as "What are...most important activities or duties?" Then, enter this information in question 12c; for example: "Nails heels on shoes," "operates dough cutting machine." When more space is needed, continue the entry in a footnote.

Refer to the appropriate chapters of your HIS or CPS manuals as follows to review the types of entries that are proper and adequate for question 12c:

HIS: Chapter D11-pages 17-21
CPS: Chapter D8-pages 14-22

f. Question 12d,
Class of worker

For each person with entries in questions 12a-c, record the class of worker by marking one of the boxes in question 12d.

The information given in answer to questions 12a-c will usually be sufficient for identifying "class of worker." If the information previously supplied is not adequate for this purpose, ask additional questions as necessary, for example, "Did he work for himself in his own business, or did he work for someone else?"

The definitions for "class of worker" entries: "Private paid," "Gov. Federal," "Gov. Other," "Own," "Nonpaid," and "Never worked," are the same as those currently in use for HIS and CPS.

Instructions for handling the following special cases, "Domestics," "Farm workers," "Partnerships," "Clergymen," and "Public utility employees," are also given in the HIS and CPS Manuals.

g. Check for inconsistencies

Always be sure the entries for questions 12a-e are consistent. For example, a person whose employer and industry in 12a and 12b is "Government, Federal" should not be marked "Pv't. pd." in 12d. A person whose industry in 12b is "retail jewelry store" should not have an occupation of "barber" in 12c, etc. All entries for questions 12a-12e apply to the same job, business or profession.

h. Question
12e, In-
corporated
business

Ask question 12e for all self-employed persons for whom the "Own" box is marked in question 12d if their own business is not a farm.

If the answer is "Yes" to 12e, do not go back and change any previous entries.

If the business is incorporated, it is formed into a legal corporation and "Inc." appears in the title of the firm or company, e.g., Walker and Jasper Grocery, Inc., Dixie Motor Company, Inc., Miller's Department Store, Inc.

The persons who own all or most of the stock in a privately held corporation may consider themselves self-employed since they work for profit or fees in their own corporation but they are to be reported as "Pv't. pd."

21. Questions 13-
15, Information
about living
quarters

a. Question
13, Number
of rooms

Ask question 13, and circle the total number of rooms.

1. Include whole rooms used for living purposes. Count living rooms, dining rooms, bedrooms, kitchens, finished attic or basement rooms, recreation rooms, permanently enclosed porches which are suitable for year-round use, and lodger's rooms. Also, count rooms used for offices by a person living in the unit.
2. Do not include bathrooms, halls, foyers or vestibules, balconies, closets, alcoves, pantries, strip or pullman kitchens, laundry or furnace rooms, unfinished attics or basements, other unfinished space used for storage, open porches, trailers used only as bedrooms, and offices used only by persons not living in the unit.
3. A partially divided room, such as a dinette next to a kitchen or living room is a separate room only if there is a partition from floor to ceiling, but not if the partition consists solely of shelves or cabinets.

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4. If a room is used by occupants of more than one unit, include the room with the unit from which it is most easily reached.

b. Question
14

Mark "Yes" for this question if there is piped water in the living quarters being interviewed.

(1) Piped
water

Piped water means a supply of cold water is available from a faucet at either a sink, wash basin, bathtub or shower within the living quarters.

Ask question 14b if there is piped water in the living quarters, "Yes" in 14a. Otherwise, skip to part (2) of question 15.

(2) Hot and
cold
piped
water

Mark "Yes" if "both hot and cold water" is available from the faucets located within the living quarters.

If you can observe that the household has these facilities, mark the "Yes" box as appropriate without asking the question. If you cannot fill this item by observation, ask the question.

c. Question
15, Kitchen
facilities
available

Question 15a asks separately about each of these kitchen facilities:

(1) A sink with piped water; and

(2) A range or cook stove, excluding portable cooking equipment; and

(3) A mechanical refrigerator, excluding ice boxes.

Again, if you can observe that the household has these facilities, mark the "Yes" box as appropriate without asking the question. If you cannot fill this item by observation, ask the question.

(1) Exclu-
sive
use of
kitchen
facil-
ities

If a household has complete kitchen facilities (Yes, to all three parts of question 15a), then ask question 15b to ascertain if any of these facilities are used by anyone not living in this household.

Kitchen facilities are for the use of this household only when they are used only by persons in this unit, including lodgers or other nonrelatives who are listed in question 1.

Facilities are considered used by persons not living in this household if they are intended to be used by occupants of other living quarters now vacant.

If one or more of the facilities are either used or are for the use of more than one household, mark the "Yes" box.

22. Question 16,
Family income

a. Question
16

Ask question 16 once for a family to obtain the total combined income for all related household members including those related household members under 1 or over 74 years. Each unrelated household member or group should be asked question 16 at the time he is interviewed. If the respondent does not or will not answer the question for some reason, enter the reason in a footnote.

Read the introductory phrase, "Please look at this card" (show Income Card to the respondent), and then ask question 16.

Read all parts of this question so the respondent will know which person's income should be included and what types of income are to be included. After you ask the income question, give the respondent enough time to prepare his estimate, and mark the box corresponding to the selected income group. If any one of the groups A-G is marked, continue with questions 17 and 18. Otherwise, leave questions 17 and 18 blank, and continue the interview with question 11 on the front of the questionnaire.

(1) Include
income
of all
related
members

Question 16 covers the income of the household head and all other household members who are related to the head.

Income to be reported is gross cash income (excluding pay in kind - see item (a) on page except in reporting income for a family with their own farm or business; in that case, net income should be reported.

If the question is raised, this should be income before taxes are deducted.

Also, include income of a member of the Armed Forces who is living at home with his family even though you have deleted him as a household member. If he is not living at home, include allotments and other money received by the family from him.

- (2) Where to record income of unrelated persons
- Ask separately and record income information of unrelated persons on the questionnaires completed for each roomer, servant, or other persons not related to the household head. If two or more such persons are related to each other, e.g., roomer and roomer's wife, ask for their combined income and mark the appropriate box.
- (3) Meaning of "past 12 months"
- The past 12 months is defined as the 12 months between the day of interview and the same date 12 months earlier--not the last calendar year, except where these happen to coincide.
- Income tax records may enable the respondent to recall the source of income and amounts for the last "tax" year, but make sure you are getting the income figures for the immediate preceding 12 months.
- (4) Do not include
- Do not count as income:
- (a) Income in kind such as room and board, free meals in restaurants, value of crops produced by a farmer but consumed by his family, etc.
 - (b) Insurance payments or lump-sum inheritance.
 - (c) Any exchanges of money between relatives living in the same household.
 - (d) Money received from selling one's own house, car, or other personal property.
 - (e) Withdrawals of savings from bonds.
 - (f) Tax refunds.

- (5) Approx-
imation
accept-
able The fact that income is divided into groups on the Income Card and that you ask "Which of these income groups?" should indicate to the respondent that an approximation is acceptable. If he appears not to understand, or to be trying to figure out the exact income or says he cannot give the exact income, point out that we are interested only in the income group and that an estimate is acceptable. Offer to do the arithmetic if it will help.
- (6) Where
"Zero"
income
reported When no one in the family had income or when a "loss" or "broke even" was reported as the total income for the family, mark the group "A" box (question 16). Before accepting an answer of "No income," be sure the respondent understands all of the things we count as income.
- b. Questions
17 and 18,
Additional
income
sources Ask questions 17 and 18 only for those households in which one of the income groups A-G is marked in question 16. Otherwise, leave questions 17 and 18 blank.
- (1) How to
ask
ques-
tion
17 Ask question 17, "During the past 12 months, did you or any members of your family receive any money from wages or salaries?" If the response is "Yes," ask, "How much altogether before deductions?" and enter the amount in the box. If the response is "No," mark the "No" box and ask question 18.
- (2) Ques-
tions
18a-j Each of the income questions 18a-j relates to a different type of income. It is important to report income in the correct item, i.e., classify a farm hand's wages in item 17 (wages or salary), but record a farmer's net farm income in item 18g (net income from his own farm).
- (3) How to
ask
ques-
tions
18a-j Ask questions 18a-j and record the respondent's answer. If there is a "Yes" answer, ask "How much altogether?" and enter the amount in the respective box. If money was lost, write "Loss" above the amount or check the "Loss" box. If the response is "No," mark the "No" box and proceed with the next part of the question.
- (4) Total
income After completing questions 17 and 18 as appropriate, add the money received from all the income sources and enter the total income in the "Total amount" box. Do not reconcile this "Total amount" with the income classification marked in question 16.

- (5) Get best estimate In difficult cases, you may have to help the respondent. Find out who worked during the past 12 months, how much they made a week, etc., find out who operated a business or farm; or who received any pension, dividends, etc. Avoid DK's in this item if at all possible.

Nearly all respondents will answer the income questions without hesitation. If a respondent does refuse to answer the question even though you explain that the information will be kept strictly confidential, enter the word "Refusal" in question 16, leave questions 17 and 18 blank and continue the interview with question 11 on page 1.

If the respondent does not answer the question for some other reason, enter the reason in this space and continue the interview with question 11 on page 1.

- (6) Reasons for obtaining income Income is important in statistics for separating families into groups that live differently. The way these different income groups live often affects their health.

For example, income indicates:

- (a) Differences in ability to obtain adequate health care.
- (b) Differences in ability to afford food for adequate diets to prevent diseases such as malnutrition in children.

- (7) Where to go next After finishing the income question, go to question 11 on the front of the questionnaire.

CHAPTER VI. SAMPLE SELECTION WORKSHEET (HES-7)

A. Progress
Report,
HES-7

You must complete a Sample Selection Worksheet (HES-7) for each segment assigned to you. It provides the HES supervisor with a record of the households completed daily. He refers to these records to determine the progress of the stand. See Exhibit A for a facsimile of this form properly filled.

1. How to
complete

Write firmly and carefully when filling the Sample Selection Worksheet as it is a three copy NCR (no carbon required) worksheet and all copies must be legible. Also, be sure not to have the worksheet under something, for example, a questionnaire you are editing, as the writing will come through.

Fill one line of the white (top) copy for each household completed each day and for final Type A, Type B and Type C households.

Turn in all completed work daily. Enclose the worksheet in the segment folder with the last completed interviews for that segment.

The completed worksheet should have the person number of all the EP's entered by age or age and sex in each respective household regardless of the "day completed." The white copy will be used by PHS for selecting the sample persons (SP's).

a. Items
1-5

The Data Collection Center will fill items 1, 2, 3, and 4. Item 5 is for WASHINGTON USE ONLY.

b. House-
hold
serial
num-
bers

The household serial numbers are preprinted in column (a) to designate the line to be used for a particular household, i.e., line 1 for household 01, line 6 for household 06, etc.

If there are 11 or more households in a segment, use a second sheet and renumber the additional households 11, 12, etc.

Fill items 1-4 for the second sheet and show "sheet 2 of 2."

c. Non-inter-views The designations within the blocks in column (b) are used for noninterviewed households to denote the type of noninterview. For final Type A households with EP's, circle "A-With EP's" and enter the number of EP's on the line provided. If there are no EP's, circle "A-Without EP's." Circle "B" or "C" as appropriate for Type B and Type C households.

For Type A households with EP's, make no entries in columns (d)-(i).

For Type Z noninterviews, enter "Z" in column (b). Also, enter the person number of the person, e.g., "Z-4." However, fill columns (d)-(i) as appropriate for the interviewed EP's in a Type Z household.

d. Date completed In column (c), enter above the dash line the day each household was either interviewed or determined to be a final noninterview as follows:

| | |
|---------------|---------------|
| M - Monday | Th - Thursday |
| T - Tuesday | F - Friday |
| W - Wednesday | S - Saturday |

If there are non-EP's in an interviewed household, enter the person number(s) of the non-EP in the bottom half of the box below "day completed."

Non-EP's include all persons under 1 year of age or over 75 years of age as well as any persons who were deleted from the questionnaire because they were not household members (i.e., serving in the Armed Forces, living away at school, etc.)

e. Columns (d)-(i) **Enter the person number of each EP in one of the columns (d), (e), (h), and (i) according to the age of the respective EP.**

The person number of each EP is entered by age and sex in column (f) 25-44 years and column (g) 20-24 years of age.

Use one line for each EP. If there are more than six household members in any age group, post the additional person numbers by starting a second column within that block.

Since the white copy is used for sampling by age, it is very important that you obtain the correct age of each EP and post it in the correct column. Carefully check the posting to prevent errors in sampling, and be sure that ALL persons listed on the questionnaire are accounted for on the HES-7.

- f. Wash-
ington
use
only
Do not make any entries in this space. It is reserved for the use of the HES supervisor.
- g. Extra
housing
units
For extra units, fill columns (b)-(i), as appropriate, on the next available line below the tic mark in column (a).
- h. Completed
question-
naires
and
segment
folders
Turn in completed questionnaires daily. Turn in the Segment Folder with the Sample Selection Worksheet and the remaining questionnaires inside the folder upon completion of the last interviews within the segment.

CHAPTER VII. INTERVIEWER'S PROGRESS REPORT FOR
INCOMPLETE SEGMENTS (HES-14)

A. Progress
Report

Complete an Interviewer's Progress Report for Incomplete Segments and turn it in on Wednesday and Thursday mornings of the stand week. It provides the HES supervisor with a record of the number of households completed but not turned in as well as the number of households yet to be interviewed. A segment is considered to be "incomplete" when one or more households in that segment are not yet interviewed nor determined to be noninterviews. See Exhibit B for a facsimile of this form properly filled.

1. How to
complete

Fill one progress report to be turned in on Wednesday morning and one progress report to be turned in on Thursday morning.

a. Items
1-3

Complete the three heading items at the top. Enter the HES stand name in item 1, your name in item 2, and the date in item 3. In item 3, "date" refers to the date you are filling the report for, i.e., Tuesday's date for the report being turned in on Wednesday or Wednesday's date for the report being turned in on Thursday.

b. Column (a),
Segment
Number

Enter in numerical order the segment numbers of those segments in your assignment which are incomplete including any untried segments.

c. Column (b),
Total HH's
Completed

In column (b) enter the total number of households completed in each segment, including any "extra" households. This equals the number of interviewed households plus the number of noninterviewed households. For any untried segments, enter "0" in column (b) and enter the number of households to be interviewed in that segment in column (e).

d. Column (c),
Interviewed
Households

In column (c) enter the number of interviewed households in each segment.

- e. Column (d),
Noninter-
views Column (d) is for recording the number of noninter-
views in each segment. Enter the number of Type A,
Type B, and Type C noninterviews, as appropriate,
in the respective noninterview columns.
- f. Column (e),
HH's Yet
to be
Interviewed In column (e) enter the number of households in
each segment yet to be interviewed. This figure
should include all households not yet contacted and
all households for which you have made one or more
calls but no final disposition has been made as to
whether it is an interviewed or noninterviewed
household.
- A zero should never be entered in column (e) as
this would indicate the segment is complete and,
therefore, should not have been listed on the pro-
gress report for incomplete segments.
- g. Totals Sum the entries in columns (b)-(e) and enter the
"Totals" at the bottom.

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EXHIBIT A

(HES-7)

| FORM HES-7 (Cycle IV) (6-8-78) | | U.S. DEPARTMENT OF COMMERCE SOCIAL AND ECONOMIC STAT. ADMIN. BUREAU OF THE CENSUS | | | 1. HES STAND NO. 99 | | 2. HES STAND NAME <i>Atlanta</i> | | 3. SEGMENT NO. <i>9999</i> | |
|---|--|---|--------------|--------------|--|--------------|-------------------------------------|----------|-------------------------------|------------|
| SAMPLE SELECTION WORKSHEET | | | | | 4. INTERVIEWER'S NAME <i>Jane Smith</i> | | 5. CONTROL NO. | | | |
| Interviewer - Enter Person Number (Cols. d-i) | | | | | | | | | | |
| HH SER. NO. (a) | NON-INTERVIEWS (b) | DAY COMPLETED (c) | AGES | | | | | | | |
| | | | 65-74 (d) | 45-64 (e) | 25-44 (f) | | 20-24 (g) | | 5-19 (h) | 1-4 (i) |
| | | | MALE | | FEMALE | | MALE | | FEMALE | |
| 1 | A - With EP's No. <u>1</u> A - Without EP's B C | <i>M</i> Person No. of non-EP's | | <u>1</u> | | | | <u>3</u> | | <u>4</u> |
| 2 | A - With EP's No. <u>1</u> A - Without EP's B <u>2-3</u> C | <i>T</i> Person No. of non-EP's | | | <u>1</u> | <u>2</u> | | | | |
| 3 | A - With EP's No. <u>1</u> A - Without EP's B C | <i>W</i> Person No. of non-EP's | | | <u>1</u> | <u>2</u> | | | <u>3</u> | <u>9</u> |
| 4 | A - With EP's No. <u>1</u> A - Without EP's B C | <i>W</i> Person No. of non-EP's <u>1,2</u> | | | | | | | | |
| 5 | A - With EP's No. <u>1</u> A - Without EP's B C | <i>Th</i> Person No. of non-EP's | <u>4</u> | | | | <u>1</u> | <u>2</u> | | <u>3</u> |
| 6 | A - With EP's No. <u>4</u> A - Without EP's B C | <i>F</i> Person No. of non-EP's | | | | | | | | |
| 7 | A - With EP's No. <u>1</u> A - Without EP's B C | Person No. of non-EP's | | | | | | | | |
| 8 | A - With EP's No. <u>1</u> A - Without EP's B C | Person No. of non-EP's | | | | | | | | |
| 9 | A - With EP's No. <u>1</u> A - Without EP's B C | Person No. of non-EP's | | | | | | | | |
| 0 | A - With EP's No. <u>1</u> A - Without EP's B C | Person No. of non-EP's | | | | | | | | |
| TAKE ALL: | | | <u>1</u> | <u>4</u> | <u>1</u> | <u>4</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>4</u> |
| WASHINGTON USE ONLY - TOTALS | | | | | | | | | | |
| HH'S ASSIGNED INCL. EXTRAS | TOTAL NUMBER EP'S | INTERVIEWED PERSONS | | | | | | | | |
| | | 65-74 | 45-64 | M 25-44 | F 25-44 | M 20-24 | F 20-24 | 5-19 | 1-4 | |
| EXTRA HOUSEHOLDS | HH'S INTERVIEWED | NONINTERVIEWED HOUSEHOLDS | | | | | | | | |
| | | TOTAL NONINTERVIEWS | TYPE A | | | | | | TYPE B | TYPE C |
| | | | TOTAL | WITH EP'S | NUMBER EP'S | WITHOUT EP'S | | | | |

WHITE and YELLOW - NCHS

PINK - Supervisor

USCOMM-DC

EXHIBIT B

(HES-14)

| FORM HES-14 (Cycle IV) (2-28-71) | | U.S. DEPARTMENT OF COMMERCE BUREAU OF THE CENSUS | | | | |
|---|--------------------------|---|-----------------------|----------|------------------------|-----------------------------|
| INTERVIEWER'S PROGRESS REPORT FOR INCOMPLETE SEGMENTS HEALTH EXAMINATION SURVEY | | | | | | |
| 1. HES stand name <i>Atlanta</i> | | | | | | |
| 2. Interviewer's name <i>Jane Doe</i> | | | | | 3. Date <i>9-14</i> | |
| Segment No. (a) | Total HH's compl. (b) | Intv. HH's (c) | Non-intv. HH's (d) | | | HH's yet to be intv. (e) |
| | | | A | B | C | |
| <i>9221</i> | <i>4</i> | <i>3</i> | | <i>1</i> | | <i>2</i> |
| <i>9223</i> | <i>6</i> | <i>4</i> | | <i>1</i> | <i>1</i> | <i>1</i> |
| <i>9230</i> | <i>0</i> | | | | | <i>6</i> |
| <i>9247</i> | <i>4</i> | <i>1</i> | | | <i>3</i> | <i>3</i> |
| <i>9260</i> | <i>0</i> | | | | | <i>7</i> |
| <i>9277</i> | <i>5</i> | <i>5</i> | | | | <i>1</i> |
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| | | | | | | |
| TOTALS | <i>19</i> | <i>13</i> | | <i>2</i> | <i>4</i> | <i>20</i> |

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