

**Form NHS-HIS-100**  
**FY 1966**

**HEALTH INTERVIEW SURVEY**  
**INTERVIEWER'S MANUAL**

**U.S. DEPARTMENT OF COMMERCE**

**Bureau of the Census**

**Acting as Collecting Agent for**

**U.S. Public Health Service**

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NHS-HIS-100  
FY 1966

PART A  
DESCRIPTION OF THE SURVEY  
AND  
PERSONS TO BE INTERVIEWED

CHAPTER 1.

DESCRIPTION OF THE SURVEY

A. Purpose of  
the National  
Health Survey

1. General

The basic purpose of the National Health Survey is to obtain information about the amount, and distribution of illness, its effects in terms of disability and chronic impairments, and the kind of health services people receive.

Prior to the present National Health Survey, the last nationwide survey of health was made in 1935-36, and many developments affecting the national health have taken place since then:

We have gone from depression to prosperity and through two wars.

The "wonder drugs" such as penicillin have been discovered and put into use.

Public and private health programs have been enlarged.

Hospitalization and other health insurance plans broadened their coverage and now protect many more people.

Increased research programs on all major illnesses, such as heart disease, cancer, tuberculosis, muscular dystrophy and polio are leading to their cure, control or prevention through the development of products like the Salk Polio Vaccine.

Despite extensive research on individual diseases in the last 20 years, one important element has been missing. We have had only piece-meal information from the people themselves on their illness and disability or the medical care they have obtained. Prior to the National Health Survey, which started in May 1957, many persons although sick or injured never became a "health statistic," since requirements for reporting illnesses were limited to hospitalized illnesses and certain contagious diseases.

In recognition of the fact that current information on the Nation's health is inadequate, and that National and Regional health statistics are essential, the Congress authorized a continuing National Health Survey (Public Law 652 of the 84th Congress).

2. Examples of  
uses of the  
data

What kind of information is obtained from the National Health Survey? How is this used? Here are some examples taken from a discussion of the program before the Congress:

a. Help give  
direction  
to health  
expenditures

Total health expenditures—both public and private—run into many billions of dollars a year. Better statistical information helps to give more effective direction to the expenditure of these large sums.

b. Occurrence  
and severity  
of illness  
and dis-  
ability

Data on health statistics are valuable tools for the public health officer. The nationwide system of reporting communicable disease has been an important factor in the reduction, and in some instances virtual eradication of, some diseases which were chief causes of illness, disability, and even death several generations ago. Knowledge of the number and location of many diseases made it possible to develop effective programs of immunization, environmental sanitation, and health education which are essential factors in their control.

Today, chronic illness and disability—among both adults and children constitute our greatest public health challenge. Chronic illness and disability lower the earning power, living standards, and the general well-being of individuals and families. They reduce the Nation's potential output of goods and services and, in advanced stages, burden individuals, families and communities with high costs of care and assistance. The basic public health principle to be applied is the same: prevention. Better information on occurrence and severity of diseases and disability are needed in order to prevent their occurrence.

c. Control of  
accidents

Likewise, accidental injuries in the home and on the highways are extremely costly to society, and programs for effective control are still in their infancy. Statistics on the frequency of nonfatal

as well as fatal accidents of various types help to shape accident prevention programs and measure their success.

d. Health of  
the aged

There is nationwide interest in prolonging the effective working life of the aged and aging. Knowledge of the health status of people in their middle and later years is essential to effective community planning for the health, general welfare, and continued activity of older persons.

e. Health  
education  
and research

Governmental health programs have their counterparts in many of the national and local voluntary associations and organizations. These associations collect large sums—in the neighborhood of \$250 million annually—to promote research and education in such fields as poliomyelitis, cancer, tuberculosis, heart disease, mental health, crippling conditions, multiple sclerosis, alcoholism, and so on.

In the past, these organizations had to rely on mortality statistics almost exclusively as a source of information about the disease or condition with which they are principally concerned. Current health statistics produced by the National Health Survey aid such groups greatly in planning their activities and expenditures.

f. Health  
facilities—  
hospital  
care, reha-  
bilitation,  
insurance,  
etc.

The growth of prepayment coverage under voluntary health insurance has increased the demand for the kind of illness statistics which can provide reliable estimates of the numbers of people who will be ill for a given number of weeks or months. Illness statistics provide an improved measurement of need for hospitals and other health facilities, and assist in planning for their more effective distribution. Public school authorities are aided in their planning for the special educational problems of mentally retarded or physically handicapped children. Vocational rehabilitation programs, public officials and industries concerned with manpower problems and industrial safety and health measures, the insurance industry, and the pharmaceutical and appliance manufacturers are also greatly assisted by reliable statistics on illness and disability.

g. Factors related to various diseases

Furthermore, statistical information of this kind is an additional tool for medical research. Study of data showing associations between certain economic, geographic, or other factors and the various diseases indicate new avenues of exploration and suggest hypotheses for more precise testing.

3. Who uses the data

The principal users of the data are the United States Public Health Service, State and local health departments, public and private welfare agencies, medical schools, medical research organizations, and corporations engaged in the manufacture of drugs and medical supplies. Many other organizations and individuals also use the data.

B. Sponsorship of the Survey

The National Health Survey is sponsored by the United States Public Health Service, which is a part of the Department of Health, Education and Welfare. The Public Health Service has asked the Bureau of the Census to conduct the interviewing because of the Bureau's broad experience in conducting surveys. The findings of the Survey are analyzed and published regularly by the Public Health Service.

The National Health Survey is not a single survey but a continuing program of surveys which includes the following:

1. The Health Interview Survey (NHS-HIS)

This is the survey covered in this manual and is the one which you will be working on most of the time. It is often referred to simply as "HIS" to distinguish it from the Health Examination Survey and the Health Records Survey described below.

2. The Health Examination Survey (NHS-HES)

As the name suggests this survey collects health information primarily by means of an actual clinical examination. Census interviewing plays a role in this survey but generally only to identify the sample persons who are to be asked to participate in the examinations. The latter are conducted by doctors and dentists from the Public Health Service. If you are ever requested to work on this survey you will be given specific details regarding its procedures and objectives. (The Health Examination Survey is generally referred to as "HES".)

3. The Health  
Records  
Survey  
(NHS-HRS)

This survey collects information on health and related services by examining the records in places in which people receive medical services, such as hospitals and other places which provide medical, nursing, and personal care. If you are ever asked to work on any of the various surveys which are included under this general heading you will be given special instructions before starting your assignment. (The Health Records Survey is generally referred to as "HRS.")

C. Design of  
the Sample on  
which the Health  
Interview Survey  
is based

The Health Interview Survey is based on a sample of the entire civilian noninstitutional population of the United States. Over the course of a year a total of approximately 42,000 households are interviewed. These households are located in 50 States and the District of Columbia.

The sample for the survey was designed as follows:

1. Selection of  
sample PSU's

First 357 sample areas called primary sampling units or PSU's were set up by:

- a. Forming combinations of one or more counties or parts of counties from all of the counties in the United States.
- b. Then grouping together those county combinations that had similar characteristics such as geographic region, size and rate of growth of population, percent of non-white population, principal industry and type of agriculture.
- c. And, finally selecting one county combination (PSU) from each group to represent all the county combinations in the group.

2. Selection of  
sample seg-  
ments and  
households

Within each PSU, there is finally selected the "segments" which contain the households to be interviewed. There will be approximately nine households to be interviewed in each segment. Further details regarding the nature of the segment and selection and identification of the sample households are to be found in Part A, Chapter 2 and Part F of this Manual.

3. The quarterly sample

The entire group of households assigned for interviewing in any one quarter of the year is called a sample, since it represents a complete sample of the population. Each sample is identified by the letter "B" plus a number; for example, B30, B31, etc. A segment will never be assigned for interviewing more than once in a sample.

D. Scope of the Survey

Health information is gathered for every civilian person in the sample of 42,000 households. Adult residents found at home at the time of your call, provide the information required.

The questionnaire for the survey provides for certain information to be collected on a continuing basis. In addition to these basic items on the questionnaire, supplemental inquiries are carried from time to time in order to provide information on special topics. Any one supplemental inquiry may be repeated at regular intervals, or may be carried only once.

E. Information accorded confidential treatment

All information which would permit identification of the individual is held strictly confidential, seen only by persons engaged in the National Health Survey, (including related studies carried out by the Public Health Service), and not disclosed or released to others for any other purpose.

## CHAPTER 2.

### THE SAMPLE UNITS TO BE INCLUDED IN THE SURVEY

#### A. General

There are two general types of segments in the NHS-Health Interview Survey:

##### B segments

These are segments for which a list of addresses has been drawn from the Decennial Census listings and from permits for new construction from the Survey of Construction. Instructions for B segments are given in Part F of the Manual. B segments have no boundaries on a map.

##### Area segments

These are segments for which, before a segment is assigned to you for interviewing, either you or another Census employee will have canvassed the area within the segment boundaries and listed all living quarters in the segment on the Segment List and, in some cases, on the Special Dwelling Listing Sheet.

#### B. Area segments

This chapter tells you how to identify the sample units in the area segments which are to be included in the survey. See Part A, Chapter 3 for definitions of the types of units used in listing ("housing units," "other units," and units in special dwelling places).

##### 1. Listing materials

For each segment assigned to you for interviewing, you will receive a Segment Folder which will contain a detailed map of the segment, a Segment List, and a List of Structures With No Living Quarters. You may also receive a Special Dwelling Listing Sheet or a Special Dwelling Worksheet, if there is a special dwelling place such as an institution, dormitory, hotel, etc., in the segment.

#### C. Procedure in determining units to be interviewed

Use the following procedure to determine which units are to be interviewed, and when they are to be interviewed.



1. Determine week of interview  
Determine the week of interview from the last date (i.e., for the current sample) given for the instruction "interview sample units during week of." This will be in Section I on the front of the Segment Folder. Do no interviewing in the segment before the week specified.
2. Determine general location of segment  
Determine the general location of the segment from the tab of the Segment Folder and from the approximate location on the grid map, if one is furnished for the segment, which may be a county map or a city street or block map.
  - a. PSU number and name  
You will find the code of the PSU in which the segment is located on the extreme left of the tab of the Segment Folder. On the new Segment Folders, Form NHS-202 (4-24-62), the area included in the PSU will be entered in the "PSU Name" box on the Segment folder tab. In other cases, your supervisor will inform you of the area included in the PSU.
  - b. Grid reference  
If there is a grid map for the segment, there will be a grid reference in the "Grid Ref." box showing the approximate location of the segment on the grid map.

Use your grid map in planning your itinerary and in driving to the general area of the segment.
  - c. Place  
There will be an entry in the "Place" box on the Segment Folder tab. This will identify the city or town in which the segment is located, or will read "Remainder of \_\_\_\_\_ County" if the segment is in a rural area.
  - d. Type of segment  
The type of segment (TA, NTA or B) will be entered in the "Type" box on the tab of the Segment Folder. This will also be entered in Item 7b on questionnaires prepared by your office.

The two types of area segments, TA (Take All) and NTA (Non-Take All), will be discussed in Section D below. (B segments will be discussed in Part F of the Manual.)

e. Sample

A sample designation for the three-month period ("sample") in which the interview week falls is entered here. The period April-June 1965 is designated B33, July-September 1965 is designated B34, and the designation progresses indefinitely in this fashion. The designation that applies at any given time is the one entered in the box farthest to the right. Thus, in the following illustration,

Sample

B26	B30	B34				
-----	-----	-----	--	--	--	--

since B34 is the last entry to the right, the current interview week is within the period July-September 1965.

f. Section IV,  
Special in-  
structions  
and notes

Examine Part A of Section IV, at the bottom of the front page of the folder, to find if your Supervisor has written any special instructions or notes for the segment. If you want to make some notes for yourself, such as directions for reaching the segment, enter them in Part B of this section.

g. Other entries  
on the folder

Other entries on the tab and front of the folder pertain to office operations or listing instructions.

3. Segment Map

A detailed map of the segment has been attached to the inside of the Segment Folder. The exact segment boundaries are outlined in red on this map. See Section E below, for instructions on use of the segment map.

4. Use of Segment  
List

One line of the Segment List will have been filled by the lister to describe each unit that he found in the segment at the time of listing.

a. Heading  
items

Heading items will have been filled to correspond to similar entries on the Segment Folder. The notation "Sheet \_\_\_\_ of \_\_\_\_ Sheets" will have been filled to indicate the first, second, third, etc. sheets, and the total number of sheets. Where the lister was able to determine this information, the post office serving the area containing the segment has been entered also.

- b. Segment boundaries or direction of travel

For an urban segment, the section headed "Urban segments--boundaries" will have been filled to indicate the north, east, south and west segment boundaries.

For a rural segment, there will be a separate Segment List for each road or road section in the segment. The lister assigned consecutive letters beginning with A to the roads or road sections in the order traveled (Road A, Road B, etc.). He identified the roads by letter on the segment map and used this road designation on the Segment List. The section headed "Rural segments--direction of travel" will have been filled to identify the road or road section by entries after "Proceeding from," "To" and direction of travel on the lettered road entered in column 2 of the Segment List.

- c. Column 2, Street name or road

An entry in this column identifies the street or road of all addresses in the columns to the right. A line across the column separates addresses on one street or road from those on another in urban segments.

- d. Column 3, House number or side of road

The house number, if any, will have been entered in this column. In a rural segment L or R (for Left or Right) will be encircled to indicate the side of the road, based on the direction of travel given at the top of the sheet.

- e. Column 4, Description or location

There will be entries in this column to help you locate households where more description is needed than a street name and house number. Where there is no house number, the appearance of the house and nearby landscape features will be described, or the mileage from the nearest intersection will be entered. If there is a mailbox or sign with the family name on it, the name will be entered on the last line for the description. If at the time of listing it was determined that there is more than one unit in a structure, the location of each unit within the structure will be indicated.

Any structure thought not to contain living quarters, but on the same property as a listed unit, will be indicated by a check in the appropriate box to the right of the Unit's description (and is to be considered as part of the sample unit).

- f. Column 5,  
Sample  
designation      An entry of the current sample designation (for the current three-month period) in this column indicates a unit that has been selected for the current sample. Units for which the current sample designation has been crossed off are eliminated from the survey.
- g. Column 6,  
Serial number      A serial number entered here corresponds to the serial number entered in Item 8 of the questionnaire.
- h. Column 7,  
Additions  
and  
deletions      You will make entries in this column when you add or delete a sample unit, in accordance with instructions in Paragraph G below.
- i. Column 8,  
YEAR BUILT      For some of your segments you will have a blue Segment List or buff Supplemental Segment List for NTA Segments. These have a column 8. In certain segments the person who did the listing was to make a partial determination of "YEAR BUILT" at the time of listing. Column 8 was used for recording this information. (You are to determine "YEAR BUILT" at the time of interviewing for units for which it was not determined at the time of listing. Instructions for this are in Part D, Chapter 1.)
- j. Remarks  
section      The lister will have used the Remarks section at the bottom of the sheet to explain any special problems encountered in the listing.
- 5. Disregard List  
of Structures  
With No Living  
Quarters      The List of Structures With No Living Quarters was completed by the lister. You need not concern yourself with this list during the interviewing phase.
- 6. Use of Special  
Dwelling Listing  
Sheet      If there is a special dwelling place in the segment, the name, address, and type of place will be entered on a Special Dwelling Listing Sheet. The units to be interviewed in the place may be listed on this sheet or the total number of units may merely be recorded in the heading.

D. Types of area segments

There are two types of area segments in the Health Interview Survey: Take All (TA) and Non-Take All (NTA). In a TA (Take All) segment you "take all" (interview all) households in the segment; in an NTA (Non-Take All) segment you interview only households at designated addresses. Type of segment is identified on the Segment List and on the Segment Folder tab.

1. TA segments

In TA segments, you will conduct an interview at each of the units listed on the Segment List and at any other units you find in the segment. Note that there is an entry of the current sample designation in Column 5 of the Segment List for each of the units listed.

Occasionally you may be assigned a "large" TA segment in which you will interview only a sample of the units. See Paragraph J below.

2. NTA segments

NTA segments are those which contain more households than are desired for interview in any particular sample. Interviews are to be conducted only at the addresses for which you are furnished questionnaires (indicated in Column 5 of the Segment List) and at any unlisted units at the same address. (See discussion below.)

E. Procedure in locating sample units

The procedure in locating sample units in TA and NTA segments consists of using your maps to find the segment, proceeding through the segment using the route of the original lister, and stopping for interviews at units for which you are furnished questionnaires.

1. Use of maps to locate the segment

a. Use of grid map

Use the grid map furnished with your assignment to find the general location of a segment. The grid map will cover a large enough area so that you can spot the general location of a segment in relation to major landmarks of the city or county.

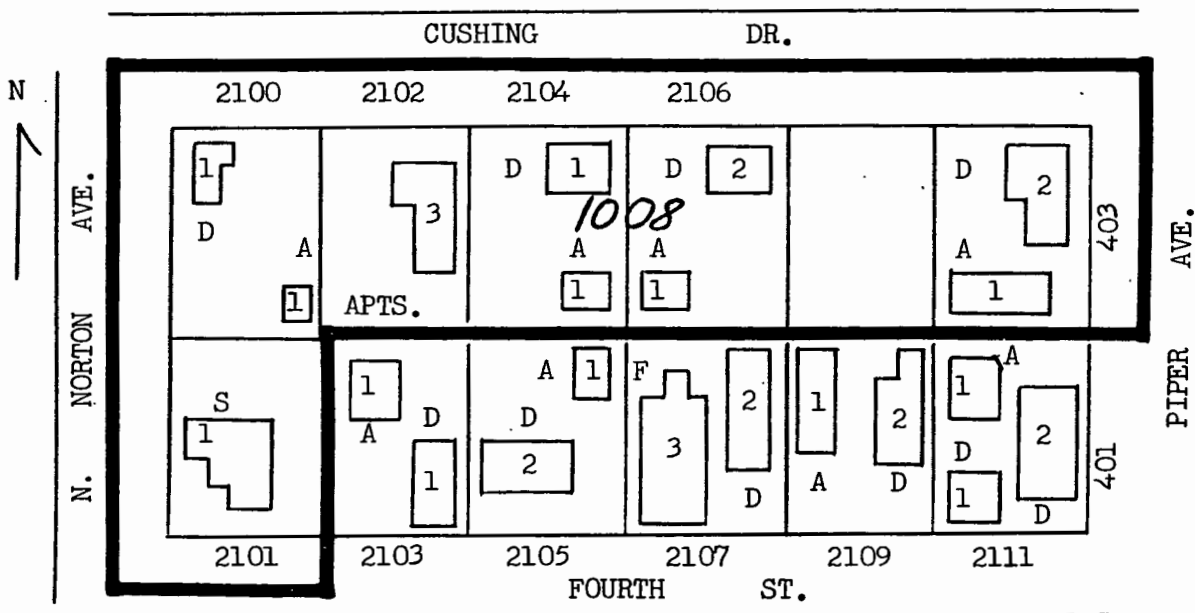
- b. Use of  
segment  
map

After you have determined how to get to the general area of a segment, use the detailed segment map for defining the exact boundaries of the segment. The boundaries outlined in red on the segment map are to be followed exactly in determining what structures are included and what structures are excluded. The red lines shown on the map represent the exact location of the segment boundaries.

- (1) Sanborn  
detail  
maps

Wherever possible, segments are outlined on Sanborn detail maps which show the location and addresses of individual structures. (See illustration below. The heavy black line represents the red line boundaries of the segment.)

SANBORN DETAIL MAP



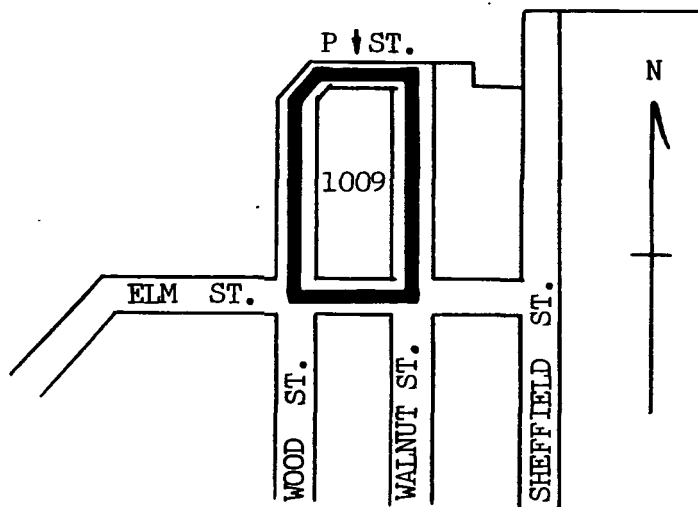
(The letter "D" indicates dwelling; "F" flat; "S" store; "Apt." apartments; and "A" garage. The numbers inside indicate the number of floors in the structure and the numbers along the margin are street numbers.)

Notice that in the segment outlined, the eastern boundary extends from the middle of Cushing Drive to the boundary between 403 and 401 Piper Ave. The southern boundary extends from Piper Ave. along the back property lines of 2103-2111 Fourth Street, the property line between 2101 and 2103 Fourth Street, and then along Fourth Street to N. Norton Ave. The other boundaries are the middle of N. Norton Ave. and Cushing Drive.

- (2) Block or Street maps

Some segments will be outlined on Block or Street maps which show only the location of blocks or streets and no structure detail. The figure below illustrates a Block Map.

#### B L O C K    M A P



- (3) Other kinds of segment maps

Segments in rural areas will be outlined on county highway maps or (infrequently) on reproductions of large-scale hand-drawn maps prepared by other interviewers.

F. Procedure  
within the  
segment

1. Procedure for  
checking  
listing in  
TA Segments

In TA Segments you are to check the listing as you proceed around the segment, interviewing the sample units as you come to them. Add to the Segment List (Special Dwelling Listing Sheet for units in special dwelling places) any units not previously listed and cross off units which no longer exist (except for mergers).

After completing the listing check and making any necessary additions or deletions, enter your initials and the month and year (e.g. 7-64) in the spaces provided on the inside of the Segment Folder, to show that the listing of the TA segment has been brought up to date at the time of interview.

All units should be listed, whether occupied, vacant or under construction. Fill a questionnaire for each unit added to the lists unless the segment is "large" and is subsampled. (See paragraph J below.)

a. Determine  
precise  
boundaries  
of segment  
from Segment Map

In checking the listing of TA Segments, start at the point on the segment boundary where the original listing started. Determine the precise boundaries of the segment from the Segment Map which is attached to the inside of the Segment Folder. Identify the boundaries of the segment on the ground from the boundaries given on the Segment Map.

Always use the boundaries exactly as shown on the map even though changes may have been made on the ground since the map was drawn. Thus, if a segment boundary is shown on the map as a road, and the road has been relocated since the map was made, the old location of the road is to be considered as the segment boundary.

b. Specific  
procedure  
in rural  
TA segments

For TA segments in rural areas, follow the route of the original listing. However, cover all roads within the boundaries shown on the map, even if the original listing shows no units to be located on a given road. If a road itself is a boundary, the center of the road is considered the boundary



and all units on the side of the road which is within the segment are to be interviewed. If a rural road is not a boundary, canvass both sides of the road at the same time.

Follow each path or lane that might lead to places where people live. Also, look for side roads, breaks in the trees and telephone wires, etc., which may indicate the presence of living quarters.

c. Specific procedure in urban segments

For TA segments in urban areas, follow the route of the original listing. However, always watch for units that may have been missed and for any new units. There may be living quarters in alleys, courts or other passageways. Be sure to cover these and also look for basement, side and rear entrances as they may lead to separate units. Determine whether there are living quarters behind structures that face the street, such as units over garages, over or behind stores, in back yards, etc.

d. Structures which cross segment boundaries

If a structure crosses a segment boundary, consider it to be inside the segment if its main entrance is within the boundary outlines. "Main entrance" means the entrance for which the address of the building is given. If the building has no address, consider the main entrance to be the one most frequently used by visitors and persons other than tradesmen, servants, etc.

2. Procedure in NTA segments

In NTA segments you are not to check the listing of the entire segment unless you have special instructions from your Supervisor to do so. When the entire NTA segment is not to be checked, simply proceed to the addresses indicated in Item 2 of the questionnaire in the order in which these units were listed.

In locating the sample units assigned to you for interviewing, check to see that they are inside the segment boundaries. If not inside the segment boundaries, return the questionnaire for the unit as a noninterview: Type C—"In sample by mistake" and footnote that it is outside the segment, describing the situation fully.

G. Procedures for  
handling extra,  
merged or  
converted units

The following procedures apply (1) when you find "extra" units in a TA segment or at a sample unit in an NTA segment; or (2) when you find that two listed units have been merged and are now occupied as a single unit; or (3) when you find a single unit has been converted into 2 or more units.

1. Identification  
of housing  
unit

You are to fill out a questionnaire for each housing unit and unit in a special dwelling place that you find in a TA segment (except in subsampled TA segments) and for each sample unit and each "extra" unit that you find in an NTA segment. You are to fill only the front of the questionnaire for any merged, demolished, or nonexistent unit assigned to you for interviewing. At each sample unit, you will need to apply the definition of a housing unit to identify each household to be interviewed separately. (For the definition of a "housing unit" see Part A, Chapter 3.)

a. Usually only  
one housing  
unit

Most of the sample units will be single-family houses, one part of a duplex (two-family house), or an apartment in a regular apartment house.

b. More than  
one housing  
unit

In some cases, however, you may find that there are one or more unlisted separate housing units at the address or on the property of a sample unit. The most common case of this kind is a structure that appears to be a single-family home but actually is divided into two or more apartments. You may also find that a part of a structure represents more than one housing unit; for example, an upstairs apartment may be subdivided into two apartments. Sometimes you will find a house in the rear on the same property as the sample unit.

When you find more than one housing unit at the address or on the property of a sample unit, consider one unit to be the one originally listed and the others to be "extra" (see paragraphs G-2-a and G-2-b below).

c. Mergers

You may discover that because of conversions of two or more housing units into one housing unit since the listing, or because of an error in the listing, the unit selected for the sample should be combined with another.

For example, two apartments have been converted to a one-family house after the segment was listed. Or, a house which the lister recorded as having two apartments actually was always a single-family house. These are examples of what are called "mergers."

## 2. "Extra" units

In TA segments, an "extra" unit is any unit ("housing unit" or "other unit") not previously listed which is within the segment boundaries and is discovered while interviewing a sample unit or in bringing lists up to date.

In NTA segments, an "extra" unit is a unit ("housing unit" or "other unit") which is discovered while interviewing a sample unit and is on the same property or in the same property or in the same structure as the sample unit AND has not been listed previously although it is within the segment boundaries.

In B segments, an "extra" unit is a housing unit or "other" unit within the same structure and within the specific address of the sample unit as recorded on the B Segment Address List. To be an "extra" unit it must not be listed elsewhere (either on a separate line or in a notation) on the B Segment List. The specific address of the sample unit may appear on the B Segment List as a single-unit structure or as a unit in a multi-unit structure.

NOTE: A merged unit should be considered as though it "has not previously been listed." Therefore, a unit previously merged with a sample unit which later becomes unmerged should be considered as an "extra" unit.

The procedures for handling "extra" units will differ depending upon whether the unit is in a TA, NTA, or B Segment.

If the "extra" unit is in a TA segment, proceed as follows:

- (1) List the "extra" unit on the next unused line of the Segment List. In Column 7, on the line on which you have listed the extra unit, write "Extra," the reason you

have added it, and the date (month and year). A typical entry might be: "Extra, new construction, 9-64." If the "extra" unit is discovered in asking questionnaire Items 11, 12 or 13, enter in Column 7 "Extra" and the item number which led to its discovery. For example, "Extra, Item 13."

- (2) Interview the household in the "extra" unit. See Part D, Chapter 1 for instructions on filling identification items on the questionnaire.
- (3) If the "extra" unit is occupied, enter the last name of the household head in Item 4 of the Worksheet for the "extra" unit. If the "extra" unit is vacant, enter "Vacant" in Item 4. Be sure to enter the complete address (including the post office and State) in Item 1a for vacant, as well as occupied, units.

b. If unit is  
in an NTA  
segment

If the "extra" unit is in an NTA segment examine the Segment List to see whether it has already been listed. If it has not been listed (or if it has been listed but was previously merged), proceed as follows:

- (1) Make no entries on the Segment List.
- (2) Interview the household in the "extra" unit only if it is on the same property as the original unit. This "property" is defined as the land (with its buildings) on which is located the address or description in Item 1a of the Worksheet for the original unit at which the extra unit was found. This "property" could range from a single-family house and lot to a 200-acre farm.
- (3) If the "extra" unit is occupied, enter the last name of the household head in Item 4 of the Worksheet for the "extra" unit. If the "extra" unit is vacant, enter "Vacant" in Item 4. Be sure to enter the complete address (including the post office and State) in Item 1a for vacant, as well as occupied, units.

- (4) Enter in Item E on the front of the Worksheet for the "extra" sample unit the serial number of the original sample unit, and the Segment List sheet and line number of the first unit listed on the same property as the original sample unit, if it is in an NTA segment. Also enter the Fosdic questionnaire item number (Item 11, 12, or 13) by which the "extra" unit was discovered.

c. If unit  
is in a  
B Segment

In a B Segment, if you discover what you believe to be an "extra" unit within the specific address of the sample unit, proceed as follows:

- (1) Check the B Segment Address List for the segment to see whether the unit is already entered on a separate line (in consecutive order or out of order) or included in a notation on the sheet. If the unit appears on the list, it is not an "extra" unit unless it had previously been reported as merged (indicated by the code "M" in Column 9). You would not interview it unless it falls in the sample in its own right. (Some B Segment Lists may have several units listed on one line either at the top or bottom of the sheet. These are never on sample lines and are referred to as "Notations." You are to consider all the units entered in this way as listed units.
- (2) If the unit which appears to be an "extra" unit is not entered anywhere on the B Segment Address List, fill Table X on the front of the NHS-HIS Worksheet.

d. When struc-  
tures  
identified  
in Column 4  
become "extra"

Sometimes you will find that an "X" has been entered in one of the check boxes to the right of Column 4 on the Segment List--☐ Farm Buildings, ☐ Store, ☐ Garage, or ☐ Other. This means that, at the time of listing, the structures checked contained no living quarters but were found on the same property as the sample unit. For purposes of interviewing, these checked structures are to be considered as part of the original sample unit. However, if you learn that any of

these checked structures are now being occupied (or are now intended for use) as separate living quarters, you should pick them up as "extra" units and treat them as described above. On the other hand, if some people are now occupying these structures on the property of the sample unit, but their quarters do not constitute separate living quarters, these persons should be considered as part of the household occupying the main sample unit. See Part A, Chapter 3 for definition of separate living quarters.

(1) Farm  
buildings

If an "X" has been entered in the check box labeled "farm buildings," this entry refers only to such structures as barns, chicken coops, silos, and tool sheds which contained no living quarters at the time of listing and are not ordinarily intended for human occupancy. However, if you happen to learn that one or more of these structures is being occupied as separate living quarters, you would treat them as "extra" units as mentioned above.

(2) Does not  
include  
structures  
intended  
as living  
quarters

An "X" in the "Farm building" check box would not include such other structures on the farm property as tenant houses, cabins, shacks or bunkhouses which, at the time of listing, were occupied or intended for occupancy as living quarters. Units of this type should have been listed separately. However, if they have not been listed separately and you pick them up as "extra" units, treat them as described above depending upon whether they are in TA or NTA segments.

3. Merged units

Where two or more units on the Segment List have been merged so that only one housing unit now exists, do not cross off any of the merged units listed but proceed as follows:

For Area Segments--On the line for each except the first of the merged units listed, enter in Column 7, "Merged," the segment list line number of the first of the merged units listed and the date the merger was discovered. Correct the description in Column 4, if necessary, for the first of the merged units listed.

For B Segments--Enter "M" in Column 9 of the B Segment List for each unit involved in the merger. Also enter the date the merger is discovered in the remarks column on the line for the first listed merged unit.

a. Interviewing merged units

First unit involved in merger--a sample unit:  
If the first of the listed units which are involved in the merger is a sample unit for which you have a questionnaire, interview the merged unit on that questionnaire. If the merger involves any other units for which you have questionnaires, turn in these questionnaires as Type C noninterview--"Other-merger."

First unit involved in merger--not a sample unit:  
If the first of the listed units involved in the merger is not a sample unit but the merger involves one or more other units for which you do have questionnaires, turn in all the questionnaires as Type C noninterview--"Other-merger."

b. When unit built after April 1, 1960 is involved in merged in Permit Area

If in a TA or NTA Segment in a Permit Area (PA), a current sample unit merges with a unit which was built after April 1, 1960, report the current sample unit as Type C noninterview--"Other-merged with unit built after April 1, 1960."

4. Converted units

Where a sample unit has been converted by structural changes or by use into two or more units, interview all units and treat all but the first as "extra."

5. Units no longer in existence or listed in error

For sample units which have been listed in error, found to be outside the segment boundaries, demolished or converted permanently to commercial use, cross the unit off the Segment List and enter in column (7) the reason and date deleted, e.g., "Demolished 7/64."

H. Special  
Dwelling  
Places

Part of your assignment may consist of interviewing at special dwelling places, such as transient hotels, trailer camps, dormitories, institutions and the like, where some or all of the living quarters do not meet the housing unit definition. A list of the different types of special dwelling places is given in Part A, Appendix A.

1. Special  
Dwelling  
Listing  
Sheet

Special dwelling places which you are to visit in a given segment are entered on a Special Dwelling Listing Sheet. This form contains information on the name and type of the special dwelling place, where it is located, the living quarters or persons in the special dwelling place that you are to cover, etc.

2. Sample units  
selected from  
a complete  
listing

For special dwelling places in which the sample units (that is, rooms, suites of rooms, beds, etc.) were selected from a complete listing, the office will have given you questionnaires for the sample units with the front partially filled, just as it does for regular units.

You will also receive from the office a Special Dwelling Listing Sheet for the special dwelling place.

3. Sample units  
selected from  
a register

For a special dwelling place where a register of units is available (as for example, a list of rooms in a dormitory), you will usually be directed by your office to sample the units directly from the register. Instructions for carrying out this sampling are given in Part A, Appendix B.

4. New or  
missed  
special  
dwelling  
place

If in checking the listing of a TA segment you find a special dwelling place for which no Special Dwelling Listing Sheet has been filled, prepare one for it and list all units (staff or unclassified) in the place on it. Fill a questionnaire for each unit listed, unless the segment is "large" and is subsampled (see paragraph J below).



5. Verify address, name and type of special dwelling place

For each special dwelling place in your assignment in TA, NTA, and B segments, at the time of interviewing you are to check to see if the address, name and type are correct. If the address is incorrect, if the name has changed, or if both the name and type have changed, correct both the Special Dwelling Listing Sheet or Worksheet and the questionnaires. Report the changes on an INTERCOMM. (Refer to Appendix A to Part A for type and type code.)

An example of a change in type of special dwelling place would be a tourist home, code 76 that had been converted to a nursing, convalescent or rest home, code 40.

6. Housing unit changed to entire special dwelling place

If you find at the time of interviewing in TA and NTA segments that a housing unit on the Segment List is an entire special dwelling place, prepare a Special Dwelling Listing Sheet for the place, listing all staff or unclassified units. Prepare new questionnaires for and interview all units listed. Enter in column 7 of the Segment List "entire special dwelling place." If in a TA Segment, cross the housing unit off the list; if in an NTA Segment, do not cross it off the list. Return the original questionnaire as Type C non-interview. Report the change on an INTERCOMM.

An example of such changes would be: a large single-family house has been converted to a sorority house.

7. More than one unit on Segment List found to be in special dwelling place

If you find at the time of interview in a TA or NTA Segment, that units listed on separate lines of the Segment List are units in a special dwelling place, do not relist the units on a Special Dwelling Worksheet or Special Dwelling Listing Sheet but report the situation on an INTERCOMM showing:

- a. The name, address and type of place.
- b. The number of all units in the place, for example, "rooms 1-14 non-staff," "room 15 staff."

Interview any staff or unclassified units designated for the current sample on the Segment List. Report current sample units found to be nonstaff units as Type C noninterview.

For example, units in a nontransient hotel may have been listed on separate lines of the Segment List and the hotel may change to a transient type by the time of interview. Retain the place on the Segment List in this case and interview the current sample units and report the situation on an INTERCOMM.

- |   |   |
|---|---|
| 8. Special dwelling place discovered in answer to questionnaire Items 12-14 | If a special dwelling place is discovered in answer to questionnaire Items 12-14 and no units in the place have previously been listed or sampled, prepare a Special Dwelling Listing Sheet for the place. List and interview all units (staff or unclassified) in the place.   |
| 9. Further instructions on special dwelling places                          | Detailed instructions on how to proceed in special dwelling places are to be found in Part A, Chapter 3 and Appendix A and B.   |
| I. Office assistance in difficult cases                                     | If you cannot clearly determine how to proceed in a special dwelling place call your office for assistance. Before calling, however, assemble all the information that you think would be useful to your office in advising you on how to proceed. (Interviewers not yet trained in listing should call their office for assistance in any case involving listing in a special dwelling place.)   |
| J. How to treat TA segments where number of units exceeds 20                | <p>In TA segments which have not been subsampled in the office and in which it is obvious that the number of units eligible for interview exceeds 20, subsample the units as instructed below in paragraph J-1. If it is not obvious that the total number of units exceeds 20, interview <u>all</u> the units even though you later discover the number exceeds 20.</p> <p>In TA segments which have been previously subsampled, and in which extra units are found at the time of interview, continue the subsampling pattern used in the office, and interview all the units corresponding to the current sample designation.</p> <p>Do not re-subsample a segment which has been subsampled by your office even though the size of the segment has increased so much that the segment is in the next highest interval in column 1 of the following table.</p> |

1. How to subsample

If the  
total number  
of listed  
units is

Apply the following  
sampling instructions  
to the listed units

	<u>Start with and take the</u>	<u>and take every</u>
21-40	1st unit	2nd
41-60	2nd unit	3rd
61 and over	3rd unit	4th

In applying the subsample pattern in segments containing a special dwelling place, treat the two lists, the regular listing sheet and the Special Dwelling Listing Sheet as if they were a single list, carrying the subsampling pattern over from the segment list to the Special Dwelling Listing Sheet.

On the listing sheets, cross out the current sample designation and serial numbers of any of the units which are not selected as a result of applying the subsampling instructions given in the above table. Enter the current sample designation in Column 5 (or Column 3 for specials) for each of the listed units selected as a result of applying the subsampling pattern and for which there is no sample designation already entered.

2. Example of subsampling

For example, suppose in a TA segment (with no special dwelling place) 15 units were listed but when you arrive to start your interviewing the number has increased to 36 units. By referring to the subsampling table, you can see that you should start with and take the first, third, fifth, etc., units and right through to the last listed unit.

You will cross out the sample designations and serial numbers for the 2nd, 4th, and 6th units up through the 14th unit and will enter sample designations in Column 5 (since none has previously been entered) for the 17th, 19th, 21st up through the 35th lines.

3. Which units to interview after subsampling

After you have subsampled the units listed in segments containing more than 20 units, interview only those units for which there is still a sample designation in the appropriate column of the Segment List.

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Questionnaires for units eliminated in sub-sampling are to be returned as Type C noninterviews: "Eliminated in sub-sample."

4. Report sub-sampled segments on Segment Folder

Record the subsampling rate on the Segment Folder in Section IV-B for each segment that you subsample. Report this as follows: "Subsampled by taking every\_\_\_\_\_."

### CHAPTER 3.

#### THE HOUSING UNIT AND WHOM TO INCLUDE IN THE SURVEY

A. The housing  
unit

This chapter tells you how to identify a household, how to decide which persons at one address should be recorded on the questionnaire, and whether more than one questionnaire should be used for residents at the address.

Each household in the survey will be interviewed on a separate questionnaire. It is necessary, therefore, that you learn what constitutes a household. At the beginning of each interview you must determine how many households there are at the address you are visiting. To do this, you must know what kind of living quarters are at the address.

1. Many kinds of  
living quarters

People live in all kinds of places—houses, apartment houses, trailers, rooming and boarding houses, dormitories, etc. Some houses are arranged for just one family, some for two or more families, and other places (apartment houses), have living arrangements for dozens of families. Hotels, rooming and boarding houses, institutions and the like have living arrangements for many persons.

We need some kind of common denominator, or unit, to determine how many living arrangements there are in all of the types of places where people live. Therefore, all living quarters have been divided into two categories: "housing units" and "other units."

2. Examples of  
housing units  
and "other  
units"

Ordinarily a housing unit is a single family house, an apartment, or a flat. It may also be a trailer, boat, or tent. A housing unit may be located in a structure devoted primarily to business or other non-residential use, such as quarters in a warehouse where the watchman lives, or a barber's living quarters in back of his shop.

Examples of other units are: a room in a boarding house, a cot in a bunkhouse for migratory workers, a room in a nurses' home, and an unoccupied trailer site.

3. Household defined

A household is the entire group of persons who live in one housing unit or one "other unit." It may be several persons living together or one person living alone. It includes the household head and all his relatives occupying the housing unit or "other unit." The household may also include roomers, servants, or other persons not related to the head, who live there. Regardless of whether the household occupies a housing unit or an "other unit," it is to be interviewed on a separate questionnaire.

4. Definition of a housing unit

A group of rooms or a single room is regarded as a housing unit when it is occupied as separate living quarters; that is:

- a. When the occupants do not live and eat with any other persons in the structure

AND

- b. When there is either:

- (1) Direct access from the outside or through a common hall (as defined below)

OR

- (2) A kitchen or cooking equipment for the exclusive use of the occupants.

5. Direct access defined

Living quarters have direct access if there is either:

- a. An entrance to the living quarters directly from the outside of the structure

OR

- b. An entrance to the living quarters from a hall, lobby, or vestibule used by the occupants of more than one unit.

This means that the hall, lobby, or vestibule is not part of any unit but must be clearly separate from all units in the structure. Any room that serves the same purpose as a hotel lobby is considered a common hall provided it is not part of any unit.

Living quarters do not have direct access if the only entrance to the unit is through a room or a hall of another unit.

6. Kitchen or cooking equipment defined

The terms "kitchen" and "cooking equipment" are defined as follows:

a. Kitchen

A kitchen is a room used primarily for cooking and preparation of meals.

b. Cooking equipment

A unit has cooking equipment when it has either:

- (1) A range or stove whether or not it is used regularly,

OR

- (2) Other equipment, such as a hotplate or other electrical appliances, if the equipment is used for the regular preparation of meals—usually one or more each day.

7. "Other unit" defined

"Other units" are quarters where the living arrangements are not sufficiently separate to meet the housing unit definition. These units are located in places, such as hotels, institutions, dormitories, etc., where the residents have their own rooms, groups of rooms or beds but also have some common living arrangements such as a common dining hall, lobby or living room or common recreational facilities.

Some of the rooms, groups of rooms, etc., in these places are always classified as "other units" even though they have direct access or cooking equipment (e.g. living quarters in nurses' homes). Other rooms, groups of rooms, etc., are classified as "other units" only if they do not meet the housing unit definition.

B. Rules for handling unusual situations

Although most of the time you will be interviewing in the more common types of living quarters, such as single-family houses, apartments, flats, etc., you may from time to time be assigned sample households in the less usual kinds of living places.

1. Trailers, boats, tents and railroad cars

Trailers, tents, boats, and railroad cars that are occupied, or vacant and intended for occupancy as separate living quarters on the site where located, are to be considered as housing units. Unoccupied trailer or tent sites, however, are "other units."

2. Guests and servants quarters

Occasionally quarters for guests or servants are located in a structure separate from the main house. Such quarters are to be handled according to the special rules given below.

a. Guest quarters

Living quarters reserved for use by guests in a structure separate from the main house are considered as part of the main house. The guest house is not "separate living quarters occupied by a group of persons living and eating together" because the guests are considered as part of the group of people with whom they are staying. The main house together with the guests' quarters constitutes one housing unit.

In some cases, however, quarters referred to as "guest quarters" or a "guest house" may be occupied by persons who are not "guests." For example, a house which the people of the main house refer to as the "guest house" may be rented; quarters in a school referred to as "guest quarters" may be occupied by the janitor and his family. In such cases, the quarters are to be considered as separate living quarters.

b. Servants' quarters

Living quarters which are located in a structure separate from the main house and occupied or intended for occupancy by servants are considered a separate housing unit only if they have separate cooking equipment which the servants use for preparation of meals. Otherwise, such quarters are considered as part of the employer's quarters and the combination is one housing unit. (This rule also applies to servants' quarters located within the same structure as the main house.)



3. Boarding  
house

A boarding house is an establishment with 5 or more rooms for rent to boarders and which serves regular meals to the residents who pay a combined rate for their room and meals on a weekly or monthly basis. None of the living space in a boarding house constitutes a housing unit; classify each living arrangement, including the quarters for the proprietor or resident manager, as an "Other unit."

If there are four or fewer rooms for rent to boarders, combine these rooms with the landlord's quarters (or with each other if the landlord does not live in the structure). In this situation, interview all of the occupants on one questionnaire (or one set of questionnaires). Consider the entire living space as one housing unit.

4. Rooming  
house

A rooming house is an establishment with 5 or more rooms, or suites of rooms, for rent to roomers who usually pay for their rooms on a weekly or monthly basis. No regular meals are served, but linens and maid service may be provided. In establishments such as these, consider each separate living arrangement which meets the housing unit definition as a housing unit. Living arrangements which do not meet the housing unit definition are to be classified as "Other units."

If the sample unit at which you are interviewing contains four or fewer rooms for rent to roomers, consider each room or suite of rooms, which meets the housing unit definition as a separate housing unit. The rooms which do not meet the housing unit definition should be combined with the landlord's quarters, if the landlord lives in the structure. If the landlord does not live in the structure consider each room, which does not meet the housing unit definition, as part of the housing unit through which access to the room is gained.

5. Combination  
rooming and  
boarding  
house

A combination rooming and boarding house is an establishment with 5 or more rooms for rent that serves meals to some resident persons but only rents rooms to others.

Quarters occupied by boarders are always "other units." The quarters occupied by roomers, the proprietor, manager or other resident employees may be housing units or "other units" depending on whether the quarters meet the housing unit definition.

If there are four or fewer rooms for rent, combine rooms occupied by boarders with the landlord's quarters (or with each other if the landlord does not live in the structure). Rooms that are occupied by roomers and meet the housing unit definition should be considered housing units. Rooms that do not meet the housing unit definition should be considered as part of the housing unit through which access to the room is gained.

6. Hotels

A hotel is an establishment that rents rooms or suites of rooms to transient or non-transient guests and provides regular hotel service, such as linens, maid, and desk service.

a. Non-transient hotel

A non-transient hotel is one in which 75 percent or more of the rooms or suites are occupied or intended for occupancy by permanent guests. Permanent guests usually stay a month or more at reduced monthly or weekly rates. All rooms or suites of rooms in a non-transient hotel are classified as housing units.

b. Transient hotel

A transient hotel is one in which more than 25 percent of the rooms or suites are occupied or intended for occupancy by transient guests. Transient guests usually stay less than a month and pay daily rates. In a transient hotel, only the rooms occupied or intended for occupancy by non-transient (permanent) guests (if any) or by resident employees are ordinarily listed or sampled; these are classified as housing units, if they meet the housing unit definition. At the time of listing it may have been necessary to list or sample all the rooms because the manager could not distinguish between "transient" and "permanent" quarters. In a situation such as this, rooms or units which are occupied by "transients" at the time of interview should be classified as "other units."

7. YMCA's and YWCA's  
YMCA's and YWCA's are establishments which offer, at moderate cost, lodging for both transient and non-transient guests. The rules given above for hotels apply to the living quarters in these places, except that all units in the place are listed or sampled, whether the place is transient or non-transient.
8. Motels, tourist camps or courts, etc.  
Motels, tourist camps or courts, etc., are essentially the same as hotels, except that guests can drive to or close to their quarters. The rules given above for hotels apply to motels, tourist camps or courts, etc. except that all units in the place are listed or sampled whether the place is transient or non-transient.
9. Vacation cabins  
For vacation cabins in resort areas, apply the following rules:
  - a. Five or more cabins under a single management  
A group of five or more vacation cabins operated under a single management is to be treated like a motel, tourist camp or court, etc. A vacation cabin is "one of a group of five or more cabins under a single management" if the cabins are located next to each other and belong to the same owner but are rented or intended for rental to others, and the group is identified by a sign on the property on which they are located.
  - b. Cabin not in group of five under single management  
A vacation cabin not in a group of five as defined above is classified as a housing unit. However, a vacation cabin used as overflow sleeping quarters for the main house is considered as part of the main house.
- C. Rules for classifying living quarters in special dwelling places  
In special dwelling places the rules for determining whether the living quarters constitute "housing units" or "other units" depend upon the type of special dwelling place and for whom the living quarters are intended. The rules for classifying living quarters in transient hotels, YMCA's and YWCA's, motels, tourist camps or courts, and vacation cabins were discussed in paragraph B above. The following are the rules for classifying living quarters in the remaining types of special dwelling places.

1. Armed Forces installations (excluding Armed Forces hospitals)

In Armed Forces installations (excluding Armed Forces hospitals) classify as an "Other unit" each unit for civilians (including families of military personnel), if: (1) the unit is in transient quarters such as a guest house, (2) it is in a barracks or bachelor-officers quarters, or (3) it is in quarters other than those described above and does not meet the housing unit definition.
2. Convents, Monasteries, and Sisters', Brothers' or Priests' residences

The procedure for classifying the living quarters, in convents, monasteries, and Sisters', Brothers' or Priests' residences depends upon the number of units in the place.

  - a. Five or more rooms for Sisters, Brothers or Priests

If there are five or more rooms for Sisters, Brothers or Priests, classify as "other unit" each unit for Sisters, Brothers or Priests, and each unit for resident lay employees which does not meet the housing unit definition.
  - b. Four or fewer rooms for Sisters, Brothers, or Priests

If there are four or fewer rooms for Sisters, Brothers or Priests and the residence is part of a school for resident students, hospital, orphanage, or similar establishment, classify the units according to the rules for that particular place. If the convent, monastery, etc., is not part of an establishment, treat the entire place as one housing unit.
3. Facilities for housing students- quarters in schools for resident students, dormitories, sorority or fraternity houses

In all facilities for housing students, classify as an "other unit," each unit for students and each unit for resident employees, such as janitors, housemothers, and resident faculty or administrative personnel, which does not meet the housing unit definition.
4. Facilities for housing workers- bunkhouses, labor or logging camps, migratory workers camps, etc.

The procedure for classifying the living quarters in facilities for housing workers depends upon the type of structure.

- a. Bunkhouses and other barracks-type structures
- The classification of living quarters in a bunkhouse or other barracks-type structure depends upon the number of workers the structure is intended to house. Note that living quarters occupied by a migrant family are considered as quarters for one worker regardless of the number of workers in the family.
- (1) Quarters for five or more workers
- If there are quarters for five or more workers, consider as an "other unit" each unit within the structure. A unit is the living space occupied by one person (or one family if migrant families are housed in the structure) such as bed, bunk, or room.
- (2) Quarters for four or fewer workers
- If the structure contains quarters for four or fewer workers, classify the entire structure as an "other unit."
- b. Living quarters other than those in bunkhouses and barracks-type structures
- If the living quarters are not in a bunkhouse or other barracks-type structure, classify as an "other unit" each unit which does not meet the housing unit definition.
5. Flophouses and missions
- In flophouses and missions (e.g., Salvation Army shelters), classify as an "other unit" each unit for persons except resident managerial staff and their families and each unit for the resident managerial staff which does not meet the housing unit definition.
6. General hospitals including VA and Armed Forces hospitals, children's hospitals and maternity hospitals
- In general hospitals including VA and Armed Forces hospitals, children's hospitals, and maternity hospitals, classify as an "other unit" each unit for resident employees, if the unit does not meet the housing unit definition. (Note that nurses' quarters are always "other units.") Also classify as "other unit" each unit for guests of patients.
7. Nurses' homes or quarters
- In nurses' homes or nurses' quarters in hospitals, institutions, and similar places, each unit (room or suite of rooms) should be classified as an "other unit."

8. Recreational and religious camps
- The classification of units in recreational and religious camps depends upon whether the camp is operated for adults or for children.
- a. Adults' (or family) recreational and religious camps
- In adults' (or family) recreational and religious camps, classify as "other unit" each unit for permanent guests or resident employees which does not meet the housing unit definition and each unit for transient guests (if such quarters were included because the management could not distinguish between quarters for transient and permanent guests).
- b. Children's recreational and religious camps
- In recreational and religious camps run for children, consider as an "other unit" each unit which is for resident employees and which does not meet the housing unit definition. Quarters for children in children's camps are excluded from the survey.
9. Private residential clubs and tourist homes
- A private residential club or tourist home is to be classified as a special dwelling place only if it contains 5 or more rooms or groups of rooms to be rented out. If there are fewer than 5 rooms or groups of rooms for rent, combine these rooms or groups of rooms with the landlord's quarters (or with each other if the landlord does not live in the structure).
- In private residential clubs and tourist homes that meet the special dwelling place definition, classify as "other unit" each unit for transient guests and each unit which is for permanent guests or resident employees and which does not meet the housing unit definition.
10. Nursing, convalescent and rest homes
- In determining whether a place which offers nursing, convalescent or rest care is a special dwelling place, apply this rule: If the place is providing, or has accommodations to provide nursing care or domiciliary and personal care (as required) for 3 or more patients or paying guests, classify it as a special dwelling place, i.e., a nursing, convalescent or rest home. Examples of care provided in these places are nursing care, help in feeding, aid in getting around, tray service, etc.
- In special dwelling places of these types, only the "staff" quarters are included in the Health Interview Survey, that is, quarters for the operator of the home and for resident employees and their families.

11. Specified institutions listed in Appendix A to Part A

In the specified institutions listed in Appendix A to Part A, classify as "other unit" each unit for resident employees that does not meet the housing unit definition. (Note that nurses' quarters are always "other units.") Also classify as an "other unit" each unit reserved for guests of patients, visitors to inmates, etc.
12. Special Note

For the purposes of this survey, living quarters in certain types of special dwelling places are divided into two kinds of units: "staff" and "nonstaff."

  - a. "Staff" units

Staff units are defined as the houses, apartments, rooms, suites of rooms, or beds in rooms having sleeping accommodations for 5 or more persons occupied by resident employees and their families, if any. Note that quarters in nurses' homes are always considered "staff" units. Staff units are to be included in the Health Interview Survey.
  - b. "Non-staff" units

Non-staff units are the living quarters occupied by the persons for whom the special dwelling place is operated. Non-staff units are not included in this survey and should not be listed, sampled, or interviewed.
- D. How to apply the housing unit definition at the time of interview

At the beginning of the interview, you are to enter in questions 1 and 2 of the questionnaire the names of all persons living in the sample unit and their relationship to the head of the household.

  1. Typical family group

If the persons entered on the questionnaire represent a "typical family group," such as husband, wife and unmarried children, or a parent and child, two or more sisters, or some similar clear-cut arrangement, consider all the members as a single household.
  2. Additional household members - ask about separate quarters

If in addition to the head and his family the listing of persons in questions 1 and 2 contains a roomer, a roomer and his family, a married son and his family, or relatives such as mother, uncle, cousin, etc., ask if they all live and eat together as one family.

If they do all live and eat together, treat them as a single household and interview the entire group on one questionnaire.

If any of the persons recorded in questions 1 and 2 say they live separately from the others, ask about the access to the quarters they occupy and their cooking arrangements. If they have either direct access or separate cooking equipment, consider them as separate living quarters. If these separate living quarters have not already been listed, apply the rules for "extra" units, according to the instructions in Part A, Chapter 2.

3. Five or more boarders or roomers

If you have recorded five or more boarders or roomers in questions 1 and 2 of the questionnaire, the sample address may be a boarding house or rooming house and you should apply the rules for these kinds of places. (See paragraphs B-3 through B-5).

4. Vacant living quarters

Living quarters are vacant if no persons are living in them at the time of your first visit. If the occupants are only temporarily absent, consider the unit as occupied. (See instructions in Part D, Chapter 1 on "Noninterviews.") Vacant living quarters constitute a housing unit if they have either:

a. Direct access

OR

b. A kitchen or cooking equipment for the exclusive use of the intended occupants.

Even though there may be no kitchen or cooking equipment in the space at the time of your visit, consider it as having cooking equipment if the last occupants had cooking equipment.

Vacant quarters which do not have direct access or a kitchen or cooking equipment should be considered as part of the housing unit through which access to the space is gained. Note, however, that in some kinds of living places, such as boarding houses, flophouses and missions, institutions, etc., (which were discussed in Sections B and C), certain types of units are specifically designated as "other units." These should always be considered as separate units regardless of whether occupied or vacant.

E. Office assistance in difficult cases

If you cannot clearly determine from these instructions how to proceed in special dwelling places or other problem cases, call your office for assistance.



Before calling your office, however, assemble all the information that you think would be useful to your office in advising you on how to proceed.

F. Whom to include  
in the survey

1. General  
rules

Two categories of persons in a household are to be considered as members of the household.

- a. Persons, whether present or temporarily absent, whose usual place of residence at the time of the interview is this household.
- b. Persons staying in the household who have no usual place of residence elsewhere.

A household was defined in the beginning of this chapter as the entire group of persons who live in one "housing unit" or "other unit."

2. Usual place  
of residence—  
defined

In most cases, usual place of residence means the place the person would name in reply to the question, "Where do you live?" More specifically, it is the place where the person usually sleeps. A usual place of residence must be specific living quarters held for the person to which he is free to return at any time. A mail address alone does not constitute a usual place of residence.

Living quarters which a person rents to or lends to someone else cannot be considered his usual place of residence during the time they are occupied by someone else. Likewise, vacant living quarters (sometimes furnished) which a person offers for rent or sale during his absence should not be considered his usual place of residence while he is away. (If the living quarters are furnished, be sure the household is not just temporarily absent—see below.)

Persons with no usual place of residence elsewhere include recent migrants, persons trying to find permanent living quarters, and other persons who are staying temporarily in the unit and do not have a home of their own.

3. Persons to  
be counted  
as household  
members

Count as members of the household the following:

- a. Members of the household living at home at the time of the interview.
- b. Members of the household temporarily absent at the time of the interview, on vacation, visiting, or on business. This includes bus drivers, railroadmen, traveling salesmen, etc., who usually do not stay long in one place, but who return home at intervals.
- c. Members of the household who are in a general hospital where most patients remain for a short period of time only—regardless of how long these particular persons have been in the hospital.
- d. New-born babies who have not yet left the hospital.
- e. Students of any age (including student nurses) who live in the sample unit while attending school. If they are at home on summer vacation at the time of the interview, count them at their own home.
- f. Domestic or other employees who live with the household and sleep in the same housing unit.
- g. Boarders or roomers who regularly sleep in the housing unit.
- h. Crew members of all canal or river vessels that travel on inland waterways, and crew members of vessels in coastwise, intercoastal or foreign trade (including the Great Lakes) that make trips of less than 24 hours duration, are considered household members at their homes.
- i. Civilians who usually live in the unit but who are temporarily abroad on a vacation or in connection with their work.

- j. Persons temporarily visiting with the household but who have no usual place of residence elsewhere.

4. Persons not  
to be counted  
as household  
members

Do not count as members of the household the following persons:

- a. Persons temporarily visiting with the household who have a usual place of residence elsewhere.
- b. Persons of any age who are living elsewhere attending school at the time of the interview. (If they are away from the school on summer vacation, do not count them at their school home.)
- c. Persons who take their meals with the household but usually lodge or sleep elsewhere.
- d. Domestic employees or other persons employed by the household who do not sleep in the same housing unit. (If, however, they occupy quarters on the same property as the main house and have no cooking equipment in those quarters, count them as part of the main house.)
- e. Persons who were formerly members of the household but who, at the time of interview, are inmates of correctional or penal institutions, mental institutions, homes for the aged or needy, rest homes or convalescent homes, homes or hospitals for the chronically ill or handicapped, nurses' homes, convents or monasteries, or other places in which residents may remain for long periods of time, regardless of how long they are expected to remain there.
- f. Crew members of vessels in coastwise, intercoastal or foreign trade (including the Great Lakes) are considered to reside on the vessel rather than at their homes, if the ship normally makes trips of more than 24 hours duration.

- g. Persons working abroad if their regular place of duty is abroad.
- h. Members of the Armed Forces. We are not covering military personnel in this survey. (For definition of Armed Forces, see Part D, Chapter 2.)

}. Rules for  
counting special  
classes of persons

Persons with two or more homes: Some persons (or families) have two or more homes and they may spend part of the time in each. For such cases, you must first determine which unit should be considered the person's usual place of residence. This is the home that the person occupies most of the time. Note that this is not necessarily the person's legal or voting residence.

If you are unable to determine the person's usual place of residence because he spends an equal amount of time at each home, consider him to be a resident of the sample unit if he is living there at the time of interview.

Persons who work away from home: Some persons sleep most of the week in one place to be near their work but may spend week-ends or other non-work periods in another place. Count such persons as members of the household in which they sleep most of the week.

Domestic employees in separate house or cabin: If domestic employees sleep in a separate house or cabin, count them as a separate household if they have separate cooking equipment. If they do not have separate cooking equipment, count them as part of the main household.

Persons who have just moved into the housing unit: You are to interview the household member living in the housing unit on the day of your contact regardless of when they moved into the unit. For example, suppose you make your first call to interview a household on Tuesday, and find no one at home. For some reason you are unavoidably prevented from calling back until Saturday, when you find that the family you would have interviewed on Tuesday has moved out and another family moved in on Thursday. You will interview the household occupying the unit at the time of your contact (i.e., Saturday).

Citizens of foreign countries: Citizens of foreign countries and other persons who are living on the premises of an Embassy, Ministry, Legation, Chancellory, or Consulate are never to be interviewed. Consider any such place not to be included in any segment.

Citizens of foreign countries, who are not living on the premises of an Embassy, etc., and have no usual place of residence elsewhere in the United States are to be considered residents of the sample unit and interviewed only under the following circumstances:

1. They are permanently living in the United States.

OR

2. They are temporarily living in the United States and are going to school here, or are employed here, or are members of the family of a person going to school or employed here.

Persons not included in paragraphs 1 and 2 above should be considered as having usual residence elsewhere.

Doubtful cases: If there is any instance in which you are not sure whether to include persons as members of the household, consider them as members of the household, and describe the circumstances in a footnote. Report the case to your office on an INTERCOMM.

APPENDIX A (PART A)

CODES FOR TYPES OF SPECIAL DWELLING PLACES  
(ITEM 1c ON WORKSHEET)

I. Specified Institutions

CODES

Correctional Institutions

- 11.....State and Federal penitentiaries, prisons, and reformatories
- 11.....State and Federal prison farms and camps
- 11.....County and city jails, workhouses, penitentiaries
- 11.....County and city prison farms and camps
- 11.....Federal detention headquarters
- 12.....State and Federal training or industrial schools
- 12.....County and municipal training or industrial schools
- 12.....Private schools for delinquents, such as "House of the Good Shepherd,"  
"Boys Town," etc.

Mental Institutions

- 21.....Homes and training schools for mental defectives
- 21.....Homes, training schools, colonies, and villages for epileptics
- 21.....State, Federal, county and city hospitals for mental diseases
- 23.....Veterans Administration mental hospitals
- 21.....Private hospitals and sanitariums for mental disease
- 22.....Hospitals for the treatment of alcoholics and drug addicts

Homes for the Aged, Infirm and Needy

- 31.....Orphan asylums
- 31.....Children's homes
- 32.....County homes, almshouses, poor farms, etc.
- 38.....Soldiers' and sailors' homes
- 39.....Veterans Administration homes (domiciliary care)
- 33.....Fraternal or religious homes for the aged
- 34.....Commercial boarding house for the aged
- 35.....Homes and schools for the blind
- 36.....Homes and schools for the deaf
- 37.....Hospital or resident schools, orthopedic hospitals and homes for  
the crippled

- 40.....Nursing, Convalescent, and Rest Homes

CODES

Other Hospitals and Homes Providing Specialized Care

- 51.....Tuberculosis sanitariums
- 52.....Veterans Administration tuberculosis hospitals
- 53.....Homes for incurables
- 54.....Chronic and cancer hospitals
- 55.....Maternity homes for unmarried mothers
- 56.....Detention and receiving homes

CODES

II. Other Special Dwelling Places

- 61.....Veterans Administration General Medical, and Surgical Hospitals
- 62.....Facilities for the Treatment of the Physically Ill

This type of facility treats physical disorders and is one in which the patient stays for a relatively short period of time. Examples of this type of special dwelling place are:

- 1. General or emergency hospitals; children's hospital; maternity hospital
- 2. Infirmary

71.....Hotels, Transient-type

- 72.....YMCA, Transient-type
  - 73.....YWCA, Transient-type
  - 74.....YMHA, Transient-type
  - 75.....Private residential clubs
  - 76.....Tourist homes
- } Those that meet the special dwelling place definition

- 77.....Motel, Transient-type
- 78.....Tourist camp or court, Transient-type
- 78.....Groups of 5 or more vacation cabins under single management, Transient-type
- 79.....Combination tourist-trailer court, Transient-type

Facilities for Housing Students

- 81.....School dormitory
- 82.....Fraternity
- 83.....Sorority
- 84.....Schools with resident students (other than for the needy or infirm and other than resident schools with separate codes 93 and 94 - see below)
- 93.....Schools with resident students and with predominantly non-salaried faculty such as nuns or priests
- 94.....Schools with resident students and operated primarily for religious training (other than those with predominantly non-salaried faculty) such as Bible Institutes

CODES

II. Other Special Dwelling Places—Con.

Facilities for Housing Workers

- 85.....Dormitory for workers
- 86.....Bunkhouse (provided that it has or is expected to have quarters for 5 or more farm or ranch hands)
- 87.....Labor camp
- 88.....Logging camp
- 89.....Migratory workers' camp

Additional Other Places

- 91.....Convents
- 92.....Monasteries
- 93.....) See Facilities for Housing Students
- 94.....)
- 00.....Nurses' Homes
- 01.....Flophouses
- 02.....Missions
- 03.....Recreational and Religious Camps (Adults or Family)
- 04.....Recreational and Religious Camps (Children's)
- 05.....Trailer Camps
- 06.....Tent Camps
- 07.....Armed Forces Installations
- 08.....Armed Forces Hospitals
- 09.....Non-transient Hotel (when instructed to treat as a special dwelling place)



APPENDIX B (PART A)

SAMPLING SAMPLE UNITS FROM A REGISTER IN  
A SPECIAL DWELLING PLACE

1. Purpose of  
Appendix B

This appendix gives instructions on how to select sample units from a register in a special dwelling place. You may need this information on your very first assignment, or you may have no occasion to use it for several months after you begin work. Therefore, you need not learn this material until you are required to interview in a special dwelling place.

If you cannot clearly determine how to proceed in a special dwelling place, from these instructions and from instructions in Part A, Chapter 2, call your office for assistance.

2. When the  
Special Dwelling  
Worksheet is used

If there is a usable register of units in a special dwelling place, this was noted in the heading of the one or two Special Dwelling Listing Sheets prepared for the special dwelling place at the time of listing, along with the name, the type of place, and the number and kind of units to be sampled. Your office will have prepared Special Dwelling Worksheets for use in places where a usable register is available. Use the Worksheets to select the sample units from the register. The Worksheet will indicate whether rooms or persons are to be sampled.

CAUTION: Be sure to use that Section (I or II) of the Special Dwelling Worksheet which applies to the current sample. For example, if B26 is entered in the heading of Section I of the Worksheet and B30 in the heading of Section II, and you are interviewing for B30 you would use Section II to select the B30 units.

3. Staff and non-  
staff units

Special dwelling place units are divided into "nonstaff units" and "staff units" in the following types of special dwelling places:

- a. Specified institutions (those listed in Part I of Appendix A to Part A)
- b. General hospitals
- c. Armed Forces hospitals
- d. Veterans' hospitals (general, medical, and surgical)

For each of these places, a Special Dwelling Listing Sheet has been prepared for "Staff units" only. "Non-staff" are not included in the survey. Where you are to sample from a register a corresponding Special Dwelling Worksheet has been prepared.

- a. Nonstaff units defined  

"Nonstaff units" are defined as (1) the persons for whom the special dwelling place is being operated (patients, prisoners, etc.) or (2) the units in which these persons live, such as rooms, suites of rooms, or beds in rooms having sleeping accommodations for 5 or more persons. As mentioned above, these units will not be listed, sampled or interviewed.
- b. Staff units defined  

"Staff units" are defined as the housing units, rooms, suites of rooms, or beds in rooms having sleeping accommodations for 5 or more persons, occupied by resident employees and their families, if any.
- c. Special case: Units in Nurses' Homes-  

Special case. Nurses' homes are to be treated as a special case. According to the above definitions, units in nurses' homes would be "nonstaff units," that is, the nurses are the persons for whom the home is being operated. On the other hand, nurses living in hospitals are employees and, therefore, would be listed and sampled as "staff units." To avoid this inconsistency we are specifying that in nurses' homes all units in the place, whether occupied by nurses or by other persons living in the homes, are to be regarded as "staff units."
- d. Special dwelling places containing only one kind of unit—"Unclassified units"  

In all other types of special dwelling places, it is not necessary to make a distinction and all units are referred to as "Unclassified units." These are the housing units, rooms, beds, etc., occupied or intended for occupancy by all persons in the special dwelling place.

e. How to sample  
staff units

If there are separate registers for staff and nonstaff units, use only the staff register in sampling on the Special Dwelling Worksheet. If there is only one register for the place, find out which units are staff and which are nonstaff and count and sample staff only.

For example, units numbered 1, 2, 4, 7, and 10 on a register might be the only staff units in a place. If your instructions for sampling staff units were to start with the first and take every second, you would take the units numbered 1, 4, and 10.

4. Identification of  
units to be  
selected

The units to be selected will be identified by an entry of encircled sample numbers in column 2 of the worksheet in the section of the worksheet for the current sample. You must select the special dwelling place units corresponding to these encircled numbers and identify them by room number, etc.

In the figure below there is shown an illustration of a worksheet (Column 3 will not be filled when you receive it). The encircled numbers in column 2 mean that you are to select from the register the second, fourth, sixth, eighth, tenth, etc., unit of the appropriate type until you have completely gone through the register.

Excerpt From Special Dwelling Worksheet

Line no. (1)	Sample numbers (2)	Number or location unit (3)	Serial numbers (4)
1	(2)	Room B	51
2	(4)	Room D	52
3	(6)	Room F	53
4	(8)	Room H	54
5	(10)		
6	(12)		
7	(14)		
8	(16)		
9	(18)		
10			
11			

5. Points to be noted in sampling from a register

In sampling from a register, note the following points:

- a. Be sure register is current and identify units selected

Be sure that the register (whether a list, card index, floor diagram, etc.) is current. Also if you are sampling from a register, identify in some way the units selected so that you may quickly locate these units again in the register, if necessary. For example, if you are sampling from a card file, you might identify the selected units by turning cards up, inserting blank slips of paper, etc.

- b. What to do if only one building of a special dwelling place is to be sampled

If the special dwelling place units in only one building of a special dwelling place are to be sampled, use either a register for the specific building or a register which indicates the particular building in which each unit is located. In the latter case, count only the units in the particular building in selecting the sample.

- c. When to count a bed as a separate unit

Find out whether any of the rooms in the register contain sleeping accommodations for 5 or more persons. If so, count each bed in such rooms as a separate unit in selecting your sample.

- d. How to sample when a floor plan or diagram is used

If the register being used is a floor plan or similar diagram, begin your count at some definite starting point (usually the lowest numbered room or bed) and follow through the diagram in some systematic fashion.

- e. Use of a register of persons

A register of persons is used only when there is no register of rooms, etc., and it would be extremely difficult or time-consuming to make a complete listing of these rooms on a Special Dwelling Listing Sheet.

If the Worksheet indicates that a register of persons is to be used, family groups who are living in the special dwelling place should be sampled rather than individuals within the family. For example, assume that in a summer hotel, there are no permanent guests and that

it would be very difficult to make a complete listing of the rooms occupied by employees, but that there is a list of employees' names from which you are to sample as follows:

(Henry Jones, headwaiter  
(Mrs. Henry Jones, housekeeper

John Brown, baker

(Al Smith, gardener  
(Mrs. Al Smith, maid

Josephine de Ritz, hostess

Guy Orlando, orchestra leader

You would regard the above as five separate units in sampling, since the Joneses and the Smiths are two separate family groups and should be sampled as such.

6. Identify adequately in col. 3 of the Special Dwelling Worksheet each unit to be interviewed in current sample

As you finally determine the units which are to be interviewed for the current sample, enter in column 3 of the section of the Worksheet designated for the current sample, the number, location, or other identification of each unit finally designated for interview so that later you will be able to locate it.

7. Actual number of sample units may be either larger or smaller than entry in item e in heading of the Special Dwelling Worksheet

The encircled sample numbers above the red line in column 2 of the appropriate section of the Worksheet represent the units that would be selected for interview if the total number of units entered in item e were correct. When you visit the special dwelling place, you may find that the number of special dwelling place units is actually different from the number entered for the current sample in item e. Note that more than one sample may be designated in the heading of the Worksheet; for example, the first column in the heading may be for B26 and the second column for B30. Be sure to refer to the column for the proper sample.

- a. If actual number is larger

If the actual number is larger than the number entered in item e for the current sample, you may find that, in order to go through the listing or register completely, you may have to select some units corresponding to sample numbers entered in column 2 below the red line. Enter the number or location of these units in column 3 in the same manner as for units above the red line.

Example:

Suppose in the following example the number entered in item e of the Special Dwelling Worksheet is 9, but that your visit to the special dwelling place discloses that there are actually 11 special dwelling place units. The unit corresponding to sample number 10 would, therefore, be selected.

Excerpt From Special Dwelling Worksheet

Line no. (1)	Sample numbers (2)	Number or location of unit (3)	Serial numbers (4)
1	(2)	Room 102	51
2	(4)	Room 104	52
3	(6)	Room 106	53
4	(8)	Room 108	54
5	(10)	Room 110	
6	(12)		
7	(14)		
8	(16)		
9	(18)		
10			
11			

- b. If actual number is smaller

It may happen that the actual number of units is smaller than the number entered in item e. In such a case, some of the encircled sample numbers above the red line in column 2 may not have units corresponding to them in the register or listing. If so, enter "None" in column 3 of the Worksheet opposite those encircled sample numbers above the red line for which there are no corresponding special dwelling place units. For example, if

there were four sample numbers--2, 4, 6, and 8--above the red line on the Worksheet and you find that there are only 7 units in the special dwelling place, your entry in column 3 of the Worksheet on line 4 opposite sample number 8 would be "None."

- c. Enter in Item e the actual number of units found

If you have found that the actual number of listed units differs from the original estimate entered in Item e for the current sample by your office, cross out (do not erase) the number previously entered in Item e and enter the correct number beside it.

- d. Units added below red line on Worksheet

All units added below the red line on the Worksheet are to be included in the sample.

Do not assign serial numbers to such units. On the questionnaires for these units, enter in Item 8 the last name of the household head if the unit is occupied, or "Vacant" if it is unoccupied.

The Regional Office will assign and enter serial numbers on both the questionnaire and the Worksheet.

8. Use of partially filled questionnaires

For units in special dwelling places to be sampled from a register, you will receive questionnaires partly filled out, as for regular sample units. However, there will be no designation in Item 2a on the questionnaire for the particular unit to be interviewed. After you have selected the unit from the register, describe it in Item 2a on the questionnaire.

Prepare questionnaires for any units below the red line on the Worksheet.

Use a separate questionnaire or set of questionnaires for each sample unit selected.

Return partially filled questionnaires for which no corresponding unit was found as Type C noninterviews "In sample by mistake." Explain the circumstances in a footnote, e.g., "Converted to non-staff unit," or "No corresponding unit on register."

NHS-HIS-100  
FY 1966

PART D  
THE HEALTH QUESTIONNAIRE  
AND  
HOW TO CONDUCT THE INTERVIEW



## CHAPTER 1

### INTRODUCTION

#### A. Description of materials

##### 1. NHS-HIS-1 Questionnaire

###### a. Purpose of NHS-HIS-1 Questionnaire

The NHS-HIS-1 is the basic document from which statistical tabulations are made in the Health Interview Survey. The tabulated answers from the Fosdic questionnaires of all the sample households become the basis for statistical reports, studies, and decisions about the health of the Nation.

###### b. Content and layout of the Fosdic NHS-HIS-1 Questionnaire

The NHS-HIS-1 Fosdic Questionnaire contains separate groups of pages which have questions about different kinds of topics.

###### (1) Household page

There is one Household page which serves as the cover (first page) of the questionnaire. This page contains identification information and questions about the location and living arrangements of the persons living in the sample household.

###### (2) Condition page

There are 9 Condition pages in the questionnaire. This page contains detailed questions about illnesses and injuries recorded on the Worksheet. (The Worksheet is described later in this chapter.)

###### (3) Hospital page

There are 4 Hospital pages in the questionnaire. This page contains questions about hospitalizations recorded on the Worksheet.

###### (4) Eyeglass page

There are 4 Eyeglass pages in the questionnaire. This page has questions about eyeglasses and contact lenses.

- (5) Smoking Habits page There are 5 Smoking Habits pages in the questionnaire. This page has questions about the smoking habits of household members.
- (6) Person page There are 8 Person pages in the questionnaire. This page contains the personal characteristics, i.e., age, race, sex, relationship, etc., about each person. Also, this page has questions about armed forces status, education, work status, and occupation and industry.

The pages mentioned above are generally arranged in a three column format. The left hand column contains instructions for the interviewer's information. The center column contains the questions which the interviewer asks the respondent and space to write in the answers. The right hand column contains 11 coded answer spaces which are to be marked, as required, by the interviewer or by Washington.

See Illustration A on page D-1-3 and Illustration B on page D-1-4.

c. Fosdic method of recording answers

The NHS-HIS-1 Fosdic Questionnaire requires both conventional (written) entries and coded (Fosdic) entries to be made in the answer spaces.

The information recorded on the questionnaire will be processed on an electronic reading machine called FOSDIC. (The letters stand for Film Optical Sensing Device for Input to Computers.) These questionnaires are micro-filmed and the negative film is fed through FOSDIC. By using negative microfilm, the marks you make on these questionnaires will show as clear spots on the negative microfilm. An "electric eye" will shine through the spot and create an electronic impulse on magnetic tape. The magnetic tape is then fed into a computer.

ILLUSTRATION A

CONDITION (Cont'd.)		REFER RESPONDENT TO TWO-WEEK CALENDAR FOR QUESTIONS 9 - 14	
Ask question 9a for all conditions.	9a. Last week or the week before did his ... cause him to cut down on the things he usually does?	Yes ● No ○	No Go to 14a ○ V
	b. Did he have to cut down for as much as a day?	Yes ● No ○	No Go to 14a ○ V
Ask questions 10 and 11 if "Yes" marked in question 9b.	10. How many days did he have to cut down during that two week period?	Write in and mark <b>3</b> Days..	● 1 2 3 4 5 6 7 8 9 ○ 1 2 3 4 5 6 7 8 9
	11. During that two week period, how many days did his ... keep him in bed all or most of the day?	Write in and mark <b>2</b> Days..	None ○ V ● 1 2 3 4 5 6 7 8 9
Ask question 12 if person is 6-16 years old.	12. How many days did his ... keep him from school during that two week period?	Write in and mark <b>  </b> Days..	Und. 6 ○ V ● 1 2 3 4 5 6 7 8 9
Ask question 13 if person is 17 years old or over.	13. How many days did his ... keep him from work during that two week period? (For females add) not counting work around the house?	Write in and mark <b>  </b> Days..	None ○ V ● 1 2 3 4 5 6 7 8 9
Ask question 14 for all conditions.	14a. When did he first notice his ... during the past 3 months or before that time?		During 3 mos. Before 3 mos. Go to 15 ○ V ● 1 2 3 4 5 6 7 8 9
	b. Did he first notice it during the past two weeks or before that time?		Past 2 wks. Before 2 wks. Go to 16 ○ V ● 1 2 3 4 5 6 7 8 9
	c. Which week, last week or the week before?		Last week Week before ○ V ● 1 2 3 4 5 6 7 8 9

Instructions for interviewer to follow.

Questions to ask are printed in this area in bold face so they stand out clearly.

Write-in entries  
These entries should be the same as the Fostdic entries which are marked on the Fostdic numbers.

Coded (Fostdic) entries made by interviewer. These entries must correspond to the write-in entries. If there is a dash in the write-in box for "None" then mark the "None" box.

# ILLUSTRATION B

CONDITION NO. 1		1. Person number		Write in and mark	
Enter person number and name of condition from Worksheet and ask question 2.		Name of Condition		Question number	
Ask for all conditions		2. Did _____ ever AT ANY TIME talk to a doctor about his . . . ?		Yes No V O O O O O O O O O O	
If the "Name of condition" in item 1 is a condition on Card C or involves an accident or injury, mark here.  For all other entries proceed as follows:  If "Doctor talked to" ASK:  If "Doctor not talked to," record adequate description of condition or illness.		Accident or injury Go to 4 Condition on Card C Go to 9  3a. What did the doctor say it was? Did he give it a medical name?  Condition  3b. What was the cause of . . . ?  Cause O Accident or injury - Go to 4  3c. What kind of . . . is it?  How does the allergy (stroke) affect him?  Kind X  3d. What part of the body is affected?  Part of body X  Show detail for: Ear or eye (one or both) Head (skull, scalp, face) Back (upper, middle, lower) Arm (shoulder, upper, elbow, lower, wrist, hand, one or both) Leg (hip, upper, knee, lower, ankle, foot; one or both)		<b>FOR WASHINGTON USE</b>  Cond. ....  No. of this condition ...  Mark one Chronic Acute O O  Total conditions Accident First injury code Yes No O O Required hospitalization O O Other Acc. T.Mis Oth. O O IC or dum. code Person days of disability R.A. V O 2 Wks. B.D. V O T.L. Under 6 V O 12 mos. B.D. V O	
If the entry in 3a or 3b includes the words: Asthma "Ailment" Cyst "Condition" Growth "Disease" Measles "Disorder" Tumor "Trouble"  For ALLERGY or STROKE, ASK:  For conditions on Card B-2 and for any entry that includes the words: Abscess Ache (except Inflammation headache) Neuralgia Bleeding Neuritis Blood clot Pain Boil Palsy Cancer Paralysis Cramps (except Sore menstrual) Soreness Cyst Tumor Growth Ulcer Hemorrhage Weak Infection Weakness					

Interviewer instructions—Use these to determine when to ask the questions which appear to the right.

Questions and answer boxes for write-in entries. If more room is needed use the space above or below the answer box or to the left. Keep the area to the right where the Washington Use space or the Fosdic entries are made clear of written entries.

Washington Use section should be left blank.

Keep margins free of smudges and marks

(1) How to  
mark

Accordingly, it is imperative that you make complete, black marks. Two types of marking guides are provided--circles and perforated numbers. Where circles are provided, the entire circle should be filled. When marking perforated numbers, make a circle in the center of the number, e.g.,

0 1 2 3 4 5 6 7 8 9

Shown below are examples of acceptable and unacceptable marks for each type of marking guide.

GOOD	NO GOOD			
Good	Incomplete	Not Acceptable	Not Acceptable	Not Acceptable
0 ● ○ ○ ○ ○ ○ 1 ○ ● ○ ○ ○ ○ 2 ○ ○ ● ○ ○ ○ 3 ○ ○ ○ ● ○ ○ 4 ○ ○ ○ ○ ● ○	0 ○ ○ ○ ○ ○ ○ 1 ○ ○ ○ ○ ○ ○ 2 ○ ○ ○ ○ ○ ○ 3 ○ ○ ○ ○ ○ ○ 4 ○ ○ ○ ○ ○ ○	0 ○ ○ ○ ○ ○ ○ 1 ○ ○ ○ ○ ○ ○ 2 ○ ○ ○ ○ ○ ○ 3 ○ ○ ○ ○ ○ ○ 4 ○ ○ ○ ○ ○ ○	5 ○ ○ ○ ○ ○ ○ 6 ○ ○ ○ ○ ○ ○ 7 ○ ○ ○ ○ ○ ○ 8 ○ ○ ○ ○ ○ ○ 9 ○ ○ ○ ○ ○ ○	5 ○ ○ ○ ○ ○ ○ 6 ○ ○ ○ ○ ○ ○ 7 ○ ○ ○ ○ ○ ○ 8 ○ ○ ○ ○ ○ ○ 9 ○ ○ ○ ○ ○ ○
1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9

The Fosdic Questionnaire must not be filled out with ink, neither ballpoint pens nor fountain pen. Only black No. 2 or No. 2½ pencils can be used. Anything softer than a No. 2 pencil deposits too much graphite and smears, while anything harder than No. 2½ makes too grey a mark.

(2) Examples of different kinds of entries

Following are some rules and illustrations on how to make both written and Fosdic entries on the questionnaire.

Example of a question which requires a written answer only, and how the entry is to be made.

26. What is your mailing address?  
 Address, P.O. Box, or Rural Route  
 296 W. Main Street  
 City Altoona State Pa.

Example of a question which requires both a written and a coded (Fosdic) entry to be made by the interviewer.

Read the instruction

4b. When did the accident happen? Enter month and year, mark one circle.

Month	Year
May	1964

- ☐ Last week
- ☐ Week before
- ☐ 2 weeks - 3 months
- ☐ 3 - 12 months
- ☒ 1 - 2 years

Example of a question which requires the interviewer to make only a coded (Fosdic) entry.

4a. Did the accident happen during the past 2 years or before that time?

- ☒ During past 2 years
- ☐ Before 2 years - Go to 5a

Skip instructions are found near the answer spaces.

Example of a question which requires the interviewer to make only a written entry.

Make no entry in the "Washington Use" area.

<b>b. Who examined -- for those eyeglasses (or contact lenses)?</b> <input type="radio"/> Not examined - STOP (9)		<b>WASHINGTON USE ONLY</b> 6    V	
Name of doctor or person <i>OK</i>			
<b>c. Where was he examined?</b>			
Name of place <i>Sun Optical Company</i>			
Kind of place <i>Commercial optical company</i>			
Street address <i>2110 Main Street</i>			
City <i>Salisbury</i> State <i>Md.</i>			
<b>d. Is the doctor (person) who examined -- an ophthalmologist or an optometrist?</b>			
<input type="radio"/> Ophthalmologist (1) <input type="radio"/> Optometrist (4) <input checked="" type="radio"/> Other (Describe) <i>Optician</i>			

Washington uses the space marked "Washington Use Only" to assign codes to the written entries.

Example of items which require information to be transcribed from other pages of the questionnaire, hence no questions are asked to fill these.

<b>PERSON PAGE</b> Write in person number and age below Person No. <i>03</i> Age <i>62</i> If 17 or over, ask question 2. If Under 17, go to question 6 (Income).		Transcription items to be marked for all persons after the interview.		<b>1a. Person No.</b> . . . . . <b>b. Age</b> . . . . . <b>c. Race</b> White Negro Other . . . . . <b>d. Sex</b> Male Female . . . . . <b>e. Marital status</b> Mar. Wid. Div. Sep. N.M. Und. 17 . . . . . <b>f. Activity status</b> WK KH SE Under 17 V . . . . .	
--	--	---	--	---	--

(3) Explanations

It is very important that written entries be made within the designated boxes. If it is necessary to make any explanation, the area to the left of the Fosdic codes may be used as long as the written entry is at least  $\frac{1}{2}$ " away from the Fosdic code marks. Any marks (other than Fosdic dots) nearer than  $\frac{1}{2}$ " may be mistaken for Fosdic entries by the machine, causing the machine to make serious errors.

Example:

Acceptable:

18. ABOUT how many times during the past 12 months has -- seen or talked to a doctor about his...?	None	V
<i>Est.</i>	Write in and mark	Times {
	4	• 1 2 3 4 5 6 7 8 9 0

Unacceptable:

18. ABOUT how many times during the past 12 months has -- seen or talked to a doctor about his...?	None	V
	Write in and mark	Times {
	7	• 1 2 3 4 5 6 7 8 9 0

Too close to Fosdic codes

(4) Neatness and cleanliness

It is important to keep the margin of the questionnaire free from marks since this too might confuse the machine with other entries on the questionnaire.

Make no mark in this margin	Ask for all males 17 years old or over.	5a. Did --	V
		b. Was an	DK k-Sd O
		c. Duri	DK Ask-Sd O
		d. No	V
			O
INCOME Mark one circle		6. G H I J V	
O Last rel. person, ask: O Not last rel. person (Go to next person)		O O O O O	

Do not figure or make notes in margin.

Keep margins free of marks



It is important to keep the questionnaire as neat and clean as possible. Try to avoid getting it wet, frayed, wrinkled or damaged in any way as this may affect the way the machine reads the entries you've made on it.

Try to keep from making grease or pencil smudges on it. If you make any entries or marks by accident or in error--erase them completely.

(5) Corrections

Occasionally errors are made in recording entries on the Fosdic questionnaire. Corrections on the Fosdic Questionnaire must be made as follows:

(a) Erase the erroneous entry completely. Partially or poorly erased marks will be picked up by the Fosdic machine and may cause errors in the data.

(b) Mark or write in the new entry.

This procedure for making corrections is to be followed only for the questionnaire, not the Worksheet.

2. NHS-HIS-1a  
Worksheet

a. Purpose

The Worksheet serves several functions: (1) a guide for asking questions, (2) a record of answers, and (3) a control for the Fosdic Questionnaire. The Worksheet contains questions to be asked about all household members. These questions are primarily designed to find out if there are any illness conditions, hospitalizations, etc., present in the household. Once all of the illnesses, etc., have been recorded, the Worksheet serves as a control to make sure each illness condition, hospitalization, etc., is carried through a separate page of the Fosdic Questionnaire. The pages of the Fosdic Questionnaire contain detailed questions about each of the illnesses, hospitalizations, etc., first recorded on the Worksheet.

The Worksheet is in the form of a folder, so that after the interview has been completed, the Fosdic Questionnaire can be placed in the Worksheet to protect it from being soiled during shipment.

b. Content and layout of the Worksheet

The Worksheet cover contains identification information, i.e., PSU, Segment, Serial No., address, etc. It also contains a record of calls at the household, reason for noninterview, a Table X (helps determine if there are extra units), an Item E (filled for extra units), etc. The inside pages contain questions on personal characteristics, illness and hospitalizations.

The questions appear on the left and are printed in bold face (the instructions appear in italics).

To the right of the questions are six (6) answer columns numbered 01-06, one column for each household member. The answers to the questions are recorded in the appropriate answer space for each person. The back cover contains three additional columns numbered 07-09. These are to be used if there are more than six members in a given household.

c. Making entries on the Worksheet

The Worksheet requires conventional written entries. The entries are to be recorded in the appropriate answer boxes. The names of the illness conditions are to be written in the appropriate answer spaces.

(1) Corrections

Occasionally errors are made on the Worksheet. If you need to correct an entry on the Worksheet, do not erase. Make a line through the incorrect entry and write the correct entry above it, e.g.,

~~Appendicitis~~  
*Tonsillitis*

or draw a circle around the incorrect entry and mark the correct box, e.g.,

☒ Yes      ☒ No

This procedure is different from that used on the Fosdic Questionnaire.

(2) Explanations

Explanations of a general nature may be entered in the Footnotes and Comments section on the cover of the Worksheet. Explanations which apply to specific items inside the Worksheet may be made in any unused space, e.g., the space under questions 10 and 11, in the margins, etc. Use the same procedure for making explanations as is described on page D-1-20.

3. Flashcard Booklet

The Flashcard Booklet is made up of a group of flashcards which contain lists of illness conditions, statements of activity and mobility limitations, income groups and yearly calendars. Some of these flashcards are shown to the respondent, while asking specific questions throughout the interview. Other flashcards are used only by the interviewer to read lists to the respondent or to make checks throughout the interview.

4. Calendar card

A calendar card is furnished to the interviewer with each week's assignment. On this card, prior to the actual interviewing, she must outline, in red, the 2-week reference period. The card is handed to the respondent and is referred to at different times throughout the interview to remind the respondent about the specific time period applying to certain questions.

B. Use of materials and interviewing sequence

The following is a summary description of the steps in conducting a typical interview.

The materials needed to conduct an interview are: NHS-HIS-1a Worksheet, NHS-HIS-1 Fostic Questionnaire, Flashcard Booklet, Segment Folder, and a 2-week calendar card.

Before starting the actual interview, the interviewer must plan her itinerary, organize her materials, drive to the segment and locate the sample addresses.

1. Step 1

- (a) After arriving at the sample household, the interviewer must first check the address of the sample unit in the segment folder to make sure that this address appears in Item 1a of the Worksheet cover.
- (b) After making her introduction and being invited into the household, the interviewer begins the interview by asking question 1(a) on the inside page of the Worksheet. In the order shown, she then asks each of the ensuing questions and records the answers on the Worksheet. Questions 2, 3, 4, and 5 are asked separately beginning with Person 01, then 02, 03, etc. Item H is asked for the whole family.

Questions 6-9 are asked as a block beginning with Person 01, then 02, 03, etc.

Questions 10 and 11 are "family style" questions, i.e., they are asked for all members of the family at once.

Questions 12-13 are asked individually for each person beginning with Person 01, then 02, 03, etc. Question 14 is asked for children 1 year old or under. Item R is completed following question 14.

2. Step 2

After completing the Worksheet, the interviewer fills Items 2-4 on the Household page of the Fosdic Questionnaire, and carries each condition listed on the Worksheet through a separate Condition page carrying the conditions reported for Person 01 through consecutive Condition pages then the conditions reported for Person 02 and so on.

If no conditions are reported on the Worksheet, all the Condition pages are to be left blank.

3. Step 3

After carrying all the conditions listed on the Worksheet through a separate Condition page, the interviewer completes a Hospital page for

each hospitalization indicated in question 13 of the Worksheet. If no hospitalizations are reported, she enters "None" in Item 1 of the first Hospital page and leaves the remaining Hospital pages blank.

4. Step 4

The questions on eyeglasses are asked next.

First, the interviewer asks Item 0 on the first Eyeglass page for all persons 3 years old or over and marks the appropriate answer. If a person is under 3 years old, she marks the "Under 3" circle.

She fills one Eyeglass page (questions 1-6) for each person with "Yes" marked in Item 0. If no one in the household reports having eyeglasses or contact lenses the interviewer skips questions 1-6 on the first Eyeglass page and leaves the other Eyeglass pages blank.

5. Step 5

In this step, a Smoking Habits page is filled for each household member 17 years old or over.

6. Step 6

In Step 6, the interviewer completes a Person page for each household member listed on the Worksheet.

In completing the Person page, the interviewer begins by transcribing the person number and age from the Worksheet to the Person page. (The Fosdic marks for items 1a-f may be transcribed after the interview.) Questions 2-5 apply only to those household members 17 years old or over.

Question 6 (Income) is asked after completing the Person page for the last related person in the household. Then the income group designation is marked in question 6 for each of the other related members of the same household.

7. Step 7

The Household page is the last page of the Fosdic questionnaire to be completed. Items 2-4 were transcribed from the Worksheet at the

beginning of the questionnaire. Questions 19-27 are to be asked in numerical order. Items 5-18 are to be filled after the interview.

## 8. Step 8

### Within Household Check:

Before leaving the household, the interviewer must review the entries she made on the Worksheet and Fosdic Questionnaire by making the following check:

- a. Checks to see that each condition listed on the Worksheet has been carried through a separate Condition page of the questionnaire.
- b. Checks to see that a Hospital page has been completed for each hospitalization indicated in question 13 of the Worksheet.
- c. Checks to see that an Eyeglass page has been completed for each person 3 years old or over who has "Yes" in Item 0 of the first Eyeglass page.
- d. Checks to see that a Smoking Habits page has been completed for each person 17 years old or over.
- e. Checks to see that a Person page has been completed for each household member and that the income information has been recorded.

## 9. Step 9

After making this review, the interviewer thanks the respondent and gives her a Thank You letter before leaving the household. She then places the completed questionnaire inside the Worksheet (folder) and proceeds to the next household.

NOTE: For noninterviews, the interviewer must complete one of the single Household pages which are used only for noninterviews plus all applicable items on the cover of the Worksheet.

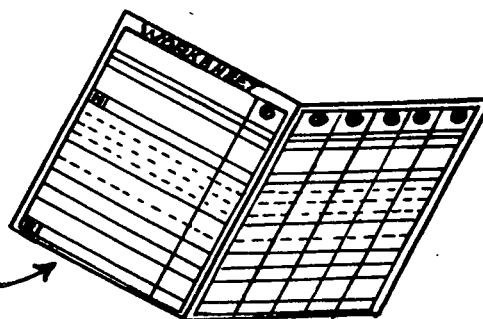
ILLUSTRATION OF THE GENERAL SEQUENCE FOR USING THE  
NHS-HIS-1a WORKSHEET AND THE FOSDIC NHS-HIS-1 QUESTIONNAIRE

Step 1

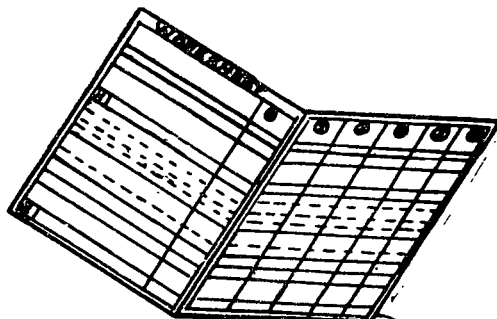


- (a) Check the address and record the date and time of call on the front of the Worksheet, then--

- (b) Ask and record the answers to the questions (1-14) on the inside of the Worksheet. If more than 6 persons in the household, use the back cover.

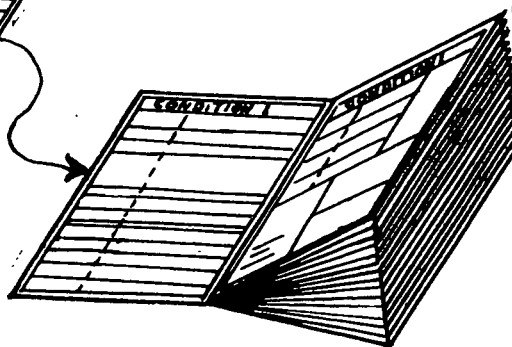


Step 2



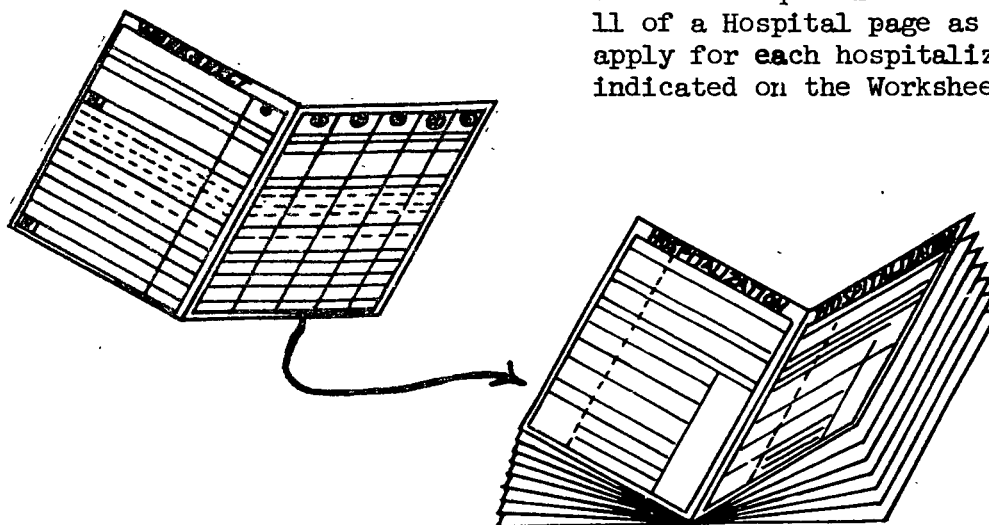
- (a) Complete items 2-4 on the Household page of the questionnaire. Assign numbers to the conditions listed on the Worksheet as they are carried back to the Condition page.

- (b) Ask questions 1 through 22 on the Condition page of the questionnaire as applicable for each condition listed on the Worksheet and record the answers for each condition on a separate Condition page.



Step 3

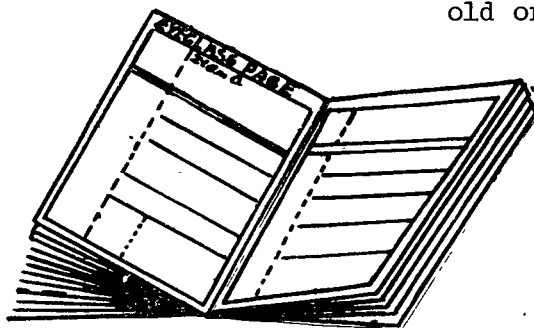
Ask questions and record answers to questions 1 through 11 of a Hospital page as they apply for each hospitalization indicated on the Worksheet.



---

Step 4

Ask Item 0 on the first Eyeglass page for each household member 3 years old or over.



Ask and record the answers to the questions on the Eyeglass page for each household member three years old or over who has either eyeglasses or contact lenses ("Yes" in Item 0).

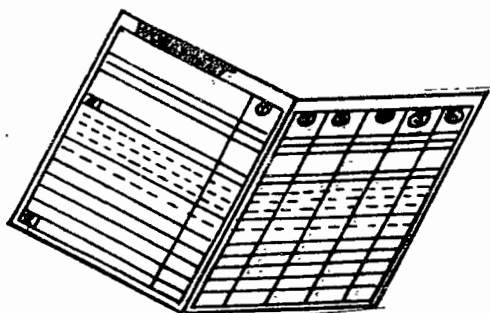


Step 5



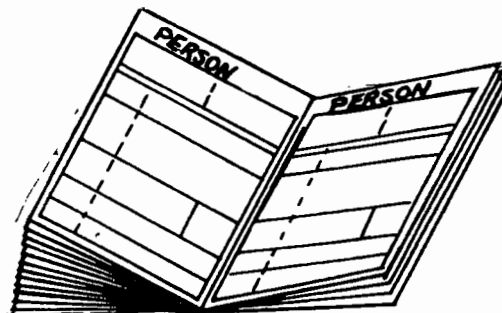
Ask and record the answers to the Smoking Habits questions for each household member 17 years old or over.

Step 6



Enter the person number and age in the boxes in the upper left corner of the Person page. Ask questions 2-5 for each household member 17 years old or over listed on the Worksheet. Then ask question 6 for the last related member of the household and transcribe the answer to the Person pages of all other related members.

NOTE: Items 1a-f can be transcribed from the Worksheet after the interview.



Step 7

(a) Ask Items 19-27.



(b) Fill Items 5-18 after the interview.

NOTE: Items 2-4 were filled in Step 2.

C. General interviewing instructions

1. "Don't know"

In answering questions on the Worksheet or Fosdic questionnaire, the respondent may indicate that he doesn't know the answer. In these cases, the entry in the answer space for that question must indicate that the respondent doesn't know the answer. Either write "Don't know" ("DK") in the answer space and/or mark the "DK" circle if one is provided.

In most cases, the above procedure will be adequate, however, if you feel that an explanation is needed then include it along with the entry.

2. Interval, range, or estimate

Sometimes in answer to certain questions requiring a single numerical entry, the respondent may not be able to give an exact number but may answer in terms of a range or interval or may give an estimate. Do not force the respondent to give an exact number. If his final answer is an interval or range, e.g., between 10-20, then record "10-20" in the answer space. If the answer space requires both a written entry and a Fosdic entry, enter the range or interval in the written part and leave the Fosdic part blank.

Example: In answer to question 5 on the Eyeglass page the respondent says, "Oh, I'd say between 16 and 17 years old." Your entry in question 5 would be:

5. About how old was -- when he got his FIRST pair of eye-glasses (or contact lenses)?	Write in and mark	16-17	V O 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9
--	-------------------	-------	--

Enter range or interval in the write-in box.

Leave Fosdic numbers blank for an interval or range.

3. Estimates

If the respondent gives an estimate, record "est." along with the answer, e.g., "est. 10" or "est. 20." If the answer space requires a written entry and a Fosdic entry then besides writing the number in the box, mark the Fosdic code and explain the question by writing "est." near the write-in entry.

For example, if a respondent answers, "I'd guess he saw the doctor ten times," then make the entry in question 18 as follows:

18. ABOUT how many times during the past 12 months has -- seen or talked to a doctor about his...?	Write in and mark	Est. 18	Times {	None										V
				0	1	2	3	4	5	6	7	8	9	0
				0	1	2	3	4	5	6	7	8	9	0

4. "None" entries

When an answer of "None" is received to one of the questions, enter "None" in the write-in box and mark the zero Fosdic circles or the "None" circle if the latter appears on the Fosdic marking space.

12. How many days did his... keep him from school during that two week period?	Write in and mark	None	Days.. {	Und. 6										None	V
				0	1	2	3	4	5	6	7	8	9	0	
				0	1	2	3	4	5	6	7	8	9	0	

5. More than one Worksheet or Fosdic questionnaire

More than one Worksheet will be needed for a household if there are more than 9 persons in that household. If a second Worksheet is needed, enter in the upper right hand corner of the first Worksheet "1 of 2" and the second Worksheet, "2 of 2."

The number of Fosdic questionnaires needed in a household will depend on how many conditions, hospitalizations, etc., are reported for that household. Additional Fosdic questionnaires will be needed if there are more than: 9 conditions or 4 hospitalizations or 4 eyeglasses or if more than 5 smoking habits pages are needed or there are more than 8 persons in the household.

In all cases, Item 1 of the Household page must reflect the number of Fosdic questionnaires used in a given household. For example, if three Fosdic questionnaires are needed in a household enter "1 of 3" in Item 1 of the first questionnaire, "2 of 3" in Item 1 of the second questionnaire, and "3 of 3" in Item 1 of the third questionnaire.

6. Footnotes and comments

It may be necessary to explain or to comment about entries on the Worksheet or Fosdic questionnaire. Insofar as it is possible, make these explanations or comments in or near the write-in box of the entry to which the explanation or comment applies.

In situations where it isn't possible to make the explanation or comment in the write-in box or item to which it applies, the comment should be entered in a footnote elsewhere on the page. For this purpose, there are specific footnotes sections on the Household, Condition, and Smoking Habits pages. For all other pages of the Fosdic Questionnaire, footnotes may be made in any available blank space except the margin or Fosdic coding area. For example, on the Hospital page, to the left of questions 6 and 7; on the Eyeglass page to the left of questions 1 and 2 and 6b-d; on the Person page to the left of 1a-f, 3a-d, 5a-d.

When it is necessary to footnote an explanation or comment, you must make known to which entry that explanation or comment applies. This should be done by writing the question number, condition number or person number next to the comment. For example, if the respondent refused to answer the income question on the Person page (question 6) enter "Q. 6 refused to answer" in the blank space to the left of questions 5a-d on the Person page for each related person in the household.

If Conditions 2 and 3 are the same, enter in the footnote space for Condition 2 "Condition 3 is the same" and in the footnote space for Condition 3 "Condition 2 is the same."

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If 15 bed days are overlapping for Conditions 4 and 5, enter to the left of question 17a for Condition 4 "15 days overlap Condition 5" and to the left of question 17a for Condition 5 "15 days overlap Condition 4."

## CHAPTER 2

### WORKSHEET, NHS-HIS-1a

#### A. Introduction

The Worksheet (NHS-HIS-1a) contains questions and has space to record answers about personal characteristics, illnesses, and hospitalizations.

The Worksheet is designed as a folder so that the completed NHS-HIS-1 Fosdic Questionnaire for the sample household can be enclosed. This will keep the Fosdic Questionnaire pages clean, neat, and unfrayed.

The answers recorded on the Worksheet, i.e., age, sex, 12-month activity status, illness, hospitalizations, etc., are used to determine which questions in the Fosdic questionnaire will be asked about each household member.

1. When more than one Worksheet is required

Additional Worksheets will be needed only in situations where there are more than 9 persons in a household. If additional Worksheets are needed for a household copy the identification Items (2-4) to the second Worksheet and mark "1 of 2" in the upper right hand corner of the cover of the first Worksheet, "2 of 2" on the second, etc. The persons in the second and subsequent Worksheets will need to be renumbered. Cross out the printed person numbers and enter 10, 11, 12, etc., above them.

2. Noninterview and extra units

If for any reason an interview is not obtained for a sample household, the cover of the Worksheet must be completed and returned with a completed Household page of the NHS-HIS-1 questionnaire to your Regional Office along with the other completed questionnaires in the assignment. For noninterviews fill only the cover page of the Worksheet and the single sheet noninterview Household page of the Fosdic questionnaire (see page D-3-8).

All "extra units" must have both a Worksheet and a questionnaire filled and returned with the segment. For "extra units" which are non-interview, again fill only the cover page of the Worksheet and the single sheet noninterview Household page of the Fosdic questionnaire.

B. Description of  
the cover of  
the Worksheet

The cover of the Worksheet contains the household identification items, record of calls, noninterview reason, a place for the interviewer's signature and name of observer, footnote space and Table X. Instructions to determine "Year Built" may also be stamped on the Worksheet cover.

The Regional Office will send a partially completed Worksheet for all sample units in each assignment. The address (1a) and other identification items (1c and 2-5) on the cover of the Worksheet will be completed, but must be double-checked by the interviewer. The Record of Calls, Noninterview Reason (if applicable), Interviewer's Signature and Name of Observer (if applicable), Table X (if applicable) and Item E (if applicable) must be completed by the interviewer.

1. Determination  
of "YEAR BUILT"  
in area segments  
at time of  
interviewing

Units in structures built after April 1, 1960 are not to be interviewed in TA and NTA segments located in permit-issuing places (permit areas) because such units have a chance to be selected in a sample of permits issued for new construction. To identify these units, "YEAR BUILT" must be determined at the time of listing or interviewing. The instructions for making the determination of "YEAR BUILT" at the time of interviewing are given below.

a. Identification  
of units for  
which "YEAR  
BUILT" deter-  
mination to  
be made

The sample units for which the "YEAR BUILT" determination is to be made at the time of interviewing will be identified by a stamp which has been put in the heading on the front page of the Worksheet for the unit by your Regional Office, as follows:

---

YEAR BUILT

☐ Before April 1, 1960  
Interview

---

☐ After April 1, 1960  
Do NOT interview

---

(These will be units in TA and NTA segments in permit areas. The Segment Folders for these segments will bear a stamp including the instruction "Determine year built." However, you need not concern yourself with the stamps on the Segment Folders at the time of interviewing. These were instructions for the Regional Office and the person doing the listing or updating.)

Do not determine "YEAR BUILT" if the above stamp is not on the Worksheet for the unit. Proceed to interview these sample units as usual. (These will be units in TA and NTA segments in Non-Permit areas and in B segments and units for which "YEAR BUILT" is not required, such as trailers, special dwelling places, etc.)

b. Procedures  
for determining  
"YEAR BUILT"

Following are the procedures to be used in determining "YEAR BUILT" for sample units for which this information is required.

(1) When and  
how to  
make the  
inquiry

At sample units for which the "YEAR BUILT" determination is to be made, your first question will be, "When was this structure built?" since the answer to this question will determine whether or not the unit is to be interviewed.

If the occupant does not know, is not at home or if the unit is vacant, try to get the information from some informed person, such as a long-term resident of the neighborhood, janitor, or apartment house manager.

If the person from whom you are obtaining the information is not sure, try to obtain an estimate. If you are unable to obtain the information from anyone, as a last resort, estimate "YEAR BUILT" and enter "EST." beside the "YEAR BUILT" stamp.

(a) Defini-  
tion of  
"YEAR  
BUILT"

"YEAR BUILT" refers to the date the original construction was completed. It does not refer to any later remodeling, additions or conversions, or to the date houses were moved to a particular site. If a house has been moved, "YEAR BUILT" refers to the date its construction was completed on its original site.



- (b) Meaning of "year built determination" "Year built determination" means that you are to determine whether the structure was built before or after April 1, 1960, the 1960 Census Enumeration date.
- If the answer to your first question about when the structure was built is not specific enough to make the "YEAR BUILT" determination, you must ask additional questions to determine whether the structure was built before or after April 1, 1960.
- (c) Structure built before April 1, 1960 If you determine that the structure was built before April 1, 1960, check that box in the stamp on the Worksheet(s) and proceed to interview the sample unit(s).
- (d) Structure built after April 1, 1960 If you determine that the structure was built after April 1, 1960, check that box in the stamp on the Worksheet(s) and return the Worksheet(s) for the unit(s) as noninterview--Type C, "Built after April 1, 1960."
- (2) When inquiry about "YEAR BUILT" not to be made In the following cases inquiry about "YEAR BUILT" is not to be made even though the structure is in a segment for which "YEAR BUILT" determination is generally required.
- (a) New construction If the entire structure is under construction, check the "Built after April 1, 1960" box on the Worksheet and return the Worksheet as a Type C noninterview as instructed above. (If the structure is being remodeled or converted, inquire as instructed above.)
- (b) Units in special kinds of structures Do not determine "YEAR BUILT" for living quarters located in the following structures even though these appear to have been built after April 1, 1960:
- (1) special dwelling places;
  - (2) public housing projects: residential buildings constructed by Federal, State, and local governments (Public Housing Authorities), State universities, and Capehart housing for military personnel;

- (3) factories, schools, public buildings, stores, churches, and other predominantly non-housing unit structures: a predominantly non-housing unit structure is one in which more than 50% of the floor space is non-residential.

Interview these in the usual manner.

- (c) Units not in structures Do not determine "YEAR BUILT" for living quarters not located in structures, such as trailers, tents, boats, etc. Interview these as usual.

- (d) If "YEAR BUILT" not determined If the office has put the "YEAR BUILT" stamp on a Worksheet for a sample unit in one of the places described above in (2) and (3), do not check either box but instead give the reason in a footnote, e.g., "Sample unit is a small apartment in rear of store," "Sample unit is an apartment in Federal Housing Project No. 1," "Sample unit is the residence of the warden at Folsom prison," etc.

- (3) "Extra" units "YEAR BUILT" is to be determined for "extra" units you discover in area segments in permit areas, as for the regular sample units. Check the "YEAR BUILT" stamp according to the reply to your inquiry for any such units.

Do not determine "YEAR BUILT" for "extra" units in segments located in Non-Permit areas.

2. Items 1-5

These items (except for Item 1b) will be filled by the office for all prelisted sample units. Fill Items 1-5 for "extra units." Make these entries before proceeding with the interview.

- a. Item 1a,  
Address or  
description  
of location

If the address or description of the location on the Worksheet is inadequate, so that the unit can be found only with difficulty, add additional notes to clarify the address or description. If the street address shown in Item 1a is incorrect (has been changed, copied incorrectly from the Segment List, etc.) correct the address in Item 1a. Do not make a correction of this kind in Item 1b which is for the mailing address of the unit.

Before beginning the interview, verify that you have located the correct sample unit as shown by the address or description in Item 1a of the Worksheet and on the listing sheet.

b. Item 1b,  
Mailing  
address

Item 1b is to be completed only if the entry in question 26 of the Household page is different from the entry in 1a of the Worksheet. This check should be made after asking question 26 on the questionnaire. The correct mailing address should be entered in Item 1b of the Worksheet at that time. Be sure the name of the street (if there is one), the post office (city, town, village or branch) through which the household receives its mail, and the State are entered in 1a or 1b.

c. Item 1c,  
Special  
dwelling  
place

For a prelisted sample unit in a special dwelling place, or for a unit expected to be selected from a register of a Special Dwelling Place (See Appendix B or Part A), your office will have entered in Item 1c the name of the special dwelling place and a two-digit code for its type (See Appendix A of Part A).

For "extra" units in Special Dwelling Places you must fill this item. Copy the name and code from the heading of the Special Dwelling Listing Sheet or Special Dwelling Worksheet, whichever you receive with your assignment.

d. Items 2-5,  
Identification

Items 2-5 are used for control by Washington and by your supervisor. In case of an "extra" unit, fill all these items by copying the corresponding entries from any other Worksheet in the same segment, except for the serial number.

e. Item 4,  
Serial number

Item 4 shows the serial number within a segment. For an "extra" unit, enter in this item the last name of the household head if the unit is occupied. If the unit is vacant, enter "vacant" in Item 4. All serial numbers for extra units are to be assigned by the Regional Office.

3. Item 6  
Record of calls

This is a record of all visits made to a household to complete the interviewing, and is to include all visits made regardless of whether or not anyone was found at home. Count as "visits" only actual attempts to contact the household, by ringing the doorbell or knocking on a door, etc.

a. Calls for  
entire  
household

The first line of Item 6 is for a record of calls to obtain an interview from any acceptable respondent. Enter the date and time of each visit in the column for the particular visit you are making. That is, enter the date and time of the first call in the column headed "1st," for the second call in the column headed "2nd," etc. For the date enter the month and day, e.g., "Feb. 4." Do not use numerals for the month. For time enter the time of day or night, e.g., "9:20 A.M.," "7:30 P.M.," etc. This time represents the time you make the call, not the time you complete the interview.

Enter an "X" on the line for "Entire household" in the column headed "Com." for the last call made to the household to indicate that the interviewing for the household has been completed. For final "Noninterview" leave the "Com." column blank.

Ordinarily the "X" will be entered in the "Com." column immediately after the last date entered on the household line. However, if return calls for additional respondents are necessary, the "X" on the household line should be placed directly above the "X" on the last call line.

b. Return calls  
for individual  
respondents

The remaining lines in Item 6 are for a record of return calls to obtain information from individual respondents. Use one line for each person for whom it is necessary to make a return call, and enter the person number of the person in the space following "Person No." Ordinarily, such calls will be required only for persons not related to the head.

Enter an "X" in the appropriate column headed "Com." to indicate that an interview has been completed on a call for a specific respondent. Enter the "X" on the appropriate line and in the "Com." column immediately following the date and time of interview.

a. Illustration of how to fill Item 6

Below is an illustration of how to fill Item 6. 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 (person 05) could not be interviewed until the fourth trip.

6. RECORD OF CALLS AT HOUSEHOLD									
Visit <span style="font-size: small;">—————→</span>		1st	Com.	2nd	Com.	3rd	Com.	4th	Com.
Entire household	Mo/Day	May 6		May 6					X
	Time	10:30 AM		7:45 PM					
Record of return calls for individual respondents	Person No. 05	Mo/Day				May 7		May 8	X
		Time				7:45 PM		8:10 PM	
	Person No. —	Mo/Day							
		Time							

4. Item 7, Reason for noninterview

Item 7 is for recording any instance in which complete interviews are not obtainable for part or all of a household.

A completed interview is one in which the interviewer has asked all questions on personal characteristics and health for all members of a household. 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, the interview is considered completed.

In a case where an interview is not completed, enter an "X" in the box for the appropriate noninterview reason, one box only.

In case there is doubt as to whether a questionnaire should be considered to be a completed interview, or uncertainty as to what type of noninterview should be recorded, do not check Item 6 or 7. Send an INTERCOMM, explaining the circumstances, with the questionnaire and Worksheet when returning the assignment to the Regional Office.

a. Type A  
noninterviews

Noninterviews can be classified into three general groups. The first of these (Type A) consists of households occupied by persons eligible for interviews, but for which no interview was obtained.

Type A noninterviews must be held to an absolute minimum. Every Type A noninterview means that we are losing valuable information; and if the number is large, our sample returns may not be representative of the entire population.

(1) Refusal

An occasional respondent may refuse to be interviewed. When this is the case, check the "Refusal" box in Item 7. Also, in the Footnotes space, write out all the pertinent details regarding the respondent's reason for refusing to grant the interview.

(2) No one at  
home--  
repeated calls

Check this box if, after making the permitted number of calls, you have not found an eligible respondent at home even though there are people living there during the interview week.

(3) Temporarily  
absent

Check this box if the usual residents of a household are temporarily out of town, and will not return until after the end of the interview week; make certain that the unit is not vacant.

(4) Other  
Type A

This category will include occupied units on impassable roads, quarantined households, and any other Type A cases not listed above. On the line under the box state the reason briefly, e.g., "impassable roads."

b. Type B  
noninterviews

Type B noninterviews consist of vacant units, units occupied solely by persons who are not household members by Census definition, and certain other special situations.

(1) Vacant-  
nonseasonal

Check this box for all vacant units intended for year-round occupancy, regardless of where they are located. However, do not count as "vacant" a unit whose occupants are only temporarily absent, i.e., would be defined in Part A, Chapter 3 as usual residents of the unit even though they are out of town now. Such units should be classified "temporarily absent."

(2) Vacant-  
seasonal

Check this box for vacant units only intended for seasonal occupancy. These may be in summer or winter resort areas, used only during the hunting season, etc., (except units for migratory workers).

(3) Usual  
residence  
elsewhere

This category is for units occupied solely by persons who have usual residence elsewhere as defined in Part A, Chapter 3.

In resort areas, particularly, there will be many houses, apartments, etc., occupied by persons and families who have homes elsewhere. When an occupied summer or winter home is one of the sample addresses and the occupants have a usual residence elsewhere (as defined in Part A, Chapter 3), the household is to be classified as "usual residence elsewhere."

Note, however, that the sample unit must be actually occupied at the time of interview to be classified here. Usually, this means that you will need to contact a household member to learn that a unit is to be classified properly as "usual residence elsewhere." Sample units being held for persons with usual residence elsewhere who are not actually living there at the time of interview should be classified as "vacant," even if fully furnished and not for sale or rent.

- (4) Armed Forces      This category is for units occupied solely by members of the Armed Forces on regular active duty, as defined in Part D, Chapter 8.
- (5) Other Type B      This category will include all the classes of units listed below. In each case, check the "Other" box and on the line under the box state the reason briefly, e.g., "under construction."
- (a) Unit under construction      Consider a unit as "under construction" if the construction has not proceeded to the point where all exterior windows and doors have been installed and final usable floors are in place. If the construction has proceeded to this point, the reason for noninterview should be reported as "vacant."
- (b) Unit being created from conversion of former unit      Indicate here units being created from the conversion of a former unit. Use the same criteria for completion of construction as in the case of "unit under construction."
- (c) Vacant--migratory workers      Indicate here units now vacant and used only for the temporary accommodation of migratory workers.
- (d) Temporary business or storage      Indicate here units temporarily used for business or storage purposes, but expected to revert to residential use. If a unit has been permanently converted to business or storage use, it is to be classified as a Type C noninterview.
- (e) Vacant trailer space      You may occasionally be assigned to interview the occupants of a designated trailer space in a trailer camp. If the space has no trailer in it, classify it here.
- (f) Units not yet started in SOC permit segments      You may be assigned a segment with the letter "P" following the segment number and find that construction at a sample unit in the segment has not been started. Treat this unit as a Type B noninterview, "Other" and specify "Permit granted, construction not started."



c. Type C  
noninterviews

Type C noninterviews include units which ordinarily would not be listed or sampled for this segment, and which you have eliminated as sample units in accordance with the instructions in Part A, Chapter 2.

- (1) Demolished "Demolished" units have been totally or partially torn down. If merely vacant pending demolition, classify as vacant rather than here.
- (2) In sample by mistake This classification refers to units that should not have been listed originally. The units may be outside segment boundaries, never intended for residential use, etc. Describe the situation fully.
- (3) Eliminated in sub-sample Check this box when you have eliminated a unit in subsampling, in accordance with instructions in Part A, Chapter 2.
- (4) Built after April 1, 1960 Check this box when you have made the "YEAR BUILT" determination and found that the sample unit is in a structure which was built after April 1, 1960.
- (5) Other Type C This category will include all the classes of units listed below. In each case, check the "Other" box and on the line under the box state the reason briefly, e.g., "nonexistent."
  - (a) Non-existent Classify here any unit which you have not been able to find. Describe the situation fully.
  - (b) Unfit for human habitation An unoccupied unit which has become unfit for human habitation and is beyond repair so that it is no longer considered living quarters should be classified here.
  - (c) Permanently converted to business or storage Classify here any unit that has been permanently converted to business or storage use.
  - (d) Mergers Classify as Type C "Other-Merger" units which are noninterview because they have been merged with another unit. See the instructions in Part A, Chapter 2.

- (e) Other      Classify here any other Type C noninterviews and describe them in full.
- d. Partially completed interviews      Cases where an interview has been obtained for one or more members of a household, but no interview has been obtained for one or more other members, are partial interviews and have nearly the same effect on our statistics 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 noninterview persons in the "Footnotes" section on the front of the Worksheet and give the noninterview reason in full for each such person.
5. Items 8 and 9  
Name and code of interviewer      Sign your name in the space provided in Item 8 after you have completed the entire interview for a household or are turning in the questionnaire as a final noninterview. In Item 9, enter the interviewer's code which has been assigned to you by your office.
6. Item 10,  
For observed households      Item 10 is to be marked "Yes" or "No" depending on whether the interview has been observed. If "Yes" is marked the observer should sign his name in the space provided. However, if the observer forgets to sign his name after the interview or after reviewing the questionnaire, you (interviewer) should enter the observer's name in Item 10 at the same time you sign your name in Item 8.
7. Item E      If an "extra unit" is discovered in either a B or NTA segment complete Item E on the front page of the Worksheet.
- Item E requires the Serial number of the original Sample unit; the item number (Item 21, 22, or 23) by which the "extra unit" was found; and if the extra unit is in a NTA segment, the Segment List sheet and line number of the first unit listed on the same property as the original sample unit.

Other instructions for handling "extra units" can be found in Chapter 2 of Part A.

8. Item 11,  
Table X

"Table X" is designed to record the existence of separate living quarters and to help to determine whether the living quarters are a part of the unit being interviewed or constitute an "extra unit" to be listed and interviewed on a separate questionnaire. Use Table X as follows:

Column 1

This is the line number column from which the number of "extra units" can be determined at a glance. These line numbers provide identification for the extra units in case a reference should have to be made to any particular one. In those cases when a Table X is required, usually only one line of the table will be filled on a questionnaire.

Column 2

Enter the questionnaire item number by which the unit was discovered, for example, 23.

Column 3

The purpose of this column is to find out the number of separate living quarters in each space reported, for example, the number of separate quarters on the second floor, etc. Check "Yes" in column 3a or "No" in 3b as appropriate and fill a separate line of Table X for each separate living quarters reported. When more than one line is filled as a result of asking 3a, columns 2, 3a, and 3b need be filled only for the first line.

Column 4

Enter a description of the location of the specific space you are inquiring about; for example, "2nd floor, left"; "1st floor rear"; "basement"; etc.

Columns 5-7

The questions in these columns will help determine whether the space is a housing unit, "other" unit or not separate living quarters.

Column 5

Determine whether the quarters shown in column 4 are occupied; if so, ask the questions and record the answer by making an "X" in column 5a or b. If the quarters are vacant skip to column 6.

Column 6

Ask question 6 whether the space is occupied or vacant, and check column 6a or 6b as appropriate. (See page A-3-11.)

Column 7

Ask question 7 for both occupied and vacant space and check column 7a or b. (See pages A-3-11, 12, Chapter 3). If the space is vacant and has no direct access or cooking equipment, it will be necessary to ask whether the last occupants had cooking equipment. (See pages A-3-11, 12.)

Columns 8 and 9

Use these columns to classify the information recorded in columns 5-7 as follows:

Column 8

If the space is neither a housing unit or an "other" unit, check column 8 and if occupied, add the occupants to the Worksheet for the sample unit at which discovered.

Column 9

If the space qualifies as a housing unit or "other" unit, check column 9a or 9b as appropriate and fill a separate Worksheet for the unit and interview it if occupied.

Columns 10 and 11

The questions in columns 10 and 11 apply only if the space is classified as a housing unit and is in a B Segment. (Part F of this Manual contains instructions on B Segments.)

Column 12

If the space inquired about is found to be an "other" unit, describe the unit in column 12; for example, enter "room in boarding house," "staff unit in mental hospital," etc.

C. Inside of Worksheet

1. Symbols, type face and general rules

In order to become familiar with the Worksheet, you must first know the meaning of the different kinds of symbols and type face used on the Worksheet.

a. Symbols used

The following symbols are used throughout the Worksheet wherever they apply.

- (1) Use of three dots

Where three dots (...) appear, insert the name of the illness, accident, or injury. This aids the respondent in answering the questions especially when several illnesses have been reported.

- (2) Use of two dashes      Where two dashes "--" appear, insert the name of the person, relationship or the number, whichever is appropriate.
- (3) Words in parentheses      Words in parentheses are alternative wordings of the question and are to be used when they fit a particular situation better.
- b. Questions in heavy type      The questions to be asked the respondent appear in heavy black type (bold face). Words in the questions which are in capital letters are to be emphasized in asking the questions. Instructions to the interviewer appear in lighter type.
- c. Use of pronouns      When asking about other members of the family, use the correct pronouns, i.e., "he" or "she" or use the name or relationship of the person involved.
- d. How to delete an entry on Worksheet      If in writing the answer to a question, an error is made, do not reask. Instead, draw a line through the error and write the correct entry elsewhere in the space or in a note in the footnote space. If an "X" is marked in the wrong check box, draw a circle around that box and make an "X" in the correct box. This instruction applies only to the Worksheet. (See page D-1-10.)
- e. Use of explanations and footnotes      Explanations should be used for questionable or inconsistent entries or to give additional information which is pertinent.
- Footnotes are required for some explanations. In making footnotes number them in sequence beginning with "1," and make sure that they are keyed correctly. In writing the footnote use the nearest available open space, e.g., the stub or the bottom or side margins. For more extensive footnotes use the designated footnote space on the front or back of the Worksheet. (See page D-1-19.)
2. Questions on personal characteristics      These items are used to establish a list of the household members and to provide descriptions of the persons, such as age, race, sex, marital status, and activity status during the past 12 months, so that illness in the population can be studied in relation to these factors. Other questions on personal characteristics are asked at the end of the interview.

3. Eligible respondent:  
Who can answer  
the questions

a. Eligible  
respondent  
for questions  
1 and 2 of  
Worksheet

Questions 1 and 2 (name and relationship of all household members) may be asked of any "responsible" adult member of the household. "Responsible" means anyone who is not mentally incompetent or 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.

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

- (1) 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.
- (2) If they are present during the interviews with an older respondent, 17 or 18 year old persons may respond entirely or partly for themselves. However, do not make any 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.

b. Eligible  
respondent  
for questions  
3-5 and for  
remaining part  
of Worksheet  
and Question-  
naire

Questions 3-5 may be asked of the "eligible" respondent for all related persons in the household. Also, the respondent may be asked all the remaining questions on the Worksheet and questionnaire for related children (under 19 years of age), in the household, and for related adults, but only if they are not at home at the time of interview. (See the instructions for Item H in paragraph 11 on page D-2-29.)

- (1) "Related" defined "Related" means related by blood, marriage, or adoption.
- (2) Children Information about a child is normally to be obtained from one of the parents or other related adult 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.
- (3) Adults not related Adults not related to the head of the household (partners, roomers, or servants) are to answer questions 3-5 (and all other questions) 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. If adults not related to the head are not at home at the time of the original interview, a return call must be made to interview them.
- 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 a person who is responsible for the care of a person who is not competent to answer the questions, provided there are no related members of the household who can answer for the person. The person may or may not be a member of the household. For this type of case, explain the circumstances, e.g., "only household member is mentally incompetent and unable to respond for self; respondent was person who 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 even though he himself is not listed as a household member.

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 with him, but arrange to call back for the other household members. For cases such as the foregoing, describe the circumstances in a footnote.

4. No eligible  
respondent  
in household

If none of the household members listed is an eligible respondent, and there is no eligible respondent according to the exceptions in paragraph c(1) and c(2) above, turn in the questionnaire as a noninterview Type A - Other, and explain the circumstances.

5. Question 1,  
Names of house-  
hold members  
(List ALL house-  
hold members)

After asking the "YEAR BUILT" question when required, and determining that the household is to be interviewed, ask the first question on the inside of the Worksheet, "What is the name of the head of this household?"

Continue with question 1b by asking the question and recording the names in the appropriate columns. Then, ask questions 1c and 1d as reminders about persons who may be overlooked by the respondent. If the answer to questions 1c and 1d is "Yes" check the "Yes" box. There is an asterisk beside the "Yes" boxes in questions 1c-1e which refers to an instruction under question 1e: "(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.

List each person named by the respondent in answer to questions 1a-1d who is a household member.



If there is any instance in which you doubt whether to include a person as a member of the household, consider him a member of the household and explain the circumstances. Report the case to the office on an INTERCOMM.

a. Detailed description of question 1

(1) Questions 1a, 1b

Begin with question 1a. Record the name of the head of the household (page D-2-24), then ask question 1b and record the names of all persons named by the respondent in the order indicated on page D-2-24 in the appropriate columns of the Worksheet (see Illustration on pages D-2-24, 26).

(2) Question 1c

Before asking the question in 1c, say to the respondent, "I have listed," and read the names of all persons listed in response to questions 1a and 1b. (If the relationships are known at this point, include them. For example: "I have listed your husband, you, your sons, John and James and your daughter, Nancy.")

Then ask "Is there anyone else staying here now such as friends, relatives, or roomers?" If "Yes," list each reported, unless it is definitely clear at this point that the person is not a household member.

(3) Question 1d

Ask question 1d: "Have I missed anyone who USUALLY lives here but is now away from home?" If "Yes," list each one reported, unless it is definitely clear at this point that the person is not a household member.

Do not list persons who formerly lived with this household but now live elsewhere, such as a daughter who has married and moved into her own home.

Do not list a person if you learn from this question that he is on active duty with the Armed Forces.

(4) Questions 1e and 1f

Questions 1e and 1f are to be asked to help determine whether or not the persons already listed from questions 1a-1d are to be considered household members.

You may have learned in question 1c or 1d that a person named by the respondent is not a household member because his usual residence is elsewhere or he is on active duty with the Armed Forces. Questions 1e and 1f apply to the other persons named by the respondent, that is, those you have listed.

- (5) Question 1e If an answer of "Yes" to question 1e is given for any person listed, check the "Yes" box and ask additional questions for that person as needed in order to determine whether he has a usual place of residence elsewhere. If he is not a household member, delete him according to the instructions in paragraph c below.
- (6) Question 1f Question 1f is to be asked if it appears that any adult males have been listed. If there are no adult males in the household leave question 1f blank.

For the purpose of this question, "adult" means a person who is 17 years old or over. The question is to be asked at this point to avoid asking unnecessary questions about active members of the Armed Forces, who are not included in the Survey.

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 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 is probably 17 years old or over. When in doubt, always ask.

If the answer to question 1f is "Yes" delete the person(s), according to the instructions in paragraph c below.

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 she also is to be deleted.

(7) "Armed Forces" defined

"Armed Forces" means 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.

(8) Armed Forces Reserve

Persons who are in any reserve component of the Armed Forces but who only attend weekly reserve meetings, summer camp or the like are not on "full-time active duty."

b. Who are household members

The rules given in Part A, Chapter 3 for determining which persons are to be considered members of a household must be applied at every household. 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?"

"Does your family and your son's family all live and eat together?"

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

c. Delete the name if not household member

If a person whose name has been listed is considered to have a usual place of residence elsewhere, living in a separate unit, or is not a household member for any other reason, (following the rules in Part A, Chapter 3), delete his name by drawing a large X in the column for that person, from question 1 through question 14. Explain the reason for the deletion. Do not change the person numbers of other members of the household.

- d. Use additional Worksheets if more than 9 household members

All members of the household, regardless of whether they are related to the head, are to be listed on one Worksheet (or one set of Worksheets if more than 9 persons). If there are 10-18 members of the household, list them on a second Worksheet and change the column numbers to "10," "11," etc. If there are more than 18 members of the household, use additional Worksheets in a similar manner.

- e. Prescribed order of listing household

List the members of the household in the following order:

1. Head of the 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.

- (1) Related persons first

List first the head of the household and all persons related to the head in the order specified.

- (2) Unrelated persons second

Then, list all persons not related to the head, for example, servants, roomers, etc., in a convenient order. If among the persons not related to the head there are married couples or persons otherwise related among themselves, they should be listed in the order indicated for the families of married children (group 4).

- f. How to enter names

Use column 1 for the head of the household and use a separate column for each of the other persons. Do not skip columns.

In the column for the head of the household, enter the last name in the space provided at the top, and enter the first name in the space below the last name. If there should be 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.

The following example of a five-person household illustrates the correct procedure:

<u>Pers. 01</u>	<u>Pers. 02</u>	<u>Pers. 03</u>	<u>Pers. 04</u>	<u>Pers. 05</u>
Doe	————	Poe	————	Roe
-----	-----	-----	-----	-----
John	Betty	Olive	Samuel	Thomas
Head	Wife	Daughter	Grandson	Roomer

6. Question 2,  
Relationship  
to head of  
household

Ask the question and 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. 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 persons sharing a housing unit who are not related. Since there can be only one head, designate one as the "Head" and call each of the others "Partner."

(1) 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. In most cases the head is the chief breadwinner of the family, although this is not always true. In some cases the head may be the parent of the chief earner, or may be the only adult member of the household. As pointed out above, members of the Armed Forces are not covered by the survey even if they continue to live at home. Therefore, if a member of the Armed Forces is regarded as the head, list instead his wife (or other logical person) as the head.

- (2) If "head" deleted
- If the person originally designated as the head of the household is deleted for any reason, designate another person as "head" and change the relationships of other household members if necessary. Do not change the person numbers of other members of the household.
- b. Relationship of other persons
- After you have determined who is to be recorded as the head of the household, enter in question 2 for each person the relationship of the person to the head of the household.
- (1) Examples of relationship entries
- Some typical examples of relationship entries are "wife," "son," "daughter," "stepson," "stepdaughter," "father," "mother," "grandson," "daughter-in-law," "aunt," "cousin," "nephew," "roomer," "servant," "hired hand," "partner," and "maid." (Note: In the case of common-law marriages report the relationship as you would for married persons.)
- (2) Persons unrelated to the head
- If there are any persons in the household who are not related to the head, but are related to each other, their relationship to each other should be shown also. For example, a roomer and his wife must be listed as "roomer" and "roomer's wife"; a roomer and his brother must be listed as "roomer" and "roomer's brother"; a servant and her daughter must be shown as "servant" and "servant's daughter."
- c. Persons in "Special dwelling places," rooming houses, etc.
- You may be assigned to interview persons who live in "special dwelling 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 rules in paragraphs b(1) and b(2) above for relationship entries in question 2 (e.g., "head," "wife," etc.), including unrelated members to be included on the same Worksheet such as "partner," "roomer," etc.

7. Questions 3-5,  
How to ask  
the questions

As indicated above, questions 1 and 2 (name and relationship) are to be filled for each person in the household at the beginning of the interview.

Ask question 3 for each person (for whom the respondent is an eligible respondent) before you ask question 4 (marital status) for any person.










Similarly, ask question 4 for each person before you ask question 5 (activity status).

For each of the questions, start by asking the respondent to answer the question about the head. Then proceed to the other household members for whom he is an eligible respondent, in the order in which the members are listed.

Illustration

Illustration A below summarizes the order of asking the questions in a four-person household, where the wife is the respondent on questions 1 and 2 for all household members, and on questions 3-5 for related persons; and where a roomer is respondent on questions 3-5 for himself.

Illustration A

Questions	Head 01	Wife 02	Daughter 03	Roomer 04
1 2	Asked about all household members			
3	1st 	2nd 	3rd 	Roomer re- sponds for himself
4	1st 	2nd 	3rd 	For self
5	1st 	2nd 	3rd 	For self

8. Question 3  
Age at last  
birthday,  
race and sex

Be sure to obtain the age of each person at his last birthday. If the respondent does not know the exact age of the person, ask him to estimate it as closely as he can.

For babies under 1 year of age, enter "Und. 1" for age.

a. Race and sex

As a rule, do not ask about race and sex but simply check the proper boxes while you are asking age. Unless you learn otherwise, assume that the race of all persons related to the respondent is the same as the race of the respondent.

(1) Nonwhite  
races

Report Mexicans as white, unless they are definitely Indian or other nonwhite race. Report Negroes and persons of mixed Negro and other parentage as Negro. Report American Indians and all races other than white or Negro as "other."

(2) Sex

The sex of a person cannot always be known from the name. For example, names such as "Marion" and "Lynn" are used for both males and females. If there is any doubt, ask the sex of the person.

9. Question 4,  
Marital status

Ask question 4, on marital status, only for persons 17 years old and over. If the person is under 17 years of age, check the box "Und. 17," without asking the question, even though you may have learned that the person is married, widowed, divorced or separated. Give the marital status of such persons under 17 years old in a footnote, unless the marriage was annulled.

For persons 17 and over, if it is obvious from the relationship entries that two of the household members are husband and wife, check the box for "Married" without asking the question. If the person is the mother or father of a household member leave off the phrase "... or never married." in asking the question.

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.

10. Question 5,  
Main activity  
during past  
12 months

Question 5 asks what the person was doing most of the past 12 months. Ask this question for each person 17 years of age and over. For persons under 17 years of age, check the box "Under 17," without asking the question.

a. How to ask  
question 5

In asking questions about males, ask question 5 as follows: "What was -- doing most of the past 12 months--(pause and continue) working or doing something else?" Thus, ask the two parts of the question in succession, without waiting for a reply to the first part. The manner of asking the question is similar for females but the wording should follow that given on the Worksheet. Thus, men are not to be asked if they were keeping house. However, if the respondent says a man was keeping house most of the past 12 months, check the box "Keeping house."

b. "Something  
else"--defined

"Something else" includes all activities besides "Working" and "Keeping house."

c. Definition of  
"working,"  
"past 12 months"

In answer to this question accept the respondent's reply if it corresponds to one of the check boxes. However, if a question as to the meaning of the terms is raised, follow these definitions:

d. Working  
defined

"Working" includes paid work as an employee for someone else; working for himself in his own business, or professional practice, or farm, and unpaid work in a family business or farm. Work around the house, and volunteer or unpaid work such as for church, Red Cross, charity, etc., is not to be counted as working.

e. Past 12  
months  
defined

The past 12 months is defined as the 12-months between the Sunday immediately prior to the week of interview and the same date one year earlier. If the respondent appears to be thinking in terms of a calendar year, call to his attention the period you are asking about.

f. More than  
one activity

If a person says that he has had more than one kind of activity, check the activity at which the person spent the most time during the past 12 months. Thus, if a woman has kept house and also worked, check the box which describes the activity that took up most of her time during the past 12 months. If the person spent equal time at two types of activities check the one which the person considers more important.

11. Item H,  
Whom to  
interview

After completing questions 1-5, note the instruction in Item H that if related persons 19 years old or over are listed in addition to the respondent, say: "We would like to have all adults who are at home take part in the interview. Is your --, etc., at home now?"

Check the "At home" or "Not at home" box for each adult on the basis of the respondent's answer. In the case of children, check the "Under 19" box unless a person under 19 years of age is the respondent. In that case, check the "At home" box.

If other eligible respondents are at home, ask: "Would you please ask --, --, etc., to join us?"

This procedure is a reminder, as stated on the Worksheet, to interview each ADULT for himself for questions 6-14 of the Worksheet and the questionnaire if he is at home at the time of the interview. Since these questions are about each person's own health, he should be the best source of information about them.

If "Not at home" is checked for a person who arrives later on in the interview, interview him also, but do not change the original entry. This rule applies even though the person arrives in time to answer some of questions 6-14.

In the case of unrelated persons (partners, roomers, servants, etc.), this determination is not to be made until completing the interview for all related members. Record "At home" for an unrelated person at the time you conduct the interview with that person. Persons unrelated to the head of the household who are related to each other, are to be treated the same as any other family group.

#### Health and Hospitalization Questions; Questions 6-14 and Item R

D. General procedure  
for questions 6-14  
on illness, etc.

Questions 6-14 are organized to obtain health information systematically for each member of the household. Space is provided for recording the illnesses, injuries, and hospitalizations reported for each person in the column for that person. After questions 6-14 have been asked for all related household members, detailed information about each illness and injury will be obtained and recorded in the Condition pages and information about each hospitalization listed in question 13 will be recorded in the Hospital pages of the Fosdic questionnaire.

1. Order of asking  
questions 6-14

When you are interviewing a person for himself, and he is not reporting for any other person in the household, follow the order in which the questions appear on the questionnaire.

When interviewing one person in the household about himself and also asking about other related members of the household follow the order listed below:

Block of Questions  
or Single Question

Ask for:

6-9

These questions are asked as a block for Person 01 first. Then, as a block, for each related household member, one member at a time, i.e., Person 02, Person 03, etc.

10, 11

All related household members at one time.

12

Person 01 first. Then, each related household member--one at a time, i.e., Person 02, 03, etc.

13

Person 01 first. Then, each related household member--one at a time, i.e., person 02, 03, etc.











14

Each child 1 year old or Under, one at a time, beginning with the child with the lowest person number.

The example below illustrates the order in which questions 6-13 should be asked in a three-person household in which the wife is the respondent.

ILLUSTRATION B

Order of asking questions 6-13

Questions	Ask in order:		
	Person 01 Head	Person 02 Wife	Person 03 Son
6 7 8 9	1st 	2nd 	3rd 
10 11	All family members at one time 		
12	1st 	2nd 	3rd 
13	1st 	2nd 	3rd 

When two (or more) related adults in the same household are being interviewed together, follow the same general order of asking the questions: ask questions 6-9 as a block for the first person listed on the Worksheet regardless of whether or not one of the respondents is person number 01; then ask questions 6-9 for person 02; then ask questions 6-9 for each other related household member in the order in which he is listed on the Worksheet. Questions 10 and 11 are to be asked for all the related household members as a group. Follow the same procedure in asking question 12, and in asking question 13 as is used for questions 6-9. Complete questions 6-14 on the Worksheet for all related household members before filling any pages of the Fosdic questionnaire.

2. How to record illness conditions reported in questions 6-12

Record the answer to questions 6-12 for each person in the column for the person in the space opposite the corresponding question. If more than one condition is reported in answer to a question, record each condition not already recorded for the person. Do not record the same condition twice for the same person even though the respondent names the condition twice.

Record as illness whatever the respondent reports as illness. Record in the column spaces the respondent's own description of the illness (using his words--not your own). Record enough of the description so that when you are ready to obtain the additional information in the Condition page of the Fosdic questionnaire, later in the interview, you will be able to identify the condition properly. The complete description of the condition will be recorded later in a Condition page.

Record the condition in the answer space of the question to which it is reported. For example, if an injury, chronic condition or impairment is reported in answer to question 6 or 7, it is to be recorded there (in 6 or 7) even though specific questions will be asked about injuries, chronic conditions, and impairments later.

3. Use of probes in questions 6-8, 12

There are two probe questions, labeled b and c to be used in connection with each of questions 6-8 and 12.

- a. Probe question b

Whenever the answer to one of questions 6a-8a, 12a is "Yes," ask the appropriate probe question; "What was the matter?", "For what condition?" or "What were they?", to bring out a description of the condition and the name of it if the condition is not volunteered.

b. Probe  
question c

After recording any conditions reported in answer to one of questions 6-8 or 12 ask the appropriate second probe question: question 6c, "Did -- have anything else during that period?", question 7c, "Did -- take any medicine for any other condition?" or question 8c, "Did -- have any other accidents or injuries during that 2-week period?", etc. This gives the respondent a chance to report additional conditions. Ask probe question c regardless of whether probe question b is asked.

Continue to ask probe question c until obtaining an answer of "No" and check the "No" box. Thus, either the "No" box alone will be checked in questions 6-8 and 12 or both the "Yes" and "No" boxes will be checked; never the "Yes" box alone.

4. Use of probe  
in questions  
9 and 13

There is a single probe question in questions 9 and 13. If the answer to 9a, 13a is "Yes" then ask the b probe question. Either the "Yes" or "No" box is to be checked in questions 9 and 13 (not both).

5. Last week  
or the week  
before defined

"Last week or the week before" refers to the 2 weeks (14 days) just prior to the week in which the interview is conducted. The 2-week period starts with Monday and ends with last Sunday night. No days of the interview week are to be included. For example, if the interview is conducted on Tuesday, July 20, 1965 "last week or the week before" would refer to the period from Monday, July 5, 1965 through Sunday night, July 18, 1965; no illness starting after July 18 would be included, no matter how serious it might be. This principle applies to all succeeding questions.

a. Calendar  
card

In order to help the respondent identify the correct reference period for questions 6-8, hand him a special 2-week reminder calendar (white card) with the dates of the 2-week reference period (last week and the week before) outlined in red.

Before starting each interviewing assignment, prepare two or three calendar cards by outlining the dates of the 2-week reference period in red, in accordance with the following examples.

Use a ruler or straight-edge to mark off the 2-week period on the calendar card. A sharp red pencil or a pen with red ink should be used. The combination of a straight edge and sharp pencil or pen makes a much neater job and one which is more presentable than a free-hand outline.

EXAMPLE FOR WEEK 13 OF SAMPLE B-35

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>NOVEMBER</b>		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				
				1	2	3	4
<b>DECEMBER</b>	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	

Red line →

← Week 13



EXAMPLE FOR WEEK 01 OF SAMPLE B-36

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>1965 DECEMBER</b>				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	
<b>1966 JANUARY</b>							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

Red line →

← Week 01

Carry a few calendar cards with you in case you lose one or have more than one respondent.

In the rare cases in which the interview for an assignment week is delayed until the following week, prepare a new calendar card showing the reference period as changed, i.e., the 2-week period ending the Sunday night just before your actual interview date.

After asking question 6, let the respondent keep the 2-week reminder calendar (with the 2-week reference period outlined) until the end of the interview. This will enable him to refer to it whenever you find it necessary to remind him of the two-week period in those sections of the interview which ask for information about "Last week and the week before."

At the close of the interview, take back the calendar so that it may be used in other households during that week's assignment.

- b. Use oral  
2-week  
reference  
as needed

In some households it will become apparent that the respondent is not looking at the calendar, has laid it aside, or perhaps does not even understand it. In such cases, do not depend on the statement "the 2 weeks shown shown on that calendar" but use the oral reference of "that is, the 2-week period which ended this past Sunday night" or "last week or the week before." Use the oral reference as often as you feel it is needed.

E. Detailed description  
of questions 6-14

1. Question 6,  
Sick last  
week or the  
week before

When asking question 6 the first time for a family, read to the respondent the introductory statement printed on the Worksheet above question 6a: "This survey covers all kinds of illnesses. These first questions refer to LAST WEEK AND THE WEEK BEFORE, that is, the 2-week period outlined in red on this calendar." Hand the respondent the calendar card. (The introductory statement is to be read only once for a family. Do not repeat it for other family members.)

Then ask question 6a: "Was -- sick at any time LAST WEEK OR THE WEEK BEFORE?" Add the parenthetical statement "(the 2 weeks shown on that calendar)" the first time the question is asked of each respondent. The respondent must be kept aware of the 2-week period and should be referred to the calendar at other convenient points in the interview, especially in large households. This interviewer instruction is printed in two of the answer columns on the Worksheet.

If the answer to question 6a is "Yes" and the illness (condition) is not volunteered, ask question 6b, "What was the matter?" If "Yes" to 6a, ask probe question 6c regardless of whether it was necessary to ask question 6b. Continue to ask question 6c until the answer is "No." Then check the "No" box.

Record in question 6, in the column for the person, all conditions reported in answer to questions 6a-6c.

Record as illness whatever the respondent mentions as illness, using his words, not your own.

2. Question 7

Ask question 7a as it is worded, but whenever there is an entry in question 6 for a person, add the parenthetical phrase, "besides ... which you told me about." Question 7 is not intended to obtain information about medicine or treatment taken for the conditions already reported. It is intended to obtain information about conditions for which medicine or treatment is taken. It is not necessary to repeat conditions reported previously.

If the only medicine taken is to prevent an illness from starting or to avoid pregnancy or for general well-being, such as vitamins or minerals, question 7 should be checked "No." However, if by not taking the medicine the person would have a flare-up or attack of an illness condition which would otherwise be expected to be dormant, question 7 should be checked "Yes" and the condition recorded.

3. Question 8  
Accidents and  
injuries during  
last week or  
the week before

Question 8 covers accidents and injuries happening last week or the week before and is to be asked as worded. Of concern are all sorts of injuries, such as cuts, bruises, burns, poisonings, fractures, strains, sprains, and dislocations. Record separately each injury reported by the respondent.

The word "accidents" together with "injuries" is used in the wording of the question in case some persons may think of "injuries" only in terms of "accidents." Accidents can occur without causing injuries and such accidents should not be reported. On the other hand, not all injuries are accidental, for example, one person attacking another or injuries received in an attack or battle during a war. All injuries are to be recorded whether or not they were caused by accidents.

It is not necessary at this point to find out the full detail of the nature of the injury since this will be obtained later in a Condition page of the Fosdic questionnaire, but sufficient information should be recorded to be able to identify it later in the Condition page.

4. Question 9  
Injuries which  
still bother  
a person

This question is for reporting the type of effects still bothering the person as a result of "old injuries," i.e., those occurring more than 3 months ago. The original injury may have occurred only a few months ago or, on the other hand, it may have happened many years ago. This question serves as an additional probe for reporting conditions of interest in this study which persons might fail to mention in answer to earlier questions since they may now be adjusted to them and not look upon them as illness.

It is not necessary that the person suffered ill effects during "last week or the week before" or be suffering from them "now" for the illness condition to be present. If the person is subject to periodic recurring attacks of a condition caused by an old injury, it should be recorded. For example, a person who is subject to recurrent attacks of "foot trouble" due to an old injury had his last attack over a month ago but knows he may have another attack at any time. "Foot trouble" should be recorded in question 9 for such a person.

If a person reports ill-effects of an old injury it should be recorded even though it may not "bother" him within the literal meaning of the word. For example, a person may report a stiff elbow caused by an old football injury. He may say that he has gotten used to it and it never bothers him. This condition (the stiff elbow) should be recorded because it is the present ill effect of an old injury.

a. What to record

Record in question 9 the present ill effects experienced, not the injury itself. For example, entries of "stiff shoulder," "pains in arm," etc., describe the present effects and are proper entries for question 9. If the respondent answers only "Yes" or reports the condition only in terms of the original injury, as for example, a broken hip that occurred some time ago, ask the added probe in question 9b: "In what way does it bother him?", then record the present effects. If the injury occurred recently and is not yet healed, e.g., a leg fractured three months ago has not yet healed, the entry should be the injury, e.g., "fractured leg."

5. Question 10  
Conditions List  
Card A

Question 10 differs from the earlier questions in three major respects:

- (1) It covers a twelve-month period
- (2) It involves reading a list of conditions to the respondent (see Card A--both sides)
- (3) It is asked for all of the family members at one time.

The conditions on Cards A-1 and A-2 (in the flash-card booklet) are for the purpose of calling the respondent's attention to certain selected chronic conditions which have a fairly high prevalence rate in the population and which might be overlooked by the respondent unless they are causing trouble at the present time.

a. Time reference

The time period referred to in this question is the past 12 months. The past 12 months is defined as the 12 months immediately prior to the week of interview. An easy way to do this is to

take "last Sunday's" date and ask about the period from that date a year ago. For example, if "last Sunday's" date was July 4, 1965--then the period you are asking about is July 4, 1964 through July 4, 1965.

b. How to ask  
the question

Question 10 is not printed on the Worksheet, hence must be read from Card A-1 and A-2. In asking question 10, read to the respondent the introductory statement above the question on Card A-1: "Now I am going to read a list of conditions." Then continue: "Please tell me if you, your --, etc., have had any of these conditions DURING THE PAST 12 MONTHS?" After a brief pause, follow by reading the Conditions List on A-1 to the respondent. Read the list condition by condition, and wait for a reply of "Yes" or "No" to each condition before going on to the next one. This procedure is necessary in order to be sure the respondent has time to think about each of the conditions. This is the only acceptable way for reading the list. If two respondents are present, wait for each to reply to each condition before going on to the next one. After reading the conditions on Card A-1 and recording any illnesses reported follow the instruction at the bottom of the card "Continue with conditions on the other side." Read the question at the top of Card A-2 in the same way as for Card A-1

c. Family  
reference

Question 10 includes a reference to the specific members of the family about whom you are inquiring. In the course of reading the list of conditions, insert the reference to the family members as often as necessary to keep a particular respondent aware of the fact you are asking about other persons as well as about him.

In reading the Conditions List, if you should come to a condition which has been reported previously for any family member, read the name of the condition anyway and add a phrase such as "besides your asthma" or "besides your son's asthma?", etc.

d. Ask about others

If the respondent's reply to a condition is "I have that," "my husband had ..." or a similar response which indicates the respondent may not be reporting about the entire family, after recording the condition ask "Has anyone else in the family had ... DURING THE PAST 12 MONTHS?"

e. Repeating question

To help the respondent remember that question 10 applies to all related household members, and also that it refers to a specific period of time, repeat the question whenever it seems appropriate to do so. The question is printed in the heading of Cards A-1 and A-2.

f. Conditions not present at time of interview

Any condition on the list which the person had at any time during the past 12 months should be reported even if the source of the trouble has been corrected (as in the case of a hernia repair), or removed (as in the case of a tumor operation).

g. Present conditions not causing trouble

The respondent may mention that a member of the household has a certain condition but that the condition hasn't caused trouble in the past 12 months. For example, a person with diabetes which is kept under control through treatment, might not consider that the diabetes has caused trouble but he knows that he still has it. Conditions of this type should be recorded on the Worksheet.

h. Doubts about recording

The words in capital letters are to be emphasized in reading the check list of conditions. However, if the respondent reports "Yes" to a condition do not ask if it is CHRONIC, REPEATED, etc. Assume the respondent heard the condition as read and record it. (It is not necessary to record the word "chronic," etc., unless the respondent specifically says, "Yes, I have chronic bronchitis.")

If the respondent mentions a condition but is not sure whether it would be considered "chronic," etc., or adds that he doubts whether we are interested in it, ask "Have you had ... during the past 12 months?" If the answer is "Yes," the condition should be recorded on the Worksheet.

- i. Hasn't had condition for 12 months or more

If the respondent mentions that a household member formerly had one of the conditions on the list, but the condition was cured (e.g., asthma the person had as a child), or corrected by an operation, prior to the past 12 months, it is not to be reported unless it was present at some time during the past 12 months.

- j. "Arrested" conditions

Arrested conditions should be treated as follows: a person who said he has a case of arrested tuberculosis would be checked "Yes" in question 11 and "arrested tuberculosis" would be recorded.

- k. Conditions volunteered

Occasionally, when listening to the list of conditions on Card A-1 or A-2, a respondent will volunteer a condition not included on the card. Such conditions should be recorded in question 10 provided the conditions were present during the last 12 months. However, conditions which are usually temporary or of short duration (such as colds, flu, chicken pox, etc.) should not be recorded unless they started or were present during the past 2 weeks.

- l. How to record the answers

Even though question 10 is asked for the family as a whole, record the answer in the proper column for each person: either an "x" in the "Yes" box and an entry of the condition(s), or an "X" in the "No" box should appear in each person's column.

- m. What to record

The condition to be recorded in question 10 should be in terms of the respondent's answer. For example, if in answer to your reading the condition, "heart trouble" the respondent should say "I have that," you would record "heart trouble" in question 10. However, if the respondent should say, "I have 'angina.'" that is the condition to be recorded in question 10, not "heart trouble." (This rule applies also to question 11.)



6. Question 11,  
Conditions list  
on Card B-1  
and B-2

Question 11 is to be handled in the same manner as question 10. The question is not printed on the Worksheet but is printed on and should be read directly from flashcards B-1 and B-2.

The statement at the bottom of Card B-1 "Continue with conditions on other side" is a reminder to continue by reading the questions and conditions listed on Card B-2 after finishing with Card B-1.

- a. Difference in  
time reference  
between Cards  
A-1, A-2 and  
B-1, B-2

The question which is asked for Cards A-1 and A-2 uses the time reference of the past 12 months for the listed conditions whereas the question asked on Card B-1 uses the time reference "EVER had" and Card B-2 uses the time reference "HAVE" for the listed conditions. It is important that the time reference on Cards A-1 and A-2 "DURING THE PAST 12 MONTHS" and on Card B-1 "EVER had" and on Card B-2 "HAVE" be emphasized as you read the questions on these cards so that the respondent will understand which period of time we are interested in. It is for this reason that the time references for these cards have been printed in capital letters.

All conditions on Cards B-1 or B-2 are to be recorded if the person ever had them or still has them even though the person may not think of them as illness.

- b. Card B-1

For Card B-1 if a respondent raises a question about whether or not he should report "Yes" for a condition use the following as a guide:

If a person EVER HAD one of the conditions on Card B-1 it is likely that he still has it, either in an active or arrested stage; or else he has some present ill-effects from it. All such conditions should be reported (and recorded). The time reference "EVER" is used here in case the person is not presently suffering the ill-effects of the condition

(because it is under control or has been arrested) and may forget about it or think we are not interested in recording it. For example, diabetes may be controlled by insulin and as long as the diabetic receives the proper dosage of insulin he may not actually suffer any ill-effects. In this case the diabetes is under control but the person still has it and it should be recorded in question 11. When a condition is reported as arrested it means that the person still has the condition but that its progress has been arrested. Such conditions should be recorded.

c. Card B-2

The conditions listed on Card B-2 are of a more permanent nature than those on Card B-1. It is very unlikely that a person having any of the conditions on Card B-2 will ever be free of that condition. For example, a person with missing fingers, hand or arm, etc., will always have them missing. For this reason the question printed on Card B-2 simply asks if the persons in the household "HAVE" any of the conditions on Card B-2 rather than using the question on Card B-1 "Have you, your -- etc., EVER had any of these conditions?"

If it is clearly evident that a condition listed on B-2 is not now present, either in an active or arrested stage, it should not be recorded. For example, a person may have been temporarily deafened or blinded by a war injury and recovered completely with no permanent loss of hearing or vision. If the respondent specifically indicates such to be the case, do not record the condition.

However, in all doubtful cases the condition should be recorded, since the entries on the Condition page will provide enough information to permit us to decide whether or not the condition will be tabulated.

7. Question 12  
Other ailments,  
conditions, or  
problems with  
health

Question 12 is to be asked separately for each related household member. This question is a kind of general "clean-up" question and is intended to provide the respondent with an opportunity to report any ailment or condition which had not been mentioned earlier--possibly some that the Check Lists may have called to his mind.

a. Time reference

Question 12 refers to the present time, except that, as with all the health and hospitalization questions, any ailment, condition or problem with health which started after "last Sunday night" is not to be reported.

b. How to ask  
the question

Ask question 12a as worded, "Does -- have any other ailments, conditions or problems with his health?" Check the box for "Yes" or "No" for each person. If the "Yes" box is checked ask probe question b "What is the condition?" unless it has already been volunteered. Record the condition itself if it is still present. If the condition is no longer present, record the present ill-effects.

Following are some examples of responses to question 12, together with the way each should be handled:

- a. In answer to question 12, a respondent reports that her son is subject to frequent nosebleeds. "Nosebleeds" should be recorded as a condition for the son.
- b. A respondent reports in answer to question 12 that her mother had a virus infection last fall which hung on for a long time. In reply to your question the respondent says her mother no longer has the infection but it left her with "weak lungs." "Weak lungs" should be recorded for the mother as the present effect of the old condition.
- c. In answer to question 12, a respondent reports that she had pneumonia last winter. When asked if she still has any ill-effects from the pneumonia she says no, she recovered from it completely some time ago. Nothing should be recorded since neither the condition nor ill-effects from it are present now.

If "Yes" has been checked in question 12, ask probe question c, "Any other problems with your health?" regardless of whether it was necessary

to ask probe question b, and record any problem (condition or effect of an old condition) reported. Continue to ask probe question c until an answer of "No" is received, then check the "No" box.

c. Conditions on  
Card A

As indicated in the instructions for question 12, for certain conditions you will need to ask additional questions to determine if the condition is still present or if there are any present ill-effects. However, this does not apply to conditions on Card A-1 or A-2. If one of these is reported, it should be entered in question 12 (unless, of course, it had been reported earlier) without trying to determine whether it is "still present" or has left any "present ill-effects."

8. Question 13,  
Hospitaliza-  
tions since  
specified date

Question 13a is to be asked separately for each related household member. Check the box for "Yes" or "No" for each person, and if "Yes" is checked ask question 13b, before asking question 13a for the next person.

A date will have been entered in question 13a on Worksheets prepared for each assignment. This date will be the first of the month preceding the month in which the first day of the interviewing week falls. Always use the date on the Worksheet in asking the question. For example, in all interviews being conducted in the week starting Monday, July 5, 1965, ask the question "have you been in a hospital at any time since June first, a year ago?"

Although the survey is primarily concerned with hospitalizations which occurred during the past 12 months, for certain statistical purposes we also need to know about hospitalizations which occurred just prior to the past 12 months. Also, people tend to forget hospitalizations which started prior to the "past 12 months" but which actually extended into the 12-month period. For these reasons, therefore, the hospitalization question is asked for a period that is slightly longer than 12 months.

If a second Worksheet is needed, enter in question 13a of the second Worksheet the date which is on the first Worksheet before asking the question. If a Worksheet is needed for an "extra" unit, enter in question 13a the date used on other Worksheets for that interview week before asking the questions.

For each person for whom the answer to question 13a is "Yes," ask 13b, "How many times was -- in the hospital during that period?" and enter the number in the column for that person. For each "time" recorded in this question, a Hospital page of the Fosdic questionnaire is to be filled.

- a. "Being in a hospital" defined

If a respondent should ask what is meant by "being in a hospital," explain that this means being hospitalized as an inpatient for some illness condition, for childbirth, for an operation, etc. Going to an outpatient clinic in a hospital or to visit another person who is a patient there should not be counted as "being in a hospital."

- b. Nursing homes, rest homes, or similar places

Although only the term "hospital" is used in question 13a, as noted on the Worksheet, any stays reported in nursing homes, rest homes, or similar places are to be included as hospital stays.

"Nursing homes, rest homes, or similar places," mean any type of "home," sanitarium (sanatorium) or institution where patients are apt to remain for long periods of time. These include homes for the aged, convalescent homes, TB sanitariums or TB wards in general hospitals, institutions for the mentally ill, etc. The length of time the person was a patient in a place of this type does not affect the inclusion of this stay, as long as the person is now a household member by Census definition (see Part A, Chapter 3).

9. Question 14

Question 14 is a check on question 13 to be sure that all deliveries and births which should be recorded are entered in question 13 so that they can be carried through separate Hospital pages later in the interview.

As instructed on the Worksheet (above question 14a), examine the ages in question 3 to see if a baby (or babies) one year of age or under is listed as a household member. If a baby 1 year of age or under is listed, ask question 14a for that (each) baby. If no baby is listed make no entries in question 14 and skip to Item R.

Question 14a and 14b refer only to the baby and the entries should appear only in his column of the Worksheet. For question 14c, the entries can apply either to the mother or the baby or both, depending on whether either or both had a hospitalization reported in question 13b.

a. Question 14a

If a baby age 1 or under is listed on the Worksheet ask question 14a "When was -- born?" Enter the month, day, and year the baby was born in the answer space for the column in which the baby is listed on the Worksheet. If the birthdate is on or after the date shown in question 13a, then ask question 14b. If the birthdate entered in 14a is before the date stamped in question 13a (reference period) or during interview week then no further question or entry for question 14 is required for that person.

b. Question 14b

If the baby was born within the reference period (on or after the date stamped in question 13a and before last Sunday (midnight)), ask question 14b, "Was -- born in a hospital?" If the answer to this question is "Yes" then check question 13b for both the baby and the mother to see if any hospitalizations have been reported. If no hospitalization has been reported for either the baby or the mother enter "1" in question 13b for both the baby and the mother. If a hospitalization has been reported for the mother but not the baby (or vice-versa) enter "1" in question 13b for the baby and ask question 14c for the mother (or vice-versa). If a hospitalization has been reported in question 13b for both the baby and the mother then ask 14c for both the baby and the mother.

c. Question 14c

Question 14c, "Is this hospitalization included in the number you gave me for --?" is to be asked for the baby(s) and the mother if any hospitalizations were reported in question 13b and it has been determined in answer to question 14a and 14b that the baby was born in a hospital within the reference period.

d. Example

You examine question 3 of the Worksheet and find a child listed as 1-year-old, so according to the instruction, you ask question 14a. "When was -- born?" You find in response to this question that the baby was born on May 7, 1964 (the date stamped in question 13a is June 1, 1964). Since the baby was not born within the time reference period you only need to mark the baby's birthdate in question 14a, leaving 14b and 14c blank.

You examine question 3 of the Worksheet and find a child listed as "Und. 1" so you ask question 14a. The child was born within the reference period so you ask question 14b "Was -- born in a hospital?" You find out that the child was born in a hospital but no hospitalizations have been reported in question 13b for the child but two hospitalizations have been reported in question 13b for the mother. The instruction to 14b tells you to enter "1" for the child (baby) and ask question 14c for the mother to determine if the hospitalizations entered in 13b for her includes the hospitalization for the baby's delivery. You find that it does not so you must add "1" to the "2" hospitalizations already reported in question 13b for the mother.

10. Item R,  
Who responded

Item R is for the purpose of identifying who responded for the health probe questions 6-13. Check one of the boxes in Item R as follows:

a. Adults

If the adult person responded for questions 6-13 entirely for himself, check the box "Responded for self-entirely." If he responded partly for himself, check the box

"Responded for self-partly" and enter the column number of the person who partly responded for him. For adults not present, enter the column number of the person or persons who responded for them.

Consider a person to have responded entirely for himself if he was present during all of this part of the interview.

Consider a person to have "Responded for self-partly" if he was present to the extent that one or more of the probe questions was addressed directly to him.

b. Children

For an unmarried person under 19, enter in Item R the column number of the person or persons who responded for him.

c. "At home" but  
not interviewed

If you have checked the "At home" box for a person in Item H but have not been able to interview him for himself, explain the circumstances in a footnote. This instruction appears in Item R on the Worksheet.

11. Where to  
go next

After completing Item R on the Worksheet go directly to the questionnaire. First, transcribe the PSU, Segment, and Serial number from the cover of the Worksheet to the Household page (front page) of the Questionnaire. Then proceed to complete a Condition page for each condition recorded on the Worksheet. The procedure for filling the Condition page is found in Chapter 4 of Part D.



### CHAPTER 3

#### THE HOUSEHOLD PAGE

##### A. General

The front page of the Fosdic booklet is the Household page. It consists of twenty-seven items, some of which are to be filled prior to the interview; some during the interview; and some after the interview. The information obtained on the Household page gives a general picture of the characteristics of the sample unit.

##### B. Item 1, Number of books

If you use only one Fosdic booklet for a household, fill this item to read "Book 1 of 1 books." If it is necessary to use two booklets, Item 1 on the first booklet should be filled to read "Book 1 of 2 books, and on the second "Book 2 of 2 books." Corresponding entries should be made when three or more booklets are used. The entries in Item 1 are to be made after the interview is completed.

##### C. Items 2-4, Identification of the unit

Items 2-4 may be filled either before the interview or just after the completion of the Worksheet.

##### 1. Item 2

Enter the three-digit PSU number in the box in Item 2 and mark the corresponding Fosdic numbers. The PSU number is shown on the tab of the Segment Folder and in Item 2 of the Worksheet.

##### 2. Item 3, Segment number

Enter the four-digit segment number in the box in Item 3 and mark the corresponding Fosdic numbers. This number appears on the tab of the Segment Folder and in Item 3 of the Worksheet.

3. Item 4,  
Serial number

Enter the two-digit household serial number in the box in Item 4 and mark the corresponding Fosdic number. This number appears on the tab of the Segment Folder and in Item 4 of the Worksheet.

For an "extra" unit, (see Chapter A-2) enter in this item the last name of the household head if the unit is occupied. If the unit is vacant, enter "Vacant" in Item 4. All serial numbers for "extra" units will be assigned by the Regional Office.

4. Items 2-4,  
To be copied  
to additional  
questionnaires

Copy the write-in entries for Items 2-4 to each additional questionnaire when more than one questionnaire is used for a household. Do not fill in the Fosdic numbers on the additional questionnaire. These entries, together with the entry in Item 1, will be the only entries required for the front page of an additional booklet.

D. Items 5-18

After the interview has been completed fill Items 5-18 either at home or while you are on "standby time." Some of the items are transcribed from entries on the Fosdic questionnaire and some are transcribed from entries on the Worksheet.

1. Item 5,  
Identification  
code number

Enter the two digit segment identification code in the box in Item 5 and mark the corresponding Fosdic number. The identification code appears on the tab of the segment folder.

2. Item 6,  
Special Dwelling  
Place code number

If the sample unit is in a Special Dwelling Place, (see Chapter A-2) mark in Item 6 the Fosdic numbers which correspond to the two digit Special Dwelling Place code entered in Item 1c of the Worksheet. If the sample unit is not in a Special Dwelling Place leave this item blank.

3. Item 7,  
Land usage  
Transcribe to Item 7 the number which appears to the left of the circle marked in Item L or Item 25. (For units classified as "All other" it would be "1," for units on places with 10 or more acres which had sales of crops, etc. which amounted to \$50 or more it would be "2," etc.)
4. Item 8,  
Type of living quarters  
Mark the circle for "Housing unit" or "other unit" according to the rules in Part A, Chapter 3.
5. Item 9,  
Number of rooms  
In Item 9 mark the Fosdic number which corresponds to the entry in Item 19.
6. Item 10,  
Number of bedrooms  
In Item 10 mark the Fosdic number which corresponds to the entry in Item 20.
7. Item 11,  
Telephone  
In Item 11 mark the "Yes" circle if the entry in Item 27 indicates that there is a telephone in the unit. Mark the "No" circle if the "No phone" circle is marked in Item 27.
8. Item 12,  
Interview status  
Mark the "Interview" circle for all completed interviews (including those households in which you were unable to interview one or more unrelated persons) and skip to Item 14. Mark the "Noninterview" circle for all non-interviews.
9. Item 13,  
Noninterview reason  
For all households classified as noninterview in Item 12 mark the noninterview code in Item 13 which corresponds to the noninterview reason entered in Item 7 on the Worksheet. For all types of noninterview (A, B, or C) classified as "Other," describe the noninterview reason in the "Footnote" section.

10. Item 14,  
Number of  
calls
- In Item 14 mark the Fosdic number which corresponds to the total number of calls entered in Item 6 of the Worksheet.
11. Item 15,  
Date of  
completion
- In Item 15 mark the month and day on which the interview was completed.
12. Item 16,  
Observed  
interview
- In Item 16 mark the "Yes" or "No" circle which corresponds to the entry in Item 10 of the Worksheet.
13. Item 17,  
Regional  
office  
number
- In Item 17 mark the Regional Office code number. The Regional Office codes are as follows:

<u>Number</u>	<u>Office</u>	<u>Number</u>	<u>Office</u>
1	Boston	7	Seattle
2	New York	8	Charlotte
3	Philadelphia	9	Atlanta
4	Detroit	10	Dallas
5	Chicago	11	Denver
6	St. Paul	12	Los Angeles

14. Item 18,  
Interviewer  
number
- In Item 18 mark the Fosdic numbers which correspond to the two-digit interviewer number which has been assigned to you by your Regional Office.
- E. Items 19-27,  
When and how  
to fill
- Items 19-27 are to be asked immediately after asking the income question on the Person page for the last related household member. These items are located on the left side of the page within a shaded area.
- F. Items 19-20,  
When to ask
- Ask Items 19-20 at interviewed units only.
1. Item 19,  
Total number  
of rooms
- Item 19 asks for the total number of rooms in the unit. When asking the question insert for the dashes the appropriate word which describes the unit about which you are asking, e.g., "apartment," "house," "basement apartment," etc. Enter the answer in the space provided.

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a. What to count

Count only whole rooms such as living rooms, dining rooms, kitchens, finished basement or attic rooms, recreation rooms, permanently enclosed sunporches, or other rooms suitable or used for living purposes.

Count as a separate room a dinette, kitchenette, or "half-room" which is partitioned off from floor to ceiling; but count as only one room a kitchenette and dinette separated only by shelves or cabinets. Rooms equipped with movable partitions from floor to ceiling are to be considered separate rooms.

b. What not  
to count

Do not count bathrooms, strip or pullman kitchens, halls or foyers, alcoves, pantries, laundries, closets or storage space, unused basement or attic rooms not suitable for living quarters; do not count porches, unless they have been permanently enclosed and are suitable for year-round use.

c. Count only  
the rooms  
for the  
housing unit  
you are inter-  
viewing

If there are several housing units in a structure, make sure that the rooms you are counting are only for the housing unit you are interviewing.

2. Item 20,  
Bedrooms

Item 20 asks for the number of bedrooms in the unit. As for Item 19, insert the appropriate word for the dashes in the question. Enter the answer in the space provided.

If a question is raised, a bedroom is defined as a room intended primarily to be slept in.

Mark "None" for a one-room apartment since the one room is intended primarily as a living room.

Do not count as a bedroom a bedroom-living room or den which is intended primarily for purposes other than sleeping.

In some houses, the upper floor can be made into one or more bedrooms; consider such quarters as bedrooms only if they are finished off.

For all units in which the "None" circle has been marked, describe the situation in the footnote space, e.g., "question 20, one room apartment."

G. Items 21-23,  
Listing Check

Items 21 through 23 are to be asked to find out whether there are any unlisted units at the sample address. The information sought through Items 21, 22, and 23 is to be obtained for Type A and Type B noninterviews, as well as for interviewed units. Use a neighbor, building superintendent or the like as respondent for a vacant unit and for units where the occupants themselves have not been interviewed because they are temporarily absent, etc.

If "Yes" is reported in answer to any of the questions in Items 21-23, mark the "Yes" circle and review the Segment List to see if the living quarters reported is listed. If it is found, enter for "S," the Segment List Sheet number and for "L," the Line number on which the listing is found. For example, if more than one quarters is reported (two basement apartments) check the Segment List for each and enter the sheet and line number for each, if found.

Fill Table X on the Worksheet for each living quarters reported which is not listed. Thus, for each "Yes" circle marked, there must be an entry of sheet and line number(s) or one or more lines of Table X must be filled.

1. Wording of  
questions

Ask all these questions exactly as worded in units being interviewed. In inquiring about noninterview units, some rewording of the questions will be necessary. For example, you might say "Are there living quarters for more than one group of people in that vacant house next door?"

2. Item 21

Ask Item 21 if the address in Item 1a on the Worksheet identifies a SINGLE-UNIT structure.

Obtain an answer to the first part of the question before asking the second part; and to the second part before asking the third part.

a. Address  
identifies  
only part  
of structure

In some cases you may discover that the address in Item 1a on the Worksheet, which appears to be for a single-unit structure, actually identifies only part of the structure. In such a case, do not ask Item 21. (If the address identifies an entire floor of the multi-unit structure, ask Item 22.)

Footnote the Item 1a address and give a description of the unit. Also enter the description on the Segment List.

Example: The sample unit address in Item 1a of the Worksheet and on the Segment List is 301 N. Green St. You discover that 301 N. Green Street is a downstairs apartment and the upstairs apartment in the same structure has an address of 303 N. Green St. You would not ask Item 21 for this unit, but describe in a footnote to 1a and on the Segment List, "Downstairs apartment, upstairs is 303." Since the address of the sample unit describes an entire floor in a multi-unit structure, you would ask Item 22.

3. Item 22

Ask Item 22 in all segments if the address in Item 1a of the Worksheet identifies an entire floor or an unnumbered part of a floor, such as, "first floor," or "second floor, left rear." It is not necessary to ask Item 22 in regular apartment houses where the apartments are identified by numbers or letters. Of primary concern

are units which have been created by conversion of an old house, or a similar situation, which are likely to have been missed in listing.

In asking Item 22, be sure to make it clear that you are asking about the particular sample unit described in Item 1a, for example, "-- on this floor?" or "-- in the left rear apartment of this floor?"

4. Item 23

Item 23 is to be asked in TA and NTA segments only. It is not to be asked in B segments. Also, it is not to be asked for units in apartment houses or apartment developments in TA or NTA segments. In the latter case, leave Item 23 blank.

Determine that the other building(s) on the property is within the segment boundaries before checking the Segment List. If it is not, and you have marked the "Yes" circle in Item 23, explain the circumstances in a footnote, e.g., "Unit referred to is outside segment."

H. Land usage

Items 24 and 25 on land usage are to be asked only for sample units in "rural" segments. This is determined by the identification code number entered on the tab of the segment folder.

1. Item L,  
How to fill

Item L is a check item to tell you when to proceed with Items 24 and 25. Mark the "Rural" circle for all units which are in segments with an identification code beginning with "8" (81, 82, and 84). Mark the "All other" circle for all other identification codes. For Special Dwelling Places, mark the "All other" circle except for the Special Dwelling Places which have a code of 85, 86, 87, 88, and 89. Sample units in Special Dwelling Places with codes



85-89 are to be marked as "Rural" and Items 24 and 25 must be asked.

- a. Where to proceed next

As indicated on the questionnaire, if the "Rural" box is checked in Item L, proceed with Items 24 and 25. If the "All other" box is checked, omit Items 24 and 25.

- b. Filling Item L for "extra" units

In cases where you fill a new questionnaire for "extra" units found at the time of interview, make the Item L entry in the same box as for the regular assigned units in the same segment.

2. Item 24, Own, rent, or rent-free

Ask the question in Item 24 as worded and record the respondent's answer by marking the appropriate circle.

In some cases, you may have to ask additional questions to get the correct information.

- a. Own

Mark the circle for "Own" if the owner or co-owner is living at the sample unit, even though he may be absent from the household for a short period of time such as a family member in the Armed Forces or temporarily working away from home.

Mark the "Own" circle even if the place is mortgaged or not fully paid for.

The owner need not be the head of the household.

A co-operative apartment is owned only if the owner lives in it.

In the case of a trailer which is owned by the occupant but which is parked on rented ground, the land is considered to be the unit for the land usage question. Mark the circle for "Rent" in such a case.

b. Rent

Mark the circle for "Rent" if any money rent is paid or contracted for. The rent may be paid by persons not living in the unit--for example, a welfare agency.

c. Rent-free

Mark the circle "Rent-free" if the persons occupying the place neither own nor rent it. Places of this kind are usually occupied rent-free by persons in exchange for services rendered, e.g., a caretaker, farm worker or janitor who receives the use of a house or apartment as part of his wages. A tenant farmer who does not pay money rent should be reported as occupying the unit rent-free.

3. Items 25a-b,  
Acreage

If the answer to Item 24 is "Own" or "Rent-free" ask the question in Item 25a "Does this place have 10 or more acres?" If "Rent" is marked in Item 24, ask 25b "Does the place you rent have 10 or more acres?" Mark the circle for "Yes" or "No" as indicated by the respondent's answer.

a. General  
definition  
of "place"

In most cases the "Place" has a clearly defined meaning. For example, in a built-up area the "Place" is likely to be one sample unit consisting of a house and lot. In the open country, on the other hand, it may consist of a whole tract of land or a combination of two or three pieces of land on which the sample units are located.

If there is any question as to what is meant by "Place," use the following explanation: The "Place" consists of one or more tracts of land which the respondent considers to be the same property, farm (or ranch) or estate. These tracts may be adjoining or they may be the same property, farm (ranch) or estate. These tracts may be adjoining or they may be separated by a road or creek, or other pieces of land.

b. Definition  
of place for  
"owners" or  
"rent-free"

Places which are "owned" or "rent-free" include the entire acreage considered to be part of the same "place," including any part rented out to others. Even if the owner rents out all the land but continues to live on it, the rented land should be regarded as part of the owner's place.

c. Definition of  
place for  
"renters"

For renters, the "place" would include only the house and land for which they are paying rent, and not the entire acreage or property of the owner. This is an especially important distinction and one which you should explain to the respondent, if necessary.

d. More than  
one unit  
on same  
place

If there is more than one sample unit on the same place (as defined above), the answer for each unit must be the same. For example, an owner lives in one sample unit on a place of 150 acres; his hired hand lives rent-free in a separate sample unit on the same place. The answer to Item 25a would be "Yes" for each unit. Remember again, however, that if there is a cash renter on this property, we are referring only to the land which he rents.

e. If place is  
definitely  
in built-  
up area

There may be certain areas coded "Rural" which have been built up into apartment areas, suburban housing developments, and the like. In such cases where the place is obviously a private home on a lot or an apartment, mark "No" for Item 25a or 25b without asking the question. Also, mark the "No" circle in Item 25d.

If the sample unit is in a rural (not built-up) area the question must be asked, even if the unit appears to be just a house and lot.

f. Problem cases

If there are any special problems involving the definition of "place" about which you are uncertain, make the best decision you can for that particular case, keeping in mind the above rules. Describe the problem on an INTERCOMM and transmit it to your office with the questionnaires.

4. Item 25c,  
Sale of  
produce  
(\$50 or more)

If the answer to Item 25a or 25b is "Yes" ask Item 25c as worded and record "Yes" or "No" as the case may be. It is not necessary to find out the precise amount, so long as the answer can be classified as \$50 or more ("Yes") or less than \$50 ("No"). Note that the question refers to gross sales during the past 12 months. If questions arise on the meaning of "sales from this place," use the following as a guide:

a. Sales from  
this place  
defined

By "sale of crops, livestock, and other farm products" is meant the gross amount received for the sale of crops, vegetables, fruits, nuts, livestock and livestock products (milk, wool, etc.) poultry and eggs, nursery and forest products produced on this place.

Do not include the value of products consumed on the place. The products may have been sold at any time during the past 12 months.

b. Place

The "place" is the same as that referred to in Item 25a or 25b.

c. More than  
one unit

If there is more than one sample unit on a place (remembering how "place" is defined differently for owners and renters), the answer for each unit must be the same. For instance, the owner lives in one unit on a place of 15 acres. His total sales amounted to \$780. His hired hand lives rent free in a separate unit on the place. Each of the two units would have "Yes" in Item 25a and "Yes" in Item 25c.

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d. Special  
situation

If the respondent has recently moved to the place, and he has not sold any farm products, explain that this question refers to sales made from the place during the past 12 months, either by him or by someone else. It's possible he may know, in a general way, the amount of sales. If, however, he is unable or unwilling to make an estimate, report the item as "DK" ("Don't know").

5. Item 25d,  
Sale of produce  
(\$250 or more)

If the answer to Item 25a or 25b is "No," ask Item 25d. Ask the question as worded and mark "Yes" or "No" in accordance with the respondent's answer.

a. Follow same  
rules as for  
Item 25c

In completing Item 25d follow the same instructions as were given for Item 25c for sales, definition of "place," more than one unit, and special situation. The only difference is that Item 25d refers to sales of \$250 or more. (The higher amount of sales from a place of less than 10 acres must have been made for it to be classified as a farm.)

If the place is obviously a private home on a lot or an apartment, Item 25d can be marked "No" without asking the question.

6. Noninterviews

If the unit is a Type C noninterview, do not fill Items 24 or 25. For Type B noninterviews, leave Item 24 blank, but try to obtain information for Item 25a and for 25c or 25d as appropriate. For Type A noninterviews try to obtain information for Items 24-25, asking neighbors, etc., as necessary. If you cannot obtain information on value of produce, at least try to get answers for Items 24 and 25a or 25b. Where this is not possible, leave the items blank, but footnote the entry to say you were unable to find out.

I. Item 26,  
Mailing  
address

Ask Item 26 as worded and record the response in the space provided. Be certain that Item 26 shows the complete mailing address including the city, town, village, or branch through which the household receives its mail. (The ZIP code should be entered along with the name of the State if it is volunteered.)

J. Item 27,  
Telephone

Ask the question in Item 27 as worded and enter the telephone number in the space provided. If the household has a telephone but the number is not obtained footnote the reason. The "No phone" circle is to be marked only in those cases where there is no telephone in the household at all.

If the respondent asks why the telephone number is being obtained explain that in case additional information is required, it would be cheaper to call for it by telephone than to send someone out again to make a personal visit.

K. Special single  
sheet Household  
page for non-  
interview house-  
holds

Do not fill a Fosdic booklet for noninterview households. Instead, complete only the special single sheet noninterview Household page for these units.

1. General  
description

The special Household page for noninterviews differs from the one on the front of the Fosdic booklet in two ways. First, it is a single sheet; and second, all of the items which are not required for noninterview households have been blanked out. (Note: Do not write in the blank spaces.)

2. What to fill

For Type A noninterviews fill all of the items on the special Household page, namely, 2-8, 12-15, 17-18, 21-23, L, 24-25. For Type B noninterviews fill all of the items except Item 24. For Type C noninterviews

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fill Items 2-6, 12-15, and 17-18. (These instructions are printed in the lower left hand corner of the household page.)

3. Special  
instructions  
for Item 15

In Item 15 for noninterview households mark the date of completion as the date the last call was made at the sample unit.

CHAPTER 4

CONDITION PAGE OF THE NHS-HIS-1 FOSDIC QUESTIONNAIRE

A. General  
procedure

The questions on the Condition pages are to be asked separately for each condition reported in answer to the health probe questions 6-12 on the Worksheet.

1. Order of filling  
Condition page

Successive Condition pages are to be filled in the following order: fill the first Condition page (the one entitled "Condition No. 1") for the first condition listed for Person 01, then continue consecutively condition by condition, until each condition listed in questions 6-12 on the Worksheet has been carried through a separate Condition page. Continue by carrying all of Person 02's conditions listed on the Worksheet through a separate Condition page, then Person 03, etc., in the order the persons are listed on the Worksheet.

a. Condition  
number

As you prepare a Condition page for each condition, enter the number of that Condition page to the left or right (whichever is convenient) of the condition reported on the Worksheet.

2. Extra questionnaires needed  
for more than 9  
conditions

If there are more than 9 conditions reported on the Worksheet use (an) extra Fosdic booklet(s). In this case, fill Item 1 (Book \_\_\_ of \_\_\_ Books) and enter the PSU, Segment, Serial Number, and number of questionnaires on the Household page of each extra booklet. The remaining items on the Household page are to be left blank for the second and succeeding booklets. Change the Condition page numbers by crossing through the preprinted number and enter the actual number. Thus, if there were ten conditions, the Condition page number of the second booklet would be changed from "1 to 10."

3. FOR WASHINGTON USE

The shaded portion of the Condition page which appears to the right of question 3 is for Washington Use Only, and must be kept free of marks or written entries.



a. Footnotes and explanations

Any footnotes or explanations on the Condition page should be kept at least  $\frac{1}{2}$  inch away from the Foddie circles (numbers). Extensive footnotes or explanations must be entered within the specified footnote area to the right of question 4.

B. Detailed description of questions 1-3 of the Condition page

1. Item 1

The entries for Item 1 are to be transcribed from the Worksheet to the Condition page.

a. Person number

The person number is the number of the person who has the condition which is being carried through this page. The person number must be written in the box provided before question 2 is asked. It must also be marked in the Foddie numbers which appear to the right of the box.

b. Name of condition

The "name of the condition" is to be transcribed verbatim from the Worksheet in the box provided.

c. Question number

Mark the question number which corresponds to the Worksheet question in which the condition was reported, 6, 7, 8, etc. If the condition came from some other place in the interview (the Hospital page, for example) mark the circle which corresponds to where the condition was first reported.

"Other" means any other place (not included in the categories listed) where the condition was first obtained, e.g., volunteered at some other place during the interview.

2. Question 2, "Doctor ever talked to"

Question 2 is the first direct question on the Condition page and must be asked on each Condition page being filled in terms of the entry in the "Name of the condition" box in Item 1. In asking the question, substitute the name or relationship of the person for the dashes

and the "name of the condition" entry in Item 1 for the three dots. For example, if you were filling a Condition page for the respondent's husband's sprained ankle, question 2 should be asked as follows: "Did your husband ever at any time talk to a doctor about his sprained ankle?"

Mark "Yes" or "No" to question 2 according to the response obtained.

When interviewing a household respondent for other adult members of the household, substitute for the dashes (--) the proper words to indicate the person referred to. In the case of children, change this phrase to "Did anyone ever AT ANY TIME talk to a doctor about --'s (your daughter Jane's, your son John's) ...?"

a. "Doctor  
talked to"  
defined

If a question is raised, "talking to" a doctor about a condition includes both seeing a doctor and consulting a doctor by telephone.

Consider as "talking to a doctor" a visit by the person to the doctor or a visit by the doctor to the person. If the doctor pays a visit to the household to see one patient and while there examines or visits professionally another member of the household, a single visit may be counted as "doctor ever talked to" by each individual for each condition receiving the doctor's attention. For the purposes of question 2, talking to or seeing a doctor in a clinic or at a hospital (including as an out-patient) is to be considered as talking to a doctor.

Consider as "talking to a doctor" any telephone calls to the doctor's office that involve receiving suggestions for treatment or advice from the doctor even if they are transmitted through the nurse and the doctor wasn't spoken to directly.

Consider talking about the condition to a family member who is also a doctor as talking to a doctor ("Yes" in question 2). Also, if the person who had the condition is himself a doctor and he followed his own treatment or advice, this should be reported as doctor "talked to" in question 2.

Exclude telephone calls made to the doctor's office only for the purpose of making appointments.

b. Chronic conditions

For chronic conditions, such as the type shown on Card A, question 2 refers to any time a doctor was seen since the condition started. For example, a person might not consult a doctor every time he experienced an occurrence (attack) of the trouble. Such cases would be marked "Yes" in question 2 if a doctor had been consulted for the trouble AT ANY TIME.

c. Non-chronic conditions

In the case of non-chronic conditions such as colds, virus, etc., question 2 refers to whether a doctor was talked to at any time about that particular condition (cold, virus) which was experienced last week or the week before. Question 2 does not refer to talking to a doctor about previous attacks of colds, virus, or other non-chronic conditions.

d. Type of doctor defined

For the purposes of question 2, consulting MD's, osteopaths or dentists (for dental conditions) will be considered as talking to a doctor but consulting chiropractors, chiropodists, podiatrists, naturopaths, Christian Science healers or other types of people giving medical care will not be counted. However, do not make special inquiry about the kind of doctor consulted. It is not intended that you tell the respondent the survey definition of who is considered a doctor. For example, if a person said in answer to question 2, "I saw a chiropractor--do you consider him a doctor?", you would not need to answer "Yes" or "No" but tell him we are interested in any doctor he may have talked to. Continue at

once to the next question, "What did the doctor say it was? Did he give it a medical name?", and mark "No" in question 2 for the condition about which a chiropractor was seen.

Record in question 3a what the chiropractor said it was even though you have marked "No" in question 2.

Opticians and optometrists do not hold M.D. degrees. However, an oculist is an old-fashioned term for ophthalmologist, and ophthalmologists do hold M.D. degrees and are to be counted as doctors.

3. Questions 3a-3d,  
Diagnostic  
questions

For purposes of analysis, all illnesses and injuries reported will be translated into medical codes. Since the coding system to be used provides for over 1500 different conditions, it is desirable that the descriptions on the questionnaire be as complete and detailed as you can make them.

The best description of an illness is its exact medical title. Names of illnesses given by respondents are often sufficient to permit medical coding. This is true of the specified conditions listed on Card C in your Flashcard Booklet. As noted on Card C and on the questionnaire it is not necessary to ask questions 3a through 3d for these conditions.

If a respondent should volunteer the information that any one of the Card C conditions was caused by an accident, e.g., arthritis caused by an accident, mark question 3a and go to question 4 and complete questions 4-8 in accordance with the Manual instructions. (Pages D-4-16 to D-4-28.)

The "x" which appears on the left side of each of the answer spaces in questions 3c and 3d is to be circled whenever the question does not need to be asked. The question does not need

to be asked when the information you would expect to obtain by asking it already appears in an earlier question of the Condition page. The "x" need not be circled for conditions on Card C or for accidents or injuries.

a. Question 3a,  
Asking the  
question

Sometimes the statements of respondents do not always give a complete description of the condition. When the respondent does not know the exact medical title of the illness, one or more of three different kinds of information generally need to be obtained.

1. A specific description of what the trouble was, that is, the specific kind of trouble.
2. The respondent's statement of the cause, or note that the respondent does not know the cause.
3. The part of body affected.

When a doctor has been talked to about an illness, question 3a, "What did the doctor say it was? Did he give it a medical name?" is always to be asked (except for the conditions on Card C and accidents and injuries), and constitutes the first step toward getting an adequate entry. Regardless of whether or not a doctor was talked to, the respondent's first statement may not give a complete description of the illness condition. The questions in questions 3b through 3d are for the purpose of supplying the additional information needed.

(1) Conditions  
on Card C

For conditions on Card C, mark the "Condition on Card C" circle in question 3a without asking the question and skip to question 9 on the Condition page (this instruction appears on the questionnaire). Card C is an exclusive list. Do not apply the Card C rule to conditions which you feel are synonyms of the listed conditions. For example, "hernia (all types)" is on Card C, while "rupture" is not.

You must ask question 3a for "rupture."  
However, there are conditions which include the Card C condition as part of the description and these should be considered as on Card C. For example, osteo-arthritis, rheumatoid arthritis, crippling arthritis, etc., should be considered as on Card C because "Arthritis" is on Card C.

- (2) Accidents and injuries  
For any accident or injury entered in the "name of condition" box in item 1, or any condition involving an accident or injury, mark the "accident or injury" circle and skip to question 4.
- (3) Other conditions:  
Doctor talked to  
For all other conditions about which a doctor was talked to ("Yes" in question 2), ask question 3a: "What did the doctor say it was? Did he give it a medical name?"
- (4) Other conditions:  
Doctor not talked to  
If a doctor was not talked to about an illness condition ("No" in question 2), do not ask question 3a, but instead enter in question 3a the original entry from the Worksheet (questions 6-12). If the entry on the Worksheet is vague or incomplete ask the respondent to describe the condition and enter this description in question 3a.
- (5) Recording adequate name or description of condition in question 3a  
Enter in question 3a whatever the respondent tells you the doctor said, using the respondent's own words. If the medical name given by the respondent is one which is unfamiliar to you, ask him to spell it for you. If the exact spelling is not known, record it phonetically but also ask the respondent to describe how it affects him and record a description of the condition.

In all cases, bear in mind that the entry in question 3a should be as exact and complete as possible. Therefore, if the respondent does not know the "medical name" or if his answer is

vague (e.g., "It's my liver," "I've got a bad heart," "Something I ate," "Some kind of ailment") don't accept it. Instead, ask the person to describe the condition further, e.g., "What's wrong with your liver?"; "In what way is your heart bad?"; "How does this food you said you ate affect you?"; "What kind of ailment do you have?" It is also permissible to copy the "name of condition" entry to question 3a; if that entry is clearer and more complete when the respondent's answer is vague or incomplete; or he says he doesn't know what the doctor said it was.

b. Question 3b,  
Cause of  
condition

Question 3b, "What was the cause of ...?" is to be asked for all conditions except those on Card C and those involving an accident or injury.

(1) Cause  
given  
previously

If "cause" has already been reported and recorded in question 3a there is no need to reask the cause or enter it again in question 3b. If the "cause" was given in answer to question 3a but was not recorded in 3a, simply enter the "cause" in question 3b without reasking the question.

(2) How to  
record the  
answer to 3b

Enter verbatim the answer given by the respondent. If the respondent doesn't know the cause, enter "DK" for "Don't Know" in question 3b.

(3) If "cause"  
is an  
accident  
or injury

If the "cause" is an accident or injury, mark the "accident or injury" circle in question 3b and skip to question 4.

c. Question 3c,  
Kind of trouble

With respect to the medical coding requirements for certain illness conditions, the entries in question 3a or 3b do not always show the exact kind of condition the person has. For example, "heart trouble," "kidney trouble," and "stomach trouble" are all general terms which mention trouble with a specific part or organ of the body but they are not specific as to the kind of trouble. Thus, heart

trouble might be of several different kinds-- angina, coronary, rheumatic heart, heart leakage, etc.; kidney trouble could apply to kidney stones, nephritis, bladder infection, etc.; stomach trouble could refer to any number of digestive disturbances, for example, ulcers, appendicitis, intestinal flu, etc., and in question 3c, we want to give the respondent an opportunity to provide this more specific information.

- (1) When to ask question 3c

There are five illness conditions printed in the instruction column of question 3c for which the question "What kind of ... is it?" is to be asked. These conditions are "asthma," "cyst," "growth," "measles," and "tumor." This question should also be asked if question 3a or question 3b contains the word, "ailment," "condition," "disease," "disorder," or "trouble" which are vague descriptions. (This instruction also appears in the instructions for question 3c.)

If the respondent's first answer indicates that he does not understand what information is desired, reask question 3c, emphasizing the word "kind." If the respondent does not know the specific kind, record what he does say about it and also enter "kind DK."

- (2) How to ask question 3c for allergies, strokes

When "allergy" or "stroke" has been reported in question 3a or 3b, ask question 3c but use the alternate wording indicated by the arrows, namely:

"How does the allergy affect him?"

or

"How does the stroke affect him?"

(If the effect of "allergy" or "stroke" in question 3b has been given in question 3b, question 3c does not need to be asked.)

- (a) Description for allergies and strokes

For allergies and for strokes the information needed is not "kind of trouble" but how the disease affects the person--that is, what the manifestations are. For example, in the case of an allergy, the person may have been affected



with a swelling in some part of the body, with a breaking out or itching, with sneezing, eyes watering and nasal trouble or trouble with breathing, etc.

In the case of a stroke the manifestation might be, for example, "nervous tic on left side of face," "entire right leg and arm paralyzed," "speech difficulty," etc. Note that for a stroke, the information needed is how the person is affected now, not necessarily how he was affected at the time of the stroke.

(b) Special  
note for  
measles

One of the conditions listed for which 3c (kind) must be asked is "measles." The reason for this is to distinguish between rubeola (regular measles) and rubella (German measles). The following terms are terms considered adequate to make this distinction:

Regular measles

"8 day measles"  
Rubeola  
"Old fashioned" measles  
"Black" measles  
"Hard" measles  
"Bad" measles

German measles

Rubella  
"3 day measles"

If the respondent does not use any of these terms, record her words verbatim.

d. Question 3d,  
Part of body  
affected

Question 3d is to be asked only for certain specified types of conditions. These are listed in the instruction column to the left of question 3d.

Ask question 3d unless one of the entries in question 3a, 3b, or 3c contains the required description of the part of the body which is affected. Circle the x in question 3d if "part of body" is not required or has been entered in a previous column.

- (1) Conditions  
for which  
question  
3d must  
be asked

The conditions for which the "part of body" must always be shown—either in question 3d or one of the previous questions are when the entry includes a condition listed on Card B-2 and for any entry that includes the words:

Abscess	Inflammation
Ache (except headache)	Neuralgia
Bleeding	Neuritis
Blood clot	Pain
Boil	Palsy
Cancer	Paralysis
Cramps (except menstrual)	Sore
Cyst	Soreness
Growth	Tumor
Hemorrhage	Ulcer
Infection	Weak
	Weakness

- (2) Detail  
needed  
in ques-  
tion 3d

If any of the conditions reported in questions 3a-3d include the words "ear," "eye," "head," "back," "arm," or "leg," 3d must show the part of body. These are listed below the answer box in question 3d together with the type of specific detail that is required, e.g., "Head (skull, scalp, face)," "Back (upper, middle, lower)," etc.

Other detailed entries besides those listed are acceptable, for example, "finger," "toe," "arch," "neck," etc. If an entire arm or leg is affected, state that this is so by entries such as "one entire arm" or "one whole leg"; do not simply enter "arm" or "leg."

If the part of the body affected is the eye or ear, or any part of the arm or leg, ask whether one or both are affected. The use of the singular or plural is acceptable except in those cases where the use of the singular or plural does not show specifically whether one or both are affected. For example, in the case of "eye infection" or "deafness" an entry of "one" or "both" (eyes or ears) must be made.

4. Main condition:  
Condition to which  
remaining ques-  
tions refer when  
there is an entry  
of two conditions  
in question 3 on  
the same Condi-  
tion page

Occasionally question 3 will contain two  
separate conditions, one being the cause of the  
other, i.e., a condition entered in question  
3a, and a separate condition in 3b as in the  
following examples:

Example 1:

Question 3a: Gas pains  
Question 3b: Stomach ulcer

Example 2:

Question 3a: Missing breast  
Question 3b: Tumor

Example 3:

Question 3a: Overweight  
Question 3b: Thyroid trouble

Example 4:

Question 3a: Loss of weight  
Question 3b: Loss of appetite

If neither condition is on Card A or Card B,  
carry the first condition through that Condi-  
tion page (see example 4). Do not fill a  
Condition page for the second condition.

If one of the conditions is on Card A or B  
and the other is not, the remaining questions  
on the Condition page are to be asked for the  
Card A or B condition as in examples 1 and 3  
above.

If both of the conditions are on Card A or B  
(see example 2), carry the first condition  
through the remainder of the Condition page.  
Then carry the second condition through the  
next Condition page, but only if the second  
condition was present during the past 12 months.  
If the second condition was not present during  
the past 12 months indicate this fact in a  
footnote on the Condition page for the first  
condition as in the following example:

Question 3a: Missing breast  
Question 3b: Tumor

Footnote entry: Tumor removed more than  
12 months ago.

Note also, that, as in the case of the above example, if a condition has been reported as removed or corrected it is necessary to determine whether the removal or correction occurred during the past 12 months or before that time.

C. Types of  
reporting problems

The following paragraphs call attention to some conditions that may cause problems.

1. Dental  
conditions

If teeth were pulled or other dental surgery performed, record in question 3 the name of the disease or condition that necessitated the pulling of the teeth or surgery.

2. Pregnancy  
and childbirth

Normal pregnancy is not to be considered as illness but if there are complications it is these complications that should be recorded in question 3.

Delivery or childbirth, even when normal, should be reported for the mother on the Condition page if it occurred last week or the week before since this condition involves bed days and usually hospitalization. In recording a delivery either state that it is normal or that there were complications. If there were complications, enter "delivery" and also a description of the complications in questions 3a through 3d of the Condition page. Do not record "pregnancy" if you mean "normal delivery" or "childbirth."

Birth for the baby during the last two weeks need not be reported on a Condition page, unless there were birth complications for the baby or the baby had some other illness. For these kinds of cases enter the specific condition; do not enter just "birth."

3. Menstruation  
and menopause

Normal menstruation is not illness. However, if the respondent reports that menstruation is abnormal or caused illness this should be recorded, for example: excessive or slight "flow," delayed or painful menstruation, or frequent or irregular menstruation. Any menopausal symptoms mentioned should be included as illness.

4. Cysts, tumors or other growths      Cysts, tumors, and other growths can be either malignant (cancerous) or benign (non-cancerous). Questions 3a and/or question 3c may obtain this information and it is anticipated that they will. If they do not, however, do not ask the respondent if the growth was malignant.
5. Illness resulting from vaccination, immunization, etc.      Vaccination and immunization in themselves are not illnesses. However, they may cause temporary illness with such symptoms as fever, headaches, etc. Illness resulting from vaccination or immunization should be reported as in the following example: "Fever and headache" in question 3a; and "smallpox vaccination" in question 3b.
6. Mental illness      All mental illnesses that are mentioned by the respondent should be recorded on the questionnaire. Try especially to get the medical term if known by the respondent.
7. Name of operations      If the only description the respondent gives of an illness is the name of an operation, ask what the condition was that made it necessary to have the operation and record it in question 3a. Also, record the present ill-effects, if any.
8. Reaction to drugs      If the respondent reports as an illness in the past 2 weeks a reaction to drugs taken, three things should be reported--the reaction, the drug, and the reason for taking the drug. For example, "skin rash-penicillin-virus."
9. Illnesses occurring in past 12 months not now present      For chronic conditions, such as those on Card A, experienced during the past 12 months which the person no longer has (for example, a hernia which has been repaired or a tumor which has been removed) show what the trouble was at the time the person had the condition. For example, if a person had a tumor removed from his back, the entry in question 3 might be as follows:

Question 3a: Tumor/1  
 Question 3b: DK  
 Question 3c: Benign  
 Question 3d: Lower back

/1 Footnote space: "Tumor removed 6 months ago."

10. Illnesses,  
etc., starting  
after "last  
Sunday night"

For the purposes of this survey, no illness, hospitalization or other health-related event starting (or first occurring) after "last Sunday night" should be recorded on the questionnaire. If you have recorded something of this kind and afterwards learn that it should not have been recorded, delete or correct the entry as appropriate and explain the deletion in a footnote. This rule does not apply to household membership (see Part A, Chapter 3) or personal characteristics such as age, marital status or membership in the Armed Forces, all of which apply as of the time of interview.

11. Conditions first  
reported on a  
Condition page

Also, if in answering any of the other questions on the Condition page, the respondent "volunteers" a condition he had forgotten to report, that condition should be carried through a Condition page if it is on Card A-1, A-2, B-1 or B-2. Record the volunteered condition on the next Condition page in question 1 at the time the respondent volunteers the condition so that it will not be forgotten.

12. Conditions  
reported  
later in  
interview

The Worksheet and Questionnaire are designed to bring out by the probe questions 6-12 (Worksheet) and questions 3a-3d of the Condition page (questionnaire) all conditions the person has. However, it may happen that a chronic condition (one on Card A-1, A-2, B-1, or Card B-2) will be first reported on a Hospital page or Eyeglass page. Such conditions are to be carried back to a Condition page.

Conditions first reported in the Smoking Habits page, the Person page, or Household page are not to be carried back to a Condition page, but are to be reported in a footnote.

13. Conditions  
reported  
separately  
which may  
be the same

When conditions which may be the same are reported separately in answer to questions 6-12 of the Worksheet, carry each one through a separate Condition page. Follow this rule even though the conditions may be related in the respondent's mind or in yours.

- a. Caution about deciding two conditions are the same

Under no circumstances are you to attempt to diagnose conditions or to make decisions that two conditions are the same because you yourself have the impression that they should be. It is only when the respondent indicates that they are the same by his answers to questions 3a through 3d that you are to consider that they are the same.

- b. Procedure for conditions which are reported to be the same

In asking the questions in 3a through 3d for two or more conditions, if the respondent says that one condition is the same as another condition, follow this procedure:

- (1) Leave on the Condition page the separate entries in questions 3a through 3d for each condition reported but put a footnote symbol in question 3d on the pages affected and state in the footnote that the conditions are the same. Refer to the conditions by number.
- (2) Since you will already have taken the first condition through all questions of a Condition page, do not ask the remaining questions on the Condition page for the other condition or conditions which have been reported as being the same.

- D. Questions 4-8, Accidents and injuries

Questions 4-8 are for the purpose of obtaining information about ALL accidents or injuries which are reported on the Condition page.

If a condition, being carried through the Condition page, is not an accident or injury or was not caused by an accident or injury, questions 4-8 are to be left blank.

If a condition was caused by more than one accident fill questions 4-8 for the most recent one and give the date(s) (month and year) of the other accident(s) in a footnote.

Multiple injuries resulting from a single accident should be reported together in the same set of questions 4-8 on a single Condition page.

Birth injuries to either the mother or the child do not require questions 4-8 of the Condition page. However, you should make sure that the injury occurred during the act of delivery, not later. Injuries occurring after birth require questions 4-8 of the Condition page.

A "broken (perforated) (ruptured) eardrum" may be caused by an accident or injury or may be due to some other cause, such as a childhood disease. Always ask what caused the broken eardrum. If the cause was an accident or injury, fill questions 4-8 of a Condition page. If the cause was other than an accident or injury, or if the respondent does not know the cause, questions 4-8 of the Condition page are not needed but the circumstances should be explained on the Condition page or in a footnote to question 3b.

If the respondent does not know whether a condition was caused by an accident or injury, or cannot recall such an occurrence when an accident is indicated, do not fill questions 4-8 on the Condition page. Explain the circumstances in a footnote to the Condition page, e.g., "Doctor says probably caused by blow on head but respondent cannot recall such an occurrence happening."

1. Definition of  
accidents  
and injuries

Accidents may occur with or without a resulting injury. For purposes of this survey, we are not interested in reporting accidents in which there was no injury involved.

a. Difference  
between  
"accidents"  
and "injuries"

The terms "accident" and "injury" may be used interchangeably. There are cases, however, when an injury may occur when an accident isn't involved, e.g., a battle, a poisoning, etc. All injuries are to be carried through questions 4-8 whether or not they were associated with an accident.

b. Injuries  
defined

There are many kinds of injuries, such as cuts, bruises, etc. "Insect stings," "animal bites," "sunburn," "sun poisoning," "heat or sun strokes," "blisters," "frostbite," "frozen feet," etc., are also considered as injuries.



(1) Poisonings

Illnesses resulting from poisoning also count as injuries. A poisoning can occur from eating, drinking, breathing or coming in contact with some poisonous substance or gas. Poisoning also may occur from an overdose of a substance that is non-poisonous when taken in normal doses.

Such occurrences are considered injuries (and questions 4-8 are required) whether or not the illness was from a one-time occurrence or was the result of continued exposure.

Note: Sometimes the words "poison" or "poisoning" are used to describe conditions which are classified as diseases or illnesses and not as injuries, e.g., "poison oak," "poison ivy," "ptomaine or food poisoning." These do not require questions 4-8.

(2) Continued exposure

Except for poisonings (see above), exposure to heavy lifting, loud noise, and other similar hazards are considered injuries only when they are one-time occurrences. For example, a punctured eardrum resulting from a loud explosion would be considered an injury, but continued exposure to loud noises at work resulting in partial deafness would not be considered an injury. For the latter case, do not ask questions 4-8, but footnote the entry in question 3a or 3b to state that the condition was caused by continued exposure to loud noises at work. Follow the same procedure if cause is continued heavy lifting, continued strain, etc.

2. Question 4,  
When did the  
accident (or  
injury) occur?

The purpose of this question (4a) is to determine whether the accident (or injury) occurred "during the past 2 years" or "before 2 years."

If the accident (or injury) occurred "during the past 2 years," mark that circle and ask question 4b to get a more exact classification of when the accident or injury occurred.

If the accident (or injury) occurred "before 2 years" mark that circle and skip to question 5a.

If the injury wasn't caused by an "accident" use the word which best describes the situation, e.g., "Did the poisoning happen during the past 2 years or before that time?"

Question 4b is to be asked only if the accident or injury occurred during the past 2 years ("During past 2 years" circle marked in 4a).

Ask question 4b as worded substituting "injury" for "accident" as appropriate. The month and year are to be entered in the box provided. If the respondent can only estimate the month, enter the estimate.

For example, if the respondent says, "I can't remember for sure but I think it was a year ago last spring," ask him if it was during March, April, May or June of 1964. If he says that it was April or May, enter "April or May 1964" in the box and mark the "1-2 years" circle.

Notice that once you have asked the question and entered the month and year (when the accident or injury occurred) you must also mark one of the Fosdic circles which appear to the right of the answer box. The circle you mark will depend on the complete answer the respondent gives you, not necessarily the month and year entered in the answer box. If you are interviewing in the last week of July 1965 and the respondent says the injury occurred during the first week of July the entry would be as follows:

Write in entry

Fosdic mark

Month	Year
July	1965

● 2 weeks - 3 months

If the respondent says that the injury occurred last week, the entry would be as follows:

Write in entry

Fosdic mark

Month <i>July</i>	Year <i>1965</i>
----------------------	---------------------

• Last week

Record the month and year in the answer box, then mark the appropriate Fosdic circle. If the write-in entry does not provide enough information to mark the right circle, ask additional questions. For example, if the respondent says that the accident happened "3 months ago," find out whether it was less than 3 months or more than 3 months ago, before marking the appropriate Fosdic circle, that is, "2 weeks - 3 months" or "3-12 months." This applies to any answer the respondent gives which falls on the borderline, i.e., "2 weeks ago," "3 months ago," "1 year ago." If the accident was exactly 3 months ago (3 months prior to last Sunday's date) mark the 3-12 months' circle. If the accident occurred exactly 12 months ago (1 year) mark the 1-2 years' circle.

In all cases, the written entry in the answer box must be consistent with the mark in the Fosdic circles.

3. Question 5,  
Present effects

Questions 5a and 5b are designed to obtain information about the part of body injured and the kind of injury sustained.

a. Question 5a

Question 5a is to be asked for all accidents or injuries.

(1) How to ask  
the question  
and record  
answers to  
question 5a

Ask the question as worded, i.e., "At the time of the accident (or injury) what part of the body was hurt?" Record in the space provided the "part(s) of body" which the respondent mentions. Next ask, "What kind of injury was it?" then record in the answer space the kind of injury for each part of body. Next, ask "Anything else?" and record any other "part(s) of body" and "kind of injury" for any other injuries mentioned.

The part of body is recorded in the left side of the answer box and the kind of injury in the right (see illustration below).

General, vague answers such as "hit," "blood clot," "bumped," "mashed," etc., are not acceptable entries for the kind of injury since they do not provide sufficient information on the nature of the injury. The specific part of body which was injured must be reported in the same detail required in question 3d. Following are some examples of adequate and inadequate entries for question 5a.

<u>Adequate</u>		<u>Inadequate (indicated by an asterisk)</u>	
<u>Part(s) of body</u>	<u>Kind of Injury</u>	<u>Part(s) of body</u>	<u>Kind of Injury</u>
Knee	Fractured	Knee	Crushed*
Upper leg	Bruised	Leg*	Mashed*
Eye	Bruised	Eye	Hit*
Brain	Concussion	Head*	Injured*
Hand	Cut	Finger	Caught in door*
Lower back	Dislocated	Back*	Hurt*

b. Question 5b

- (1) Purpose of question 5b For accidents or injuries which happened more than 3 months ago, we need to know how the injury affects the person now. This information is to be obtained by asking question 5b.

(2) When to ask  
question 5b

Question 5b, "How does the injury affect -- now?" should be asked for all accidents or injuries which happened more than three months ago, that is, an accident or injury that has either the "Before 2 years" circle marked in question 4a OR the "3-12 months" or "1-2 years" circle marked in question 4b. This instruction appears on the questionnaire.

c. How to ask  
and record  
the answer  
to question 5b

The questions, "What part of the body is affected now?", and "How is it affected?" are to be asked as worded. The part of body is to be recorded in the same detail and in the same manner as for question 5a. Record only the part of body which presently manifests any ill-effects of the old injury.

If the present effects have been reported earlier in question 3, question 5b need not be asked again but the entries must be transcribed to 5b from question 3. For example, if the entry in 3a is "missing hand" and the entry in 3b is "auto accident," the information must be transferred to 5b as follows: "one hand" in the part of body space and "missing" in the space for present effects. These entries can be made without actually asking question 5b.

Also, when question 5b is asked and the answer is vague or expressed only in terms of some limitation, enter the limitation but also transcribe the entry in question 3, if that represents a more adequate description of the present effects. For example, in question 3, a person has been reported as having a stiff elbow caused by an accident. In answer to 5b the respondent says, "He can't bend his arm." In this case enter "Can't bend arm" on the top line, and the question 3 entry, e.g., "stiff elbow," on the bottom line.

Record the present ill-effects experienced, not the injury itself. For example, entries of "stiff shoulder," "pains in upper arm," etc., would describe the present ill-effects.

It is not necessary that the person be suffering from the ill-effects this instant before reporting them in 5b. If the person is subject to periodic recurring attacks of a condition caused by an old accident or injury, these effects should be recorded.

If a person reports ill-effects of an old injury they should be recorded even though they may not "bother" him within the literal meaning of the word. For example, a person may report a stiff elbow caused by an old football injury. He may say he has gotten used to it and it never bothers him. "Stiff elbow" would be considered the present ill-effects of an old injury.

In the case of an injury which happened earlier but has not yet healed, the original injury is to be entered in question 5b as the "present effects." For example, in the case of a fractured hip occurring four months prior to the interview, the entry "fractured hip" is appropriate in question 5b if the fracture has not yet healed. For these cases, indicate in a footnote that the injury has not yet healed.

For accidents or injuries occurring 3 months ago or longer, the remaining questions on the Condition page (questions 9-18) must refer to the present effects of the accident or injury recorded in question 5b. That is, the present effects are considered the "main condition" rather than the injury itself.

4. Question 6,  
Motor vehicle  
involved

This question has three parts which are designed to find out if any motor vehicles were involved in the accident or injury, if more than one motor vehicle was involved and if they were moving at the time of the accident.

a. Question 6a

Once you have completed the appropriate part(s) of question 5 go immediately to question 6a. Ask question 6a as worded and mark the appropriate circle, "Yes" or "No."

If the answer to question 6a is "Yes" go to question 6b. If the answer to question 6a is "No" go to question 7.

(1) Motor  
vehicle  
defined

A motor vehicle is any mechanically or electrically powered device, not operated on rails, upon which or by which any person or property may be transported or drawn upon a land highway. A land highway is any street, road, path, etc., (either public or private) which is customarily used for vehicular traffic. Any object such as a trailer, coaster, sled, or wagon attached to a motor vehicle is considered a part of the motor vehicle.

Motor vehicles include cars, buses, trucks, fire engines, motorcycles, motorized bicycles, motorized scooters, and trolleys not operating on rails. In addition, farm machinery, construction machinery, tractors, and army tanks are considered motor vehicles only when in transport, under their own power, on a land highway. Devices used solely for moving persons or materials within the confines of a building or its premises are not considered motor vehicles.

Some respondents may think of certain non-motor vehicles such as trains, streetcars or bicycles as motor vehicles and report accidents involving those vehicles as "Yes" answers to question 6a. Be careful that such accidents are recorded as "No" in question 6a on the questionnaire.

(2) Involve-  
ment not  
restricted  
to colli-  
sion

Mark "Yes" for each accident involving a motor vehicle in any way at all, regardless of whether the person was in the vehicle and regardless of whether the vehicle was moving at the time of the accident. The "Yes" circle would be marked in question 6a, for example, for the following situations: A pedestrian hit by a car, a person hurt while boarding or leaving a bus, or a person on a bicycle hurt by running into a parked car, or a person hurt while repairing a car. These would be reported as accidents involving a motor vehicle as well as the case of a person hurt in a collision or some other type of accident while riding in a motor vehicle.

If "No" is marked in question 6a, skip questions 6b and 6c (leave blank) and go directly to question 7.

- b. Question 6b,  
Number of  
motor vehicles  
involved

Question 6b is to be asked if the answer to question 6a is "Yes." Mark the "Yes" circle if more than one motor vehicle was involved and mark the "No" circle if only one motor vehicle was involved.

Again, be careful that only motor vehicles are reported as involved in the accident and exclude non-motor vehicles.

- c. Question 6c,  
Was motor  
vehicle moving

Ask question 6c if the answer to question 6a is "Yes," regardless of the answer to question 6b.

- (1) How to  
ask the  
question

If only one motor vehicle was involved ("No" in question 6b), question 6c is to be asked without the parenthetical phrase. If more than one motor vehicle was involved, ask "Was either one moving at the time?"

If a motor vehicle and a non-motor vehicle were involved (e.g., a bus and train collision), be sure the respondent understands that the word "it" in question 6c refers to the motor vehicle and not to the other vehicle.

- (2) Moving  
defined

In most cases it will be easy for the respondent to determine whether or not the motor vehicle was moving at the time of the accident, but in some instances a question may arise. Consider that the motor vehicle was moving if the wheels were moving (this includes skidding) or if the vehicle had come to a stop just an instant before the injury occurred.

5. Question 7,  
Where did the  
accident happen

Question 7 is to be asked for each accident (or injury).

Ask question 7 as worded, and mark the appropriate circle using the following definitions as a guide:

- a. Home defined

"Home" as used here includes not only the person's own home but also any other home, vacant or occupied, in which he might have been when he was injured, as well as homes



being remodeled or undergoing repair. Do not consider an accident occurring at a house under construction as occurring at home, but mark the circle "Industrial place" for these.

- (1) At home  
(inside  
house)

Mark the circle "At home (inside house)" if the accident occurred while the person was inside the house, in any room or porch but not an inside garage. Porches or steps leading directly to porches or entrances are considered as "inside the house." Falling out of a window or falling off a roof or porch also are included as "inside the house." Also to be included in this category are injuries happening within motel or hotel rooms. The lobby, corridors, and other public places within the motel or hotel premises are not to be regarded as "home."

- (2) At home  
(adjacent  
premises)

Mark the circle "At home (adjacent premises)" if the accident occurred in the yard, the driveway, patios, gardens or walks to the house, or a garage. On a farm, the adjacent premises include the home premises or garage, but not the barns or other buildings (unless used as a garage) or the land under cultivation.

- b. Street and  
highway

The phrase, "street and highway" means the entire width between property lines of which any part is open for the use of the public as a matter of right or custom. Note that this includes more than just the traveled part of the road. "Street and highway" includes the whole right of way. Public sidewalks are part of the street but private driveways, private lanes, private alleys and private sidewalks are not considered part of the street.

- c. Farm

"Farm" is to be marked if the accident occurred in a farm building or on land under cultivation but not in the farm home or premises. "Farm" includes a ranch, as used here.

- d. Industrial  
place

"Industrial place" is to be marked if the accident occurred in industrial places such as a factory building, a railway yard, a warehouse, a workshop, a loading platform of a factory or store, etc. A construction project,

(houses, buildings, bridges, new roads, etc.) is included in this class, as well as buildings undergoing remodeling. Private homes which are undergoing remodeling are not to be classified as industrial places, but instead should be classified as "home." Other examples of "industrial place" are logging camps, shipping piers, oil fields, shipyards, sand and gravel pits, canneries, and auto repair garages.

e. Schools

"School" is to be marked for an accident occurring either in the school buildings or on the premises (campus). This classification includes all types of schools, elementary, high schools, colleges, business schools, etc.

f. Place of  
recreation  
and sports

"Place of recreation and sports (not school)" is to be marked for accidents occurring in places which are designed for sports and recreation, such as bowling alley, amusement park, baseball field, dance hall, lake or mountain or beach resort, stadium. In contrast, a person injured while sledding on a hill near his home, for example, would not be marked as "sports and recreation" even though sledding is a sport. Places of recreation or sports located on the premises of an industrial place should be classified as "Industrial place."

Exclude recreation and sports at school from this class, since it would be marked in the "School" circle.

g. Other

Mark the circle "Other" if the specific types of places listed above do not describe where the accident happened. If "Other" is marked, specify in the space provided the exact type of place, such as, grocery store, restaurant, office building, church, etc. General entries such as "Armed Forces" are not satisfactory, since a person can be in the Armed Forces and have an accident in any one of several kinds of places.

6. Question 8,  
At work when  
accident  
happened

Question 8, "Was -- at his job or business when the accident happened?" is to be asked for ALL accidents or injuries. Ask the question as worded then mark the appropriate circle using the following as a guide:

Mark the circle "Under 17 at time" if the person was under 17 years of age at the time of the accident or injury.

Consider an injury as occurring "at work" if the person was on duty at the time of the accident. Thus, a salesman traveling from town to town would be "at work" if an injury occurred en route between towns, but a person on his way to an office job who had an accident en route would not be considered as having been injured "at work."

Mark "No" for persons who were not "at work" at a job or business at the time of the accident.

Mark "While in Armed Forces" for any injury or poisoning which occurred while the person was in the Armed Forces (excluding the Reserves), regardless of whether he was on duty at the time it occurred. For example, mark the circle "While in Armed Forces" for a sailor who was away from his ship when he slipped, fell on the ice and broke his leg on a downtown street.

E. Condition page,  
Questions 9-22

Questions 9-22 comprise the second half of the Condition page. The note above question 9 is a reminder to you to "Refer the respondent to TWO-week calendar for questions 9-14" since questions 9-14 refer to the past two weeks, i.e., "Last week and the week before."

For injuries occurring less than 3 months ago, questions 9-13 refer to the injury itself and/or any ill-effects which were present during "last week or the week before."

1. Questions 9-11,  
Restricted  
activity  
past 2 weeks

The purpose of these questions is to separate the illness conditions causing persons to cut down on their usual activities for as much as a day from those conditions not affecting usual activities.

a. Question 9

Ask question 9a as worded, inserting the name of the condition or the injury you are asking about. If the name of the condition is too long or too difficult to pronounce it is permissible to shorten it or to refer to it, for example, as your "hip condition" or "your husband's eye injury," and so on; but this may be done only if the respondent clearly understands what condition or injury you are talking about.

If the answer to question 9a is "No," mark the "No" circle and go to question 14.

If the answer to question 9a is "Yes," mark the "Yes" circle and ask question 9b.

If the answer to question 9b is "No," mark the "No" circle and go to question 14.

If the answer to question 9b is "Yes" mark the "Yes" circle and ask question 10.

Record the respondent's answer to question 9a without explaining "the things he usually does." However, if questions are raised the following guide should be used.

b. "Things he usually does" defined; question 9a

The things a person usually does are the person's "usual activities." For school children and most adults, "usual activity" would be going to school, working, or keeping house, etc. For children under school age, "usual activities" depend upon whatever the usual pattern is for the child which will, in turn, be affected by the age of the child, weather conditions, etc. For retired or elderly persons, usual activities might consist of almost no activity, but cutting down on even a small amount would mean that a person should answer "Yes" to the question.

On Sundays or holidays "usual activities" should be interpreted as the things the person usually does on such days--going to church,

playing golf, visiting friends or relatives, staying at home and listening to the radio, reading, looking at television, etc.

(1) Illustrations

The following examples illustrate cases of persons cutting down on the things they usually do because of illness or an injury: a person in school was kept away from school; a person who worked away from home was kept away from work; a farmer or a housewife was kept from caring for the farm or home either completely or had to cut out all but the essential chores; an elderly person who normally takes a daily walk in the park was kept from doing so.

(2) In bed or in a hospital

If a person is sick in bed or in the hospital (because of the condition you are asking about), he is always to be counted as cutting down on the things he usually does. This includes a chronic invalid who might spend all of his time in bed because of the condition you are asking about.

(3) Problem cases

In borderline cases, where "usual activity" is difficult to determine, accept the respondent's view of what he himself considers to be his "usual activities." For example, a man with a heart condition may still consider his "usual activity" to be "working," even though the heart condition has prevented him from working for a year or more. You should accept his statement that "working" is his "usual activity." In another example, a man may say that a heart attack six months ago forced him to retire from his job or business, he does not expect to return to work, and considers his present "usual activities" to include only those associated with his retirement. The question, then, would refer to those activities.

c. "Cut down for as much as a day" defined; question 9b

Accept the respondent's answer to question 9b, but if questions are raised as to the meaning of "cut down for as much as a day," use the following as a guide.

A day of restricted activity (cut down) is a day when a person cuts down on his usual activities for the whole of that day on account

of an illness or injury. "Usual activities" for any day means the things that the person would usually do on that day, as defined on page D-4-29.

Restricted activity does not imply complete inactivity but it does imply only the minimum of the things a person usually does. A special nap for an hour after lunch does not constitute cutting down on usual activities for as much as a day, nor does the elimination of a heavy chore such as cleaning ashes out of the furnace or hanging out the wash. All or most of a person's usual activities for the day must have been restricted for the person to have been caused to cut down on the things he usually does for as much as a day.

Following are some examples of a person having to cut down on the things he usually does for as much as a day:

A housewife who expected to clean house after doing the breakfast dishes, then work in the garden and go shopping in the afternoon was forced to rest because of a severe headache, doing nothing after the breakfast dishes until she prepared the evening meal.

A young boy who usually played outside most of the day was confined to the house because of a severe cold.

A garage owner whose usual activities included mechanical and other heavy work was forced to stay in his office directing others, talking to customers, etc., because of his heart condition.

- d. Question 10,  
Days cut down  
in past 2 weeks

Ask question 10, "How many days did he have to cut down during that 2-week period?" if a "Yes" answer was given to both questions 9a and 9b. Enter the total number of different days during last week or the week before on which the condition caused the person to cut down on the things he usually does for as much as a day. The days to be entered here are not necessarily consecutive days.

The note near the answer box for question 10, ("Write in and mark") reminds you that the answer to question 10 is to be entered in the answer box and marked on the Fosdic numbers which appear to the right of the answer box. The numbers, both written and marked, should agree. If the answer is an estimate then write "Est." in the answer box along with the number and mark the appropriate Fosdic numbers. If the respondent "doesn't know" then enter "DK" in the answer box and leave the Fosdic numbers blank.

Note that the "two-week period" in question 10 includes Saturdays and Sundays. All the days of the week are of equal importance in this question, even though the types of activities which were cut down might not be the same on week-ends as on regular week days. If necessary, this should be brought to the attention of the respondent.

To illustrate the concept involved in the preceding paragraph, consider the following example: a man who planned a fishing trip for Saturday and Sunday had to stay home from work Friday and was also too ill to go fishing both on Saturday and Sunday because of a flare-up of his back trouble. Assuming that this is the only time during the past 2 weeks in which he was bothered by back trouble, the correct entry for question 10 would be "3."

As stated above, a person who is sick in bed or in the hospital (because of the condition you are asking about) is cutting down on the things he usually does, so all days in bed or in a hospital are to be included in the total in question 10.

e. Question 11,  
Bed days in  
past 2 weeks

Question 11, "During that 2-week period, how many days did his -- keep him in bed all or most of the day?" is to be asked if 9b was marked "Yes." Question 11 is asked regardless of the answer to question 10. The method of asking the question (asked as worded) and of recording the answer is identical to question 10.

Write in and mark the total number of days this condition kept the person in bed. If the answer is "None," enter a dash in the write-in box and mark the "None" circle.

Do not leave this question blank if "Yes" is marked in question 9b.

- (1) "Day in  
bed"  
defined

Count as a "day in bed" any day on which the person was kept in bed either all or most of the day because of the condition being inquired about. All or most of the day is defined as more than half of the daylight hours. Taking a nap on "general principles" should not be counted as a day in bed.

A "bed" may be a sofa, cot, mattress, etc., if it is used as a bed. If a person was on the sofa watching TV because she was too ill to get around then she would be "in bed." The important distinction here is: Whether the person was ill enough that he had to go to bed for all or most of the day.

All hospital days or days as a patient in a sanitarium or nursing home, are to be counted as bed days even if the patient was not actually lying in bed at the hospital, sanitarium or nursing home.

- (2) Check entry

Since all days in bed are to be included in question 10 the number of days entered in question 11 can never be greater than the number in question 10.

2. Question 12,  
Days lost  
from school

Question 12, "How many days did his -- keep him from school during that 2-week period?" should be asked if you have "Yes" marked in 9b and if the person whose condition is being carried through this Condition page is 6-16 years old. You may have to refer to the entry in Item 3 (age) of the Worksheet to find out what the person's age is.

Mark the "None" circle (and enter a dash in the write-in box) if no days were lost from school and also if the person does not go to school



(and is between the ages of 6-16 inclusive). Once you have learned that the person would not have been going to school during that period whether he had been sick or well, mark the "None" circle without asking the question for any other conditions for which question 12 requires an entry. Leave question 12 blank for all persons over 16 years of age.

For children under 6 years old, mark the "Und. 6" circle.

a. "School day" defined

Count only the days when the whole school day was lost from school due to an illness or injury.

For example, a day when the person went to school at noon would not count as a day lost from school. However, if the person's regular school day is less than a whole day and that amount of time was lost from school on account of illness, it should be counted as a whole day lost from school.

b. School vacation

Since school vacation periods are not all the same, this question is to be asked even during periods of the year which might normally be considered school vacation periods.

c. Disregard work days

If a person 6 through 16 years of age works instead of, or in addition to, going to school, record only the days lost from school (disregarding any days lost from work).

3. Question 13, Days lost from work

This question is for the purpose of finding out if a person lost time from work because of the condition you are asking about on this Condition page.

a. When to ask

Ask question 13 if there is a "Yes" in 9b and if this person is 17 years old or over. If necessary, check question 3 on the Worksheet to obtain the person's age. This question is to be asked regardless of the entry in question 5 of the Worksheet (12-month activity status).

Mark the "None" circle if no days were lost from work or if the person doesn't work. Note that if a person 17 or over has "cut down for more than a day" he must be asked question 13--at least for the first condition which the person reports as having caused him to cut down on the things he usually does. However, once you have learned that the person would not have been working during the past 2 weeks whether he had been sick or well, mark the "None" circle without asking the question for any other conditions for which question 13 requires an entry.

b. How to ask

If the question is asked about a male, ask question 13 as follows: "How many days did his ... keep him from work during that 2-week period?"

If the question is asked for females, add the phrase: "not counting work around the house" to the question asked for males.

c. Work defined

"Work" includes paid work as an employee for someone else for wages, salary, commission, or pay "in kind" (meals, living quarters, or supplies provided in place of cash wages). Also include work in the person's own business, professional practice or farm, and work without pay in a business or farm run by a relative.

Do not count work around a person's own house or volunteer unpaid work for a church or charity.

d. "Work day"  
defined

Apply the same instructions given above for "school day" to a work day in arriving at the number of days lost from work.

e. Disregard  
school days

If a person 17 years of age or over goes to school in addition to working, record only the days lost from work (disregarding any days lost from school).

4. Check for number of days reported in questions 12 and 13

Since hardly anyone works 7 days a week or goes to school 7 days a week, you should follow-up such replies as "the whole 2 weeks" or "all last week," etc. Do not mark "14" or "7" automatically but re-ask the question in order to find out the actual number of days lost from work or school. If a person actually lost 7 or 14 days from work or school during "last week or the week before," enter "7" or "14" but explain in a footnote that these days were actually lost.

5. Check between questions 10, 11, 12, and 13

The number of days entered in question 10 must be equal to or greater than the number of days entered in any one of questions 11, 12 or 13, since days in bed or days lost from school or work represent "cutting down on usual activities." If there are inconsistencies of this kind, additional questions must be asked to ascertain the correct numbers to be recorded.

6. Overlapping days of restricted activity

If the person has days of restricted activity reported (question 10, 11, 12 or 13) which are caused by more than one condition enter the number of days for each condition reported and ask, "Were any of these days the same?" If the answer is "Yes," specify in a footnote the number of days that were the same on each applicable Condition page.

For example:

The respondent reports in question 10 that he had to cut down last week for five days because of his cold. He also reports in question 10 of the next Condition page that he had to cut down for a couple of days because of his arthritis. Ask "Were any of these 2 days you cut down because of your arthritis the same as the five days you cut down because of your cold?" The respondent says, "Yes, I had the

arthritis during the time I had the cold."  
Footnote question 10 for both the cold  
(Condition 1) and the arthritis (Condition  
2) thus:

Question 10, Cold "/1 2 days the same"

Question 10, Arthritis "/1 2 days the same"

7. Questions  
14 and 15,  
Onset of  
condition

Questions 14 and 15 are designed to find when  
the condition began. This information is coded  
into one of the following "onset" categories:

last week  
week before  
2 weeks - 3 months  
3 months - 12 months  
more than 12 months

a. Question 14a,  
First noticed  
during past 3  
months or  
before

Ask question 14a as worded and mark the circle  
which corresponds to the respondent's answer:

If the answer indicates that the condition  
was first noticed during the past 3 months,  
mark the "during 3 months" circle and go  
to question 14b.

If the respondent says the condition was  
first noticed more than 3 months ago,  
mark the "before 3 months" circle and go  
to question 15.

If the respondent has previously indicated when  
this condition was first noticed, mark the  
appropriate circle without asking question  
14.

In the case of accidents or injuries the  
date when the accident or injury occurred  
is recorded in question 4b. In this case,  
transcribe the entry from question 4, without  
asking question 14.

In the case of "present effects" of old injuries (more than 3 months old) you will have to ask 14a to find out when the "present effects" were first noticed because question 4b only asks when the old (original) injury or accident happened and not when the "present effects" of the old injury were first noticed.

- (1) "First noticed"--  
defined

The time when a condition was first noticed refers to the time when it first began to give any trouble or show any symptoms. This could have been prior to the time when the condition was diagnosed, if these were symptoms which later proved to be the diagnosed condition.

In the case of the after effects of an old injury (one which happened more than 3 months ago) question 14a refers to when the present ill-effects were first noticed.

In the case of a condition that has continued for a long time, as might be the case with heart trouble or arthritis, the date might be many years ago. Some conditions, which a person has all of the time, manifest themselves in more serious ways from time to time. It is the date the trouble was first noticed that is referred to here, not necessarily the date of the most recent attack or flare-up.

- (2) "Past 3 months"--  
defined

The past 3 months refers to the 3 months immediately prior to the week of interview. Count the week of interview as starting with Monday of that week. Thus, for an interview being conducted on Monday, July 12, the past 3 months refer to the period from April 11 through July 11.

- b. Question 14b  
First noticed  
during past  
2 weeks?

Question 14b is to be asked if the answer to 14a indicates that the condition was first noticed during the past 3 months, ("During 3 mos." circle marked).

Mark the circle which corresponds to the respondent's answer. If the respondent indicates that the condition was first noticed during the past 2 weeks (the 2 weeks preceding interview week), mark the "past 2 weeks" circle and ask question 14c.

If the condition was first noticed before the past 2 weeks, mark the "before 2 wks." circle and go to question 16. The "before 2 wks." circle should be marked only if the condition started before the past 2 weeks but within the past 3 months.

c. Question 14c

Question 14c, "Which week, last week or the week before?" is to be asked if the "past 2 weeks" circle is marked in question 14b. Ask the question as worded and mark the appropriate circle.

If the condition was "first noticed" during the week of interview, make no further entries for that condition, but explain the situation in the footnote space, e.g., first noticed during interview week.

d. Question 15,  
First noticed  
during past  
12 months  
or before

Question 15 is to be asked only if the condition was first noticed more than 3 months ago ("Before 3 months" circle marked in 14a).

Ask the question as worded and record the answer by marking the appropriate circle. If the condition was "first noticed" during the past 12 months mark the "3-12 mos." circle. If the condition was first noticed more than 12 months ago, mark the "Before 12 months" circle.

8. Question 16,  
Eye condition  
or vision  
problem

Question 16 is to be asked for all persons 6 years old or over for whom an eye condition or vision problem (including cataracts and glaucoma) has been reported.

It is necessary to ask question 16 only once for each person even though that person may have more than one eye condition or vision problem.

Ask question 16 only for the first eye condition or vision problem reported for the person. On Condition pages for the other eye conditions mark the "not first eye condition" circle without asking question 16 (a, b, c).

Question 16 is not to be asked for persons under 6 years old (5 years or less). If the person who has the condition on the page is under six years old, always check the "Under 6" box regardless of whether the condition is an eye condition or not an eye condition.

a. Question 16a,  
Ability to  
read newspaper  
print with  
glasses

Question 16a applies to the total vision a person has. Impaired vision in only one eye would not necessarily affect a person's ability to read newspaper print. Therefore, if the person is blind (or has impaired vision) in one eye, make sure the respondent understands that the question refers to the person's ability to read with either one or the other eye.

Be sure to read the question clearly so that the respondent hears the phrase "with glasses," since many people who have serious eye trouble can read ordinary newspaper print when they are wearing their glasses, even though they may not be able to read without them.

Mark the appropriate circle "Yes" or "No." If "Yes" is marked, ask question 16b. If "No" is marked, omit 16b and 16c.

If the person cannot read (is illiterate), question 16a is to be checked on the basis of whether he can see well enough to read if he knew how.

b. Question 16b

If the answer to question 16a is "Yes," ask question 16b, "Can -- see well enough to recognize a friend walking on the other side of the street?" No reference to "glasses" is in this question, but if the person uses glasses the answer to be obtained should be in terms of what the person can see when he is using his glasses.

Mark the appropriate answer. If "Yes" is marked omit the remaining parts of question 16 and go to Item AA. If "No" is marked, ask question 16c.

c. Question 16c

This question is to be asked only if "No" is marked in 16b. Ask question 16c as worded and mark the appropriate circle, "Great deal," "Some," or "Hardly any or none."

Ask question 16c, "How much trouble would you say that -- has in seeing: a great deal, some, or hardly any at all?", placing equal emphasis on the alternatives, i.e., "A great deal," "Some," "Hardly any at all." By avoiding any special emphasis (hesitation, change of voice, pitch, tone or loudness, etc.) the respondent will be given an equal opportunity of choosing the correct alternative.

9. Item AA,  
Interviewer  
instruction

Item AA provides instructions about when to ask questions 17 and 18:

If the condition is on Card A or Card B, or started "Before 3 months" ask question 17. Otherwise, go to Item BB.

The reference to Cards A and B includes both sides of each card (A-1, A-2; and B-1, B-2). If the condition is not on Card A or B, the entry in question 14a will indicate if the condition started "Before 3 months" or not.

If questions 17 and 18 are not to be asked leave the answer spaces blank.

Conditions listed on Cards A or B may not have been reported in answer to question 10 or 11 of the Worksheet--they may have been reported earlier in the interview. The condition as recorded does not need to include the term "chronic," "repeated," etc., to be considered on Card A or B, even though these terms are used in reading the check lists.

Carry conditions starting during the past 3 months, past Item AA only if they appear on Cards A or B. For example, if in answer to the reading of "heart trouble" on Card B-1 a person said he has "angina pectoris" which started a month ago. This condition will be carried past Item AA (ask question 17, etc.) despite the fact that it was not reported literally as "heart trouble."



It would be impossible to provide a complete list of all conditions which are "like those on Card A or B," but in general, if you have any reason to believe that a reported condition is similar to one of the Card A or B conditions it should be taken past Item AA.

10. Question 17,  
Bed days  
during past  
12 months

a. Question 17a

This question is for recording the total number of days during the past 12 months which have been spent in bed because of a particular condition. The word "ABOUT" in this question is intended to convey the idea that an approximation of the number of bed days is sufficient.

Write in the days in the answer box and mark the Fosdic numbers which appear to the right of the answer box.

If there were no bed days during the past 12 months, enter a dash in the write-in box and mark the "None" circle.

(1) Help the  
respondent  
to estimate

Sometimes it may be necessary to assist a forgetful respondent in making an estimate of the number of days. For example, you might ask, "How many days during a month did your... usually keep you in bed; how many months was this the pattern?" or the same type of question might be asked in terms of weeks.

(2) Check  
entry

The number in question 17a cannot be less than the number in question 11 since "last week and the week before" is part of the past 12 months.

(3) Over-  
lapping  
bed days

Any days in bed caused by more than one condition are to be reported in question 17a in the same manner as overlapping days of restricted activity in questions 10, 11, 12 and 13.

b. Questions  
17b and 17c,  
Bed days  
during last  
week or the  
week before

Questions 17b and 17c are for the purpose of recording the number of days in bed "last week or the week before" for persons who are usually bed-ridden or who are "in and out" of bed frequently. Such persons may not consider being in bed as a departure from their usual activities and, therefore, may have reported that they had not cut down on their usual activities during the past two weeks.

As stated in the instructions, question 17b is to be asked only if "1" or more days in bed are reported in question 17a and question 11 is blank or marked "None," otherwise leave 17b blank.

Insert the number of days entered in question 17a for the dashes in asking question 17b. If "Yes" mark the "Yes" circle and ask 17c, "How many?" and record the number in the answer box and in the Fosdic numbers. If "No" mark the "No" circle and go to question 18.

If there is an entry of bed days in question 11, don't ask question 17b.

Do not change earlier entries made in questions 9-13 as a result of the answer to questions 17b and 17c.

If the answer to question 17a is "365," do not ask questions 17b and 17c but record "14" in question 17c, if questions 17b and 17c are required.

11. Question 18

Ask question 18 for each condition carried past Item AA if a doctor was talked to about that condition, i.e., "Yes" in question 2.

Enter the number in the box and mark the Fosdic numbers which correspond to the answer. If a question is raised, the wording of the question "ABOUT how many times during the past 12 months has -- seen or talked to a doctor about his ...?" means that an estimate of the number of times is acceptable. Do not include in question 18 doctor visits while the person was an inpatient in a hospital.

Overlapping doctor visits are to be counted. For example, a person visited a doctor three times during the past 12 months and on each visit discussed his arthritis and his high blood pressure. Three doctor visits could be counted for each condition, i.e., "3" entered in question 18 for arthritis and "3" for high blood pressure. It is not required to footnote overlapping visits.

If in the past 12 months, a doctor was not talked to about the condition, enter a dash in the write-in box and mark the "None" circle. Follow the same procedure if a doctor was never talked to ("No" in 2). (This latter rule supersedes the instruction on the questionnaire which says to omit question 18 if a doctor was never talked to--"No" in question 2.)

12. Item BB:  
Interviewer  
instruction on  
when to ask  
questions 19-22

Questions 19-22 are to be asked only once for a person--on the person's last Condition page. The instruction on when to ask these questions are provided in Item BB in the form of an interviewer question, namely, "Is this the LAST condition for this person?"

If the answer is "No" mark the "No" circle, skip questions 19-22 and go to the next Condition page for that person.

If the answer is "Yes," mark the "Yes" circle and if this person has 1 or more conditions carried past Item AA, ask questions 19-22 in the manner shown on the questionnaire. If the person does not have any conditions carried past Item AA, do not ask questions 19-22 and make no entries in these questions at all.

13. Question 19,  
Activities  
affected by  
health

Ask question 19 for persons with one or more conditions carried past Item AA. As mentioned above, question 19 is to be asked at that point in the interview when you are completing the last condition for the person.

Show the respondent the appropriate Flashcard (E, F, G, or H) based on the person's activity status. Mark the appropriate circle and follow the skip instructions, i.e., if "1," "2," or "3" is marked ask question 20; if "4" is marked skip to question 21.

a. Which flash-card to show

The respondent is asked to look at an activities flashcard and classify himself (or any other persons for whom he is reporting) by selecting one of the statements on this card. There are four versions of the card to be shown as follows:

Card E (green) is to be used for all males 17 or over and for females 17 or over who have answered "Working" in question 5 of the Worksheet.

Card F (blue) is to be used for females 17 or over who answered "Keeping house" or "Something else" in question 5 of the Worksheet.

Card G (yellow) is to be used for children ages 6-16.

Card H (white) is to be used for children under 6.

b. How to ask the question

Hand the appropriate card to the respondent or (if the respondent has the flashcard booklet) ask the respondent to turn to the appropriate card as you read question 19, "Please look at each statement on this card, Card (E, F, G, H). Then tell me which statement fits -- best in terms of health?", emphasizing "in terms of health?"

If the respondent does not appear to understand that he is to select the statement but describes the present status of his activities, read each statement aloud and ask him which one best fits the person. Follow this procedure also in cases where the respondent is not able to read the card. Be sure to read all of the statements in these cases before asking the respondent to select one.

If the first answer of the respondent indicates that he doesn't understand the statements on the flashcard, you should inquire if he is thinking of them in terms of health.

c. Illustrations  
of some  
limitations

Statement No. 1 on all the cards--"unable to work (keep house, go to school, etc.) at all"--is relatively easy to understand and respondents do not appear to have any difficulty in deciding whether the first statement applies to a person. The following examples are for the purpose of acquainting you with the types of limitations that may be questioned.

Statement No. 2--"able to work (keep house, etc.) but limited in the amount or kind of work (housework, etc.)"--may need some additional explanation. Some examples of the kinds of limitations referred to are listed below.

<u>Cards</u>	<u>Limitations</u>
Workers: (Card E)	Employer needs to provide special equipment; needs special rest periods at work; unable to work full time or for long periods of time; unable to do strenuous work, etc.
Housewife: (Card F)	Unable to lift children, wash or iron or do housework for long periods at a time, etc.
Children 6-16: (Card G)	Needs special schools or special teaching, unable to go to school full time or for long periods at a time, etc.
Children under 6: (Card H)	Needs special rest periods, unable to play strenuous games, unable to play for long periods at a time.

Statement No. 3 refers to those who are only limited in their outside activities. For example, limited in participating in sports, clubs, hobbies, church, civic projects, shopping, athletics, games, etc. Note that Card H does not carry Statement No. 3 since it is not applicable to children under six years old.

14. Question 20

Statement No. 4 means that the person is not limited in any of the three ways listed on the card.

Question 20 is asked if "1," "2," or "3" is marked in question 19.

Ask question 20 as worded and mark the "Yes" or the "No" circle. If "Yes" is marked ask, "Which?"; if "No" is marked ask, "What does cause this limitation?"

Be sure the respondent understands that the question refers to all of the conditions reported for the persons, and only those conditions.

If a respondent has reported only one condition, ask the question in question 20 as follows:  
"Is this because of the condition you told me about?"

If "Yes" is marked in question 20, record the condition numbers of the conditions causing the limitation.

Do not make any entries in the space for "Washington Use."

If "Yes" is marked in question 20 ONLY for conditions involving (1) pregnancy, (2) injuries which have not yet healed, or (3) conditions not carried beyond AA, go back and reask question 19 as follows: "Except for your 'broken leg' ('pregnancy,' 'influenza,' etc.) which statement on this card would normally fit you best, in terms of health?" If the respondent selects a different statement, correct the answers in questions 19 and 20 as appropriate.

If the answer to question 20 is "No" mark the "No" circle and ask, "What does cause the limitation?" In the space provided enter, verbatim, the essence of the respondent's answer, e.g., "Just old age." If the respondent mentions a condition as causing the

limitation, enter the name of that condition, regardless of whether it has been reported previously. If it is a condition that has not been reported previously enter it but do not fill another Condition page for it.

15. Question 21,  
Mobility  
limitation

Question 21, about the ability of a person to get around, is to be asked for each person with one or more conditions carried past Item AA.

Read the introductory statement, "Please look at the tan card, Card I" to the respondent while handing him the flashcard booklet opened to Card I. If the respondent already has the flashcard booklet, read the statement "Please look at the tan card, Card I" and pause while he finds it. Once the respondent has located Card I then continue by asking the question (21), "Which one of those statements fits -- best in terms of health?"

Mark the circle which corresponds to the number of the statement which the respondent selects.

If "1," "2," "3," "4," or "5" is marked then go to question 22. If "6" is marked, omit 22 and go to the next page.

The six statements on Card I are scaled in order of severity and are self-explanatory.

If a question is raised, the limitations must be "in terms of health" and should be of a long range nature. Temporary limitations due to an acute temporary illness should not be considered in arriving at the degree of the limitation.

For example, a person who would otherwise not be limited in getting around, but who was temporarily confined to bed or to the house because of pneumonia, should be counted as "6," that is, not limited in any of the five preceding ways.

16. Question 22

Question 22 is asked if the answer to question 21 is "1," "2," "3," "4," or "5." Ask the question as worded and mark the appropriate circle.

If the "Yes" circle is marked, ask "Which?" and enter the number(s) of the condition(s) which caused the limitation.

If the "No" circle is marked, ask "What does cause that limitation?" and, in the same way as for question 20, enter the verbatim response in the space provided.

As in the case of activity limitations, if the only condition(s) reported as causing the mobility limitation is a "temporary" condition, reask question 21 as to which statement would normally fit the person best, in terms of health. Correct the answers in questions 21 and 22 as appropriate.

17. Where to go next

After completing questions 19-22 for the last condition for a person, proceed to carry the conditions for the next person through Condition pages. Upon completion of all the Condition pages for each person, examine question 13 on the Worksheet for any hospitalizations which might have been reported, and proceed to complete a Hospital page for each. If no hospitalizations are reported on the Worksheet, enter the word "None" across the face of the first Hospital page and proceed to the Eyeglass page and ask the question which appears in Item 0 at the top of the page.



## CHAPTER 5

### HOSPITAL PAGE

#### A. Use of Hospital page

The Hospital page is for recording detailed information about hospitalizations reported in question 13 of the Worksheet. One Hospital page is to be used for each reported hospitalization. The Fosdic Questionnaire has <sup>4</sup> Hospital pages. If more hospitalizations are reported, use as many questionnaires as are needed.

##### 1. When to complete the Hospital page

The Hospital pages are to be completed after all the necessary Condition pages have been completed for related household members.

If no hospitalizations have been reported for the household, enter "None" in Item 1 on the first Hospital page to the left of the instruction "Write in and mark."

##### 2. General procedure for the Hospital page

The answers to question 13 on the Worksheet will have indicated which persons in the household were in hospitals or nursing homes, rest homes, and similar places during the specified time period. Each stay in any one of these types of places is to be recorded on a separate page, regardless of the number of times a person was in any of them during the period, and regardless of how many times a person may have gone for the same condition. Begin with the hospitalization(s) for the first person on the Worksheet who has one or more hospitalizations reported in question 13b.

Each page represents information about a particular hospital stay, and all the questions apply to that stay.

If a person was moved ("transferred") from one hospital to another, e.g., from an emergency hospital to a general hospital, these are to be recorded as two separate stays.

When hospitalization is for childbirth, fill one Hospital page for the mother, and a separate page for the baby.

Since a separate page is to be filled for each stay (time) in a hospital, the number of pages filled for a person must agree with the number in his column for question 13b on the Worksheet. If it does not, correct the figure in question 13b and explain the reason for the correction in a footnote, e.g., "respondent misunderstood question 13--actually only one time in hospital."

Make a check mark to the right of the number in question 13b on the Worksheet as you complete each Hospital page. If the person had 3 hospital stays, there should be 3 check marks, "3/." This indicates 3 Hospital pages have been completed for this person.

3. Item 1,  
Person  
number

In Item 1, write in and mark the person number of the person for whom the page is being completed. It is essential that these numbers be correct. Otherwise, all the hospital information will be attributed to the wrong person.

4. Question 2,  
Date entered  
hospital

Read question 2 as worded, inserting the number of times reported for the person in the first part of the question. If the person was in a hospital more than once during the period, add the parenthetical phrase "the last time" to the end of the question. As indicated by this phrase, the most recent hospitalization is to be recorded first if the person had more than one hospitalization. If more than one hospital stay is reported for the same person, use the introductory statement "You told me that etc." for only the first Hospital page for that person. For the remaining pages begin with the question "When did you enter the hospital the time before?"--and so on, for each subsequent hospitalization.

Write in the month, day, and year the person entered the hospital. Do not mark the Fosdic codes.

If the respondent cannot furnish the exact date, obtain the best estimate possible. Use the calendars in the back of your Flashcard Booklet to assist the respondent in recalling dates and ask whatever additional questions seem appropriate.

Some examples of questions you might ask to assist the respondent in recalling dates are:

"Can you recall the approximate date?"

"Do you know which week of the month it was?"

"Do you recall the day of the week you entered the hospital?"

"Was it before or after Memorial Day (or some other special date)?"

"Was it in the early part, the middle part or the last part of the month?"

If, after your probing, the respondent cannot fix the exact date but can set it as between two dates, enter both dates, e.g., "5-10." As a last resort, enter the part of the month, e.g., "early part," "near end of month," etc.

If, after your additional questioning with the calendar, the respondent cannot say which month it was but that it was one of two, enter both, e.g., "Mar. or Apr.". If the respondent is unable to name any months, ask what season of the year it was, e.g., "Was it in the winter or spring?" and enter the season (e.g., "winter") for the month.

You should always be able to make some sort of write-in entry in question 2. For statistical purposes, a date must always be assigned for each hospital entry, so it is essential that you obtain the maximum amount of information available.

- a. Caution  
regarding  
correct entry  
for year

Experience has shown that it is very easy to make a mistake in entering the year a person was hospitalized, particularly when you are working in a different calendar year from the reported year of hospitalization. In all cases, make sure that you have entered the correct year in question 2.

5. Question 3,  
Number of  
nights in  
hospital,  
nursing home,  
etc.

Enter in question 3, the total nights spent in the hospital. Do not include any nights in the interview week. However, all nights in the hospital through "last Sunday night" are to be entered, including nights prior to the date stamped in question 13a.

If the respondent is unable to state the exact number of nights the person was in the hospital, use your calendar again to assist the respondent's recall, and ask any necessary additional questions, for example:

"Do you remember the day of the week you left the hospital?"

"Was it more than 20 nights or less than 20 nights?"

"Do you remember how many weeks you were there?"

As in the case for question 2, always try to obtain some approximation of the number of nights.

If the respondent's answer is in terms of days, repeat the question so that he understands we are interested only in the number of nights. For example, a first answer of, "I was in for 7 days" might mean 6, 7, or 8 nights. Such answers should always be followed up by repeating the question or asking an additional question to clarify the answer.

- a. Not overnight  
delete

If it is learned that the person did not remain overnight for this stay in the hospital, enter "None" in question 3 but do not ask any further questions on this Hospital page. Delete this hospitalization by X'ing out the center of the Hospital page, correct the figure in question 13b of the Worksheet, and explain the reason for the deletion, e.g., "Did not remain overnight."

- b. Entire stay  
prior to  
reference  
period

If the respondent's answer to the date of hospital entry for question 2 and the number of nights for question 3 indicates that the entire stay was prior to the reference period, that is, before the date specified in question 13a, check with the respondent to verify that you have the correct date of entry and number of nights.

Do not delete this hospitalization, even if you verify that the entire stay was prior to the reference period. Explain in a footnote that you have verified the date of entry and number of nights and that the stay was prior to the reference period. Complete the remaining entries required on the Hospital page.

6. Question 4,  
Nights in past  
12 months and  
2 weeks; in  
hospital last  
Sunday night

Question 4 is divided into 3 parts, and each part can usually be answered based on the information obtained earlier in questions 2 and 3. In such cases, do not ask the questions, but be sure to make the appropriate entries.

- a. Question 4a,  
Number of  
nights in  
past 12  
months

"The past 12 months" is defined the same as for questions 5 and 10, i.e., from "last Sunday's" date a year ago through last Sunday night, and includes both the beginning and ending dates.

If the answer to question 4a is not clear from earlier information ask the question, again using the appropriate yearly calendar to assist the respondent in recalling dates.

If all the nights in question 3 were in the past 12 months, copy the question 3 figure in question 4a.

If none of the nights in question 3 was in the past 12 months, enter "None" in question 4a. Do not delete the page in such a case. Complete the remaining entries on the page.

b. Question 4b,  
Nights in  
hospital,  
nursing home,  
etc., during  
last week or  
the week before

If the date in question 2 and the number of nights in question 3 show that none of the nights in the hospital, nursing home, etc., could possibly have been "last week or the week before," enter "None" in question 4b. If there is any chance at all that any part of the hospitalization was in the 2-week reference period, and the answer is not clear from earlier information, ask the question, and record the number of nights or enter "None" as the case may be.

c. Question 4c,  
Still there  
last Sunday  
night

If the person was still in the hospital on "last Sunday night," for this hospital stay, mark "Yes" in question 4c; if he was not there on "last Sunday night," for this hospitalization, mark "No." If the date in question 2, and the number of nights in question 3 show that this period could not possibly have included "last Sunday night," mark the "No" code without asking the question. If there is any doubt, ask the question.

Note that even if the person was in the hospital "last Sunday night" for his most recent hospital stay, "No" would be marked in question 4c for any previous hospital stays reported for him.

7. Question 5,  
Condition causing  
hospitalization  
or stay in nursing  
home, rest home or  
similar place

Ask the question in question 5, "For what condition did -- enter the hospital, do you know the medical name?" Enter the medical name, if known; if not known, enter the best description of the condition which the respondent can give.

The entry in question 5 should fully describe the condition for which the person entered the hospital. As indicated in the instructions, to the left of the question, all the rules for the entry of "cause," "kind," and "part of body" for the Condition page apply to entries in question 5. If "cause," "kind" or "part of body" is required and this information is not known by the respondent, enter "cause DK," "kind DK," or "part of body DK," as required; do not enter just "DK."

The entry in question 5 should represent the diagnosis given at the hospital, if it is known. This may not necessarily be the complaint for which the person went to the hospital. In the case of a person going to the hospital for tests or diagnosis, enter the results of the tests or the final diagnosis if known; otherwise, enter the trouble or condition that made the tests seem necessary.

If the respondent reports that a person entered the hospital to have an operation, enter in question 5, the condition which made the operation necessary. If the condition for which the operation was done is unknown, enter this fact together with the name or description of the operation, e.g., "To have hysterectomy: DK reason."

If more than one condition was diagnosed or treated during a particular hospital stay, enter all such conditions.

a. Question 5,  
For deliveries  
and births

For deliveries and childbirth, question 5 should be asked this way:

- (1) If it's the mother you are asking about, say: "Was this a normal delivery?" If "Yes," enter "Normal delivery" in the "Condition" box and go to question 6. If "No," ask "What was the matter?" Record in the "Condition" box in question 5 the fact of the delivery and the respondent's description of the complications, e.g., "breech delivery." Do not enter "Normal birth" if you mean "Normal delivery."
- (2) In completing question 5 of the Hospital page for the baby ask, "Was the baby normal at birth?" If "Yes," enter "Normal at birth" and go to question 6. If "No," ask, "What was the matter?" Record in question 5 the fact of the baby's birth and a description of what was wrong with the baby, e.g., "incubator baby." Do not enter normal birth if you mean "Normal at birth."

Note that the delivery for the mother may be "normal" but, the baby may be born with a deformity. Conversely, the mother's delivery may have complications, e.g., "Caesarian section," but the baby may be normal. In some cases it is possible that the mother's delivery may be complicated by an illness condition. When in doubt as to what constitutes "Complications," enter all available information.

- b. Check with question 17a of the appropriate Condition page

If the hospitalization is for a condition which has been carried beyond Item AA of a Condition page, ask if the nights reported in question 4a of the Hospital page have been included in the number of days reported in question 17a of the appropriate Condition page. If they have not, correct the figure in question 17a. If there was more than one hospital stay for this condition during the period, make sure that all nights in the hospital, because of the condition, are included in question 17a of the Condition page. (This check may be made after the Hospital page(s) for the person has been completed.)

8. Question 6, Operations performed

Ask question 6a, "Were any operations performed on you during this stay at the hospital?"

If any operations were performed on the person during the stay in the hospital, mark the "Yes" circle and ask 6b, "What was the name of the operation?" Enter the name of the operation in the write-in space ("Operation" box). If the name of the operation is not known, ask the respondent to describe what was done and enter this description. Then ask 6c, "Any other operations?" If "Yes," mark the "Yes" circle and ask 6b again. Continue to ask 6c until you receive a "No" answer and then mark the "No" circle.

If the answer to question 6a is "No," mark the "No" circle and go to question 7.

- a. Surgical operation defined

A surgical operation, for the purpose of this survey, includes any cutting or piercing of the skin, including stitching of cuts or wounds.



It includes cutting or piercing of other tissue, scraping of internal parts of the body (e.g., curettage of the uterus), and setting of fractures and dislocations. Also included are the insertion of instruments in body openings for internal examination and treatment (e.g., bronchoscopy, proctoscopy, cystoscopy), and the introduction of tubes for drainage. Some conditions may not be considered readily recognizable as surgical operations. Anything ending in "--ectomy," should be considered as a surgical operation, e.g., appendectomy (removal of appendix), tonsillectomy (removal of tonsils). Injections, transfusions, and routine blood tests are not to be reported as surgical operations; also, pumping out or washing out of the stomach or bowels is not to be reported as an operation.

b. How to  
report  
surgical  
operations

If the condition for which the operation was performed is not already recorded in question 5, ask for the name of it and report it in question 6, in addition to the name of the operation. For example, if the respondent states "amputation of one leg above knee," ask the name of the condition for which the operation was performed--it may be "diabetic gangrene," or "leg lacerated in automobile accident," or "osteomyelitis," etc.

If the name of the operation is not known, record in question 6, the condition for which it was performed. The following examples show the correct method of reporting:

Amputation of one foot--diabetic  
gangrene

Operation for varicose ulcers on  
both upper legs

Be sure to report each operation, if more than one was performed during the stay in the hospital.

c. Fractures,  
dislocations,  
and stitches

In some cases respondents may not think of the setting of fractures and dislocations or the stitching of cuts or wounds as operations. If the person entered the hospital for such an injury and the respondent says no operation was performed, ask if the bone or joint was set or if stitches were taken in the cut or wound. If the answer is "Yes," enter the action taken as the name of the operation (e.g., "Broken wrist" in question 5; "Wrist set" in question 6).

If the respondent should say that the bone was not set, etc., explain the circumstances in the "Operation" box.

9. Question 7,  
Name and address  
of hospital

In question 7, enter the name and address of the hospital (nursing home, rest home, sanitarium, etc.). The exact street address is not required, but the name of the street on which the hospital is located is needed to help in identifying the hospital. Enter the name of the hospital on the top line. Enter the street and the city and State below it. If the name of the street is not known, enter "DK." If the city is not known or the hospital is not in a city, enter the county and State.

It is important to obtain the full and complete name of the hospital in order to classify each hospital by type in accordance with Public Health Service specifications. If the respondent abbreviates the name or supplies only a shortened local name, for example, "county hospital," "general hospital," etc., when he means "Baker County Hospital" or "Detroit General Hospital," etc., it will be necessary to obtain and record the full name.

Also, be sure you have the correct name of the hospital. For example, "Baker County" may operate a hospital but its name is "Jeremiah Wilson Memorial Hospital." In such a case it would be impossible to identify "Baker County Hospital" for classification. In all such cases in which it is possible that the respondent could be giving the name as it is referred to locally, ask the respondent if that is the name of the hospital.

Be sure that your entries of the name of the hospital, the street, and the city or county are legible. If the respondent is not sure how to spell any one of the names, spell it phonetically and footnote that it is a phonetic spelling.

- a. Check local telephone directory

If you are interviewing in the general area in which the hospital is located and have ready access to a local telephone directory, check the latter for doubtful hospital names. Also, if the respondent does not know the name of the street on which the hospital is located, check the telephone directory for that, when possible.

- b. Fill accident questions for all accidents or injuries

If the "cause" of the condition entered in question 5 or 6 is "an accident" or "injury," fill questions 8-11. This is to be done after completing question 7. For questions 8-11 follow the instructions given in Chapter 4 for questions 4, 6, 7, and 8 of the Condition page. If the accident has already been reported on the Condition page, transcribe the information for questions 8-11 from the corresponding sheets on the Condition page without asking the questions over again.

- c. Conditions to be carried back to a Condition page

At the end of the Hospital page is an interviewer instruction titled "NOTE TO INTERVIEWER." After completing all required Hospital pages for all persons, fill a Condition page for each condition in question 5 or question 6 if it does not already have a completed Condition page and:

1. The stay in the hospital, nursing home or sanitarium includes any part of "last week or the week before" (an entry of "1" or more nights in question 4b). Do not fill a Condition page for a newborn baby, but only for the mother: that is, if she was hospitalized "last week or the week before."

or

2. The stay was for a condition listed on Card A or Card B. (If a condition listed on Card A or Card B has been "corrected" during the hospital stay, it should still be carried back and a Condition page filled.)

Carry such a condition through question 18 of the Condition page only, unless it is the only condition past Item AA reported for the person. In that case, also ask questions 19-22.

Do not re-ask these questions on activity status and mobility, questions 19-22, but mark the Fosdic circles from answers the respondent gave previously to these questions.

If the condition carried back to a Condition page is due to an accident or injury, fill the accident questions, questions 4-8, for that condition. (Since the accident information will already have been obtained on the Hospital page, this information can be transcribed from the Hospital page to the Condition page.)

10. Special note on frequent hospitalizations for the same person

It sometimes happens that a person has been in and out of the hospital many times for the same condition, during the reference period you are asking about. The respondent does not remember the dates of entry for each stay, the number of nights for each stay, and perhaps even the name of the hospital for each different stay. If this happens, ask the respondent to estimate the number of times the person was in the hospital during that time and also for an estimate of the average length of stay in the hospital for these hospitalizations. Include all the available information in a footnote if it is impossible to complete the Hospital page for each different stay.

11. Where to go next

After completing the required Hospital pages for all related household members, turn to the first Eyeglass page and complete Item O on that page.

## CHAPTER 6

### EYEGLASS PAGE

#### A. General

The Eyeglass pages make up the third set of health topics in the Fosdic booklet.

There are four Eyeglass pages and this should be enough in most households. If more than four persons in a household wear eyeglasses or contact lenses, it will be necessary to use a second booklet; in that case, the second booklet must be identified with the same PSU, Segment Number, and Serial Number.

The Eyeglass pages are to be completed after the Hospital pages.

Item 0, the first section of the first Eyeglass page, is for the purpose of finding out whether any of the household members have eyeglasses or contact lenses. Therefore, the first Eyeglass page must be completed, (at least through Item 0) for each interviewed household. If the entries in Item 0 indicate that no members of a household have eyeglasses or contact lenses, no further questions on this topic are required, and the interviewer should proceed to the next set of Fosdic pages--those relating to Smoking Habits. If the entries in Item 0 indicate that one or more members of the household have eyeglasses or contact lenses, a separate Eyeglass page (questions 1-6) is to be filled for each such person.

#### B. Procedure for completing Item 0

Item 0 is designed to obtain information on whether any member of the household has eyeglasses or contact lenses.

The questions in Item 0 must be asked individually for each household member three years old or over.

Read the introductory phrase, "These next questions are about eyeglasses and contact lenses." Then, beginning with the person listed first on the Worksheet, ask the question appearing in Item 0, and record the answer in the space provided in that person's column by marking the "Yes" or "No" circle, as the case may be.

If the person is less than three years old, mark the "Und. 3" circle without asking the question. Mark this circle even if you learn that a child under three years of age has glasses.

If the person you are interviewing is wearing eyeglasses during the interview, mark the "Yes" circle without asking the question.

1. What to count  
as eyeglasses

If a question is raised about what is meant by eyeglasses, tell the respondent that we want to include eyeglasses only if they are intended for the purpose of correcting one's vision. Don't count sunglasses which do not correct vision, but only filter light. Also, don't count hand magnifying glasses and the like.

If the only pair of glasses reported for a person is "safety glasses," ask whether the safety glasses help the person to see better. Enter the respondent's answer in a footnote, i.e., "safety glasses used to help vision," or "safety glasses not used to help vision, only for protection of eyes while at work."

If the safety glasses (only pair the person has) are used to help the person see better, continue with the remaining questions. If the safety glasses are used only for protection of the eyes and not as a visual aid, stop the questioning for this person at the place this is learned. In a footnote, enter enough information to indicate the situation and why the remaining questions were not completed.

2. Care in matching person numbers between Worksheet and Item 0
- Take particular care in matching person numbers between the Worksheet and Item 0, making sure that you match the same person in Item 0 and on the Worksheet.
- If you have deleted a person column on a Worksheet, make sure that the deletion is reflected in Item 0, by "X-ing" the matching person column in Item 0. Thus, if you have deleted Person 01 on the Worksheet, Person 01 in Item 0 must also be deleted.
- C. Procedure after completing Item 0
- After completing Item 0, examine the entries in the person columns. If the entries are all marked "No" or "Und. 3," go to the first Smoking Habits page in the Fosdic questionnaire.
- If Item 0 contains one or more "Yes" entries, start with the first listed person for whom "Yes" has been marked, and complete an Eyeglass page (questions 1-6) for each such person.
- D. Questions 1-6 on eyeglasses and/or contact lenses
- Questions 1-6 are to be completed for each person with "Yes" marked in Item 0.
1. Person number
- In Item 1 write in and mark the number of the person about whom you are asking the remaining questions (2-6), taking care that this entry matches the person number in Item 0.
2. Question 2, Type of visual aid: eyeglasses and/or contact lenses
- Ask question 2, substituting the person's name or relationship for the two dashes, and mark the circle corresponding to the answer. Mark "Eyeglasses" if the person has eyeglasses only (regardless of the number of pairs he may have); mark "Contact lenses" if the person has contact lenses only; and mark "Both" if the person has eyeglasses and contact lenses.
- You are permitted to alter the wording of question 2 if you have learned previously that the person has eyeglasses (or you can see that he is

wearing eyeglasses). In that case, ask question 2 something like the following:

"You told me that your husband has eyeglasses. Does he also have contact lenses?"

OR

"I see you are wearing eyeglasses. Do you also have contact lenses?"

3. Question 3,  
Purpose for which  
eyeglasses and/or  
contact lenses  
prescribed

Question 3 is divided into three parts. Questions 3a and 3b are to be asked for all persons who have eyeglasses and/or contact lenses.

Question 3c is to be asked only if "No" or "DK" has been marked in both questions 3a and 3b. If "Yes" has been marked in either question 3a or 3b, omit 3c.

As indicated by the instruction on the questionnaire, question 3 refers to all the eyeglasses or contact lenses which a person has. If he has both eyeglasses and contact lenses (or more than one pair of each), each part of the questions refers to any of them or all of them depending on the purpose for which they were prescribed or intended.

- a. Special note  
on "bifocals"

To some people the term "bifocals" is a synonym for "eyeglasses"; that is, some people think all eyeglasses are bifocals, and so we want to find out if these particular eyeglasses are in fact "bifocals." Therefore, if in answer to question 2 or 3, the respondent says that the glasses are "bifocals," don't ask questions 3a or 3b, but instead ask, "Are these the type of bifocals that are used for both reading and for seeing distant objects?" If the answer to this question is "Yes," mark the "Yes" circles in both 3a and 3b. If the answer is "No," determine what the glasses are used for and mark the appropriate circles.

- b. Question 3a,  
Glasses prescribed for  
reading and  
close work

The purpose of question 3a is to find out whether the person has glasses which were prescribed to aid the person in "reading and close work."



Ask question 3a as worded, inserting the parenthetical expression "or contact lenses" if the person has been reported as having both eyeglasses and contact lenses ("Both" marked in question 2). In the case where the person has only contact lenses ask the question only in terms of contact lenses.

Mark the "Yes" or "No" circle in accordance with the respondent's answer and ask question 3b.

If the respondent does not know what the glasses were prescribed for, ask if the glasses are used to aid the person in reading or doing close work.

If you determine that the person's eyeglasses were not actually prescribed i.e., obtained without a prescription reword the question to ask whether the person obtained the glasses to aid him in reading or doing close work, e.g., "Did your husband obtain his eyeglasses to aid him in reading or doing close work?"

As for the number or variety of eyeglasses or contact lenses which a person may have, question 3a refers to any of his eyeglasses or contact lenses, regardless of how many pairs he has and regardless of whether they were all prescribed (or obtained without a prescription) for "reading and close work"; or whether he has one or more pairs for reading and one or more pairs for distance; or whether he uses the same pair both for reading and distance, as might be the case with bifocals.

If a respondent has indicated that he has only one pair of glasses it is permissible to change the wording of question 3a or 3b, e.g., instead of saying "Are any of your husband's eyeglasses prescribed for reading and close work?" say, "Are your husband's eyeglasses prescribed for reading and close work?" dropping the phrase "any of."



(1) Definition  
of glasses  
for distant  
vision

Most respondents will understand what is meant by "distant vision." However, if a question arises clarify the point by giving a few examples of the purpose for which distance glasses are used such as, for driving a car, for watching a movie or TV, for seeing entries on a blackboard and so forth.

The "Yes" circle is to be marked if any of the person's eyeglasses or contact lenses were prescribed for seeing distant objects better; or, for glasses which were not prescribed, if the person obtained them to aid in seeing distant objects better.

(2) Special  
note on  
"near-  
sightedness"

If it is mentioned that the glasses or contact lenses are used to correct a condition of "near-sightedness" mark the "Yes" circle since this would require glasses for distant vision.

d. Question 3c,  
Other use  
for glasses

Question 3c is to be asked only if "No" has been marked in both 3a and 3b. This instruction appears on the questionnaire to the left of question 3c.

The question must also be asked if the answers to both questions 3a and 3b are "Don't know."

The question is for those persons who do not, or cannot, specifically say either that their glasses are for reading or for distance. This will be infrequent, since it is expected that most people will know that their glasses are for one of these purposes, or both of them.

Some people, however, will be able to answer the question only in terms of an eye condition, (e.g., astigmatism) and it is this information that should be obtained in answer to question 3c.

Ask the question as worded and accept whatever the respondent says without further probing. Record, verbatim, the essence of the answer in the write-in box. If the glasses were not "prescribed," enter the reason the person got them. Do not enter just the term "not prescribed."

Do not make any marks in the circles (labelled "Ot" or "V") to the right of the write-in box.

4. Question 4,  
How often  
glasses  
are used .

Question 4 is to determine the frequency of use as related to the purpose for which the glasses were prescribed or intended.

As indicated by the instructions to the left of question 4, only one part of the question is to be asked: 4a or 4b or 4c.

Question 4a is to be asked if the person's glasses or contact lenses were prescribed (or obtained) only for "reading or close work" ("Yes" marked in 3a and "No" marked in 3b).

Question 4b is to be asked if the person's glasses or contact lenses were prescribed (or obtained) only for "seeing distant objects better" ("No" marked in 3a and "Yes" marked in 3b).

Question 4c is to be asked of all other persons not asked 4a or 4b.

- a. Question 4a,  
Frequency of  
use of glasses  
for reading

For persons who have answered "Yes" to question 3a only, ask the first part of question 4a, inserting the parenthetical expression, "and contact lenses," as necessary. Then read the second part of the question, "All of the time, most of the time, hardly ever, or never?" being careful to put equal emphasis on each of the four expressions.

If a question is raised, the concept to be borne in mind is how frequently does the person use glasses during the time when he reads or does close work, no matter how long or short this time may be. Thus, if a person uses his glasses to read only the daily newspaper each

morning and does no other reading (or close work) he would be considered as a person who used his glasses "All of the time" for "reading and close work."

Record the person's answer by marking the appropriate circle. If the final answer does not correspond to one of the four answer circles, do not mark any circle, but instead write in the answer below the question; for example, "Some of the time," "Once in a while," "Only when I feel like it," "When the teacher makes him," and so forth.

After completing question 4a, leave 4b and 4c blank and skip to question 5.

- b. Question 4b,  
Frequency of  
use of glasses  
for seeing  
distant ob-  
jects better

Question 4b is similar to question 4a, except that it relates to the use of glasses for "seeing distant objects better."

Question 4b is to be asked only for those persons for whom question 3b has been marked "Yes" and question 3a has been marked "No."

Ask the question in the same manner prescribed for question 4a, and record the answer by marking the appropriate circle. If the final answer does not correspond to one of the four answer circles, do not mark any circle, but instead, write in the answer below question 4b.

After completing question 4b, skip to question 5.

- c. Question 4c,  
Frequency of  
use for both  
reading and  
distance or  
neither  
reading or  
distance

Question 4c is to be asked for those persons who have glasses for both reading and distance ("Yes" marked in 3a and in 3b) and also for those persons whose eyeglasses or contact lenses were prescribed (or obtained) for some purpose other than reading or for distance vision.

Ask the question in the same manner prescribed for questions 4a and 4b, and record the answer by marking the appropriate circle. If the final answer does not correspond to one of the four answer circles, do not mark any of the circles, but instead write the essential part of the answer below the question. If more space is needed, use the space to the left of questions 1, 2, and 6 or the space in Item V at the bottom of the page.

If a person has both eyeglasses and contact lenses or more than one pair of either, the question applies to all of them. For example, if a receptionist wears contact lenses when she is at work or at a party and eyeglasses the rest of the time, she should be considered as wearing glasses all of the time.

After completing question 4c, go to question 5.

5. Question 5,  
Age person  
first got  
glasses

The purpose of question 5 is to determine the age at which the person obtained his first visual aid, either eyeglasses or contact lenses.

Question 5 is to be asked for all persons who have eyeglasses or contact lenses.

As noted in the instruction on the questionnaire, question 5 refers to the first pair of eyeglasses (or contact lenses) that the person ever got.

Write in the reported age, and mark the appropriate Fosdic numbers. If the reference is in terms of part years, ignore the fraction and enter the number of years that have passed, e.g., mark " $8\frac{1}{2}$ " as "8," "Not quite 10" as "9," etc.

An estimate should be obtained if the exact age is unknown.

If the first answer is in terms of an interval or range, enter in the write-in box the interval or range ("15 or 16," "10-12," etc.) but do not mark the Fosdic numbers.

If the respondent has no idea of the age, enter "DK" in the write-in box and do not mark the Fosdic numbers.

After completing question 5, go to question 6.

6. Question 6

Question 6 has 4 parts and is intended to collect information about persons who obtained their last pair of eyeglasses or contact lenses within the past 2 years.

a. Question 6a,  
Glasses obtained during  
past 2 years  
or before

The answer to question 6a will determine whether the remaining parts of question 6 are to be asked.

Ask question 6a as worded, emphasizing the capitalized word, "LAST" and substituting or adding the reference to contact lenses as necessary. Record the answer by marking the appropriate circle: "During last 2 years" or "More than 2 years."

If a person had an eye examination and ordered his glasses but hasn't received them, that person should be counted as obtaining glasses during the last 2 years.

If the person obtained his last pair of eyeglasses or contact lenses more than 2 years ago, mark the "More than 2 years" circle and skip the remaining questions on the Eyeglass page and fill a separate Eyeglass page for the next person marked "Yes" in Item 0. If there are none, go to the first Smoking Habits page.

If the person obtained his last pair of eyeglasses or contact lenses any time during the past two years, ask question 6b.

(1) Two-year  
time  
reference

The time reference for question 6a is the two-year period ending last Sunday night, and starting on the same date two years previously. If last Sunday night's date was July 4, 1965, the two-year period would be from July 4, 1963 through July 4, 1965.

(2) Special  
note

It should be noted that question 6a refers to the person's LAST pair of eyeglasses or LAST pair of contact lenses--whichever was obtained more recently.

Note, also, that question 6a refers to the time the last pair of eyeglasses or contact lenses was purchased or obtained, not when subsequent repair of frames or replacement of a broken lens may have been necessary.

Also, if a question is raised, do not count here any eyeglasses or contact lenses which were purchased or obtained with an old prescription. Thus, you would not count an extra pair of glasses which differed from the original glasses with regard only to the frames or the shape of the lenses, or an extra pair that were purchased just to have on hand or for cosmetic purposes, if these were obtained using a prescription that was originally obtained more than 2 years ago.

b. Question 6b,  
Who gave eye  
examination

Question 6b is to be asked for all persons who have been reported as having obtained eyeglasses or contact lenses "during the past 2 years."

Ask question 6b as worded, substituting "contact lenses" for eyeglasses as appropriate, and record the respondent's answer in accordance with the following instructions:

(1) "Not examined"  
category

If the person was not examined for his last pair of eyeglasses or contact lenses, mark the "Not examined" circle and omit the remainder of the Eyeglass page for that person. Persons who obtained their glasses without any prescription, as for example, through a purchase in a dime store or some similar place where eyeglasses are sold without examination or prescription, should be marked "Not examined."

The "Not examined" category should include only those persons who obtained eyeglasses within the past 2 years but without any previous examination (therefore, no prescription), i.e., they obtained them at the dime store or some other place.



If you learn in 6b that the person got his last pair of eyeglasses (or contact lenses) during the past 2 years but with an "old" prescription (obtained more than 2 years ago), go back to 6a and change the answer to "More than 2 years ago." Do not mark such cases in 6b as "Not examined." Describe such a situation in a footnote.

- (2) Name of  
doctor  
(person)  
who ex-  
amined

If the answer to question 6b indicates that the person was examined for glasses when he obtained his last pair, enter the name of the doctor or person who examined him in the space provided for that purpose in 6b and ask question 6c.

In filling question 6b, make every effort to obtain the full name of the examiner. You will need this information for the post-interview verification required in Item V (bottom of Eyeglass page).

- (3) Examination  
defined

If, in asking question 6b, a question is raised as to what constitutes an examination, explain that this includes any testing or examination of the eyes associated with the obtaining of the "LAST" pair of glasses. The examination may or may not have been conducted by the person or company that sold the glasses. However, if it is learned that the person or doctor who examined the person for glasses was not the person or doctor from whom the glasses were obtained, record in question 6b only the name of the person or doctor who conducted the examination. If, for example, a person obtained his eyeglasses from the Johnson Optical Company, but the examination was made by an ophthalmologist not associated with the company, it is the ophthalmologist's name which should be entered in question 6b.

If the answer to question 6b is obtained from the person's eyeglasses case, be sure to ask if the name on the case identifies the

person who examined his eyes for this "LAST" pair of glasses and is not just the name of the optician or company which filled the prescription.

c. Question 6c,  
"Where was  
he examined?"

Ask question 6c if the person was examined for eyeglasses or contact lenses, in the past 2 years.

Enter the name of the place where the examination was conducted. Also enter the kind of place it is, and the street address, city, and State where the place is located. If any of the information called for in 6c is not known, enter "DK" in the appropriate space. However, get as much of the information as possible. The "Name of place" should be consistent with the "Kind of place."

Following are some examples of entries which are considered adequate for "Name of doctor or person," "Name of place," and "Kind of place."

Example 1:

6b	Name of doctor or person <i>Dr. James Hansen</i>
6c	Name of place <i>Dr. Hansen's office</i>
	Kind of place <i>Doctor's office</i>

Example 2:

6b	Name of doctor or person <i>Mr. Bigelow</i>
6c	Name of place <i>Scars</i>
	Kind of place <i>Optical department of dept. store</i>

Example 3:

6b	Name of doctor or person <i>OK</i>
6c	Name of place <i>Sun Optical Company</i>
	Kind of place <i>Commercial optical company</i>

Example 4:

6b	Name of doctor or person <i>OK</i>
6c	Name of place <i>Marlow Medical Center</i>
	Kind of place <i>Medical clinic</i>

Example 5:

6b	Name of doctor or person <i>Dr. Schiller</i>
6c	Name of place <i>Dr. Schiller's office</i>
	Kind of place <i>Optometrist's office</i>

Example 6:

6b	Name of doctor or person <i>Dr. Casey</i>
6c	Name of place <i>Madison Memorial Hospital</i>
	Kind of place <i>County hospital</i>

Example 7:

6b	Name of doctor or person <i>Col. Sanders</i>
6c	Name of place <i>Fort Mason</i>
	Kind of place <i>Hospital at Army Base</i>

- d. Question 6d,  
Type of doctor  
or person who  
conducted  
examination

Question 6d is to be asked for all persons who were examined for eyeglasses during the past 2 years. The question is to be asked regardless of whether the respondent knows the name of the doctor or person who made the examination. This might frequently be the case when the respondent was examined at a clinic or a company.

Ask question 6d as worded, substituting for the word "Doctor," the parenthetical word, "Person," where such substitution is appropriate. Thus, if the name in 6b indicates that the person was a doctor, ask 6d as follows: "Was the doctor who examined -- an ophthalmologist or an optometrist?" On the other hand, if there is no entry in the "Name of doctor or person" box, or if it is not clear from the name whether or not the examiner is a doctor, ask 6d like this: "Was the person who examined -- an ophthalmologist or an optometrist?"

If the full name of a doctor has been given in 6b, it is permissible to repeat his name when asking question 6d; for example, "Is Dr. Green, the doctor who examined -- an ophthalmologist or an optometrist?"

- |   |  |
|---|--|
| (1) How to record the answer to 6d                | Record the answer to 6d by marking the appropriate circle, "Ophthalmologist," "Optometrist," or "Other" as the case may be.  |
| (2) Definition of Ophthalmologist and Optometrist | Do not try to explain the difference between an ophthalmologist and an optometrist, unless the respondent raises the question. In that event, tell him that an <u>ophthalmologist</u> is an M.D. |

eye specialist who treats eye disorders in addition to making examinations, and preparing prescriptions for glasses.

An optometrist is not an M.D., and gives eye tests only for the purpose of prescribing eyeglasses and contact lenses.

- (3) Type of  
eye  
examiner.  
unknown

If the person can't say whether the examiner is an ophthalmologist or an optometrist, mark the "Other" circle and describe the person's specialty or practice or profession or business in the write-in box provided for that purpose. Try to get as precise a description as possible. In particular, try to find out whether the examiner is an M.D., that is, a medical doctor; and, if he is, ask the respondent whether he has a speciality and, if so, what kind of speciality. For the purpose of this survey, persons who are D.O.'s (Doctor of Osteopathy) should be considered as M.D.'s.

However, O.D.'s (Doctors of Optometry) are not medical doctors but are optometrists.

The following are some examples of "adequate" entries for this write-in requirement:

"M.D. - general practitioner"  
"M.D. - regular doctor"  
"M.D. - eye, nose, and throat"  
"M.D. - oculist"  
"Optician"  
"M.D. - dk speciality"  
"DK whether M.D."  
"Salesman at Sears"  
"Don't know if M.D. or not"

- (4) Don't change  
entry in 6d  
as a result  
of verifica-  
tion in  
Item V

The entry in 6d should not be changed on the basis of information found in the directory check. That is, if the person has said that the doctor who examined him as an ophthalmologist and the directory lists him as an optometrist, mark the "optometrist" circle in Item V, but don't change the entry in question 6.

- e. Where to go next

After completing question 6d, proceed to the next Eyeglass page or the first Smoking Habits page as appropriate.

However, after the interview, it will be necessary to make a check of the telephone directory to verify the entries (if any) in questions 6b, 6c, and 6d.

The results of this check are to be recorded in Item V at the bottom of each completed Eyeglass page.

- f. Item V,  
Telephone  
directory  
verification  
of examiner's  
speciality

After the interview, and as soon as it is convenient and possible, make the verification check, in accordance with the questionnaire instructions for Item V.

In this case, to "verify" means to locate the examiner's name in the local telephone directory and record in Item V, the information which the directory shows regarding his speciality.

- (1) Verification not required for clinic and commercial companies

If the entry in 6b does not include the name of a person or doctor, or the entry in 6c is a clinic or commercial company, the verification check is not to be made. In this case, leave Item V blank.

- (2) Address of examiner outside local area

If the address of the examiner in question 6c is outside the local area, no verification is required. In this case, mark the circle entitled "Address in 6c not in local area."

Defining the term "local area" is a matter of judgment.

In general, if you are working in the town, city or county in which the examiner is located, a reasonable effort should be made to find the appropriate telephone directory. If the address is in a different city or county, or State, but the telephone directory covering that area is readily available, the telephone

check should be made. For example, an interviewer working in Jersey City would have ready access to the New York City directories in a case where the examiner's address was given as New York City.

- (3) Name not listed in local directory

If the local directory is available, but there is no listing for the examiner, mark the circle entitled, "Name not listed in local directory." Make sure that the check has been reasonably thorough, i.e., check both the white pages and the yellow pages, but particularly the latter.

In making the telephone check, look for the name under all the general headings that a directory might employ, e.g., physicians and surgeons, osteopathic physicians, optometrists, and opticians.

- (4) No name entry in 6b

Mark the circle "No entry of name in 6b" if the name of the examiner was unobtainable, i.e., no "name" entry in 6b.

- (5) Address listed in directory

If the examiner's listing is found in the directory, mark the circle which corresponds to the directory listing as follows:

Optometrist:

Mark this circle only if the examiner is specifically listed as an optometrist (or O.D.).

Ophthalmologist (M.D.):

Mark this circle only if the examiner is specifically listed as an ophthalmologist (oculist). Also mark this circle if the examiner is listed as an Eye, Ear, Nose, and Throat specialist with or without the title of M.D. but not just Ear, Nose, and Throat specialist.

General Practitioner (M.D.):

Mark this circle only if the telephone listing specifically indicates the examiner to be an M.D. in general practice.

Other Specialist, M.D.:

Mark this circle if the examiner is listed as an M.D. with some speciality other than ophthalmology, e.g., "Ear, Nose, and Throat," or "Pediatrician."

M.D., but speciality DK:

Mark this circle if the examiner is listed as an M.D., but there is no indication as to his speciality, nor any indication whether he is in general practice. (Some directories list M.D.'s under the general heading of "Physicians and Surgeons" without listing their speciality. Doctors listed only in this way, should be marked in this category.

"Doctor" but DK whether M.D. or Optometrist:

Mark this circle only if the examiner is listed with the title of "Doctor," but there is no indication as to whether he is an M.D. (of any kind), or an optometrist.

Other:

Mark this circle if the telephone listing does not correspond to any of the foregoing categories. If the "Other" circle is marked, enter a brief description of the reason in the write-in box entitled "Specify." One example might be:

"Name listed, but no title or speciality shown."

- (6) Telephone directory indicates different address

If the name of the examiner is listed in the telephone directory, but the address is radically different than that shown in question 6c, enter the directory address in a footnote.



CHAPTER 7

SMOKING HABITS PAGE

- A. When to ask
- The questions on smoking habits are to be asked after the required Eyeglass pages have been completed for all related household members.
- B. For whom to ask
- One Smoking Habits page must be filled for each household member 17 years of age or older. If there are more than five persons in the household 17 years of age or older use additional books as necessary.
- Before asking the smoking questions of a respondent the first time, read to him the introductory statement printed above Item 1 on the page: "Now I have a few questions about smoking--."
- Ask the Smoking Habits questions about the first person listed on the Worksheet who is 17 years old or over, then proceed to the next person 17 years old or over, etc.
- C. Item 1  
Person number
- Enter in Item 1 the person number from the Worksheet and mark the corresponding Fosdic number. (This is the only Fosdic mark which is to be made on the Smoking Habits page. All other entries are write-in entries.)
- Do not make any marks in the "Washington Use Only" area.
- D. Question 2a,  
Cigarettes smoked  
during entire life
- Ask question 2a as worded: "Has -- smoked at least 100 cigarettes during his entire life?" (100 cigarettes is the equivalent of 5 packs-- but is to be asked in this way, because the respondent might misinterpret a question about "5 packs" as referring to 5 packs a day.)

Mark the "Yes" or "No" circle in accordance with the respondent's answer. If "Yes" or "DK" ask question 2b. If "No," skip questions 2b, 3, and 4, and go to question 5.

A self-respondent should be able to answer question 2a without difficulty. In some cases a respondent answering for another person may not know how many cigarettes the person has smoked. If the respondent is unable to provide the answer, enter "DK" for question 2a and treat the "DK" as a "Yes" answer and ask question 2b.

1. Question 2b  
Most cigarettes  
smoked per day

If the answer to question 2a is "Yes" or "DK" ask question 2b: "During the period when -- was smoking the most, how many cigarettes a day did he usually smoke?"

Enter the number in the "per day" box. An estimate is acceptable. Also, intervals are acceptable. For example, if the respondent should say "6 or 8," enter "6-8." However, if the respondent gives a vague answer, such as "hardly any at all," ask him what he means and try to obtain an estimate of the number.

If the respondent answers in terms of "packs," convert this to the equivalent number of cigarettes. For example, if a person reports "about a pack and a half a day," enter "30" for the number of cigarettes smoked per day.

Although the question refers to cigarettes smoked "a day," some persons who smoked only occasionally may answer in terms of "a week" or a longer period. If the answer is in terms of a week, enter the figure in the "per week" box. If the person did not smoke at least one cigarette a week, but does smoke occasionally, enter an explanation of what the respondent says, e.g., "Smoked only about two cigarettes a month at the most," etc. This may be written in the blank space to the left of the write-in box, or it may be entered in the "Footnotes"

space at the bottom of the page. In the latter case, the appropriate footnote numbers must be entered.

The phrase, "During the period when -- was smoking the most" refers to the period in which the respondent smoked the most heavily, and can range from a month to many years. If the respondent appears not to understand this, ask an additional question, such as, "Was there any period in --'s life when he smoked more than he smoked before or more than he smokes now?"

E. Question 3  
Persons now  
smoking cigarettes

Question 3 is to be asked for all persons who have answered "Yes" (or "DK") in question 2a.

1. Question 3a  
Smoke cigarettes  
now

Ask question 3a as worded: "Does -- smoke cigarettes now?" and mark the "Yes" or "No" circle.

Accept the respondent's answer, but if a question is raised, determine whether or not the person had stopped smoking altogether or before "last Sunday night." If he had stopped smoking cigarettes only temporarily because of illness, economic reasons or the like, mark the "Yes" circle.

If a qualified answer is given to question 3a, such as "Occasionally," "Once in a while," "Just when I go to a party," etc., mark the "Yes" circle.

If "Yes" to question 3a, ask questions 3b and 3c. If "No," or "Don't know" skip questions 3b and 3c and ask question 4.

2. Question 3b  
How many  
cigarettes  
smoked now

If "Yes" to question 3a, ask question 3b: "On the average, about how many cigarettes a day does he smoke?"

Enter the number of cigarettes the person smokes "per day" or "per week" at the present time, i.e., as of last Sunday night. The term "on the average" and "about" indicates than an estimate is acceptable. If the answer is expressed in "pack(s)" smoked per day convert this to the number of individual cigarettes smoked.

3. Question 3c  
How many  
cigarettes smoked  
12 months ago

Question 3c, "Twelve months ago, how many cigarettes a day was he smoking?", is to be asked to learn if the person's smoking habits have changed in the past year.

If the respondent's answer is "the same," or "about the same as now," or he gives a number which is the same as the entry for question 3b, enter "Same," in the write-in box.

per day	OR	per week
<i>Same</i>		

If the person "did not smoke cigarettes 12 months ago," enter "Didn't smoke" in the write-in box.

per day	OR	per week
<i>Didn't Smoke</i>		

If the person smoked a different amount of cigarettes 12 months ago than he is smoking now, enter the number in the write-in box.

After making the entries for question 3c, skip question 4 and go to question 5.

F. Question 4  
Former cigarette  
smokers: Amount  
smoked 12 months ago

Question 4 is to be asked to learn about the changes in smoking habits of persons who used to smoke cigarettes but are not smoking cigarettes now ("No" or "DK" to question 3a). BOTH 4a and 4b must be asked for all persons who no longer smoke cigarettes ("No" or "DK" in 3a).

1. Question 4a  
How many cigarettes smoked 12 months ago

Ask question 4a as worded: "On the average, about how many cigarettes a day was he smoking 12 months ago?"

If the person was not smoking cigarettes 12 months ago, enter "Didn't smoke" in the write-in box.

If he was smoking 12 months ago, enter the number smoked "per day" or "per week" in the write-in box.

2. Question 4b  
How long since smoked cigarettes fairly regularly

Question 4b, "How long has it been since -- smoked cigarettes fairly regularly?", is to be asked regardless of the answer to question 4a. The answer to question 4b may be more than 12 months ago, less than 12 months ago, or "Never"; that is, the person may never have smoked "fairly regularly."

Accept the respondent's answer, but if he asks what is meant by "fairly regularly," tell him this means smoking cigarettes on three or more consecutive days.

If the respondent's answer is "less than a month," enter "Und. 1" in the "months" box. If "less than a year," enter the number of completed months (1-11) in the box for months. If more than a year, enter the number of completed years in the box for years. If the respondent is not sure of the exact time interval, obtain an estimate. If the respondent is unable to provide an estimate enter "DK."

If the person says he never smoked cigarettes regularly, enter the words "Never smoked cigarettes regularly" in question 4b. For example, the respondent says she smokes only on special occasions and has never smoked cigarettes regularly, the entry in 4b would look like this:

Months OR Years
<i>Never smoked regularly</i>

G. Questions 5 and 6  
Cigars and Pipes

Questions 5 and 6 are about cigar and pipe smoking and are not to be asked of females.

For females leave questions 5 and 6 blank and fill another Smoking Habits page for the next eligible person; or go to the first Person page, if no more eligible persons are listed.

H. Question 5  
Cigars

Question 5 is to be asked of all males 17 years or older.

1. Question 5a  
Ever smoked  
cigars

Ask question 5a as worded: "Has -- smoked at least 10 cigars during his entire life?" and mark the "Yes" or "No" circle in accordance with the respondent's answer.

If the answer is "No," skip questions 5b-d and go to question 6.

If the respondent "doesn't know" write in "DK" and treat it as a "Yes" answer, i.e., ask 5b.

2. Question 5b  
Smoke cigars now

If "Yes" or "Don't know" to question 5a, ask question 5b: "Does he smoke cigars now?"

If a qualified answer is given, mark the "Yes" circle. For example, a person might say that he smokes cigars when they are given to him in celebration of the birth of a baby or some other special occasion. For such a case, the "Yes" circle should be marked.

If the respondent doesn't know the answer to question 5b enter "DK" in the write-in box and go to question 5d.

3. Question 5c  
How many cigars  
smoked now

If the answer to question 5b is "Yes," ask question 5c: "About how many cigars a day does -- usually smoke?" Enter the number smoked in the "per day" or "per week" box.

If the person smokes less than three cigars per week, mark the "Less than 3 per week" circle. For example, if a person says he smokes a cigar whenever someone gives one to him and he estimates that it would be about one or two per month, leave the write-in box blank and mark the "Less than 3 per week" circle, then ask 5d.

As in the case of "number of cigarettes smoked," an estimate of the number of cigars smoked is acceptable (see paragraph D-1 on page D-7-2).

4. Question 5d  
How long since  
smoked cigars

If the entry in question 5b is "No," "Don't know," or "Less than 3 per week," ask question 5d: "About how long has it been since -- smoked 3 or more cigars a week?"

If the person says that he never smoked as many as three cigars per week, mark the "Never smoked three or more a week" circle.

- I. Question 6  
Pipe smoking

Question 6 is similar to question 5, except that question 6 refers to pipe smoking.

1. Question 6a  
Ever smoked  
a pipe

Ask question 6a as worded: "Has -- smoked at least 3 packages of pipe tobacco during his entire life?" and mark the "Yes" or "No" circle.

If the answer is "Yes" mark the "Yes" circle and ask question 6b.

If the answer is "No," skip questions 6b-d, and fill another Smoking Habits page for the next person 17 years old or over. If no other persons 17 years old or over are listed go to the first Person page.

If the respondent doesn't know, enter "DK" in the write-in box and ask 6b.

2. Question 6b  
Smoke a  
pipe now

If the answer to question 6a is "Yes" or "DK" ask question 6b: "Does -- smoke a pipe now?" Mark the "Yes" or "No" circle in accordance with the respondent's answer. If a qualified answer is given, mark the "Yes" circle regardless of the number of pipefuls the person smokes.

3. Question 6c  
How many  
pipefuls smoked

If the answer to question 6b is "Yes," ask question 6c: "About how many pipefuls of tobacco a day does -- usually smoke?" Enter the number of pipefuls of tobacco smoked "per

day" or "per week." If the person smokes less than three pipefuls per week, mark the "Less than 3 per week" circle and ask question 6d. If the person gives a "per month" answer, divide the number of pipefuls smoked "per month" by 4 to get the equivalent "per week" figure.

If the respondent cannot give an exact number (or an estimate) of the pipefuls but instead answers in terms of packages or cans of pipe tobacco smoked, or ounces of tobacco smoked, enter the information about the amount smoked as in the following examples: "About one 2-ounce package a week" or "About a pound can a month." If you are unable to obtain an estimate, enter "DK" in the write-in box.

4. Question 6d  
How long since  
smoked a pipe

If the answer to question 6b is "No" or "DK"; or the "less than 3 per week" circle is marked in 6c, ask question 6d: "About how long has it been since -- smoked 3 or more pipefuls a week?" and enter the number of months or years in the space provided.

If the person should say that he never smoked as many as 3 pipefuls of tobacco a week, mark the "Never smoked 3 or more a week" circle and leave the answer box blank.

J. Where to  
proceed next

After completing a separate Smoking Habits page for each adult, 17 years old or over, go to the first Person page.



CHAPTER 8

PERSON PAGE OF NHS-HIS-1 (FY 1966)  
FOSDIC QUESTIONNAIRE

A. Use of  
Person page

The Person page is used to record personal characteristics (age, race, sex, marital status, and 12 month activity status) which were obtained earlier in the interview and recorded on the Worksheet. The personal characteristics are combined with additional questions about each household member 17 years old and over. These additional questions obtain information about education; work status in the past 2 weeks; occupation, industry, class of worker; veteran status; and family income. The information on the Person page is used to study the relationship between these personal characteristics and illness, injuries, hospitalizations, etc.

1. When to complete  
the Person page

The Person pages are to be completed following the completion of the Smoking Habits pages. Begin with Person 01 and continue with Persons 02, 03, etc. One Person page is to be completed for each household member.

Eight Person pages have been provided in the questionnaire. If more Person pages are needed use a second questionnaire.

Do not prepare a Person page for persons who may have been deleted from the Worksheet because they are not household members.

B. How to complete  
the Person page

Before asking the questions on the Person page, write in the Person number (from Item 1 on the Worksheet) and the age (from Item 3 on the Worksheet) in the boxes which appear in the upper left hand corner of the page. Once this is done, follow the instructions below the boxes, i.e., "If 17 or over, ask question 2"; "If under 17, go to question 6 (Income)."

1. Item 1,  
Personal  
characteristics

Items 1a-1f consist of transcription items from the Worksheet. In order not to delay the interview unnecessarily, the transcription of these items should be done after the interview.

a. Item 1a,  
Person number

Item 1a, "person number," is to be transcribed from question 1 on the inside of the Worksheet. The person number is to be marked on the Fosdic numbers. This number must correspond with the person number for that person on the Worksheet and with the write-in entry on the Person page.

b. Item 1b,  
Age

Item 1b, "age," is to be transcribed from question 3 on the inside of the Worksheet. The age is to be marked on the Fosdic numbers. If the person is under one year old

enter Und. 1 in the age box to the

left of Item 1 and mark the  $\begin{pmatrix} 0 \\ 0 \end{pmatrix}$  Fosdic numbers.

If the person is over 99 years old enter the actual age in the age box to the left of Item

1, i.e., 102 and mark the  $\begin{pmatrix} 9 \\ 9 \end{pmatrix}$  Fosdic

numbers. If the person is 1-9 years of age, be sure to mark the "0" in the first row of numbers.

c. Items 1c and 1d,  
Race and Sex

Items 1c and 1d are to be transcribed from question 3 on the inside of the Worksheet. The Fosdic circles are self-explanatory. Mark the circle in each item which corresponds to the Worksheet entry.

d. Item 1e,  
Marital status

Item 1e, "marital status," is to be transcribed from question 4 on the inside of the Worksheet. If the "married" box is checked in question 4 of the Worksheet, mark the "Mar." circle in Item 1e of the Person page.

If the "Widowed" box is checked in question 4 of the Worksheet, then the "Wid." circle should be marked in Item 1e of the Person page. The remaining marital categories in Item 1e of the Person page are abbreviations of the same categories in question 4 of the Worksheet, i.e., Divorced = Div., Separated = Sep., Never married = NM. If the person is under 17, mark the "Und. 17" circle.

- e. Item 1f,  
Activity status  
in last 12  
months

Item 1f, "activity status," is to be transcribed from question 5 on the inside of the Worksheet. Mark "WK" if the "Working" box is checked, "KH" if the "Keeping house" box is checked, and "SE" if the "Something else" box is checked. Mark "DK" to the left of 1f if the respondent didn't know the answer to question 5 on the Worksheet. If the person is under 17 mark the "Under 17" circle.

- f. Interviewer  
instruction

The instructions which appear below the write-in boxes for the Person number and age (upper left corner) indicate which questions to ask--depending on the person's age. Follow the appropriate instruction after writing in the person's age.

If the person is under 17 years old, questions 2-5 are to be left blank for this person and question 6 (on family income) is to be asked only if this person is the last related household member.

If the person is "17 or over" you are required to ask the questions (2-5) which apply to that person and question 6 if he is the last related family member.

2. Question 2  
Education

Ask question 2a, highest grade or year of school attended, only for persons 17 years old and over. If the person is under 17 years of age, leave the answer space blank without asking the question.

a. Make only  
one mark

Make only one Fosdic mark to report the answer for this question. Thus, if the highest grade a person has attended is the junior year of high school, mark the "3" opposite "High." Mark the highest grade attended regardless of "skipped" or "repeated" grades.

b. Regular school

Count only grades attended in a regular school where persons are given formal education in graded public or private schools, 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 3 years back then," ask if he received a high school diploma. If "Yes" mark the H4, and "Yes" in 2b. If "No" mark the H3, and "Yes" in 2b.

c. Nonregular  
school

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 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.

d. 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.

e. Post-graduate  
schooling

For persons who have attended post-graduate high school but have not attended a regular college, mark the "4" opposite "High."

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

f. Other  
school systems

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.

g. No schooling

For persons who have not attended school at all mark the "None" circle and go to question 3a.

h. Question 2b,  
(Grade) year  
finished

Ask question 2b for all persons who are shown in question 2a as having attended school. Mark the "Yes" circle if the person has completed the entire grade or academic year entered in question 2a. Mark the "No" circle 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.

Note that the entry in question 2b for a person who may be currently enrolled in the regular school system would be "No." For example, a 17-year-old boy enrolled in the fourth year of high school would have "High-4" marked in question 2a but since he would not yet have completed this grade the "No" circle would be marked in question 2b.

For a person marked as "college 5" in question 2a, mark the "Yes" circle in question 2b if he has gone through one or more post-graduate academic years. Otherwise mark the "No" circle.

If the answer to question 2a indicates that the person completed more than one post-graduate academic college year, mark the "Yes" circle without asking question 2b.

3. Question 3,  
Work status in  
past 2 weeks

Question 3a is to be asked for each person 17 years old or over. For persons under 17, make no entries.

Ask the question as worded and accept the respondent's reply of "Yes" or "No." However, if questions arise as to the meaning of "work," use the following definition as a guide.

a. Work defined

"Work" includes paid work as an employee for someone else for wages, salary, commission, or pay "in kind" (meals, living quarters or supplies provided in place of cash wages). Also include work in the person's own business, professional practice or farm, and work without pay in a business or farm run by a relative.

Do not count work around a person's own house or volunteer unpaid work for a church or charity.

A person who worked at any time last week or the week before, even for an hour, is to be marked "Yes" for question 3a.

b. Where to proceed next

If "Yes" is marked in question 3a, omit questions 3b-3e and go to question 4.

If "No" is marked in question 3a, both questions 3b and 3c must be asked.

c. Question 3b,  
With a job  
or business

Ask question 3b as worded and mark the "Yes" or "No" circle in accordance with the respondent's answer. 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; and 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

A person has a job when he has a definite arrangement with one or more employers to work for pay (full-time or part-time).

(a) Seasonal  
job

Seasonal employment is considered a job only during the season and not during the off-season.

(b) Persons  
"on call"

A person "on call" to work only when his services are needed is not considered to have a job during weeks when he does not work. For example, a substitute teacher who was not called to work last week or the week before would be marked "No" for question 3b.

(2) Business  
defined

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

- (1) Maintains an office, store, or other place of business.
- (2) Uses machinery or equipment in which he has invested money for profit.
- (3) 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.

d. Question 3c,  
Looking for  
work or on  
layoff

Question 3c is to be asked regardless of the answer to question 3b. The reason for asking the question of persons who have answered "Yes" to 3b is that a person who is not working but considers himself as with 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.

(1) How to  
record the  
answers

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

(2) Looking  
for work  
defined

Looking for work refers to 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 during the past two weeks and also if he made such efforts previously (i.e., within the past 60 days) and was waiting during the past two weeks to hear the results of these 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; and being "on call" at a personnel office or at a union hiring hall, etc.

(3) Layoff  
defined

A person is said to be on layoff if he is waiting to be called back to a job from which he has been temporarily laid off or furloughed. Layoffs are generally due to slack work at the person's place of employment. However, they may also be due to plant re-tooling or re-modeling, 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 to be considered "on layoff" but with a job from which he is absent.

e. Question 3d,  
Which,  
looking or  
on layoff

If the answer to question 3c is "Yes" ask question 3d: "Which, looking for work or on layoff from a job?"

Mark the circle for "Looking," "Layoff," or "Both" in accordance with the respondent's answer and the definitions above.

f. Question 3e,  
Is he retired

For males 45 years old or over with all "No's" to questions 3a-3c, ask question 3e: "Is he retired?" Mark the "Yes" or "No" circle in accordance with the answer. For males under 45 and for all females 17 or over leave 3e blank. DO NOT MAKE any marks in the Washington Use area.

Accept the respondent's answer to this question if it is "Yes" or "No." If a question is raised as to what is meant by "retired," state that it means that the person has either voluntarily or involuntarily stopped working, or never worked and that he is not looking for work. Most retired persons have pensions or independent incomes. A retired person may or may not be able to work.

4. Question 4,  
Occupation  
Industry,  
Class of worker

Fill questions 4a to 4d for all persons marked "Yes" in any one of questions 3a, b or c.



- a. Job or business  
to which ques-  
tion 4 applies

For persons who worked during the past two weeks ("Yes" to question 3a) and for persons with a job ("Yes" to question 3b), these questions are about 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.

For a person who has answered "Yes" to question 3b because he has a new job on which he is to report in the near future, question 4 should be asked about his last job or business. In case such a person has never previously had a job or business, enter "Never worked" in question 4a and skip to 4d and mark the "Nev. worked" circle.

- b. Looking for  
work or on  
layoff or  
both

For persons 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. Accept whatever the respondent reports as a person's last full-time civilian job. If a question is raised as to the meaning of "full-time" job, define this as a job at which the person worked 35 hours or more per week and which lasted two consecutive weeks or more.

If a person who has reported "Yes" to question 3c only, has never previously had a full-time civilian job or business, enter "Never worked" or "Never had full-time job" in question 4a and mark the "Nev. worked" circle in 4d. Leave 4b and c blank.

- c. Question 4a,  
Name of  
employer

Ask question 4a as worded, and enter the name of the company, business, government agency or other employer.

For persons who work for employers without company names such as a farm, a dentist or lawyer's office, etc., write the name of the owner.

Persons working for various private employers such as baby sitters, domestics, etc., should be reported as "private families."

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 Dept.," etc.

(1) Abbreviations

It is not necessary to probe excessively for the full and exact company name. For example, if a respondent says he works for "Safeway" (Safeway Stores, Inc.) don't ask for the full title of the company, just enter "Safeway." However, if the respondent does give the full company name don't abbreviate it, write it out in full.

(2) Self-employed

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, Capitol Construction, etc.), and write it in 4a. If there is no business name, write "self-employed," "own business," etc.

d. Question 4b,  
Kind of business  
or industry

The entry in question 4b 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.

(1) Description  
needed

In order to give a clear and exact description of the industry, the entry must state or indicate both a general and a specific function for the employer; for example, cattle ranch, copper mine, fountain pen manufacturer, whole-sale grocery, retail book store, road construction, shoe repair service. The words ranch, mine, manufacturer, wholesale, retail, construction, and repair service show the general function. The words cattle, fountain pen, grocery, book store, road, and shoe indicate the specific function.

- (2) Avoid use  
of the word  
"company"

Do not use the word "company" in this entry. It does not give us useful information. If the respondent reports that he works for a furniture company, ask "Do they manufacture or do they just sell it?" If they just sell it, ask "Do they sell to other stores (which would be wholesale) or to individuals (which would be retail)?" Accordingly, in such a case the possible replies would be "furniture manufacturer," "furniture wholesaler," or "furniture retailer."

- (3) Multiple  
activity  
businesses

Some firms carry on more than one kind of business or industrial activity. If the activities are carried on at the same location, describe only the major activity of the establishment. For example, employees in a retail salesroom, located at the factory of a company primarily engaged in the manufacture of men's clothing, should be reported as working in "Men's clothing manufacturing."

If the different activities are carried on at separate locations, describe the activity where the person works. For example, a coal mine owned by a large steel manufacturer should be reported as "coal mine," the separate paint factory of a large chemical manufacturer should be reported as "paint manufacturing."

A few specified activities, when carried on at separate locations, are exceptions to the above. The activity of the parent organization is reported for research laboratories, warehouses, repair shops, and storage garages, when these kinds of establishments exist primarily to serve their own parent organizations rather than the public or other organizations. For example, if a retail department store has a separate warehouse for its own use, the entry for the warehouse employees should be "retail department store" rather than "warehouse."

- (4) Distinguish  
among manu-  
facturing,  
wholesale,  
retail, and  
service

It is essential to distinguish among manufacturing, wholesale, retail, and service companies. Even though a manufacturing plant sells its products in large lots to other manufacturers, wholesalers, or retailers, it should be reported as a manufacturing company.

A wholesale establishment buys, rather than makes, products in large quantities for resale to retailers, industrial users, or to other wholesalers.

A retailer sells primarily to individual consumers or users but seldom makes products.

Establishments which render services to individuals and to organizations, such as hotels, laundries, cleaning and dyeing shops, advertising agencies, and automobile repair shops, are engaged in providing services. They should not be reported as retailers but should show the type of services provided, e.g., "TV and radio repair."

(5) Manufacturers' sales offices

A separate sales office set up by a manufacturing firm to sell to other business organizations and located away from the factory or headquarters of the firm is reported as "(product) manufacturer's sales office." For example, a St. Louis shoe factory, has a sales office in Chicago; "shoe manufacturer's sales office" is the correct entry for workers in the Chicago office.

(6) Government organizations

Usually the name of the government agency is adequate, for example, "U. S. Census Bureau," "City Fire Department." (Note: This is the only exception to the rule for not using the name of the employer.) However, sometimes the names of government agencies are not fully descriptive of their business or activity. A correct entry in 4b for a County Highway Commission might be one or any combination of the following: "county road building," "county road repair," "county contracting for road building (or repair)." For a State Liquor Control Board, the correct entry might be "State licensing of liquor sales" or "State liquor retailer."

If the business or main activity of a government employer is not clear, ask in what part of the organization the person works and then report that activity. For example, for a City Department of Public Works, a correct entry might be one of the following: "city street repair," "city garbage collection," "city sewage disposal," or "city water supply."

- (7) Business in own home      Some people carry on businesses in their own homes. Report these businesses as if they were carried on in regular stores or shops. For example: dressmaking shop, lending library, retail antique furniture store, insurance agency, piano teaching, boarding house, rest home, boarding children (for a foster home), etc.
- (8) Domestic and other private household workers      When the name of a single individual is given as the employer, find out whether the person works at a place of business or in a private home. The proper industry entry for a domestic worker employed in the home of another person is "private home."
- (9) Examples of adequate entries for question 4b      Following are some examples of inadequate and adequate entries for kind of business and industry (question 4b). It is not intended that you try to memorize these examples. However, you should study them carefully and refer to them periodically to familiarize yourselves with the types of entries that are proper and adequate.

Inadequate

Adequate

Agency -	Collection agency, advertising agency, real estate agency, employment agency, travel agency, insurance agency.
Bakery -	Wholesale bakery (sells to grocers, restaurants, hotels, etc.), retail bakery (sells only to private individuals).
Box factory -	Paper box factory, wooden box factory, metal box factory.
Club, private club -	Golf club, fraternal club, night club, residence club, boarding-house.
Coal company -	Coal mine, retail coal yard, wholesale coal yard.

Inadequate

Adequate

Credit company -	Credit rating service, loan service, retail clothing store (sometimes called a credit company).
Dairy -	Dairy farm, dairy depot, dairy bar, dairy products--wholesale, dairy products--retail, dairy products--manufacturing.
Engineering company -	Engineering consulting firm, general contracting, wholesale heating equipment, construction machinery factory.
Express company -	Motor freight, railway express agency, railroad car rental (for Union Tank Car Company, etc.), armored car service.
Factory, mill or plant -	Steel rolling mill, hardware factory, aircraft factory, flour mill, hosiery mill, commercial printing plant.
Foundry -	Iron foundry, brass foundry, aluminum foundry.
Fur company -	Fur dressing plant, fur garment factory, retail fur store, fur wholesaler, fur repair shop.
Laundry -	<ul style="list-style-type: none"><li>a. Own home laundry (for a person doing laundry for pay in her own home).</li><li>b. Laundering for private family (for a person working in the home of a private family).</li><li>c. Commercial laundry (for a person working in a steam laundry, hand laundry, Chinese laundry, French laundry, or similar establishment).</li><li>d. Self-service laundry (for a person working in an establishment where the customer brings her own laundry and pays a fee to use the washing machine or other equipment).</li></ul>

<u>Inadequate</u>	<u>Adequate</u>
Lumber company -	Sawmill, retail lumber yard, planing mill, logging camp, lumber manufacturer.
Mine -	Coal mine, gold mine, bauxite mine, iron mine, copper mine, lead mine, marble quarry, sand and gravel pit.
Nylon factory -	Nylon chemical factory (where chemicals are made into fibers), nylon textile mill (where fibers are made into yarn or woven into cloth), women's nylon hosiery factory (where yarn is made into hosiery).
Office -	Dentist's office, physician's office, public stenographer's office, life insurance agency.
Oil company -	Oil drilling, petroleum refinery, retail gasoline station, petroleum pipeline, wholesale oil distributor.
Packinghouse -	Meat packing plant, fruit cannery, fruit packing shed (wholesale packers and shippers).
Pipeline -	Natural gas pipeline, gasoline pipeline, petroleum pipeline, pipeline construction.
Plastic factory -	Plastic materials factory where plastic materials are made), plastic products plant (where articles are actually manufactured from plastic materials).
Public utility -	Electric light and power utility, gas utility, telephone utility, water supply.
Railroad car shop -	Railroad car factory, railroad repair shop, street railroad repair shop.
Rayon factory -	Rayon chemical factory (where chemicals are made into fibers), rayon textile mills (where fibers are made into yarn or woven into cloth), rayon dress manufacturing (where cloth is made into garments).

Inadequate

Adequate

Repair shop -	Shoe repair shop, radio repair shop, blacksmith shop, welding shop, auto repair shop, machine repair shop.
School -	City elementary school, private kindergarten, private college, State university, etc. Distinguish between public and private, including parochial, and identify the highest level of instruction provided such as junior college, senior high school.
Tailor shop -	Tailoring and cleaning shop (provides a valet service), custom tailor shop (makes clothes to customer's order), men's retail clothing store.
Terminal -	Bus terminal, railroad terminal, boat terminal, truck terminal, airport.
Textile mill -	Cotton cloth mill, woolen cloth mill, cotton yarn mill, rayon thread mill.
Transportation company -	Motor trucking, moving and storage, water transportation, air line, street railway, taxicab service, subway, elevated railway, railroad, petroleum pipeline, car loading service.
Water company -	Water supply, irrigation system, water filtration plant.
Well -	Oil drilling, oil well, salt well, water well.

- e. Question 4c  
Kind of work  
(Occupation)
- The entry in question 4c should describe the kind of work the person himself does, that is, his occupation. The job title is adequate only if it tells clearly and specifically what he does; for example: "janitor," "sales clerk," "TV serviceman," "auto mechanic." If his job title is not an adequate description, find out what he does and enter this information in 4c, for example, "nails heels on shoes," "operates dough-cutting machine." When more space is needed, continue the entry in a footnote.



- (1) Detail needed One-word occupational descriptions are seldom adequate. We need to know what type of a nurse or engineer, clerk, teacher, etc., a person is. For example, practical nurses, registered nurses, and nurse's aide are put in different groups in Census statistics, so a full description is necessary. Refer to the examples below for the kind of detail needed to describe specific occupations.
- (2) Other cautions There are some additional special cautions which you should observe:
- Apprentice  
versus  
trainee An "apprentice" is under a contract during his training period but a "trainee" is not. Include both the occupation and the word "apprentice" or "trainee" in the description-- e.g., apprentice plumber, plumber trainee.
- Contractor  
versus  
skilled  
worker A "contractor" is engaged principally in obtaining building or other contracts and supervising the work. A skilled worker who works with his own tools should be described as a carpenter, plasterer, plumber, electrician, etc., even though he hires others to work for him.
- Housekeeper  
(paid)  
versus  
housemaid A "paid housekeeper" employed in a private home for wages has the full responsibility for the management of the household. A housemaid (general housework), hired girl, or kitchen maid does not.
- Interior  
decorator  
versus  
painter or  
paperhanger An "interior decorator" designs the decoration plans for the interiors of homes, hotels, offices, etc., and supervises the placement of furniture and other decorations. A house painter or a paperhanger only does painting or hangs paper.
- Machinist  
versus  
mechanic  
or machine  
operator A "machinist" is a skilled craftsman who constructs all kinds of metal parts, tools, and machines through the use of blue prints, machine and hand tools, and precision measuring instruments. A mechanic inspects, services, repairs, or overhauls machinery. A machine operator operates a factory machine (drill press operator, winder, etc.).

Secretary  
versus  
official  
secretary

The title "secretary" should be used for secretarial work in an office. A secretary who is an elected or appointed officer of a business, lodge, or other organization should be reported as an "official secretary."

Names of  
departments  
or places  
of work

Occupation entries which give only the name of the department or a place of work are unsatisfactory. Examples of such unsatisfactory entries are "works in warehouse," "works in crating department," "works in cost control." The occupation entry must tell what the worker himself does, not what his department does.

Specialist

If the word "specialist" is reported as part of a job title, be sure to include a brief description of the actual duties. For example, for a "transportation specialist" the actual duties might be any one of the following: "Gives cost estimates of trips," "plans trips or tours," "conducts tours," "schedules trains," or "does economic analysis of transportation industry."

(3) Examples of  
adequate  
entries for  
question 4c

Following are some examples of inadequate and adequate entries for kind of work (occupation). As with the examples of entries for kind of business or industry, these should be studied carefully and reviewed periodically to familiarize yourselves with the types of entries that are proper and adequate for question 4c.

Inadequate

Adequate

Adjuster -

Claim adjuster, brake adjuster, machine adjuster, complaint adjuster, insurance adjuster.

Agent -

Freight agent, insurance agent, sales agent, advertising agent, purchasing agent.

Caretaker or  
custodian -

Servant, janitor, guard, building superintendent, gardener, groundkeeper, sexton, property clerk, locker attendant, vault attendant.

<u>Inadequate</u>	<u>Adequate</u>
Clerk -	Stock clerk, shipping clerk, sales clerk, statistical clerk, file clerk.
Custodian -	See "Caretaker" above.
Doctor -	Physician, dentist, veterinarian, osteopath, chiropractor.
Engineer -	Civil engineer, locomotive engineer, mechanical engineer, stationary engineer, aeronautical engineer.
Entertainer -	Singer, dancer, acrobat, musician.
Factory worker -	Electric motor assembler, forge heater, turret-lathe operator, weaver, loom fixer, knitter, stitcher, punch-press operator, spray painter, riveter.
Farmworker -	Farmer--for the owner, operator, tenant or share cropper who is self-employed. Farm manager--for the person hired to manage a farm for someone else.  Farm foreman--for the person who supervises a group of farm hands or helpers.  Farmhand or farm helper--for those who do general farmwork.  Fruit picker or cotton chopper are examples of persons who do a particular kind of farmwork, rather than general farmwork.  When the place of work is a ranch, indicate specifically rancher, ranch manager, ranch foreman, and ranch hand or helper, as shown above in the case for similar types of farmworkers.
Fireman -	Locomotive fireman, city fireman (city fire department), fire fighter, stationary fireman, fire boss.

Inadequate

Adequate

Foreman -	Specify the craft or activity involved, as foreman-carpenter, foreman-truck driver.
Laborer -	Sweeper, charwoman, porter, janitor, stevedore, window washer, car cleaner, section hand, gardener, hand trucker.
Layout man -	Patternmaker, sheet-metal worker, compositor, commercial artist, structural steel worker, boiler-maker, draftsman, coppersmith.
Mechanic -	Auto mechanic, dental mechanic, radio mechanic, airplane mechanic, office machine mechanic.
Nun -	Specify the type of work done, if possible, as housekeeper, art teacher, organist, cook, laundress, registered nurse.
Nurse -	Registered nurse, nursemaid, practical nurse, nurse's aide, student professional nurse.
Office worker -	Typist, secretary, receptionist, computer operator, file clerk, bookkeeper, physician's attendant.
Salesman -	Advertising salesman, insurance salesman, bond salesman, canvasser, driver-salesman (routeman), fruit peddler, newsboy.
Supervisor -	Typing supervisor, chief bookkeeper, steward, kitchen supervisor, buyer, cutting and sewing forelady, sales instructor, route foreman.
Teacher -	College teachers should be recorded by subject and title, for example, "English instructor" or "History Professor." For high school and elementary school teachers, grade or level is adequate; for example, "fourth grade teacher" or "junior high school teacher."
Technician -	Medical laboratory technician, dental laboratory technician, X-ray technician.

Inadequate

Adequate

Tester -

Cement tester, instrument tester, engine tester, battery tester.

Trucker -

Truck driver, trucking contractor, electric trucker, hand trucker.

f. Question 4d,  
Class of worker

For each person with entries in questions 4a-c, record the class of worker in one of the circles in question 4d.

The information given in answer to questions 4a-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 definition for "class of worker" entries are as follows:

(1) "Private-  
paid"  
defined

This class includes all persons working for a private employer for wages, salary or commissions. This includes also compensation by tips, piece-rates or pay in kind, if received from a nongovernmental source, regardless of whether the source is a large corporation or a single individual. Work for wages or salary for settlement houses, churches, unions, and other non-profit organizations is also to be classified here.

War veterans who work for a private employer may also receive VA (GI) subsistence payments; they should be reported as "Private-paid"--not as government workers.

(2) "Government-  
Fed."  
defined

Government-Fed. workers include persons who work for any branch of the Federal government. This includes employees of government-owned bus lines, government-owned electric power utilities, etc.

Included also in this class are civilian employees of the Armed Forces, and persons elected to paid offices.

This class excludes paid employees of the American Red Cross, the U. S. Chamber of Commerce and similar civic and national organizations. Such employees would be classified as "Private-paid," not as "Government-Fed."

Work for private organizations doing contract work for branches of the Federal government should not be classified as "Government-Fed."

(3) "Government-Other" defined

Government-Other workers include persons who work for any branch of the government other than the Federal government, e.g., State, city, county, etc. This includes employees of public schools, government-owned bus lines, etc.

Included also in this class are civilian employees of the National Guard, persons elected to paid offices, employees of international organizations such as the U.N., and employees of foreign governments.

This class excludes paid employees of the American Red Cross, the U. S. Chamber of Commerce, and similar civic and national organizations. Such employees would be classified as "Private-paid," not as "Government-Other."

Work for private organizations doing contract work for branches of State or local governments should not be classified as "Government-Other."

(4) Caution

The words, "Federal," "State," "County," "City," appear frequently in the names of private companies. Also, the names of some government agencies may appear to be private organizations. You must determine whether the employer is private or government (Federal or Other) in these cases. Also, school teachers and other professional people working for pay sometimes report themselves as self-employed. Be sure you have the correct "class-of-worker" entry for such persons.

(5) "Own" defined

This class includes persons working for profit or fees in their OWN business, farm, shop, office, etc.

"Own business" includes persons who have their own tools or equipment and provide services on a contract, sub-contract, job, etc., basis, such as carpenters, plumbers, taxicab operators, truck operators, etc.

This class excludes superintendents, foremen, managers, or other executives hired to manage a business or farm or salesman working for commission.

Officers of corporations are not to be reported as owning their own business even though they do own all or part of the corporation stock.

(6) "Non-paid"  
defined

This class includes work without pay on a farm or in a business operated by a relative. The relative need not be a member of the household.

Room and board and a cash allowance are not counted as pay for these family workers. Do not check the "Non-paid" box if the person receives money for such work; this person should be classified as "Private-paid."

(7) "Nev.  
worked"  
defined

This circle is to be marked for cases where the person has never worked before ("Never worked" or "Never had a full-time job" marked in 4a). These persons will consist of two groups--

1. Those who do not presently have a job and have never had a full-time job and--
2. Those persons who presently have a job but have not yet started to work at it and have never had a previous full-time job.

(8) Special  
cases

If any of the following special cases are brought to your attention, employ the following rules:

(a) Domestics  
and other  
odd job  
workers

A maid, laundress, cook, cleaning woman, gardener, or baby-sitter working in another person's home should be classified as "Private-paid."

- (b) Farm workers      A person who operates a farm for himself, regardless of whether he owns or rents the land, should be marked "Own."
- Persons who have their own equipment and provide services to farms such as a combine operator or a cotton-picking machine operator, should also be marked "Own."
- Farm managers, foremen, farm hands, etc., who work for wages or salary or at piece-rates (e.g., tomato pickers) should be classified as "Private-paid," or "Government-Other" or "Government-Fed." as the case may be, but not as "Own."
- (c) Partnerships      Two or more persons who operate a business in partnership should each be reported as self-employed in their own business. The word "Own" is not limited to one person.
- (d) Clergymen      Preachers, ministers, priests, rabbis, and other clergymen attached to a particular congregation or church organization are to be classified as "Private-paid."
- Clergymen working in a civilian "Fed." or "Other" government position, e.g., prison chaplain, would be marked in the "Gov't-Other" or "Gov't-Fed." circle in question 4d.
- Clergymen not attached to any particular church organization and who conduct religious services on a fee basis are regarded as self-employed and in the "Own" business.
- Nuns receive "pay-in-kind" and they should be classified as "Private-paid."
- (e) Public utility employees      Public utilities are subject to governmental regulation. Transportation, communication, electric light and power, gas, water, garbage collection, and sewage disposal facilities are



owned by either government or private organizations. Be sure to distinguish between government-operated and private organizations in recording class of worker for public utility employees.

(9) Check for inconsistencies

Always check to be sure that the entries for questions 4a-d are consistent. For example, a person whose employer and industry in 4a and 4b is "Government-Fed." should not be checked "Private-paid" in 4d, a person whose industry in 4b is "retail jewelry store" should not have an occupation of "barber" in 4c; etc. All entries for questions 4a-d apply to the same job, business or profession.

5. Question 5,  
Service in  
Armed Forces

Ask question 5a on service in the Armed Forces, only of males 17 years old and over. For females, 17 years old or over, go to question 6 (without asking question 5).

a. Question 5a

If the answer to question 5a, "Did -- ever serve in the Armed Forces of the United States?" is "No," skip the remaining parts of question 5 and (as per instruction) "go to question 6." If the answer to question 5 is "Yes," ask the remaining parts of question 5 that are appropriate, as indicated below.

(1) "Armed Forces" defined

"Armed Forces" means the U. S. Army, Navy, Air Force, Marine Corps or Coast Guard and any National Guard Unit which was activated as part of the regular Armed Forces. Service in the Armed Forces is defined as "Active duty." 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.

(2) Armed  
Forces  
Reserve

Persons who are in any reserve component of the Armed Forces but who only attend weekly reserve meetings, summer camp or the like are not on "full-time active duty."

b. Question 5b

If the answer to question 5a is "Yes," ask question 5b, "Was any of his service during a war?" Mark the "Yes" circle if the person's service was during war-time only or if it was during both war and peace, and ask question 5c. Mark the "No" circle in question 5b if the person's only service was during peacetime. For those with "No" or "DK" to question 5b, skip question 5c and ask question 5d.

c. Question 5c

If the answer to question 5b is "Yes" ask question 5c "During which war did he serve?" This is the only time question 5c will be asked ("Yes" in 5b).

If the person served in more than one war, mark the Fosdic circle for the latest war in which he served and enter the other war(s) in an explanation or footnote.

Mark the circle "Other war" for service during World War I, the Spanish American War or any other war not listed on the questionnaire.

If the respondent doesn't know the war(s) in which the person served, mark the "DK" circle in 5c and ask 5d as instructed.

d. Question 5d

Question 5d is to be asked when the "DK" circle in 5c or 5b is marked or you have received a "No" answer to 5b.

e. Periods of  
service

Accept the respondent's answers to questions 5b, c, and d regarding the period or periods of service in the Armed Forces. However, if a question is raised as to what dates are covered by a given war, cite the appropriate period as follows:

World War II -- September 16, 1940 to  
June 25, 1947  
Korean War -- June 27, 1950 to  
January 31, 1955

f. Where to  
go next

After completing question 5, go on to the next related person in the household. If this is the last related person in the household, go to question 6.

6. Question 6,  
Family income

Question 6 is asked in order to obtain the total combined income for the entire household during the past 12 months.

a. When to ask  
question 6

Question 6 is asked only once for all related household members. The question appears on each Person page, but is actually asked only on the Person page for the last related household member. (The reason for this is that the income question occasionally takes some time to answer and might, to a certain extent, delay the interview if it were to be asked early in the interview.)

The instruction for when to ask question 6 appears in the left-hand margin of the question in the form of an interviewer check item that must be marked on each Person page:

If the person for whom you are filling the Person page is not the last related household member mark the circle entitled "Not last rel. person" and proceed to the next Person page.

If the person you are filling the Person page for is the last related person in the household (and this will frequently be a child under 17) mark the circle entitled "Last rel. person" and ask the respondent question 6, exactly as worded on the questionnaire.

Record the respondent's answer to question 6 by marking the family income code designation (A, B, C, etc.) on the Person page for the last related household member. After the interview, transcribe the income group designation to question 6 on each Person page for all related household members. This instruction appears just below question 6 on the questionnaire.

To summarize the foregoing, there must be an entry in question 6 for each related and unrelated household member. The related member's family income is asked only once (after the questions for the last person have been asked) and transcribed to the other related Person's pages; the unrelated persons are asked question 6 and the answers are recorded separately on their own Person pages.

b. How to ask question 6

Open your Flashcard Booklet to Card J, then ask the first part of question 6, "Which of these income groups represents your combined total income during the past 12 months, that is, your's, your --'s, etc.?" Hand Card J to the respondent and finish reading the rest of question 6.

It is important to read all parts of this question in the manner described above so the respondent will know which person's income should be included and what types of income are to be included.

c. Income of all related members

Question 6 covers the income of the head of the household and all other household members who are related to the head. Thus, it may cover the income of two married couples who are related to each other and living together.

Income to be reported is gross cash income (excluding pay in kind) 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 in the family income figure, the income of a member of the Armed Forces who is living at home with his family even though he is not to be recorded as a family member. Include allotments and other money received by the family from a member of the Armed Forces not living at home.

d. Income of  
unrelated  
persons

On the Person page for each roomer, servant, or other person not related to the head, mark the code for his or her individual income, with one exception--if two or more such persons are related to each other (e.g., roomer and roomer's wife), mark the code for their combined incomes on both of the Person pages, after asking question 6 for the last related person in this family group.

e. Problem cases

Nearly all respondents will answer the income question without hesitation. An occasional respondent may refuse to answer the question, even though you may explain that the information will be kept strictly confidential. In that case, enter the word "Refused" in the instruction column of question 6 for each related person in the household. If the respondent does not answer the question for some other reason, enter this reason in the instruction column of question 6 for each related household member.

f. Approximation  
acceptable

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, 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.

g. Reasons for  
obtaining  
income

The income is very important in the statistics for separating the families we interview into groups that live differently. The way these different income groups live affects their health in many ways. For example, people with different incomes have different kinds of occupations, and their occupations affect their health. All of the income information, just like the rest of the information, is completely confidential.

h. Washington Use

Make no marks or entries in the portion of the Person page which appears below the wide line, under question 6. This area will be used by people in Washington. If you need extra space for footnotes please use the Worksheet.

i. Where to  
go next

After completing a Person page for each person in the household, go to the Household page (front of the questionnaire) and complete the items according to the instructions given in Chapter 3 of Part D.

CHAPTER 9.  
(REVISED)

DOCTOR VISITS SUPPLEMENT AND  
MEDICAL CARE COSTS SELF-ENUMERATION FORM

This chapter covers the instructions for the Doctor Visits Supplement and the Medical Care Costs in the past 12 months--two topics which have been added to the Health Interview Survey for the period January-June 1966.

SECTION I: DOCTOR VISITS SUPPLEMENT

A. Doctor Visits  
Supplement  
(NHS-HIS-1b)  
General instructions

The purpose of the supplemental questions on doctor visits is to obtain current national estimates on the volume of doctor visits together with information on the place and cost of doctor visits and the type of doctor seen.

The Doctor Visits questions are on a separate (buff-colored) questionnaire, Form NHS-HIS-1b (FY 66).

1. Design of form  
and importance  
of correct  
matching of  
person numbers

The form is designed so that the person number columns correspond to the person number columns on the Worksheet. Thus, in completing the Doctor Visits Supplement, it is necessary only to lay the form in a position where the person numbers match those on the Worksheet. This procedure helps assure that the person numbers on both the Worksheet and the Doctor Visits Supplement match exactly. Failure to match the persons exactly will result in very serious processing difficulties, and, therefore great care must be taken in recording the entries in the person number column which corresponds to that shown on the Worksheet. If a person column has been deleted from the Worksheet, the matching column on Form NHS-HIS-1b must also be deleted.

2. When to fill  
Doctor Visits  
Supplement

The Doctor Visits Supplement is to be completed following the Hospital pages (if any) and prior to the Eyeglass pages.

Before entering the sample household, insert the Doctor Visits Supplement just behind the last Hospital page so that it may be filled at the right point in the interview.

In beginning the Doctor Visits questions, open the form and place it on the Worksheet. The size of the supplement is such that by lining it up approximately with the bottom of the Worksheet you will be able to see the name and relationship of each household member.

Before asking the first question, transcribe the PSU, segment, and serial numbers in the space provided for that purpose.

a. Completing  
Form NHS-HIS-1b  
for noninter-  
view households

A Doctor Visits form must be filled for noninterview households as well as interviewed households. For noninterview households, transcribe the PSU, segment, and serial numbers and, in the space provided, check the type of noninterview.

3. Order of asking  
questions

Question 1 is to be asked individually for each household member, starting with the first person listed and proceeding to the next person listed, and so on. After completing question 1 for all related household members, ask questions 2 and 3 "family style," that is, for all members at once.

After completing questions 1-3, ask question 4 for each person for whom no doctor visits have been reported in question 1, 2 or 3. For all persons who have been reported in questions 1-3 as having one or more visits, check the "Visits reported in Q's 1-3" box.

After all doctor visits have been recorded for all household members in questions 1-3 (and occasionally question 4), detailed information about each visit is obtained and recorded in Table D, as called for by the columns in that table.

4. Time reference:  
Past two weeks

The time reference for questions 1-3 and Table D is the "past 2 weeks," the same period covered by "last week and the week before" referred to earlier, and the one outlined in red on the two-week calendar.



5. Questions 1-3,  
Number of doctor  
visits in past  
two weeks

Questions 1-3 are for the purpose of obtaining a count of the number of doctor visits during the past two weeks.

- a. Question 1,  
How to ask  
the question

Read the introductory statement above question 1 to the respondent, then ask the question exactly as it is shown on the questionnaire. This instruction applies the first time the question is asked in the household, thus if you were asking the respondent about her husband, the head of the household, you would say:

"These next questions are about recent visits to or from a medical doctor."

"During the past two weeks, the two weeks outlined in red on that calendar, how many times has your husband seen a doctor either at home or at a doctor's office or clinic?"

In asking question 1 of the second person listed, it is not necessary to repeat the introductory or the parenthetical reference to the two-week calendar. Thus, if you are asking question 1 of the respondent in the above example you would say:

"During the past two weeks how many times have you seen a doctor either at home or at a doctor's office or clinic?"

If the respondent has previously laid aside the two-week calendar or has not referred to it for some time make sure that she understands the two-week reference period, either by handing her another calendar, or by requesting her to look at the one she laid aside. If she seems not to have understood the calendar in earlier questions, use the oral reference, "last week or the week before" or "the two week period which ended this past Sunday night."

b. Question 1,  
How to record  
the answer

Record the answer to question 1 by entering the number of visits reported on the line provided for that purpose in the column of the person you are asking about.

If no doctor visits are reported in question 1, check the "None" box.

If questions arise regarding the definition of a doctor or what constitutes a visit, use the following as a guide.

(1) Doctor  
defined

For the purpose of this supplement, the term "doctor" covers only medical doctors (M.D.) and osteopaths. Ophthalmologists are to be counted as medical doctors. Include all visits to medical doctors regardless of whether they are general practitioners or specialists.

Do not count dentists, optometrists or other practitioners (such as chiropractors) who do not have an M.D. degree, as medical doctors.

(2) Visit  
defined

In general, a visit is a single contact between a person and a doctor for the purpose of obtaining medical advice, treatment or examination.

Also to be included as visits to a doctor are telephone calls to or from a doctor (except requests for appointments or inquiries about a bill) and visits to a doctor's office, clinic, medical center or the outpatient department of a hospital where a person goes for treatment or examination ordered by a doctor but where he may not literally see or talk to a doctor. These two types of "visits" may be reported in question 1, but they are the kind people generally tend to forget, so questions 2 and 3 are designed specifically to remind the respondent about them.

(a) Exclude  
hospital  
inpatient  
doctor  
visits

Do not include any doctor visits while the person was a patient in a hospital for overnight or longer.

- (b) Exclude visits on a "mass" basis

Also exclude visits to doctors for examination or services provided on a "mass" basis, such as eye and hearing examinations at school; chest X-rays given on a "mass" basis (as at a mobile X-ray unit); the dispensing of oral vaccine for polio on a "mass" basis and so forth.

Also exclude visits to a doctor's office only to accompany someone else, such as a child.

- c. Question 2, Additional probe for doctor visits: How to ask question 2a

Question 2a is to be asked after question 1 has been asked for the last related household member. Question 2a is to be asked for all related household members at the same time, that is, "family style."

The manner of asking question 2a depends on the answers to question 1. If one or more visits have been reported in question 1, question 2a should be asked with the introductory parenthetical phrase. For example, if there were two persons in the household, head and wife, and three visits were reported in question 1 for the head, you should ask question 2a as follows: "Besides your husband's three visits, during that two-week period have either you or your husband been to a doctor's office or clinic for shots, X-rays, tests or examinations?"

If no visits have been reported in question 1, ask question 2a without including the parenthetical phrase.

If you are interviewing a person only for himself substitute the word "you" for the words "anyone in the family," thus: "During that 2-week period, have you been to a doctor's office for shots, X-rays, tests, or examinations?"

If the answer is "No" check the "No" box for each person and go to question 3.

If the answer is "Yes" ask question 2b, "Who was this?" and check the "Yes" box in that person's column.

Then ask question 2c, "Anyone else?" Check "Yes" for each person who has reported any "unduplicated" visits (see par. (1) below) and check "No" for all other persons listed. Thus, for question 2a, either the "Yes" box or the "No" box must be checked for each person.

- (1) Avoid duplicating visits already reported in question 1
- If visits have already been reported in question 1, they should not re-appear again in question 2, since this will cause confusion at that point in the interview when Table D is to be filled. However, be careful not to exclude any additional visits which have not been previously reported in question 1.

- (2) Definition of visits for questions: Exclude visits for shots or examinations given on a mass basis
- If a question is raised, the visit definition referred to above for question 1 applies also to question 2, with the exception, as noted before, that "visits" for shots or examination (such as chest X-rays) administered on a mass basis are to be excluded. Thus, if the person went to a clinic or some similar place to receive an immunization, a single chest X-ray, or a certain diagnostic procedure which was being administered identically to all persons who were at the place for this purpose, this would not be counted as a visit.

- (3) Question 2d, How many times
- Starting with the first person listed for whom "Yes" has been checked in question 2a, ask question 2d and record the number of separate times the person made such visits, bearing in mind that any visits recorded in question 1 should not be recorded in question 2. If any such visits are reported in question 2, correct the entries as necessary.

5. Question 3, Telephone calls to or from a doctor for medical advice

Question 3a is to be asked regardless of the answer to questions 1 and 2.

Ask the question as worded on the questionnaire.

If you are interviewing a person only for himself, substitute the word "you" for the words "anyone in the family," thus: "During that period did you get any medical advice from a doctor over the telephone?"

For this question, include telephone calls to or from the doctor or doctor's office which relate to treatment or advice given by the doctor directly or transmitted through the nurse. (If you learn about them, do not count telephone calls solely for making an appointment, discussing a bill or, calls confined to some topic not related to the person's health.)

If telephone calls have already been reported in the earlier "visit" questions do not record them again in question 3.

The procedure for recording the answers to question 3a and asking questions 3b-d are the same as those for questions 2a-d.

6. Question 4,  
Interval since  
last doctor visit

Question 4, length of time since last doctor visit, is to be asked for each person for whom there has not been any two-week visits or calls reported in questions 1-3.

If one or more visits or telephone calls have been reported in questions 1-3 for the person, check the box entitled "Visits reported in Q's 1-3" without asking question 4.

If no visits have been reported in questions 1-3, ask question 4 as worded and record the answer in the person's column as follows:

Years--1 or more: If the person has not seen or talked to a doctor since 12 months ago or more, enter the number of years that have passed on the last line of the answer space. Thus, if the person's last visit had been exactly 12 months ago, the entry would be "1 years"; if it were a year and a half ago, the entry would also be "1 year." If the answer is in terms of an interval or range, enter both limits, e.g., "6 or 8 years ago" should be written as "6-8."

7-12 months: Check this box if the person's last doctor visit was between 7 and 12 months ago.

1-6 months: Check this box if the person's last doctor visit was beyond the two-week reference period but within the six month period.

During past 2 weeks/  
not previously reported: Check this box if the respondent reports a visit during the two-week reference period. (This might happen occasionally when the respondent misunderstands questions 1-3 or forgets to report a visit that should have been reported there.) For these kinds of cases, check this box, but do not change or correct the negative entries in questions 1-3. (Note that a check in this box represents a doctor visit within the past two weeks and that therefore, a line of Table D must be filled for this visit.)

Never: Check the "Never" box if a person has been reported as never having seen or talked to a medical doctor.

a. Persons who last saw a doctor when hospitalized

For the purpose of question 4, talking to a doctor while an inpatient in a hospital may be accepted as the "last time," since we are not concerned here with the number of times a doctor was seen or talked to.

If, in questions 1-3, "None" or "No" have been checked for a person because the only time he saw a doctor during the past two weeks was while he was an inpatient in a hospital, check the second box in question 4, and footnote the entry; but do not fill Table D for these "hospital" visits.

7. Where to go next

After completing questions 1-4 for all related household members, proceed to Table D filling one line for each two-week doctor visit reported in questions 1-3 (or 4). If no two-week doctor visits have been reported in questions 1-4 for anybody in the household, turn to the Eyeglass page.

8. Table D,  
Details of  
two-week  
doctor visits

One line of Table D is to be filled for each doctor visit in the two-week reference period. Start Table D with the first listed person for whom one or more doctor visits have been reported. Carry each of his visits through Table D, and continue in the same manner for each succeeding person for whom a two-week doctor visit has been reported.

Table D has provision for eight separate doctor visits, if more lines are needed, use additional supplemental forms as necessary and re-number the lines as appropriate. Thus, the first line on the second form must be changed from "1" to "9."

The columns in Table D are to be filled in the following order:

Step 1: Fill column (a)--Person number, and ask and fill column (b)--Date of Visit-- for all two-week visits shown in questions 1-3 (or 4) for that person.

Step 2: After columns (a) and (b) have been filled for all the visits reported for this person in questions 1-3 (or 4), ask the question in column (c) and check "Yes" or "No" on the last "visit line" reported for that person. If any additional two-week visits are reported ("Yes" in column (c)) for the person, fill columns (a) and (b) for that additional visit on the next line of Table D for that person and re-ask column (c) again. Continue in this fashion until you receive

a final "No" answer in column (c), at which point check the "No" space in column (c).

Step 3: Then, starting with the first visit reported for the person, fill columns (d)-(f) for each visit.

Step 4: After completing Table D for the first person listed with doctor visits, continue with the second person, and so on.

Step 5: After completing Table D for all persons with two-week doctor visits, proceed to the Eyeglass page.



The following example illustrates the correct sequence for asking questions 1-4 and filling Table D in a three person household.

Person No.	Head 01	Wife 02	Son 03
Question 1	<input type="checkbox"/> None <u>2</u> No. of times	<input checked="" type="checkbox"/> None	<input checked="" type="checkbox"/> None
Question 2 (Family style)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <u>1</u> No. of times
Question 3 (Family style)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Question 4	* <input checked="" type="checkbox"/> Visits reported in q. 1-3	<u>2</u> Years	* <input checked="" type="checkbox"/> Visits reported in q. 1-3

\*Not asked, just checked.

Line No.	Person (a)	Date (b)	(c) Yes No	Place (d)	Cost (e)	Kind of doctor (f)
1	01	Dec. 21	Blank	Dr. Office	\$5.00	G.P.
2	01	Dec. 22	X	Dr. Office	\$5.00	G.P.
3	01	Dec. 22	X	Tel.	No charge	Radiologist
4	03	Dec. 18	X	Hosp. O.P. Clinic	\$3.00	G.P.

Go to Eyeglass page

The detailed instructions for filling questions (a)-(d) of Table D start on the next page.

- a. Column (a),  
Person number

Enter in this column the person number of the person for whom the line of Table D is being filled. This entry identifies the person who has made the visit and is essential for tabulation purposes. If it is incorrect or has been omitted, all of the "visit" information on this line of Table D might be attributed to the wrong person.

- b. Column (b),  
Date of visit

Column (b) is for recording the date (month and day) of each two-week doctor visit. Ask the question as worded, unless you know the "visit" you are asking about is a telephone call in which case you say, "On what date during that 2-week period did -- talk to a doctor?"

If more than one visit has been reported for a person it is desirable (but not mandatory) to have the most recent visit listed first. However, this is not always possible. The main thing is to be sure that the sum of the visits and telephone calls reported in questions 1-3 (or 4) for the person is not less than the number of lines of Table D for that person.

If it is less, try to determine the reason for the difference. If, after discussing the matter with the respondent, you learn that the number of visits in questions 1-3 is incorrect, don't change those entries but explain the fact in a footnote. If that number is correct fill whatever additional lines of Table D that may be required.

Note that the number of lines of Table D can exceed the sum of the visits reported in questions 1-3, since additional visits might be reported in asking the question in column (c).

In recording the date, enter both the month and the date of the month, e.g., Dec. 23. An estimate of the exact day of the month is acceptable, but use the two-week calendar to help the respondent recall the exact date as closely as possible. If the exact date cannot be determined, at least determine the week. In this case, enter "Last week," "Week before," as the case may be.

If, in recording the date of visit, you learn that the visit actually took place outside the reference period (either before the two-week dates or during interview week) do not delete the line of Table D but instead fill all the required columns and indicate in a footnote that you have verified the date as correct, i.e., that it isn't just your error in putting down the wrong date.

c. Column (c),  
Probe ques-  
tion for  
additional  
visits

The instructions for column (c) appear in the heading of the column. Ask the question as worded, inserting the name of the person for the two dashes. Record the answer by entering an "X" in the "Yes" or "No" column as appropriate.

The purpose of the question is to remind the respondent of any additional visits that he may have forgotten to report earlier but which the specific reference dates in column (b) may remind him of.

Note that column (c) must always have a "No" entry on a person's last line of Table D, since a "Yes" entry in column (c) requires the filling of another line, which in turn requires the re-asking of column (c): If the answer to that question is "Yes" still another line of Table D is to be filled; if the answer is "No," that is the last line for the person.

d. Columns  
(d)-(f),  
Order of  
asking

Columns (d)-(f) are to be filled straight across for each doctor visit reported. As stated above, they are to be asked after column (c) has been asked for the person's last doctor visit. Start with column (d) on the first visit line for the person, then ask columns (e) and (f); then ask the questions in columns (d)-(f) for the next visit line for the person, and so on.

(1) Column (d),  
Place of  
visit

Ask the question in column (d), inserting the name of the person and the date of visit indicated by the dashes.

Record the kind of place (not the name of the place) in accordance with the following definitions (permissible abbreviations are also shown):

Doctor's office (Dr. office) is defined as the office of a doctor in private practice. This may be an office in the doctor's home, an individual office in an office building or a suite of offices occupied by several doctors.

Home (no abbreviation) is defined as any place in which the person was staying at the time of the doctor's visit. It may be his own home, the home of a friend, a hotel room and the like.

Hospital Clinic (Hosp. Clinic).  
Hospital Outpatient Department (Hosp. OPD).  
Hospital Emergency Room (Hosp. Emerg.)

All of the above are annexes or units of a hospital where persons may go for medical care without being admitted as inpatients. (Inpatient doctor visits are not to be counted, and if they are reported they should be deleted from Table D with a footnote describing the reason for the deletion, e.g., "This visit took place while the person was an inpatient in a hospital.")

City, County or State Health Department Clinic (not attached to a hospital): Record as just "City Clinic," "County Clinic," etc.

Group Insurance Clinic (Ins. Clinic): Clinics, not attached to a hospital, operated by health insurance groups such as Kaiser Permanente in California.

Other places (dispensaries, health units, etc.): Describe, e.g., "plant dispensary," "university clinic."

Telephone call: (Tel.).

e. Column (e),  
Amount of  
doctor's bill

Ask the first question in column (e), "How much was the doctor's bill for that visit?", and record the amount, using both the dollars and cents space, "Five dollars" should be entered as:

Dollars	Cents
5	00

If the respondent says that a bill has not yet been received for the visit ask the second question, "How much do you expect the doctor's bill to be for that visit?"

In all cases record the total amount of the bill for the visit, regardless of whether the person himself (or the family) has paid or expects to pay all or part of the bill and regardless of whether the bill has been or will be paid by some other person, or by health or accident insurance or by any other group or agency.

If there is no charge (no rendering of a bill at all) enter that fact together with the reason, e.g., "No charge for telephone call"; "No charge, V.A."; "No charge, free vaccination"; "No charge, welfare case"; "No charge, doctor is family relative," etc.

If the exact amount of the bill is unknown, accept the respondent's best estimate. Enter DK (for "Don't know") only in those cases where a bill has been or will be rendered but the respondent cannot give any estimate of the amount. Do not enter DK for cases where there is "No charge."

Although you should not request the respondent to look up actual bills to get the exact amount, you should not discourage him if he volunteers to do so.

(1) Cost of  
visit  
defined

If a question is raised about what the costs should cover, tell the respondent that we are interested in obtaining the total cost of the doctor's services for this particular visit. The bill might include medication (if any) or the costs of special procedures such as X-rays or laboratory tests. These are to be counted as part of the costs of the doctor bill if they were provided during that visit. (Note that if the special procedure such as the X-ray was actually performed on a separate visit, this would require a separate line of Table D.)

If the visit is part of a "package" such as in maternity or surgical cases, record this fact in column (e) together with the total cost of the package and the number of visits or expected visits included in the cost, e.g., "maternity care — \$150.00 — about 12 visits."

f. Column (f),  
Kind of  
doctor

Ask the question in column (f).

If the respondent says that the doctor is a general practitioner, record "general practitioner" or "G.P."—the only acceptable abbreviation for general practitioner.

If the respondent says that the doctor is a specialist, ask the follow-up question which appears in the heading of the column: "What kind of specialist is he?" Record the kind of specialist named by the respondent. If the respondent does not know the term for the specialist, but only knows what he specializes in, enter that information in column (f), e.g., "specializes in heart ailments," "X-ray doctor," etc.

For this question, a specialist is defined as a medical doctor who limits his practice to certain people (children, women, etc.) certain conditions (diabetes, parasitic diseases, etc.), certain parts of the body (nose and throat, eyes, etc.) or special procedures (anesthesia, radiology, etc.).

If the respondent cannot say whether the doctor is a general practitioner or a specialist, enter "DK" and add any description of the case which

will assist in determining whether or not this doctor is a specialist. If the respondent knows only the name of the doctor, enter that information on the form and after the interview, look up the name in the local telephone directory if one is available. If the doctor is listed in the directory, enter the directory information about him in column (f).

If you learn that the doctor is not a medical doctor at all, it is particularly important that this fact be noted. In this case, enter "Not an M.D." but also describe the kind of "doctor" the person is or describe what he does, e.g., "chiropractor," "oral surgeon--dentist." These kinds of "doctor" visits are not to be deleted from Table D even though they do not fit the definition described earlier.

- |   |  |
|---|--|
| g. Where to proceed next  | After completing the Doctor Visits Supplement continue the interview with the Eyeglass pages and finish the Smoking pages, Person pages, and Household page in the usual manner.   |
| h. Transmitting Doctor Visits Supplements                       | Before transmitting completed assignments to the Regional Office, make certain that there is a Doctor Visits form properly made out for each sample household (interview or noninterview). The forms should be sent inside the matching Worksheet with the Fosdic booklet. |
| 9. Illness condition first reported on Doctor Visits Supplement | Any condition or injury <u>first</u> reported on the Doctor Visits Supplement is <u>not</u> to be carried back to the Condition pages, but <u>should be entered in a footnote on the Doctor Visits form.</u>   |

SECTION II. SELF-ENUMERATION FORM (NHS-HIS-1c)  
AND CONTROL FORM (NHS-HIS-200)

- A. General
- Information about medical and dental costs and doctor visits in the past 12 months is to be obtained by means of a self-enumeration form, the NHS-HIS-1c (FY 66) to be completed by the respondent and his family. The self-enumeration questionnaire is an eight page booklet. The front page has an explanatory letter, the second page has some instructions for the respondent on how to complete the form, and the remaining six pages contain the questions to be filled for each person in the household, one page per person.
- B. Form NHS-HIS-1c
- At least one Form NHS-HIS-1c is to be left at each household in which an interview is completed.
- There are six pages to be used for related household members. If there are more than six related members use as many additional booklets as are required for the household. A separate booklet is to be given to each unrelated household member or group of unrelated members (e.g., roomer and roomer's wife) after completing the interview for such persons.
1. Preparation of the form
- Before leaving the booklet, several entries must be made in the booklet. These entries are to be made at the close of the interview just before leaving the household and prior to the presentation of the form.
- a. Front page
- In the space provided in the upper right corner of the front page, enter the PSU, segment number, and serial number of the household from the Worksheet. For units for which a serial number has not been assigned by the office, leave the serial number space blank. These are the only entries required on the front page.
- b. Individual person pages
- A separate page is to be prepared for each household member. In the space provided in the upper right of the page, enter the full name of the person for whom that page is to be filled. Just to the right of the name in the



space labelled "P-N," enter that person's "person number" from the Worksheet. For example, "Albert S. Long, Sr. - 01," "Mary Long - 02," "Albert S. Long, Jr. - 03," etc. Enter the names in the same order in which the persons are listed on the Worksheet.

In the heading of the page just below the space for the name, enter the beginning and ending dates of the 12-month reference period. The 12-month period is defined the same as for question 5 on the Worksheet, i.e., the 12-month period which ended "last Sunday night."

For example, for an interview completed during week 01 of Sample B-36 (January 3-8), the 12-month period is from January 2, 1965 to January 2, 1966. You must include the years in the entry. The example given above would appear as follows: "The 12-month period referred to below is from

*January 2, 1965 to January 2, 1966."*

The reference period must be written on each Person page which has a "name" entered on it.

c. Special Note

Do NOT use the date stamped in question 13 of the Worksheet as the beginning date of the reference period.

2. Handing the form to the respondent

Hand the self-enumeration form to the respondent along with an envelope pre-addressed to the Regional Office. In handing the form to the respondent, say something like the following:

"Here is a form which we would like you to complete. I have also given you a self-addressed envelope which requires no postage so that you can return the form to our office when you are finished. The form is self-explanatory and won't take long to fill out. I would appreciate it if you could complete and return it to us within three or four days."

Do not attempt to explain what is in the form unless the respondent asks. In that case, say that the form contains some questions on medical and dental costs for the family during the past 12 months and that the covering letter explains the purpose more fully.

Do not tell the respondent that if he doesn't send in the form someone will be calling on him. This could be construed by some persons as a threat and might make them resolve not to complete the form.

C. Instructions for  
completing Medical  
Care Costs Control  
Form NHS-HIS-200  
(FY 66)

The Control Form, NHS-HIS-200, is a record of the NHS-HIS-1c's which have been left at interviewed households and will be used by the Regional Office for control purposes and for any necessary follow-up. One control form must be completed for each household in each segment in your assignment, including those households which are final noninterviews (A, B, or C). The control form may be completed at any time prior to transmittal of the segment to the Regional Office.

The control form is divided into two sections. Section I is to be completed by the interviewer, and Section II is for the use of the Regional Office.

1. Section I of  
control form  
to be completed  
by interviewer

Section I is to be filled as follows:

Enter the PSU, segment number, and serial number of the household and the date of the interview.

Enter the complete mailing address.

Enter the telephone number or check the "No telephone" box.

Enter the names and ages of all persons (both related and unrelated) in the appropriate place, one person to a line. Be sure the person number to the left of the name agrees with the person number for that person on the Worksheet. (If you delete person 01 on the Worksheet, delete the line for person 01 on the control form with the note "Person 01 deleted on Worksheet.") For the head

of the household only, also enter a title, e.g., Mr., Mrs., Miss, Sister Mary, Father John, etc. Enter the first name first, then the last name; e.g., Mr. John Jones. Same last names may be shown by a dash. In the "Person No." column of the control form circle the respondent's number (or numbers if more than one respondent).

If more than 12 lines are needed for a household prepare a second form and correct the person numbers. Enter 1 of 2 on the first form and 2 of 2 on the second form.

If there are unrelated persons (or groups) within a household, prepare a separate control form for each unrelated person or group. Make sure that the various person numbers, particularly on the second or succeeding control forms match the person numbers on the Worksheet. Attach the control forms with a paper clip and send them to the Regional Office in the same Worksheet.

2. Noninterview

For noninterviews prepare a control form but transcribe only the PSU, segment number, and serial number. In the box titled "Noninterviews" check the box for the type and enter the specific type, e.g., "☒ A-Refusal."

3. Transmittal

Transmit the control forms, one per household, along with the shipment of questionnaires and the segment folder for the segment. Before transmitting the assignment, review the control forms to be sure you have completed one control form per household (including noninterviews) and for interviewed households that you have entered all the required information on the control form.

D. Reminder on mailing address and telephone number

In some cases the respondent may not return the form or will return it with some information missing. In either event, the Regional Office will initiate some kind of follow-up action,

either by mail or by telephone. Because of this possibility, it is especially important that we have a correct and adequate mailing address for all interviewed households.

The telephone number (or the fact that the household does not have a telephone) is equally important for follow-up purposes. Be sure the telephone number is entered on the control form or that the "No phone" circle is marked.

NHS-HIS-100  
FY 1966

PART E  
INTERVIEWING TECHNIQUES  
QUALITY AND QUANTITY OF WORK  
AND ADMINISTRATIVE

## CHAPTER 1.

### THE INTERVIEW

A. Purpose of  
this chapter

This chapter covers the techniques and procedures essential for accurate interviewing.

B. How to begin  
the interview

1. Introduce  
yourself  
to the  
respondent

The first step in the interview is to introduce yourself, state that you are from the United States Bureau of the Census, and show your identification card. Use the following introduction:

"I am \_\_\_\_\_ from the United States Bureau of the Census; here is my identification (show your identification card). We are making a survey for the United States Public Health Service." (Be sure to mention that the survey is being conducted for the United States Public Health Service.)

At sample units for which the "year built" determination is to be made (a "year built" stamp is on the front of the questionnaire for assigned units), ask first "When was this structure built?" See Part D, Chapter 2.

If you are not invited in immediately after you have introduced yourself and determined that the household is to be interviewed, you may add, "May I come in?"

2. Ask the first  
question as  
soon as possible

After seating yourself, begin immediately with the first question of the interview:

"What is the name of the head of this household?"

The sooner you get the respondent to participate in the interview, the better. To start off with the interview is much more desirable than to describe the types of questions you are planning to ask.

a. Advance  
letter

An advance letter (sometimes called the "Dear Friend" letter) is sent out from the Regional Office immediately prior to the week of interview. It is sent only to those households for which a specific street address or mailing address has been obtained. This letter tells the respondent that his household has been selected for inclusion in the sample and briefly explains the general purpose of the survey.

Even though the advance letter is sent to inform the household of your visit, you should not ask whether it has been received or voluntarily supply the respondent with a copy. Drawing attention to the letter might interfere with the introduction as specified in Par. B-1. However, if the respondent questions why you are there, you may use the material in the letter in making your explanation.

3. If persons  
outside  
immediate  
family are  
present

If persons who are not members of the immediate family are present, suggest to the respondent before continuing that he might prefer to talk to you in a more private place. Even though a respondent might not refuse to be interviewed under these circumstances, the presence of outsiders might cause a reluctance to talk about certain types of illnesses which could result in a loss of information.

4. Explaining  
the survey

You will find that most respondents will accept the brief explanation in your introduction of the reason you are taking the survey. However, there will be a few who will want more information about the survey and you should be prepared to answer their questions. There may be a few others who are reluctant to give information, or who may actually refuse to be interviewed because they don't want to be bothered or because they don't believe the survey has any real value.

a. Respondent  
questions  
purpose

If a respondent questions the purpose of the survey, explain that it is being taken to obtain information on the health of the people of the entire country. Point out that all information about individuals will be given confidential treatment. If it is necessary to give additional explanation, you should base it on the material given in Part A, Chapter 1 of this manual, using your own words to suit the level of the understanding of the respondent.

If a respondent questions you as to whether the National Health Survey has any connection with any National or local health program or legislation, use the following statement as a guide:

The National Health Survey was set up by an Act of Congress in 1956. The National Health Survey Act was originally proposed by the Eisenhower administration but it was supported by both major political parties and also by the American Medical Association, and other organizations.

The reason it received this support from all groups was because it was intended to be-- and still is--a fact-finding survey only--with no axe to grind at all.

Everybody realized that the information about people's health and medical care, was very badly needed, and they trusted the Survey to be concerned only with gathering facts about these health problems--and not with how the problems should be solved.

Actually, when there are controversies about how to solve some health problem both sides turn to the National Health Survey for the facts on the situation because they trust the Survey to be unbiased.

b. Confusion  
with other  
Census work

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



c. Why this household

If you are asked why you are interviewing this particular household, explain that this happens to be one of the representative addresses picked. Who lives at the address, and whether or not they have problems with their health, had nothing to do with the selection. Taken as a group, the people living at these sample addresses will represent the total population of the United States in the health statistics produced and published by the Public Health Service in their various publications.

d. Respondent questions  
time required  
for interview

If the respondent asks how much time will be required for the interview, tell him that this depends on the number of people in the family and on their health conditions. Do not say that the interview will take only a few minutes.

If the respondent states that he has no time right now for an interview, find out when you can come back. However, always assume (without asking) that the respondent has the time right now unless he tells you otherwise.

e. Refusals

Our experience has been that very few respondents actually refuse to cooperate. However, if you have difficulty in obtaining an interview, explain the purpose and importance of the survey, and stress the confidential treatment accorded all information furnished by the respondent. This should be done also at any point during the interview if the respondent should hesitate to answer certain questions.

C. Your own manner

Your greatest asset in conducting an interview efficiently is to combine a friendly attitude with a business-like manner. If a respondent's conversation wanders away from the interview, try to cut it off tactfully--preferably by asking the next question on the questionnaire. Over-friendliness and concern on your part about the respondent's personal troubles may actually lead to your obtaining less information.

It is especially important in this survey that you maintain an objective attitude. Do not indicate a personal opinion about replies you receive to questions, even by your facial expression or tone of voice. Since the illness discussed may be of a personal or serious nature, expressions of surprise, disapproval, or even sympathy on your part may cause respondents to give untrue answers or to withhold information. Your own objectivity about the questions will be the best method for putting the respondent at ease and making him feel free to tell you of the conditions and impairments in his family.

Avoid "talking down" to respondents when explaining terms but give as direct and simple explanations as possible.

D. How to ask the questions

1. Follow the order on the questionnaire

Ask the questions in the order specified in these instructions. If you change the order, it is likely that both you and the respondent will become confused. This is especially true of the health questions, which refer to different periods of time. Asking the questions out of order would force the respondent to keep jumping back and forth between time periods and would invite confusion.

Again, as pointed out earlier, the Condition and Hospitalizations pages are to be asked only after all conditions and hospitalizations for each related member of the household have been reported on the Worksheet. Going back and forth between the Worksheet and the Fosdic booklet would be the "hard way" to conduct the interview, and it is certain that if you fail to follow the correct interviewing sequence you would not remember to ask every question for every person.

2. Information given out of turn or volunteered

Sometimes respondents will start describing the health of the family in answer to the very first question and will cover their own illnesses and those of other family members in such a way that it is difficult to keep straight which person has which condition.

When this happens, you should explain your problem to the respondent, namely, that you cannot keep up with him in recording the information and at the same time be sure that you are recording accurately what he says. Then, ask him to permit you to ask the questions as they appear so that he won't need to give the information more than once.

3. Ask each question exactly as worded

You are to ask each question exactly as it appears on the questionnaire, except for the substitution of the name of the person for the dashes, "him" for "her" and so forth.

The wording and order of each question have been tested in actual interviewing, and have been carefully designed to give the desired information. Therefore, the uniformity and value of the final results depend on all interviewers asking the questions in the same order and with the same wording.

- a. Do not ask question when the answer has been provided earlier

However, you should avoid asking questions unnecessarily. It is bad interviewing practice to ask a question when the respondent has already provided you with the specific answer. It may confuse the respondent, or even antagonize him, and may result in loss of information for later questions in the interview.

For example, if you recall that the respondent said in answer to question 7 on the Worksheet that he was under a doctor's treatment for "diabetes," you should mark the "Yes" circle in question 2 of the Condition page for the "diabetes" without asking the question. Similarly, if you learned (and remember) that a person had a foot cut off in a World War II injury, you may make the appropriate entry in question 4 without asking the question.

If you are sure of the specific answer you may make the appropriate entry without asking the question. However, if you are not sure about the earlier answer, it is good interviewing practice to verify the answer by saying something like this example: "I believe you told me earlier that a motor vehicle was involved in the accident --. Is this correct?"

Of course, if you do not remember the answer to any question, you must always ask it exactly the way it appears on the questionnaire.

4. Avoid influencing the respondent

Experience in other studies has shown that respondents tend to agree with what they think you expect them to say even though the facts in the case may be different. Therefore, you must avoid "leading" the respondent by adding words to the questions or making slight changes in them that might indicate an answer you expect to hear. Even slight changes which may seem to make no apparent difference can prove harmful and should be avoided. For example, the question "Were you sick at any time last week or the week before?" is greatly changed in meaning when changed to "You weren't sick at any time last week or the week before, were you?"

The question, "What did the doctor say it was-- did he give it a medical name?" would have a different meaning if changed to, "Did the doctor say you had bronchitis?"

Changes in question wording such as these suggest answers to the respondent and must be avoided. In an effort to be helpful the respondent may say, "Yes, that was it" or "That is true" or "That sounds about right," whereas the true facts may have been quite different. Sometimes the respondent may not know the answers to the questions, and if this is the case, the fact that he doesn't know should be recorded (see par. F-2 on page E-1-12).

5. Listen to the respondent

Listen to the respondent until he finished his statement. Failure to do so can result in your putting down incorrect or incomplete entries. The two most common types of errors made in this regard are:

- a. Failure to listen to the last half of the sentence because you are busy recording the first half.
- b. Interrupting the respondent before he has finished, especially if the respondent hesitates. A respondent often hesitates

when trying to recollect some fact, and you should allow sufficient time for this to be done. Also, people will sometimes answer "I don't know" at first, when actually they are merely considering a question. When you think that this may be the situation, wait for the respondent to finish the statement before repeating the question or asking an additional question.

6. Repeat the question when necessary

The respondent may not always understand the question when it is first asked, and sometimes you can tell from the answer that the question has not been understood. In this case, repeat the question using the same phrasing as you used originally. This should not prove to be embarrassing since what you said the first time was not heard or understood. Frequently the respondent is capable of understanding the question but has missed a word or two. If you think it is helpful, you can preface the repetition of the question by a phrase such as "I see," "Oh, yes," and the like, and then repeat the actual question. A conversational tone will go far in making the question sound new, even though you are using exactly the same words.

- Repeating the answer

Sometimes it is helpful to repeat the respondent's answer and then pause expectantly. Often this will bring out additional information on the subject. It is also useful as a check on your understanding of what has been said, especially if the statements or comments given have not been entirely clear.

8. Do not practice medicine

You are to interview the respondent, not practice medicine. Do not try to decide yourself whether or not any member of the household is ill. Enter on the questionnaire everything the respondent mentions. If a person mentions some conditions but makes light of it or expresses doubt that he was "ill," enter the condition on the questionnaire anyway and ask the appropriate questions about it.

Do not attempt to diagnose a respondent's illness from his symptoms, or to substitute names of diseases for the respondent's own description of the trouble. If a respondent's answer to a question is not specific or detailed enough, ask

additional questions in accordance with instructions in paragraph E below. However, the final entry must always represent what the respondent said, in his or her own words.

9. Pacing the  
interview

Try to avoid hurrying the interview even under trying circumstances. If the respondent senses that you are in a rush to complete the questions and get out of the house she will probably cooperate by omitting important health information which she might feel would take too much time to explain and record.

Maintaining a calm, unhurried manner and asking the questions in an objective and deliberate way will do much to promote an attitude of relaxed attention on the part of the respondent.

10. Flashcard  
Booklet,  
NHS-HIS-501

Reference has been made to Cards A-K in the instructions for various parts of the interview. These cards and calendars for 1964, 1965, and 1966 are bound together in your flashcard booklet, NHS-HIS-501.

To facilitate the interview you must learn how to handle the cards adroitly and correctly. Also, you should have a second Flashcard booklet for the respondent's use so that the necessity of passing the Flashcard booklet back and forth can be reduced to a minimum or eliminated altogether. In those cases where the use of a second Flashcard booklet appears to be practical use the following procedure:

When you first ask the activity limitation question (question 19), locate the appropriate card and hand the respondent the booklet with that card on top. For later questions involving looking at one of the cards, ask the respondent to turn to the appropriate card, giving both the letter and the color. For example, if you are asking the mobility limitation question, ask the respondent to turn to the tan card (Card I). This reminder is incorporated in the question. By noting the color of the card at which he is looking you can make sure the respondent is looking at the right card. Be sure to get the booklet back before leaving the household.

The foregoing procedure is not obligatory and may not work in some households. In some interviews, it may be more efficient to use only your Flashcard Booklet, but by and large the use of this method will avoid the delays and interruptions caused by the necessity of passing the Flashcard Booklet back and forth.

E. Asking additional questions

1. When to ask additional questions

Sometimes a person will give you an answer which does not furnish the kind of information you need or one which is not complete. You should always ask additional questions in such cases, being careful to encourage the respondent to do the explaining without your suggesting what the explanations might be. In all sections of the questionnaire you should ask as many questions as necessary to satisfy yourself that you have obtained complete and accurate information insofar as the respondent is able to give it to you.

Be sure to keep asking additional questions until you have a complete picture and all the pertinent details.

However, do not "over-probe." If the respondent says she does not know the answer to a question, to try to insist that she give some answer to the question might not only irritate the respondent, but also make her wonder about our interest in accurate responses.

2. How to ask additional questions

Additional questions must be asked in such a way that you obtain the information required without suggesting specific answers to the respondent.

There are many acceptable phrases that you can use to draw out the respondent. For example, "Please explain that a little more," "Please describe what you mean," or "What was the operation for?" might be used when the information given is sketchy or incomplete. In every case you will need to fit the questions to the information which has already been given.

In some instances you may need to suggest specific alternatives to the respondent when general phrases have not been successful in obtaining the information. This is also an acceptable method for asking additional questions, provided the respondent is never given a single choice. Any items specifically suggested to the respondent must always consist of two or more choices.

The examples below call attention to some acceptable methods for asking additional questions as well as to methods that are not acceptable.

<u>Acceptable</u>	<u>Not Acceptable</u>
a. Can you tell me the approximate number of days?	Would you say it was six days?
b. You said you first noticed the condition about a year ago. Was it more than 12 months ago or less than 12 months ago?	Was it more than a year ago?
c. Do you all live and eat together?	Are you all one household?
d. Does she live the greater part of the year here or at her sister's home?	Is she a member of this household?
e. What kind of asthma is it?	Is it bronchial asthma?

The "Not Acceptable" questions in examples (c) and (d) show an interviewer who is unable to apply Census rules for determining the composition of a household, and expects the respondent (who doesn't know the Census rules) to make the decision.

The "Not Acceptable" questions in examples (a) and (e) illustrate an invitation to the respondent to just say "Yes" without giving any thought to the question.



The "Acceptable" question in example (b) illustrates a proper way to give the respondent an opportunity to tie an event to a particular period of time. The "Not Acceptable" question is again an invitation to the respondent to say "Yes."

## F. Recording information correctly

### 1. General

Recording the information exactly is just as important a part of the interview as asking the questions correctly. This involves writing clearly and plainly, recognizing in advance the amount of space allotted for descriptive entries and adjusting the size of your writing to fit into the space provided. If additional description is required, make free use of the footnote space. Be careful not to leave blank spaces where they should be filled in. You must use a No. 2 or No. 2 $\frac{1}{2}$  pencil.

### 2. Recording answers of "don't know"

As mentioned earlier, every effort should be made to encourage the respondent to give specific and complete answers to the questions. However, it may happen sometimes that the respondent doesn't have the information needed to answer a question. In such cases, you should enter "DK" for "don't know" in the space for the answer. If the Fosdic circles do not have a "DK" circle, enter the DK in the write in space well to the left of the marking circles.

Do not use "DK" to indicate that you, the interviewer, don't know whether or not to ask the questions.

The use of "DK" is only to indicate that the respondent does not know the answer to a particular question. It is not to be used to fill answers for questions that you may have overlooked at the time of interview. If, after an interview, you discover blanks on the questionnaire for questions which should have been asked, leave the items blank.

### 3. Recording information for unrelated persons

As pointed out earlier, the same questionnaire (or set of questionnaires) is to be used for an entire household, including any members not related to the head. Since you must interview

the unrelated members separately from the related members, you must be careful about two points:

- a. You must not permit any respondent to look at information previously entered on the questionnaire for persons to whom he is not related.
- b. You must be sure to enter the information for each of the persons in the proper column.

G. Review of work

It is important that you review your finished work.

1. At close of interview

Be sure to look over the questionnaire while you are in the house and with the respondent, so that you can ask any additional questions that are needed. Some things you might check for, very carefully are:

- a. Check to see that a Condition page has been completed for each condition listed on the Worksheet.
- b. Check to see that a Hospital page is completed for each hospitalization indicated in question 13 of the Worksheet.
- c. Check to see that Item 0 on the first Eyeglass page has been completed and that an Eyeglass page has been completed for each person 3 years old or over who has eyeglasses or contact lenses.
- d. Check to make sure that a Smoking Habits page has been completed for each person 17 years old or over.
- e. Check to see that a Person page has been completed for each household member and that the Income information has been obtained.

2. Prior to  
transmittal

You should carefully review all questionnaires again before mailing them back to your supervisor.

However, do not make any entries of information which should have been furnished by the respondent and recorded during the interview.

H. Letter to be left  
at household after  
interview

You will receive a supply of "Thank You" letters (Form NHS-601) signed by the Surgeon General of the U. S. Public Health Service. One of these is to be left at each household after the interview has been completed. The letter thanks the respondent briefly for his cooperation, and can be shown by the person interviewed to other members of the household who were not at home at the time of your call.

In leaving the letter you can say something like the following: "Here is a letter of appreciation from the U. S. Public Health Service," (or) "Here is a letter from the Public Health Service thanking you for your cooperation in this survey."

I. Use of  
telephone

Telephone calls can be used for the following purposes only:

- (1) To make appointments.
- (2) To obtain one or two items of information for which the respondent has specifically invited you to telephone later.

Such calls should be made by use of a local telephone wherever practicable.

CHAPTER 2.

MAINTAINING BALANCE BETWEEN  
QUALITY AND QUANTITY OF WORK

A. Introduction

1. The group  
you are  
joining

You are joining a group of over 1,000 Census interviewers who each month interview some 35,000 households on a Current Population Survey, and a Monthly Labor Survey, about 8,000 businessmen on a Current Business Survey and about 3,500 households in the Health Interview Survey.

All Census interviewers are given continuous guidance and counsel during training periods in the Regional Office and through on-the-job observation of their interviewing and activities related to interviewing.

Periodically, supervisors independently reinterview some of the households to determine whether the interviewers understand and are following the correct survey procedures. Interviewers are also told what production is expected of them, that is, in terms of completing assignments efficiently and economically.

2. Rules to  
become a  
successful  
interviewer

Except for the types of questions asked, many of the techniques and procedures these interviewers apply will also be used by you on the National Health Survey.

It would be well for you to know and apply, at the outset, several fundamental rules to become a successful interviewer--one who will consistently enjoy the pride of accomplishment of a job well done.

- a. Know precisely what your job is.
- b. Obtain the required information as correctly as you can.
- c. Record this information accurately and completely.
- d. Work efficiently, with a minimum of lost motion.
- e. Complete your assignment on time.

Your supervisory staff will give you all possible assistance toward helping you attain these objectives as quickly as possible.

B. Importance of careful work

1. Know your questionnaire

As you no doubt realize by now, you must become very familiar with the organization of the questionnaire, the skip pattern of the questioning and the types of entries you have to make in each item. Your initial training will have given you a start on this. Becoming a skilled interviewer can be achieved only by maintaining an active interest in all phases of the NHS program, with close and continuing study of the instructions contained in this Manual and with the application of these instructions in your actual field work.

2. Review completed questionnaires

Be sure to review all your questionnaires, as instructed in Part E, Chapter 1. This is the only way to be sure that you have not made careless errors.

C. Plan each day's travel

Before you start, make sure you have a good plan of the segments you will visit each day. This plan should take into account the possibility of having to go back to each segment up to three times. Consider all such factors in planning the day's work, and take time each morning to decide how you can get to the necessary segments using the least number of miles.

D. Getting enough successful interviews

One major requirement of a successful survey is to obtain information from every occupied household assigned to you. You should try your very hardest to obtain interviews at all occupied households. You should work conscientiously to obtain interviews at those households where no one is at home during the day and from the few respondents who may be reluctant to cooperate.

E. Plan your  
calls

1. Concentrate  
on "Not  
home"

Frequently, however, there are households whose occupants are not home when you call. These are usually households of a single person or a working husband and wife. After your first call when you find no one home ask neighbors, janitors or switchboard operators, when the absent persons usually come home. Then, make your next visit coincide with the information given you about the best time to call. If you are unable to find out when someone is most likely to be home, don't waste your time calling again during the day, but make your second call during the evening hours, since experience has shown that it is during these hours when you are most likely to find people at home. Conscientious application of these procedures will enable you to complete your interview within the authorized number of calls. If other attempts fail, try to get the name of the head of a "not home" household, so you can telephone him for an appointment.

F. Number of  
calls allowed

To keep the number of calls to a single household within reason, you should limit your calls on a household to three (at different times of the day or evening). If you have to obtain interviews from additional specific individuals in a household, two more visits may be made.

G. Quality  
Standards

Just like every organization which operates on a large-scale basis, we have to continuously inspect our product--which is statistics--to insure that there are no flaws. Here is a summary of the things that are done to make sure our product is consistently of the highest quality.

1. Some of your  
households  
will be  
reinterviewed

Every so often, certain households you have interviewed are revisited by the program supervisor and interviewed again. This is to insure that you understand and consistently apply the correct rules. Any differences found are reviewed with you so that your performance can be improved as needed.

2. Excessive  
Type A  
noninterviews

There are some few households in which it is difficult to find someone at home or in which the persons are reluctant to give information. In order to insure that you are meeting these problems satisfactorily, your office will notify you if such noninterviews are excessive. You should ask for your supervisor's advice and help in dealing with the problems of noninterviews.

3. Completion of  
work on time

Not only must interviews be obtained for all occupied households, but they must be obtained within the allotted time, i.e., during the interview week for the assignment. Therefore, except for some unusual circumstance such as illness, you must start your assignment on Monday of interview week and complete it as soon as possible. With an early start and efficient planning, you should generally be able to finish the greater portion of your assignment by Wednesday of interview week. This should help to insure better information, also, since the sooner the respondent is interviewed the better will be his recall of the time reference period.

If you are not able to start your assignment on Monday, or if you cannot complete your assignment during interview week, get in touch with your supervisor immediately. No interviews for the assignment are to be conducted after the end of interview week unless you receive special permission from your supervisor.

4. Editing Reports

From time to time you may receive editing reports containing transcripts of some entries of diagnostic information which you made on questionnaires during a previous assignment. The entries on this form will tell you the type and nature of errors which you made on a particular questionnaire.

You may also receive other types of reports telling you about omissions or inconsistent entries from other parts of your completed questionnaires.

These errors are reported to you as a continuation of your training on the survey. If you do not understand why you received a particular error report, return it to your supervisor with a request for an explanation.

5. Observation

Periodically, a supervisor will accompany you on an assignment to observe your interviews. During these observations, you will be advised on any phase of your work which may require improvement. It will also give you an opportunity to consult with him on any problems you may have about your work.

6. Group  
training

From time to time, you will come into the office to meet with other NHS interviews to discuss common problems, and to take refresher training on certain subjects related to the survey.

7. Home study

You will also be expected to complete home study exercises and return them for office review and correction. Any misunderstandings reflected by your answers will be clarified by the Regional Office.

8. INTERviewer  
COMMunication  
(Referral  
Sheet)

You may sometimes run across problems which you cannot resolve through studying your Manual or other NHS memoranda which have been furnished you. Use the INTERCOMM (Form 11-36) to communicate to the Regional Office any problem or question for which you cannot find an answer in the Manual.

In some cases you may think you know what to do but may not be certain. If this is so, do what you think is right, but communicate your problems to your Regional Office and ask them to review what you did.

Of course, if your question is one which must be answered before you can complete your assignment, and to await a mail reply would delay the work beyond the established deadline, you should use the telephone. In other cases, making your inquiries by an INTERCOMM will allow your supervisor to think your problem and his answer out more completely, and will lessen the possibility of any misunderstanding.



Directions for filling the INTERCOMM appear on the back of the last sheet of each set of the forms.

#### H. Production Standards

The yearly budget for an operation as large as this one, is determined some time in advance of the time the expenditures start. This budget assumes that each interviewer will complete his work within a prescribed number of hours and keep his travel within a prescribed number of miles.

For this reason, production standards have been established so that each interviewer may know what is expected of him. These standards are based on past experience, taking into account insofar as possible the size and nature of the assignment area. Details on how these are measured are given in the Administrative Handbook for Interviewers.

These production standards represent the performance which must be met or bettered in order that the National Health Survey can operate within its budget.

Your supervisors will keep you informed at all times as to the performance standards required of you. At regular intervals, generally once every 3 months, you will be told how your performance compared with the established standards. Where necessary, your supervisors will advise you on ways to improve your performance which will help you meet the standards that the Bureau of the Census expects of each interviewer.

### CHAPTER 3.

#### ADMINISTRATIVE

A. General  
information

When you were interviewed you were given the essential facts about your job. Further information about your job is given in your Administrative Handbook for Interviewers. This also contains information and instructions for the pay procedure for claiming salary and reimbursements, travel and per diem, and accidents and injuries. You should familiarize yourselves thoroughly with these instructions.

B. Hours of work

Since you must complete your work within a certain week, you will be required to work evenings and some Saturdays to enable you to interview persons not usually home during the day. Of course, no interviewing should be done on Sundays, except when specifically requested by respondents.

C. Confidential-  
ity of Survey  
Information

Information obtained in this survey must not be discussed with or disclosed to any persons except other Census and U. S. Public Health Service employees. This applies even to members of your immediate family.

1. Falsifi-  
cation of  
information

The same laws and regulations that require confidentiality also stipulate severe penalties for any Census employee who deliberately falsifies any information.

2. Bureau of the  
Census Adminis-  
trative Order

Your responsibilities in this regard are set forth in the Bureau of the Census Administrative Order reprinted in Appendix A of Part E.

D. Use of Forms  
11-35 and 11-35A

With each assignment, you will receive Forms 11-35 and 11-35A. (See Figures I, II, and III.)

The white Form 11-35 is for your use to keep as a control on the progress of your work. The green sheet 11-35A (Figure II) must be completed and returned to the office immediately after receiving and checking in an assignment. Enter in "Date received" the date and the time you received the shipment and check carefully that each item listed is in the package. If any item listed is not in the package check "All not received" and describe what is missing. If you need any supplies, use the back of Form 11-35A (Figure III). However, if you need specific supplies at any other time, request the items and amount needed by memorandum to your Regional Office.

E. Transmittal  
of materials

All "materials" for a segment are to be transmitted to the Regional Office together, in the same package. These include all questionnaires (completed interviews and final noninterviews) and the Segment Folder.

These are to be mailed on the day you make your last call, i.e., complete your last interview, in the (each) segment, without exception.

If you have picked up an "extra" unit(s), enter "Extra" in the serial number column of the "Record of Transmittal" on the Segment Folder, following the serial numbers for questionnaires received from your office.

Enter the date you are mailing the "materials" for the segment on the Segment Folder in the "Date of Shipment" column opposite serial number "01."

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1. Late transmittal

If, in unusual circumstances, you are permitted to complete any questionnaires after interview week, enter the following notation in the lower left hand corner of the mailing envelope: "Late transmittal for Week \_\_\_\_" (enter the appropriate interview week number, e.g., 01, 02, etc.).

2. Packaging  
and mailing

You must make sure that any mailing piece--whether it be a card or a large package--has the correct address of your office on it. To insure this, envelopes and labels having the office address on them will be given you. You will be shown during your initial training how to package materials satisfactorily for mailing.

## APPENDIX A (PART E)

### CONFIDENTIAL NATURE OF INFORMATION COLLECTED IN NATIONAL HEALTH SURVEYS

#### 1. PURPOSE OF SURVEYS:

National Health Surveys are conducted for the U. S. Public Health Service to obtain accurate and current statistics as to the amount, distribution, and effects of illness and disability in the United States, and the health services received as a result of these conditions.

#### 2. PARTICIPATION BY BUREAU OF THE CENSUS:

The Bureau of the Census is cooperating in the surveys by collecting and compiling the data for the Public Health Service.

#### 3. NONDISCLOSURE OF INFORMATION:

National Health Surveys involve obtaining on a continuing basis details of the personal health records of a large number of individuals throughout the Nation. The Public Health Service has given assurance to the public that information identifying the individual will be held strictly confidential, will be used solely by persons engaged in and only for, the purposes of the survey, and will not be disclosed or released to other persons or for any other purpose. Bureau of the Census employees will observe this assurance of confidentiality and are subject to the Public Health Service as well as Department of Commerce and Bureau of the Census laws against unauthorized disclosure. In addition, the sworn statement or affidavit of nondisclosure each employee signs upon entering on duty pertains to National Health Surveys the same as to our programs.

#### 4. SUBPENA OF RECORDS:

In the event of a record collected in the National Health Survey being subpoenaed, any Bureau employee upon whom such subpoena is served will communicate with the Director of the Census. Action to satisfy such subpoena will be taken only as authorized by Public Health Service Regulation, Section 1.108 of Title 42, Code of Federal Regulations.

NHS-HIS-100  
FY 1966

5. PENALTIES FOR UNAUTHORIZED DISCLOSURE OR FALSIFICATION:

Unauthorized disclosure of individual information collected in the National Health Surveys is punishable by a fine of up to \$1,000, or imprisonment up to one year, or both (18 U.S.C. 1905).

Deliberate falsification by an employee of any information in the Survey is punishable by a fine of up to \$10,000, or imprisonment up to five years, or both (18 U.S.C. 1001).

By Direction: \_\_\_\_\_ Dated: April 18, 1957

APPENDIX B (PART E)

PART 1-- [APPENDIX B (PART E)]

DIAGNOSTIC ERROR CODES

<u>Error Code</u>	<u>Definition</u>
00	Condition page not filled for condition reported in questions 6-12 on Worksheet; or Condition page not filled for a condition on Card A or Card B first reported on a filled Condition page.
01	"Present effects" not given on Condition page but "old" operation entered.
02	"Condition" which was reason for "operation," "laboratory tests," "observation," etc., not given on same page, Condition or Hospital, e.g., "stomach operation" but no entry of reason for operation; or the results of tests or final diagnosis not given with no entry to indicate results or final diagnosis not known.
03	Question 3a of Condition page or question 5 of Hospital page left blank; only a "part of body" is entered; or "part of body" entered with very vague description, e.g., "back" (with no indication as to what's wrong), "leg bothers," "limps," "heart failure," etc.; or "condition on Card C" circle marked for a condition which is not on Card C.
04	"Cause," not given in question 3b, Condition page or question 5, Hospital page for a condition not on Card C and not due to an accident or injury.
05	"Kind" (or "Manifestation"), not given in question 3c, Condition page or question 5, Hospital page, for the specified conditions in question 3c.
06	"Part of body" affected inadequate or not given in question 3 of Condition page or question 5, Hospital page, for specified conditions in 3d.
07	Accident questions (4-8, Condition page or 8-11, Hospital page) not filled for an injury or for a condition due to an accident or injury. (Footnote entry "Same accident as condition 2" is not acceptable.)

Error Code

Definition

- |    |   |
|----|---|
| 08 | "Part of body" not given or inadequate in question 5a or in question 5b, Condition page, or in question 5, Hospital page, for an accident or injury.                    |
| 09 | Inadequate description of "Nature of injury" in 5a, Condition page, or question 5, Hospital page, for accidents or injuries.  |
| 10 | "Present effects" inadequate or not given in 5b, Condition page, for injury which happened before 3 months ago.   |
| 11 | Question 16 not asked for person 6 years old or over with eye condition reported on Condition page.   |
| 12 | Hospital page not filled for a hospital stay reported in question 13b of Worksheet.   |
| 13 | Impossible date or omission in question 2, Hospital page.   |
| 14 | Omission or inconsistent entries in questions 3-4c of Hospital page.  |
| 15 | Condition page not filled for condition reported on Hospital page only, and condition is on Card A or B or there were one or more nights in question 4b, Hospital page. |



PART 2-- [APPENDIX B (PART E)]

OTHER ERROR CODES

Household Page

<u>Error Code</u>	<u>Definition</u>
20	Item 2, PSU, written in or marked incorrectly, or either entry left blank; or does not match PSU on Worksheet.
21	Item 3, Segment number, written in or marked incorrectly, or either entry left blank, or does not match Segment number on Worksheet.
22	Item 4, Serial number, written in or marked incorrectly, or either entry left blank, or does not match Serial number on Worksheet.
23	Item 5, Identification code, left blank or does not match Identification code on Segment Folder.
24	Item 6, Special dwelling place code (if applicable), marked incorrectly or left blank.
25	Item 7, Land usage, marked incorrectly or left blank.
26	Item 8, Type of living quarters, marked incorrectly or left blank.
27	Item 9, Total rooms, marked incorrectly from Item 19 or left blank.
28	Item 10, Bedrooms, marked incorrectly from Item 20 or left blank.
29	Item 11, Telephone, marked incorrectly from Item 27 or left blank.
30	Item 12, Interview status, marked incorrectly or left blank.
31	Item 13, Noninterview reason (if applicable), marked incorrectly from the Worksheet or left blank.

Error CodeDefinition

- |    |   |
|----|---|
| 32 | Item 14, Number of calls, marked incorrectly from Worksheet or left blank.    |
| 33 | Item 15, Date of completion, marked incorrectly from Worksheet or left blank. |
| 34 | Item 16, Interview observed, marked incorrectly from Worksheet or left blank. |
| 35 | Item 17, Regional Office, marked incorrectly or left blank.                   |
| 36 | Item 18, Interviewer number, marked incorrectly or left blank.                |
| 37 | Item L - Incorrect circle marked based on Identification code in Item 5.      |
| 38 | Other error on Household page not covered above; error specified on 706.      |

Condition Page

- |    |   |
|----|---|
| 39 | Condition number not changed at top of page when more than 9 conditions reported in one household.                      |
| 40 | Item 1, Person number, marked incorrectly; either entry left blank; or entries do not match person number on Worksheet. |
| 41 | "Name of condition" from Worksheet left blank.  |
| 42 | Question number where condition was reported left blank.  |
| 43 | Question 2 not marked.  |
| 44 | Question 4a not marked for accident or injury.  |
| 45 | Question 4b not marked for accident or injury with "During past 2 years" marked in 4a.                                  |
| 46 | Question 6a, 6b, and/or 6c not marked for accident or injury.   |
| 47 | Question 7 not marked for accident or injury.   |
| 48 | Question 8 not marked for accident or injury.   |

If all of these are omitted, diagnostic error code 07 only will be assigned, i.e., failure to ask accident questions at all.

<u>Error Code</u>	<u>Definition</u>
49	Question 9a not marked.
50	Question 9b not marked with "Yes" in 9a.
51	Question 10 not marked with "Yes" in 9b; or write-in entry and Fosdic entry do not agree.
52	Question 11 not marked with "Yes" in 9b; or write-in entry and Fosdic entry do not agree.
53	Question 12 not marked for person, age 6-16, with "Yes" in 9b; or write-in entry and Fosdic entry do not agree.
54	Question 13 not marked for person age 17 or over, with "Yes" in 9b; or write-in entry and Fosdic entry do not agree.
55	Question 14a not marked.
56	Question 14b not marked with "During 3 months" circle marked in 14a.
57	Question 14c not marked with "Past 2 wks." circle marked in 14b.
58	Question 15 not marked with "Before 3 months" circle marked in question 14a.
59	Question 16a not marked.
60	Question 16b not marked with "Yes" in 16a.
61	Question 16c not marked with "No" in 16b.
62	Failed to carry eligible condition past AA.
63	Question 17a not marked for condition past AA; or write-in entry and Fosdic entry do not agree.
64	Question 17b (and 17c as applicable) not marked for condition with days in 17a and question 11 is blank or marked "None."

Error CodeDefinition

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| 65 | Question 18 not marked for condition past AA.                                    |
| 66 | Question 19 not marked for person with one or more conditions past AA.           |
| 67 | Question 20 not filled with entry of 1, 2, or 3 in question 19.                  |
| 68 | Condition numbers not entered in question 20 with "Yes" circle marked.           |
| 69 | Cause of limitation not entered with "No" circle marked in question 20.          |
| 70 | Question 21 not marked for person with one or more conditions past AA.           |
| 71 | Question 22 not marked for person with entry of 1, 2, 3, 4, or 5 in question 21. |
| 72 | Condition numbers not entered in question 22 with "Yes" circle marked.           |
| 73 | Cause of limitation not entered with "No" circle marked in question 20.          |

Hospital Page

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| 74 | Item 1, Person number marked incorrectly; either entry left blank; or entries do not match person number on Worksheet. |
| 75 | Question 6a, Operations, not marked.   |
| 76 | Question 6b, Name of operation, not filled with "Yes" marked in 6a.  |
| 77 | Question 7, Name, address, city and/or State left blank.   |

Error CodeDefinition

78	Question 8a not marked for hospitalizations for conditions involving an accident or injury.	If all of these are omitted, diagnostic error code 07 only will be assigned; i.e., failure to ask accident questions at all.
79	Question 8b not marked with "During past 2 years" circle marked in 8a.	
80	Question 9a, 9b, and/or 9c not marked for accident or injury.	
81	Question 10 not marked for accident or injury.	
82	Question 11 not marked for accident or injury.	

Eyeglass Page

83	Item 0 not filled for each household member.
84	Eyeglass page not filled for each person with "Yes" in his column in Item 0.
85	Item 1, Person number, marked incorrectly; or either entry left blank; or entries do not match person number in Item 0.
86	Question 2 not marked.
87	Questions 3a <u>and</u> 3b not asked.
88	Question 3c not asked with "No" answers to both 3a and 3b.
89	Question 4a, 4b, or 4c not marked based on answers to 3a-3c.
90	Question 5 not marked.
91	Question 6a not marked.
92	Question 6b or 6c not filled with "During last 2 years" circle marked in 6a.
93	Question 6d not marked.
94	Item V not marked.

Smoking Habits Page

<u>Error Code</u>	<u>Definition</u>
95	Smoking Habits page not filled for person 17 years old or over.
96	Item 1, Person number, marked incorrectly; either entry left blank; or entries do not match person number on Worksheet.
97	Question 2a not marked.
98	Question 2b not filled with "Yes" marked in 2a.
99	Question 3a not filled with "Yes" or "DK" in 2a.
100	Questions 3b and 3c not filled with "Yes" marked in 3a.
101	Questions 4a and 4b not filled with "No" or "DK" in 2a.
102	Question 5a not marked for male 17 or over.
103	Question 5b not marked with "Yes" marked in 5a.
104	Question 5c not filled with "Yes" marked in 5b.
105	Question 5d not marked with "No" or "DK" in 5b or "Less than 3 per week" circle marked in 5c.
106	Question 6a not marked for male 17 or over.
107	Question 6b not marked with "Yes" marked in 6a.
108	Question 6c not filled with "Yes" marked in 6b.
109	Question 6d not marked with "No" or "DK" in 6b or "Less than 3 per week" circle marked in 6c.

Person Page

<u>Error Code</u>	<u>Definition</u>
110	Person page not filled for each household member.
111	Any of Items 1a-1f transcribed from Worksheet incorrectly; or left blank; or entries do not match.
112	Question 2a not marked for person 17 years old or over.
113	Question 2b not marked with entry in 2a (except "None" or "DK").
114	Question 3a not marked for person 17 years old or over.
115	Questions 3b <u>AND</u> 3c not marked with "No" in 3a.
116	Question 3d not marked with "Yes" in 3c
117	Question 3e not marked for male 45 years old or over with "No's" in 3a-3c.
118	Questions 4a-4d not marked with "Yes" in 3a, 3b, or 3c.
119	Question 5 not asked for males 17 years old or over.
120	Question 6 not asked.
121	Question 6 not marked on Person page for <u>each</u> person.