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CHAPTER 12. Census Employment Survey

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Chapter 12. CENSUS EMPLOYMENT SURVEY

INTRODUCTION

The Census Employment Survey (CES) was conducted between August 1970 and March 1971 as part of the overall program of the 1970 Census of Population and Housing. Unlike the census, the CES was not a mandatory survey; response was voluntary. Detailed socioeconomic information on employment-related problems was collected in each of 60 urban and seven rural areas (see appendix A for identification), selected first by reference to 1960 census data and subsequently corroborated by a variety of local sources as likely to contain relatively high proportions of persons with low income. This method of selecting the areas to be studied, described in greater detail below, was used because the timing of the study precluded the use of up-to-date data from the 1970 census. The designated areas used in the CES, therefore, differ from and are not to be confused with other low-income or poverty areas that have been defined in the past for other purposes, or that might be defined subsequently using information from the 1970 census.

The need for the CES program developed in September 1967, during the final Cabinet-level review of the subject content of the 1970 census, when it became clear that the census questionnaire could not be expanded to fulfill all of the needs for data to assist in guiding Government programs in the fields of labor, housing, education, and welfare for certain critical target groups in the Nation's population--people residing in areas having substantial numbers of families with low incomes. More extensive information was needed on such subjects as employment, unemployment, training for work, job-seeking methods, job tenure, sources and level of income, residential mobility, transportation to work, and on all factors affecting the gaining of employment.

It was not appropriate to propose collecting the additional information for the entire population in the 1970 census. The Bureau was able, however, to set up the CES by following the questionnaire and tabulation requirements for the Urban Employment Survey (UES), a similar survey which was already underway.

The UES was set up through the joint efforts of the Manpower Administration, the Bureau of Labor Statistics, and the Bureau of the Census to examine similar kinds of problems for persons living in areas covered by the Concentrated Employment Program (CEP) of the Department of Labor. (All of the manpower and job development programs in these areas had been combined under one administrative structure in order to concentrate their impact.) The UES was conducted in six cities between July 1968 and June 1970, but the areas covered were in all cases smaller than those contemplated for the CES. The UES content included substantially all of the questions

needed for the CES, and it was expected that the experience gained in preparing the edit, estimation, and data-processing programs for the UES would permit release of CES data months earlier than could be expected if a new questionnaire and new programs had to be developed. Thus, CES data were expected to become available by the summer of 1971 with the last results published in the spring of 1972.

A task force was set up in the summer of 1969, composed of representatives of the Department of Labor and the Census Bureau, as well as a representative from the Department of Agriculture when that agency expressed interest in data from rural areas. The task force's responsibilities included advising on the specific geographic areas to be covered (for example, it recommended that three additional areas in New York City be substituted for the five smallest cities on the original list) and coordinating the data-collection plans as they evolved. The Department of Labor had primary responsibility for developing the tabulation package.

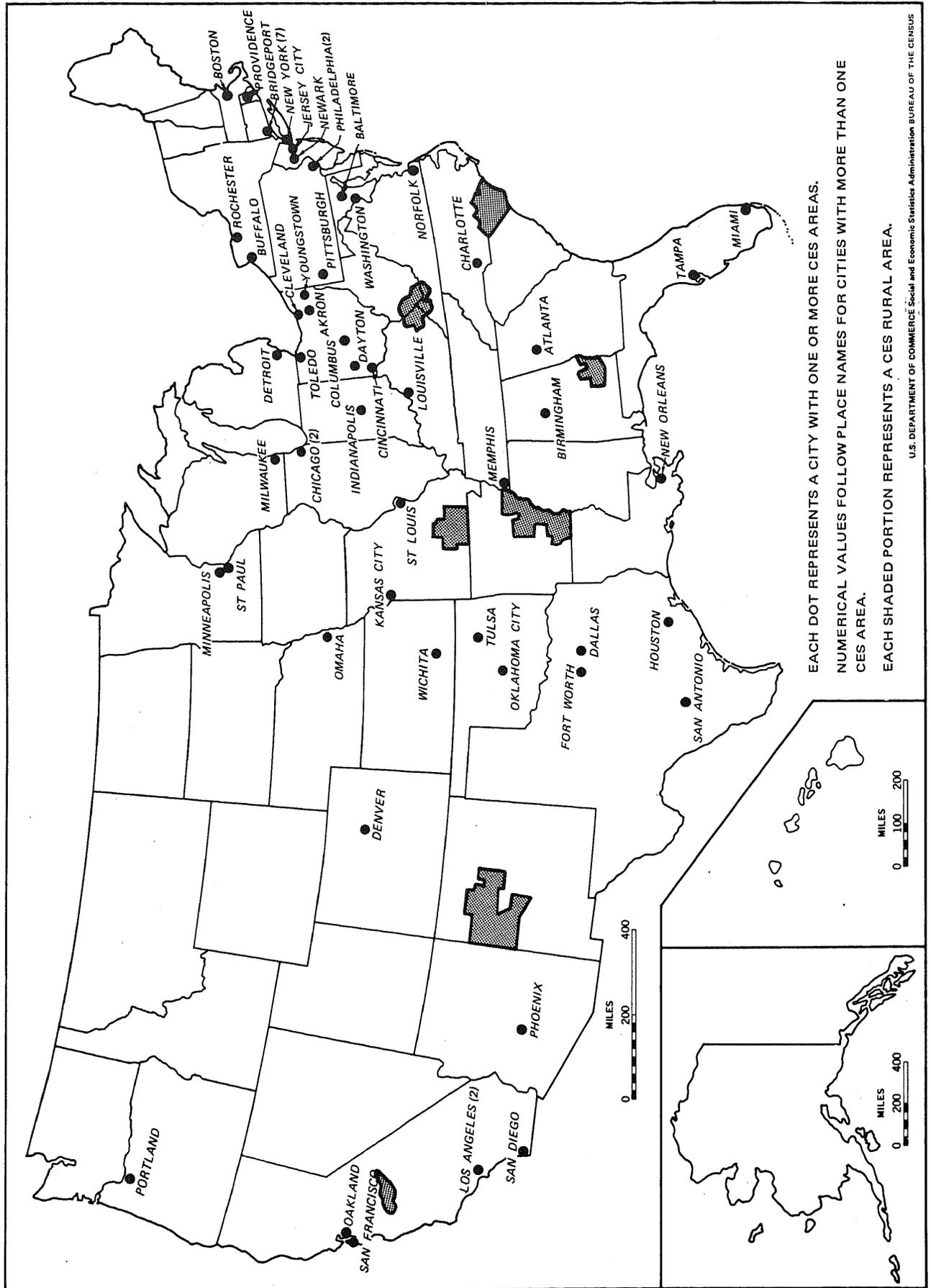
In arriving at the final plan, a number of alternative approaches were considered and rejected. These included postponing the survey until early 1971 to permit the use of 1970 census data in identifying poverty tracts for sample selection; developing different questionnaire content within the same interviewing time allowance as well as new processing requirements that would be necessary; and accommodating much more extensive data needs through the use of two questionnaires, each of which would contain a limited set of common items as well as a larger set of differing items. None of the alternatives suggested, however, provided the desired combination of timely data and reasonable cost consistent with the sample scope and overall efficient use of resources during the decennial period.

Scope

As originally conceived, data were to be collected from approximately 3,500 households in each of 65 urban poverty areas located in about 59 cities and in each of five rural poverty areas located in five States. The final list, received from the Bureau of Labor Statistics in October 1969, consisted of 51 cities with 60 urban poverty areas, seven rural areas, and one Indian reservation. (See fig. A.)

The general guidelines followed in selecting the cities in which the survey would be conducted were as follows: Except for the four largest cities--New York, Chicago, Los Angeles, and Philadelphia--the low-income area of each city was treated as a single entity for purposes of sampling, enumeration, tabulation, and analysis. The low-income neighborhoods outside the central city were excluded from the survey. The survey would be conducted

Figure A. Cities and Rural Areas Included in the Census Employment Survey



only in central cities that in 1960 were parts of standard metropolitan statistical areas (SMSA's) of 250,000 inhabitants or more, since these SMSA's were the only ones with census tracts in 1960, and the only ones for which neighborhood delineation was possible within the time available. A decision was made to exclude from consideration cities which in 1960 had either fewer than 100,000 inhabitants or fewer than 5,000 families living in low-income neighborhoods.

The rural areas included in the survey consisted of counties in selected States which were deemed to represent different types of employment problems. These areas consisted of approximately 4,000 households in each of seven groups of contiguous counties, excluding any cities within them, as follows (for exact identification of the counties, see appendix A):

1. Five counties in southeastern Alabama, in which the Negro and white population ratio was approximately one-to-one.
2. In the area known as Appalachia, three counties each in Kentucky and Virginia and two counties in West Virginia. The population here was almost entirely white.
3. Fourteen counties in southeastern Arkansas, in which there were approximately two white persons for each Negro person.
4. Two counties in central California in which the composition of the population was approximately 94 percent white. Persons of Spanish heritage constituted about 15 percent of the total population.
5. Eight counties in south central Missouri, almost totally white in racial composition.
6. Twelve counties in south central North Carolina, where the population "mix" was approximately 70 percent white and 25 percent Negro.
7. Four counties in west central New Mexico in which the population was approximately 20 percent Indian and 80 percent white, with over one-third of the latter Spanish-speaking.

Over 500 households on the Zuni Indian Reservation in New Mexico were interviewed. Approximately 90 percent of this area's population was Indian.

Selection of Low-Income Areas

Urban areas.--Because of the timing of the project, 1970 census data were not available for use in selecting CES urban areas. However, the Bureau had an ongoing program of research to delineate areas with substantial numbers of persons with low incomes. This work was an extension of the Bureau's previous selection of such areas which used 1960 census data for the 101 SMSA's with a 1960 population of 250,000 or more. The areas were defined in terms of census tracts. Changes were made to these previously delineated areas based on more recent information acquired by the Bureau's staff from a wide variety of sources (e.g., area boundaries, and data pertaining to welfare programs, juvenile delinquency, illegitimate births, and housing conditions).

Using this information, the Bureau made preliminary designations of the current areas and sent them to local experts for review. Efforts were made to solicit comments from the local person responsible for census tracts, the city planning commission, and any other agency or person recommended as knowledgeable in this area. A letter was sent to each of these persons or agencies explaining the purpose of the project and requesting suggestions for additions or deletions to the area. The recommendations received were subjected to further scrutiny by the Bureau's staff to assure reasonable uniformity across the country. Thus, the final designations of the CES areas represented a synthesis of previous area designations, 1960 census and other more recent socioeconomic data, and local, knowledgeable opinions.

For 47 of the cities in the survey, a single CES area was selected, consisting of census tracts meeting the general criteria, with a CES sample size per area that ranged from a low of 2,300 households and 4,400 persons to a high of 3,700 interviewed households with over 7,000 sample persons.

In Chicago, Los Angeles, and Philadelphia there were two separate CES areas per city. In New York City the tracts were subdivided into seven CES survey areas distributed among the city's boroughs--three in Brooklyn, two in Manhattan, and one each in Queens and the Bronx. Thus, a total of 60 surveys would be conducted in the 51 cities.

Rural areas.--Since the inhabitants of rural low-income areas do not have the same characteristics in all parts of the country, each of the rural survey areas was chosen to represent a particular type of employment problem confronting the residents of the area. The area in North Carolina was a major tobacco growing area, and there were indications that considerable displacement of small farmers and farm workers might take place because of impending harvest mechanization. The Appalachian counties represented an area of mining and subsistence farming. The Arkansas area represented an area with a significant number of Negroes displaced by mechanization in cotton growing. The area in Alabama illustrated problems confronting those residents in a Deep South area. The Missouri area is a mid-continent area with a mixed economy of small farming, lumber industry, and recreational services. New Mexico was selected because of the concentration of two low-income minority groups--American Indians and Americans of Spanish origin. Finally, a two-county area of California, where the unemployment rate was about twice as high as the Statewide rate, was selected to illustrate the situation of a low-income pocket in the midst of a generally prosperous region. Major cities were not included in the rural sample so as not to obscure the characteristics of the rural and small-town population.

Sample Design

The sample was designed so that, for a given area an estimate of a characteristic held by 2 percent of the total population would have a margin of sampling error of 0.4 percent at the 95-percent confidence level. In order to ensure adequate response quality on questions dealing with attitudes and motivations, it was necessary to interview separately each household member age 16

and over within the 245,000 households to be chosen for the survey.

Urban areas.--The frame for the selection of households was the list of addresses used to deliver the 1970 decennial census questionnaires in those areas where the households were self-enumerating. The addresses on this list (called the tape address register, or TAR, because the address labels and control listings were generated by computer) had been updated by the Post Office in the fall of 1969 as part of the census preparatory work. In selecting the CES sample units, a systematic sample was used; that is, every n^{th} unit from the TAR was selected, with the restriction that households which received sample questionnaires in the census were not eligible for selection in the CES. (This measure was designed, in part, to reduce the burden on respondents who had already provided information for the census.) There was an additional clerical operation to sample from addresses added during the census, for persons living in group quarters (institutions, rooming houses, etc.), and to cover those low-income tracts not included in TAR's but found in manually prepared address registers. For persons in group quarters the sampling unit was on a person basis, since a random selection of persons living in the group quarters was made.

For persons in housing units, the sample unit was the housing unit with all of the occupants age 16 and over; for persons in group quarters, it was the person. In some cities, to reduce travel costs, clusters of two neighboring households were selected instead of single households. In eight of the areas under the jurisdiction of the Detroit regional office (Akron, Cincinnati, Dayton, Detroit, Toledo, and Youngstown) the unit of selection was a cluster of addresses expected to contain six housing units, as an experiment to obtain more information about structure samples. The enumerator was given an address (for addresses of six or less units) and told to enumerate all units at that address. For addresses with more than six units there was a sample of units in clusters of six. The sample size in areas where there was clustering was higher than where there was not in order to offset the loss in reliability due to the clustering.

Rural areas.--The CES sample for rural areas was selected after the 1970 census in these areas had been completed. In those parts of the area where households generally were identified by a street name and house number in the census, the sample was selected manually from the census listing books (address registers) containing the addresses of housing units and group quarters. A listing segment (a systematic sample of units) was chosen and the interviewer was given the addresses of specific units to interview. The sample was selected in clusters of six contiguous units as recorded in the address register.

In those portions of the area where addresses generally were recorded in the census in the form of route numbers or Post Office box numbers, a system of "area segments" was used. The land area was divided into portions (i.e., segments) easily identified by geographic boundaries and containing an expected six or multiple of six (12, 18, etc.) housing units based on the information from the census. A systematic sample of segments then was selected.

For segments of expected size six falling in the sample, the interviewer was instructed to interview all housing units in the segment. For segments of expected size 12, the interviewer listed all housing units in the segment and one-half of them were systematically selected for interviewing. Similar procedures were used for other sizes of segments in the sample so that an expected six households were selected per segment.

For persons in housing units, the sampling unit was the housing unit with all occupants age 16 and over eligible for survey. For persons in group quarters the sampling unit was on a person basis.

Pretest

On January 27-28, 1970, several Bureau staff members, accompanied by two observers from the Department of Agriculture and one from the Department of Labor, conducted a test of the proposed CES questionnaires at 40 sample units near Charlotte, N.C. The purpose of the test was to see how effective the CES questionnaires, designed for urban situations, would be in gathering data in rural areas. It was intended that the test households be part of the agricultural work force, but the farm residents in the area selected happened to be full-time workers in local textile mills. The experience pointed up the changes taking place in other farming areas, i.e., the absorption of small farms into large-scale mechanized operations and the movement of farmers into nonfarm occupations. A number of the questions were found to be inapplicable or of marginal value. As a result, a modified labor force questionnaire, work history booklet, and control card (see below) were designed for the rural areas. Detailed questions on mortgage payments and such barriers to employment as family responsibilities and health problems were eliminated, and respondents were asked instead about land use and the extent of their agricultural employment.

Survey Forms

Design of the survey questionnaires and other field-use forms began in the fall of 1969, and was completed on schedule by the spring of 1970. Twenty different forms were involved; certain of them required designs differing from similar surveys because of recent changes in the Bureau's coding and punching equipment. The technical services necessary to prepare these forms, after the content was provided by the subject-matter divisions, cost approximately \$5,600.

Sets of the proposed questionnaires were submitted to the Bureau of the Budget (now the Office of Management and Budget) in December 1969. With slight differences such as the omission of some attitudinal questions, Social Security number, and an inquiry on income from nonwork activities, the CES labor force questionnaire was the same in content as the one used in the Urban Employment Survey and the questionnaire used in the Bureau's Current Population Survey in March of each year. When clearance was received at the end of March 1970, contracts for printing were placed with the Government Printing Office (GPO). The procurement is described in the following table; GPO printed all of the forms in black ink, using the photo-offset process.

Table 1. Principal Contracts with the Government Printing Office for Printed Census Employment Survey Data-Collection Forms

Form No.	Description	Quantity and delivery date	Cost
CES-1	Control card, 14" x 9 1/2", white index sub. 220, printed on one side	450,000 June 1970	\$ 4,475
CES-1R	Control card (rural), 14" x 9 1/2", buff index sub. 220, printed on two sides	50,000 June 1970	783
CES-2	Labor force questionnaire, 8 pages, 10 1/4" x 14 3/4", white offset sub. 100	525,000 May 1970	19,027
CES-2R	Labor force questionnaire (rural), 8 pages, 10 1/4" x 14 3/4", white offset sub. 100	75,000 April 1970	3,073
CES-3	Work history booklet, 12 pages, 10" x 13 3/4", white offset sub. 100	800,000 June-July 1970	24,421
CES-3R	Work history booklet (rural), 12 pages, 10" x 13 3/4", white offset sub. 100	50,000 July 1970	2,119

As the labor force questionnaires had to be processed through FOSDIC (Film Optical Sensing Device for Input to Computer), extra precautions were taken to ensure that the CES-2 and CES-2R questionnaires met FOSDIC quality standards (described in chapter 4). As the forms were received in Pittsburg from the GPO, clerks selected one form from approximately the upper third, middle third, and lower third of every fifth carton. Approximately 600 sampled forms were identified and sent to Bureau headquarters for examination and clearance before the forms were shipped to the area offices. Defects were found to be minimal.

Approximately 350,000 form CES-5 "Dear Friend" letters were printed, together with a like number of envelopes addressed to "Occupant." These letters were folded and stuffed in envelopes at the Bureau's Jeffersonville facility and shipped to the area offices from there.

Logistics

Space, office equipment, and supplies.--Wherever possible, the Bureau retained space and office equipment used by the decennial census district offices for an additional 4-1/2 to 5-1/2 months for the Survey of Components of Inventory Change (CINCH; see chapter 16) as well as for the Census of Employment Survey. This was done for 46 of the 67 CES area offices. Rental costs sometimes were increased at the time of extension, and where these increases caused the rent to exceed the limitations prescribed by the Economy Act of 1932 it was necessary to renegotiate the leases. (The 1932 act limited rentals to 15 percent of the assessed value of the property.) Alterations sometimes were required

before the space was suitable for use as a CINCH/CES office. Alteration costs were subject to the limitations of the Economy Act--25 percent of the annual rental cost. In several instances where space was not otherwise available, regional office space was used at the expense of temporary crowding there.

In general, each CES office utilized from 1,500 to 1,800 square feet of floor space and had approximately 100 cardboard bin files. Clerks used cardboard tables and metal folding chairs as their work stations. In cases where there was a lag between the closing of the decennial office and the beginning of the CES, particularly in the rural areas, some decennial equipment returned to the General Services Administration had to be reacquired. Each office had two telephone lines, one of which usually was tied into the Federal Telecommunications System (FTS).

In January 1970, in order to avoid placing additional strain on the staff and facilities at Jeffersonville, Ind., where the decennial census was being processed, it was decided to perform the clerical processing for the CES at the Bureau's facility in Pittsburg, Kans. Approximately 13,000 square feet of working space and 3,000 cubic feet of storage space were reserved for CES operations, and 30 adding machines and 30 calculators were rented for CES staff use. Most initial shipments of supplies were sent to the area offices from Pittsburg and stocks of some items were maintained and were ordered from there during the survey period.

Maps.--Each of the 60 urban area offices was provided with a Metropolitan Map Series map of the CES tracts on which interviewer assignments or segments could be delineated and a commercial street map on which streets and addresses could be located. County highway maps were procured locally for the seven rural area offices, and a special map was provided for the Zuni Indian Reservation. Each office made its own arrangements to provide crew leaders and interviewers with local street or road maps where needed.

Field Organization and Training

The 60 temporary area offices for the CES required a field staff of approximately 2,800 persons. The great majority (area supervisors, crew leaders, and interviewers) were selected because they had held similar positions with the census and thus had some data-gathering experience, and also--in the case of interviewers--were willing to undertake a substantial amount of night work. Most of the CES area supervisors had been district office managers or regional technicians in the census.

The typical area office staff consisted of an area supervisor, a supervisory clerk, three or four office clerks, a crew leader for each five or six interviewers, and an interviewer for each 100 assigned households. Most offices had six or seven crew leaders and from 30 to 35 interviewers. Each office also had at least one reinterviewer, who visited selected households to conduct a complete reinterview with one of the persons originally contacted by a CES interviewer (see p. 8 below). Overall supervision of the project was provided by supervisors from the Census Bureau's 12 permanent regional offices (data collection centers).

The regional supervisors were trained in Detroit, Mich., on June 8 through 12, 1970; they, in turn, trained the urban area supervisors in the regional office cities between June 22 and June 26 (unless the area office openings in the particular region were delayed pending completion of the census). Crew leaders were trained 2 weeks later by the area supervisors; the crew leaders spent 4 days in classroom study of the interviewers' job, a fifth day performing actual interviews in the field, and the sixth and seventh days discussing the interviews and learning supervisory duties. The interviewers then were trained by the crew leaders; frequently two crew leaders trained their crews together. Each interviewer received 5 days of classroom work and one-half day of on-the-job training. The reinterviewers were trained along with the interviewers, but they also received special training in the regional offices on how to conduct the reinterviews. The area office staff attended either the crew leaders' or the interviewers' training sessions and received additional specific instruction on the operations they were to perform.

For rural areas, Bureau headquarters personnel trained the eight area supervisors in Dallas, Tex., for 5 days during the week of August 23, 1970. A representative from each region that had a rural sample area also attended part of the training. The area supervisors, in turn, trained crew leaders in the rural area offices. About 10 days after each area office opened, and following a self-study assignment, the crew leaders were trained in listing on one day and they listed some segments the next day. The next week crew leaders trained their interviewers in listing, and listing continued for approximately 10 days. Then the crew leaders began receiving in or near the area office 7 days of training similar to that given for the urban areas, after which the crew leaders trained their crews in interviewing, and interviewing generally began. (Reinterviewers were trained during this period as well.)

Materials.--Training guides, workbooks, and reference manuals were prepared in the spring and summer of 1970 in the following types and quantities:

<u>Form No.</u>	<u>Description</u>	<u>Quantity</u>
CES-6	Interviewer's Manual	5,000
6	Interviewer's Manual (Detroit Region)	800
6R	Interviewer's Manual (Rural)	800
9	Special Place Instruction and Training Manual (Urban)	1,000
10	Crew Leader's Manual	1,600
10	Crew Leader's Manual (Detroit Region)	200
10R	Crew Leader's Manual (Rural)	100
11	Guide for Training CES Interviewers	1,000
11	Guide for Training CES Interviewers (Detroit Region)	200
11R	Guide for Training CES Interviewers (Rural)	200
11.1	Guide for Training CES Interviewers Workbook	6,000
11.1	Guide for Training CES Interviewers (Detroit Region)	1,200
20	Area Office Manual	200
20R	Area Office Manual (Rural)	50
21	Guide for Training Crew Leaders	500
21R	Guide for Training Crew Leaders (Rural)	50

<u>Form No.</u>	<u>Description</u>	<u>Quantity</u>
CES-21.1	Crew Leader's Training Workbook	2,000
26	Guide for Training CES Edit Clerks	200
26R	Guide for Training CES Edit Clerks (Rural)	100
30	Reinterview Manual	600
30R	Reinterview Manual (Rural)	100
39	Reinterview Training Guide	50
39R	Reinterview Training Guide (Rural)	50
40	Guide for Training Regional Supervisors	10
40.1	Workbook, Regional Supervisor	50
41	Guide for Training Area Office Supervisors	50
41.1	Area Supervisor's Workbook	100
61	Rural Listing Manual	800
62	Rural Crew Leader's Listing Manual	200
63	Self-Study Instruction on Listing	1,000
63.1	Workbook for Self-Study on Listing	1,000

The following kits were assembled at the Bureau's Jeffersonville facility. Appropriate quantities were shipped to each area office (except as noted) and the balance was shipped to Pittsburg for stock.

<u>Kit no.</u>	<u>Description</u>	<u>Quantity</u>
CES-11A	Trainee's Kit--Interviewer	¹ 4,200
11A	Trainee's Kit--Interviewer (Rural)	² 475
11A	Trainee's Kit--Interviewer (Detroit)	³ 600
21A	Trainee's Kit--Crew Leader	800
21A	Trainee's Kit--Crew Leader (Rural)	125
21A	Trainee's Kit--Crew Leader (Detroit)	150
26A	Edit and Training Kit	625
26A	Training Kit--Edit Check (Rural)	75
41A	Training Kit--Area Supervisor	⁴ 175
41A	Training Kit--Area Supervisor (Detroit)	⁴ 35
41A	Training Kit--Area Supervisor (Rural)	⁵ 8
50	Payroll and Accident Kit	4,550
50	Payroll and Accident Kit (Rural)	500
	Interviewer's Supply Kit	3,500
	Interviewer's Supply Kit (Rural)	
	Part I	300
	Part II	300
	Crew Leader's Supply Kit	550
	Crew Leader's Supply Kit (Rural)	60
64A	Trainee's Kit--Lister (Rural)	475
65A	Trainee's Kit, Listing--Crew Leader (Rural)	125
	Interviewer's Listing Supply Kit (Rural)	300

¹800 included in CES-21A Crew Leader's Kits

²125 included in CES-21A (Rural) Crew Leader's Kits

³150 included in CES-21A (Detroit) Crew Leader's Kits

⁴Shipped to Detroit, Mich.

⁵Shipped to Dallas, Tex.

The contents of the kits were verified on a sample basis: For certain kits every 20th was inspected, and,

If a defect was found, 100-percent verification was conducted until five consecutive errorless kits were found before and after the defective package. Other kits, such as the trainee's kit for interviewers, were inspected on a 100-percent basis until 35 consecutive errorless packages were found; thereafter, every 30th kit was checked. If a defect was found, the kits were inspected on a 100-percent basis until 10 consecutive errorless packages were found both before and after the defective one.

Pay.--All temporary staff members were paid at hourly rates, as follows:

Area supervisors.....	\$5.30
Supervisory clerks.....	3.20
Crew leaders and reinterviewers.....	3.20
Interviewers/clerks.....	2.65

(These pay rates reflected a 6-percent pay increase instituted Bureau-wide in June 1970.) The area supervisors and the supervisory clerks earned sick and annual leave. Sick leave could be used as necessary, but annual leave had to be accrued; a lump-sum payment was made for it at the end of the survey. Overtime rates were not allowed.

DATA COLLECTION

Urban Areas

The urban area offices were opened at various times between June 22 and September 14, 1970 (see appendix A for individual office opening dates). Wherever possible, the opening date of the offices in each region coincided with the completion of the decennial census enumeration.

On the basis of the lists of addresses of housing units and group quarters designated for interview, area office clerks and crew leaders prepared the following:

1. An introductory letter ("Dear Friend," form CES-5), mailed to most of the housing units, advising the occupants of the nature of the Census Employment Survey, and indicating that an interviewer would make a personal visit to collect information. The letter also was mailed to persons, designated for the sample, living in special places (group quarters).
2. A control card (form CES-1) for each housing unit and for each group quarters. If there were more than 10 persons in the unit, a second card was used (the control card contained space for listing 10 persons).

The control cards were grouped geographically into crew leader districts of approximately 650 units each. The crew leader then assigned a group of 20 control cards to each interviewer in his district. This constituted half of an average weekly workload; when the interviewer completed 15 cases he was to be given another 20 control cards.

The CES was conducted by personal visit to each address. The interviewer completed the control card

by obtaining a list of all household members¹ and some personal characteristics about them, such as birth date, sex, marital status, and educational attainment. (For details about individual items and the manner in which they were coded, see appendix C.) In addition, information was gathered on selected housing characteristics--the number of rooms in the unit, whether it was owned or rented, the amount of mortgage or rent payments, the amounts paid monthly for utilities, installment debt, and the number of cars or trucks the household had for its use.

Next, a labor force questionnaire (form CES-2) was completed for all civilian, noninstitutionalized, household members 16 years of age or older. This questionnaire covered current employment or unemployment, current occupation, whether or not the person was employed during the past 12 months and, if so, at what occupation.

Both the control card and the labor force questionnaire were completed by interviewing a responsible member of the household 16 years of age or older. All persons 16 years of age or older in the household (or the person specified for interview in group quarters) then were interviewed for themselves for the work history booklet (form CES-3). The subjects covered by this booklet were methods of seeking employment, job training, wages and salary and other income for the past 12 months, migration, earnings during the previous week, transportation to work, and barriers to employment or advancement. An average interview lasted about 40 minutes and covered two persons per household, although callbacks were necessary to complete some cases.

For special places (group quarters), the interviewer made two visits. At his first visit he listed by name on a special sample-selection form the names of all persons other than patients or inmates who stayed there the night before. The interviewer either referred to an existing roster or compiled one for listing purposes. The completed sample-selection form then was given to the crew leader, who selected the sample persons to be interviewed and mailed introductory letters to them. Shortly thereafter, the interviewer made a second visit and obtained the necessary CES data. (Housing units in special places which happened to fall within the CES sample, e.g., an administrator's apartment, were treated as regular household cases.)

Crew leaders were instructed to meet with each interviewer at least twice a week in order to collect completed work and distribute additional assignments. The crew leader also observed the interviewer's work, spending an entire day with each of his weakest trainees and a half day with each of the remaining interviewers, administering on-the-job guidance as necessary. Shorter observations were conducted in subsequent weeks, during which poor interviewers were to be retrained or released

¹For purposes of the CES, a household member was defined as any person, whether present or temporarily absent, whose usual place of residence was the sample address or who was staying at the address and had no usual place of residence elsewhere. The definition included all persons related to the head of the household and any unrelated individuals living or staying there, but excluded members of the Armed Forces (unless they were stationed in the locality and usually slept in the sample unit) and inmates of penal or mental institutions or hospitals and homes providing long-term care.

if required. If an interviewer was unable to obtain any information from a household because the respondents refused to cooperate or if the respondents could not be located, the crew leader followed up on the case and attempted to resolve it. The crew leader also resolved any cases in which the sample unit could not be located by the interviewer, or which appeared to be outside the survey boundaries.

During the course of the survey, the crew leader visited some of the households for which interviewers had turned in completed questionnaires to check the responses and make certain that the interviewer had followed the proper procedures in identifying the housing unit and all of its household members, and to verify any reasons the interviewer had given for incomplete information. The crew leader also reviewed each completed case to make certain that the correct questionnaires had been used, scanned the questionnaires to see that no items were omitted that were supposed to be filled, that items to be transcribed by the interviewers had been entered accurately, and that FOSDIC markings were dark and filled the circles.

In the area office the questionnaires were checked in and edited. This office edit consisted of measuring the quality of the interviewer's work, identifying and supplying missing information from other responses or by telephoning the household (or person in group quarters). In some instances it was necessary to return the questionnaires to the crew leader for correction. A complete item-by-item edit was performed on the first 10 sample cases turned in for each interviewer. (A sample case consisted of one control card, a labor force questionnaire, and the appropriate number of work history booklets.) If no more than 10 errors were found in this edit, only certain critical items were checked on the remaining work received that week; if 11 or more errors were found, the remaining work was edited completely. During each subsequent week, two cases from each interviewer's work were selected for complete review, and the remaining work that week was completely edited only if more than two errors were found. (The critical entries were checked on all work, regardless of quality.) If, as a result of the editing process, an interviewer was charged with an average of more than six errors per case for 3 consecutive weeks, and showed no signs of improving, the crew leader was instructed to stop assigning work to this person. Questionnaires that were torn or mutilated were repaired, or the information was transcribed to fresh forms, so the data would photograph properly.

As a check of the overall quality of the data collected and as a further check of the interviewers' and crew leaders' work, one case out of every 30 was randomly selected by the area supervisor for reinterview. The cases were chosen from turned-in work that had not yet been edited and also had not been subjected to the crew leader's recheck or reinterview visit. A new control card was prepared by transcribing the information from the original, and the data from the labor force questionnaire and one of the work history booklets were likewise transcribed. All of these materials were stamped "Reinterview" and given to one of the specially trained reinterviewers. This person returned to the household (or person in group quarters) and conducted a complete reinterview with one of the respondents contacted by the original interviewer, as well as with the person interviewed originally for the selected work history booklet.

(The reinterview case could include a household or person for which no information had been obtained. The reinterviewer compared the replies he received with those obtained by the original interviewer. If discrepancies were noted between the two interviews, the reinterviewer attempted to reconcile the differences. Discrepancies were corrected and the reasons were reported. The completed reinterview materials were sent to the regional office for review and then to Bureau headquarters. (For evaluation, see p. 21.)

Edited CES materials, including the cases selected for reinterview, were sent on a flow basis to the Bureau's facility at Pittsburg, Kans., for further processing.

Each area office submitted a progress report to its regional office every Friday by telephone. This report contained the number of interviews received that week, the number of noninterviews (distinguishing between refusals and other reasons, such as vacancy or demolition of the building at the sample address), the number of work histories received and the number for which information had not been obtained, and the number of cases edited and shipped to Pittsburg. Twice a month (by noon of the second work day after each pay period) the area office submitted to the regional office by telephone a report summarizing all costs for personal services during the period. Payrolls were submitted to Bureau headquarters through the regional offices each 2-week pay period, and disbursements were made by the Treasury Department.

On the average, in each designated area interviews were obtained from about 5,400 persons 16 years of age or older residing in about 2,750 households. However, the areas ranged from a low of 2,300 households and 4,400 persons to a high of 3,700 interviewed households with over 7,000 sample persons. The interviewing operations in urban areas lasted an average of 14 weeks, but the span of data-collection activities ranged from 9 weeks in the smaller cities of the Midwest and South to 20 weeks in some inner-city portions of large metropolitan areas. Enumeration began in some areas in early August, while others did not begin until mid-September. All interviews, however, were completed by early March 1971. The "Type A" noninterview (refusal, not at home, etc.) rate ranged from 0.3 percent in Tampa, Fla., to 8.3 percent in San Francisco, Calif. Overall, interviews were obtained from all but 3.7 percent of the designated occupied households in the survey (see table 2).

Because of widespread demolition or condemnation of housing units in central-city areas for freeway construction or urban renewal projects, a significant number of sample addresses were unusable. In addition, the CES address lists were furnished from 1970 census address lists before these lists were updated from the Post Office delivery checks and the census experience itself.

In general, the survey progressed smoothly in the urban areas. Most area offices had sufficient numbers of interviewers, although in one or two cities, at least, turnover required fresh recruiting in order to complete work within the allotted time. During the summer months it was difficult to hire housewives--a major labor force for the decennial census--as many had children at home during the school vacation period. In one city, selected persons in the 19-30 age group were hired as interviewers

to see whether they might relate to respondents within the "youth culture"; this experiment had mixed success. A certain amount of resistance to the CES was encountered, in part due to the number of other surveys and to the recent conclusion of the decennial census. Many respondents associated the CES with the census itself; the interviewers wore census identification badges, and there had been little or no publicity about the CES. In some areas, this lack of publicity, despite the use of the "Dear Friend" letters announcing that an interviewer would call, caused undue suspicion on the part of many households. This attitude was heightened by tension and disorder that affected all facets of life in a number of inner-city areas in the summer of 1970.

Rural Areas

The data-collection phase of the CES in rural areas was conducted in essentially the same manner as in the urban areas (see above), with these four significant differences:

1. Before interviewing began, the interviewers had to identify many of the sample households through a listing operation (see p. 4).
2. The work history booklet for rural areas contained fewer inquiries than the one for urban areas, and the information could be obtained from one respondent in the household rather than separately from each eligible individual. This shortened the actual interview time to an average of 15 minutes per household.
3. Entire segments (i.e., clusters of housing units) were selected for reinterview, and only one sample person within each household was chosen for

the interview. (Crew leaders and interviewers were not informed which segments were in the reinterview program.)

4. The regional office listed and sampled any special places occupied by more than 150 persons, using a sampling procedure based on that used in the Bureau's Health Interview Survey.

Data collection began later in rural areas than in urban areas for two reasons. First, it was necessary to wait from 4 to 6 weeks after the decennial census was completed in order to obtain the census listing books for sample selection in Jeffersonville; and second, it was decided to delay the survey until migratory workers who lived in the survey areas had completed harvesting in other parts of the country and had returned to their homes. The span of data-collection activities ranged from 8 weeks in central California and south-central Missouri to 14 weeks in west-central New Mexico. Few problems were encountered in completing the CES in rural areas, except for delays caused by winter weather conditions (notably in New Mexico) and the difficulty of interviewing during the Thanksgiving and Christmas holiday seasons.

On the average, in each of the seven rural areas interviews were obtained from about 3,950 households, and information was gathered about approximately 8,400 persons 16 years of age or older. All interviews were completed by mid-February 1971, with an average of 98.6 percent success in obtaining the necessary information. On the Zuni Indian Reservation in New Mexico, interviews were completed at 527 households, and information was obtained for 1,974 eligible persons. (See table 2 below.)

Table 2. Data Collection in the Census Employment Survey Sample Universe by Type of Area

Area	Addresses in sample	Occupied units	Interview completed (percent)	Household members age 16+	Total population in CES area	Percent Negro	Percent white or other race	Percent Spanish origin or heritage
Total....	245,385	200,055	96.6	375,118	9,722,143	46.5	53.5	12.1
Urban.....	211,075	171,964	96.3	314,445	8,711,000	49.5	50.5	11.8
Rural.....	34,310	28,091	98.6	60,673	1,011,143	20.0	80.0	15.0

DATA PROCESSING

The Processing Scheme

Field processing.--As the filled control cards, labor force questionnaires, and work history booklets for each case were received weekly from the field force, clerks in the area office inspected the forms to see that they were in good condition (not torn, etc.) and transcribed information to fresh forms if necessary. The clerks then checked the forms to see that no items that should have been filled were omitted, that transcription items had been entered accurately, that the FOSDIC circles on the labor force questionnaires had been filled completely, and that the markings were dark enough for

electronic scanning. Forms that failed this review were returned to the crew leaders or the interviewers for further attention; accepted forms were shipped weekly on a flow basis to the Bureau facility in Pittsburg, Kans.

Clerical processing.--At Pittsburg the forms were checked in and reviewed once more for acceptability. Clerks determined the family status of each household member, and coded and transcribed certain information from the control cards to the labor force questionnaires for computer processing. The appropriate codes for the industry and occupation of each person in the labor force was determined and verified, and other written-in responses were coded. The coded forms then were

shipped by air to the Bureau's Jeffersonville operations office, where the labor force questionnaires were micro-filmed, and the entries on the work history booklets were transcribed to magnetic tape by a key-to-tape process. The microfilm and the magnetic tapes were sent to Bureau headquarters in Suitland, Md., for computer processing.

Computer processing.-- At Suitland the microfilm containing the labor force data was processed through FOSDIC which converted the microfilmed data to magnetic tape and performed certain control functions. A preliminary computer edit of the labor force and work history data identified incomplete records, and provided listings of these for clerical review and correction in Jeffersonville. The corrected records were remicro-filmed or repunched as necessary, and recycled through the computer. The computer then edited the records, allocated data for missing entries, applied adjustment factors as required, and combined and recorded the data from the labor force questionnaires with those from the labor force booklets. The data in the resultant file were tabulated, and tables were produced by high-speed printer for review and publication.

The clerical and computer processing operations are described in the following sections and are illustrated by flow charts (see figs. B and D).

Staffing and Training--Pittsburg

The staffing of the Pittsburg operations was based on an anticipated workload of 300,000 to 315,000 cases (an average of 4,500 cases for each of 70 areas), of which approximately 265,000 cases would be completed and require coding. It also was assumed that 50,000 completed cases would be received by the first of September, and that virtually all cases would be in hand by the end of November. On this basis, a clerical staff of 141 was projected. Because the CES sample proved to be smaller--only 246,000 completed cases were received--and because less than 70 percent of that number has been received by the end of the first week in January 1971, it was necessary to shift part of the staff to other census projects. The average staffing, by period, was as follows:

Function	Number of persons employed per week		
	Sept.- Oct. 1970	Nov.- Dec. 1970	Dec. 1970- March 1971
Check-in and check-out	10	10	10
Transcription and family coding	28	10	4
Industry and occupation coding	25-55	59	25
Work history booklet coding	33	25	9
Control records	3	3	3
Supervision	11	11	5

A cadre of 11 Pittsburg personnel were sent to Jeffersonville in early September 1970, where they were trained in coding procedures. They then returned to Pittsburg to train and supervise the clerks that had been hired there to make up the CES coding staff. Members of the Bureau's headquarters staff also went to Pittsburg and conducted training classes. Most training took place in September so that the clerks could gain experience with actual forms received from the field.

The delay in receipts affected subsequent processing operations in Jeffersonville, but the processing assigned to Pittsburg was completed 24 working days beyond its last scheduled date, and only 8 working days behind schedule in Jeffersonville.

Receipt and Check-In

Completed work began arriving in Pittsburg from the urban area offices during the week of August 23, 1970, when approximately 3,500 cases (households) were received. In all, 212,070 completed cases were received from urban area offices between that time and the first week in March 1971, and 34,317 completed cases were received from rural offices between early November 1970 and the end of February 1971, or a total of 246,387 cases.

The shipments were logged in and stored by PSU number (the primary sampling unit number used to identify each area office). Each carton was opened and its contents were verified by comparison with the transmittal records. The carton then was assigned a batch number, as in subsequent processing at Pittsburg the batch--the contents of one carton--was the unit of work. (Each carton contained an average of 60 to 70 household reports in urban areas where individual work history booklets were used for each interviewed person, or 80 cases in rural areas where several persons were reported in one booklet.)

A control unit was established to maintain records for all the CES operations in Pittsburg. The check-in reports were used as the basis for a control record on each batch; these records were annotated to reflect progression through processing, so that it was possible to ascertain daily the status of any batch and to produce progress reports as needed for management use.

In November 1970, an added check of incoming shipments was instituted: When the first shipment from each area office was received, the first 85 cases were examined clerically. The labor force questionnaires were checked for omissions, inconsistencies, and poor FOSDIC markings; and certain parts of each work history booklet were reviewed. Reports on the quality of the incoming work were thus available in advance of the actual processing.

Check-in and check-out operations (shipping the cases to Jeffersonville after processing--see p. 14 below) were conducted by the same staff.

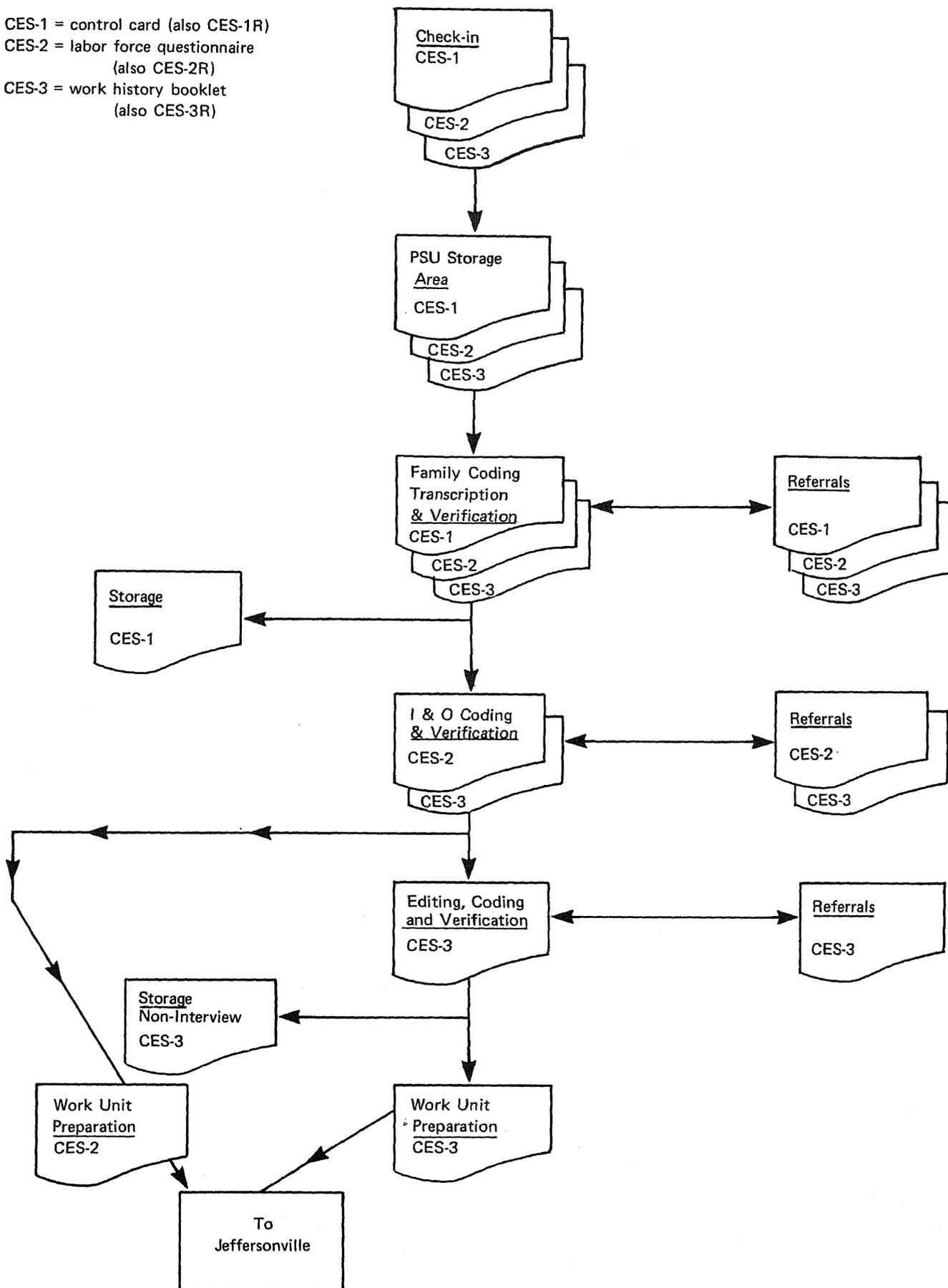
Preliminary Checking, Editing, and Coding

Batches of CES cases were taken from the storage area, and clerks checked each case to make certain that--

1. Control and serial numbers were uniform for each document for each household;
2. There were labor force questionnaire and work history booklet pages completed for each eligible person listed on the control card, or an explanation for any missing record (e.g., "noninterview");
3. Each person had been correctly assigned to a labor force group; and
4. The items covering the number of weeks the person was working, looking for work, or on layoff had been properly completed.

Figure B. Flow Chart (Pittsburg, Kans.)

CES-1 = control card (also CES-1R)
CES-2 = labor force questionnaire
(also CES-2R)
CES-3 = work history booklet
(also CES-3R)



Clerks transcribed certain items from the household control card to the labor force questionnaire and filled designated coding boxes with information such as the number of children in the family. Family status was determined and coded. (The specifications for this transcription and coding operation are given, by item, in appendix C.)

The transcription and coding were subjected to 100-percent verification during the time the coders were being trained. When a trainee qualified by coding four batches of questionnaires with an average error rate equal to or less than 3.0 percent, verification was reduced to a 10-percent sample of the coder's work. In order to remain on sample verification, a coder was required to have at least eight batches accepted within each sequence of 10 batches; coders failing this test were retrained or assigned to other tasks.

Industry and Occupation Coding

CES industry and occupation (I&O) coding generally followed procedures and used codes developed for the 1970 census (see the section on sample coding in chapter 8, and discussion of the census industry and occupation questions in chapter 15). A different method of verification was used for the CES, however; it consisted of manual precoding of a sample by two different clerks prior to production coding. Cases requiring adjudication or other determination by subject-matter specialists were sent to Jeffersonville, and were coded there rather than in Pittsburgh.

Precoding.--A sample of the labor force questionnaires (form CES-2 or 2R) and work history booklets (form CES-3 or 3R) was selected for independent precoding. (During coders' training this was a 10-percent sample; after the coders were qualified the sample was reduced to 5 percent.) A two-piece coding form (see fig. C below) was used; this form consisted of a white top sheet with cut-out places exposing certain boxes on the yellow bottom sheet.

The first precoder selected a sample household, beginning with a random number provided by the control unit, from each batch, and entered on a separate line 1 of the coding form the industry and/or occupation codes for each eligible person in that household. The coder then proceeded to the next sample household forms and repeated this procedure on succeeding lines "1". All of these entries were made through the cutout portion of the top sheet, so they appeared only on the yellow bottom sheet. No entries were made on the household forms themselves unless prescribed by the supervisor. The two sheets of the coding form were separated; the top (white) sheet was transmitted, together with the batch from which the sample had been selected, to a second precoder. The bottom (yellow) sheet was returned to the control unit.

The second precoder repeated the coding for the selected persons and households, entering on a separate line 2 on the white top sheet all codes for each person. Thus the first set of industry and/or occupation codes appeared only on the yellow bottom sheet and the second set only on the top sheet. The white top sheet then was sent to the control unit to await completion of the production coding.

Production coding.--The production coders entered I&O codes in all appropriate places for each eligible person in each household in each batch, coding the labor force questionnaire and work history booklets for each household as a unit before going on to the next household. The labor force questionnaire was coded by filling FOSDIC circles; the work history booklets were coded by entering code numbers in appropriate boxes. The following items were coded for each eligible person:

Form No. and section	Question No.	Description	Type of code
CES-2, 2R	23	Current job or business	Industry and occupation
	43	Job held longest in past 12 months	Industry and occupation
CES-3, sec. A	15b	Kind of work trained for in training program	Occupation
	16b	Kind of work trained for in Armed Forces	Occupation
	16f	Kind of work trained for in apprenticeship program	Occupation
	20a	First regular full-time job	Occupation
	20c	First regular full-time job	Industry
	21a	Type of work done longest since leaving school	Occupation
CES-3, sec. C	22	Type of work done longest since leaving school	Industry
	7	Kinds of jobs looked for	Occupation
	10b	Kind of job trained for in job training program	Occupation
CES-3, sec. E	14c	Kind of job applied for	Occupation
OR			
CES-3R, sec. A	15a	First regular full-time job	Occupation
	15c	First regular full-time job	Industry
	16a	Type of work done longest since leaving school	Occupation
	17	Type of work done longest since leaving school	Industry

(The exact wording, format, and manner of coding are shown by question number in appendix C.)

Quality control.--After I&O production coding was completed on a batch, the batch was sent to a matching unit. Here clerks took the reassembled precoding forms and transcribed to the top (white) sheets the codes the production coder had entered for the sample households. The production coder's work was entered on the lines "3". The matching clerk then compared the three codes (from the two precoders and the production coder) and marked the cases in which the respective coders were in error. An error occurred (a) when an entry should have been coded but was not, or (b) when one coder's entry did not agree with the other two coders' entries.

The results of the matching operation was examined, and if the precoder's or the production coder's work contained more than the allowable number of errors (see below), the entire batch was subjected to 100-percent verification and necessary corrections were made. All batches that failed during the precoders' and coders' training period were 100-percent verified. After training only 5 percent of the batches were 100-percent verified and corrections made; these were the batches that had the highest error rates during the month.

During training, a precoder or production coder coded a minimum of 10 batches. Error rates were not considered for the first two batches, although records were kept and the work was corrected. For batches three through six, the coder's average error rate could not exceed 5 percent; if the rate was higher, the coder was retrained and allowed to code four more batches. If the error rate exceeded 5 percent on the additional four batches, the coder was assigned to other work. For batches seven through 10, the average error rate could not exceed 3.5 percent. Coders who met this standard were considered qualified. After coding 20 batches within the standards described above, only 5 percent of the coder's work was sampled for precoding. If the individual coder's error rate subsequently rose above the 3.5-percent level, or if any three batches were rejected in a sequence of 10 batches, the coder was retrained or released.

Quality of the Coding

The outgoing error rate on transcription work and family coding on the CES-2 and 2R labor force questionnaires was on the order of 0.5 percent. Most errors occurred in coding the number of children in the family (21.3 percent) and the number of family members (14.3 percent).

In the early stages of editing the CES-3 and 3R work history booklets, editors frequently did not cross out all the sections that were not to be coded or, conversely, crossed out sections that should have been coded. These cross-out errors accounted for nearly one-fourth of all the critical errors affecting the work history booklets. Half of the coding errors, exclusive of industry and occupation coding, were associated with section A of the booklet, but this was expected since this section had more codes and was always filled in. No breakdown was made of the coding quality of individual items.

Industry and occupation coding.--For industry and occupation coding, the original outgoing error rate for all areas was 2.51 percent (no individual area was allowed to have an outgoing error rate higher than 3 percent). After reworking approximately 6.2 percent of the households, the overall rate was reduced to 2.0 percent. (It was intended originally to rework the I&O codes for 5 percent of the households.) Most of the reworking occurred in the early stages of coding. When a batch was reworked, the sample codes were again matched to the original precoded entries, and the results of this match indicated that approximately 78 percent of the errors were eliminated.

The average error rate among precoders was 3.9 percent. Because the production coder's entry was not changed unless the batch required rework, a decision was made that coders with higher error rates should

be precoders; thus the average error rate of the precoders was higher than that of the production coders (2.51 percent).

The three-way-difference rate was 2.5 percent. A three-way difference occurred when the production coder and both precoders assigned different codes for a given description. When this occurred no error was charged, and the production coder was assumed to be correct. In order to determine the effect of these three-way differences on the outgoing quality, a random sample of approximately 9 percent of these cases was selected, and an attempt was made to analyze the three codes. The results showed that in approximately two-thirds of the cases one of the coders thought the case should have been referred to a subject-matter specialist. The production coder referred the case approximately 19 percent of the time. (Approximately 5.75 percent of all the households were referred; these cases were not considered in arriving at the error rates.)

The error rates were affected by two factors outside the coders' control: (1) differences in quality among the entries received from the various area offices, and (2) the lack of certain reference materials, such as the appropriate company name lists, at the times some batches were coded during early processing.

Check-Out

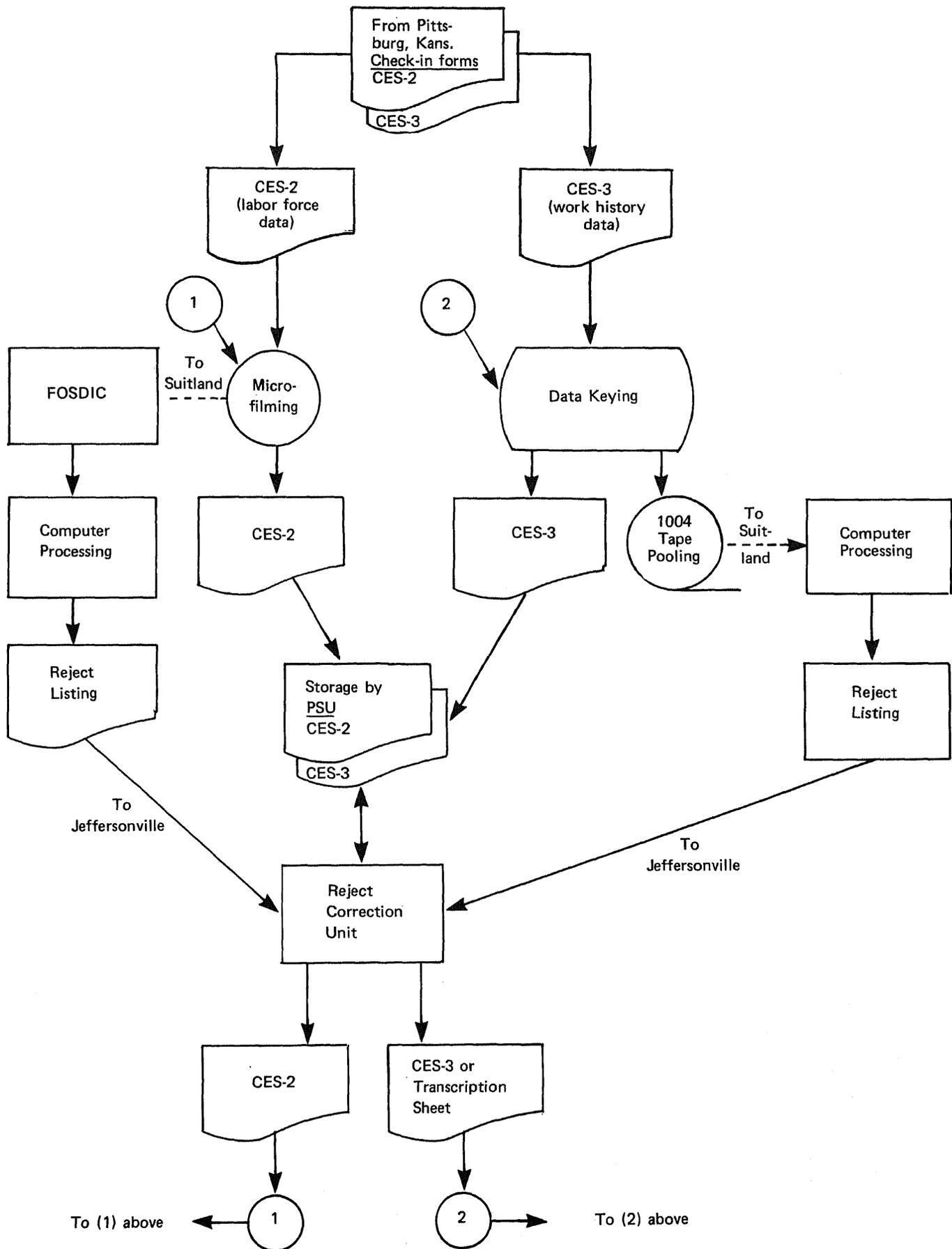
When coding and verification of a batch were completed, the batch was sent to the check-out unit. Forms requiring referral to subject-matter specialists, identified during coding by the insertion of colored strips of paper, were extracted together with all other forms for the same households. When approximately 50 referral cases were accumulated for one area office, they were forwarded to Jeffersonville for attention.

Work history booklets representing noninterview cases were removed from the batches. The remaining forms were separated into groups: control cards, completed labor force questionnaires (including noninterview cases), and completed work history booklets. These were stored until all households for an area had been coded and verified. Work units for processing in Jeffersonville then were formed of (1) 600 CES-2 or 2R labor force questionnaires in serial sequence, and of (2) 100 CES-3 or 3R work history booklets in serial sequence. (The control cards remained in storage.) An identifying breaker sheet was prepared and placed at the top of each work unit. The work units were packed and shipped by air weekly to Jeffersonville for microfilming and encoding. Clerical processing in Pittsburg and shipment of all work units to Jeffersonville were completed during the week of April 12, 1971.

Jeffersonville Operations

On receipt in Jeffersonville, cases requiring subject-matter review were referred to the appropriate members of the staff assigned at the time to decennial census sample coding. Approximately 11,000 cases were handled. After coding, the cases were separated by area office into work units of CES-2 or 2R and CES-3 or 3R forms, and stored until the work units with which they belonged arrived from Pittsburg. Breaker sheets were prepared for the referral units, and these units were filed in sequence behind the other work units for the same area.

Figure D. Flow Chart (Jeffersonville)



The CES-2 or 2R (labor force questionnaire) work units for each area were transmitted to the microfilm unit, and the CES-3 or 3R (work history booklet) work units were sent to the keying unit.

The labor force questionnaires were microfilmed on a flow basis between mid-November 1970 and June 1971. The forms, preceded by the appropriate breaker sheets, were placed on arch files and moved through the micro-filming process. The pages were turned by hand when they were photographed; it was not possible to use the Bureau's automatic page-turning equipment with the CES-2 or 2R documents. (For description of the micro-filming process, see chapter 8.) The microfilm then was developed and flown to Bureau headquarters in Suitland for FOSDIC processing (see below). The documents were retained on the arch files until it was determined whether or not it would be necessary to correct and/or remicrofilm the work unit.

In FOSDIC processing (see chapter 8 for details) the CES data on the microfilm were transcribed to magnetic tape for use on the computer. The tape then was run on the computer, and a listing was produced for each work unit which identified unacceptable documents, indicated their locations in the work unit, and stated in the form of code numbers the reasons for their rejection.

Certain cases were reviewed by clerks in Jeffersonville; they obtained the identified documents from the arch files and made necessary corrections. (Sometimes this correction consisted merely of darkening the FOSDIC circles to ensure proper pickup.) The corrected documents were replaced on the arch files and the work units were remicrofilmed and recycled through the FOSDIC operation. No CES work required more than two cycles, and all FOSDIC scanning and correction was completed between mid-December 1970 and June 11, 1971.

Data keying.--The CES-3 and 3R work history booklet entries were keyed on magnetic tape by operators in Jeffersonville. The key-to-tape equipment produced records of 120 characters in length at a density of 556 BPI (bits per inch) on the tape. Approximately 352,000 booklets were keyed, and nearly 1.6 million records were produced.

The operators' work was subjected to verification in two stages:

1. During the period when operators were being trained to key the CES booklets, each operator keyed two work units, and the keying was verified 100 percent. Any work units which had an error rate greater than 1 percent were rekeyed and reverified. If the error rate on these two units was 1 percent or less, the operator was allowed to advance to the qualified stage; if not, the operator keyed two additional work units. If the additional units failed to meet the 1-percent maximum error requirement, the operator was removed from the keying operation.
2. After qualification, a 5-percent sample of the operator's work was selected for verification. A work unit was rejected and rekeyed if the

verified sample revealed an error rate in excess of 4 percent. If the operator had more than two work units rejected in any sequence of 10, she was returned to the training stage for requalification or removal on subsequent failure.

When the CES-3R booklets from rural areas arrived, only qualified operators were allowed to key them. The first 3R work unit keyed was verified on a 100-percent basis. A 5-percent verification sample was taken from succeeding work units unless the keying supervisor felt that closer control of an operator's work was needed.

Each work unit was keyed onto one small magnetic tape. All the work units for one area then were "pooled" together (in groups of not more than 25) onto large reels for use on the Bureau's computers. The pooling operation was subjected to quality control, which included a comparison of the number of records reported for the work-unit tapes and the number of records tallied in the pooling operation. The work-unit tapes were stored in Jeffersonville until computer runs of the output reels had been satisfactorily completed.

Correction of work history data.--The initial computer run of the work history data tapes included the production of a listing of the records rejected for each area. Each record was identified individually, so that clerks could find them, and the type of error was indicated by one or more of the following codes:

<u>Code</u>	<u>Type of error</u>
A	Failed acceptability test (data missing for certain essential items)
C	Check-digit failure (the check digit shown did not match the check digit computer for the ID (identification) number used to identify the area office and the document serial number)
F	Over eight items out of sequence detected for one booklet (a possible keying of two or more booklets with the same ID number)
P	PSU number on record differed from others in the same work unit
X	More than 19 records for one booklet
Y	Only one record for one booklet

Clerks examined the records in question, corrected the booklets, and ordered rekeying as necessary. These booklets were made up into work units by PSU (area office), keyed, and added by means of a separate "pooled" tape to the appropriate computer reel for each PSU. The keying of these additions were verified and corrected on a 100-percent basis.

Quality of the data keying.--The overall error rate encountered in the data-keying operation in Jeffersonville was approximately 0.32 percent, based on verification of 12.3 percent of all the work history booklets. Only 4.3 percent of the work units failed the quality control standards, and approximately 72 percent of all detected errors were reported as omissions.

The computer reject rate (i.e., records rejected by the computer as distinguished from those rejected in

the clerical verification process) was less than 3 percent, and no area required more than one computer recycle after correction.

Editing, coding, and quality control of the CES-2 and 2R labor force questionnaires, together with receiving, shipping, and controlling all documents, required 78,267 man-hours; key encoding the CES-3 and 3R work history booklets, together with attendant verification and control, accounted for 34,786 man-hours.

Computer Processing

Introduction.--Figure E indicates in simplified form the computer processing for the CES data which was accomplished at Bureau headquarters between June 1971 and January 1972. This processing, described below, required 12 separate programs, including six for editing the data and providing allocations, and several for producing the tabulations.

Preparation of the programs required approximately 8,500 man-days including about 500 man-days for planning and supervision. This work began in April 1970 with sample selection and continued through March 1972. (Some programming necessary for the preparation of the public-use tapes was performed after the publication of the tables. The programs for the FOSDIC operation and the preliminary processing and editing of the labor force items on the CES-2/2R questionnaires were adapted from those used in the Urban Employment Survey (UES) and in the Current Population Survey (CPS); all others were new programs.

Staging, i.e., preparing each tape for a computer run, was complicated. For example, the weighting operation was performed independently for each CES area, yet the different phases of the weighting operation (four phases for urban areas and five for rural) were performed in conjunction with other programs. Thus computer time was saved by not having a separate run for weighting, but the saving was offset by control problems encountered in ensuring that each tape received its proper weighting at the particular stage in its processing, regardless of what was necessary for the preceding and succeeding areas being processed through the computer at the time. One major problem encountered in the processing was the use of two separate report forms (CES 2/2R and CES 3/3R) which had to be processed as separate files up to a point and then merged, necessitating several additional computer runs and clerical operations in order to match the two files.

Editing and allocation.--Most edits for consistency within and between the labor force questionnaires and the work history booklets were done on the computer. The computer also allocated or assigned acceptable codes. This occurred most often when information for a given item was lacking, or when the information was inconsistent with that from other acceptable entries for a person. The general procedures for handling blanks or for correcting unacceptable entries were to assign an entry for the person that was consistent with the entries for other persons with similar social and economic characteristics.

An example of this procedure is the method used in the CES of assigning or allocating wage or salary income information. The process was carried out in the following steps:

1. The computer stored a person's reported wage or salary income information (an amount or "None") by age (16-24, 25-55, 55+ years), sex (male, female), the number of weeks worked in the 12 months prior to the survey (1-26 weeks, 27-52 weeks), and occupational classification (white collar, skilled and semiskilled, or unskilled).

2. Each person's stored wage or salary income information was retained in the computer only until a succeeding person having the same characteristics and having wage or salary income information reported was processed through the computer. Then the reported wage or salary income of the succeeding person was substituted for the wage or salary income information previously stored. (This is known as the "hot deck" method of storage, and is described at greater length in chapter 15.)

3. When a record being processed had no wage or salary income information reported, or the entry was unacceptable, the wage or salary income information retained for the last person who had the same set of characteristics on the variables shown in (1) above was inserted to replace the missing entry.

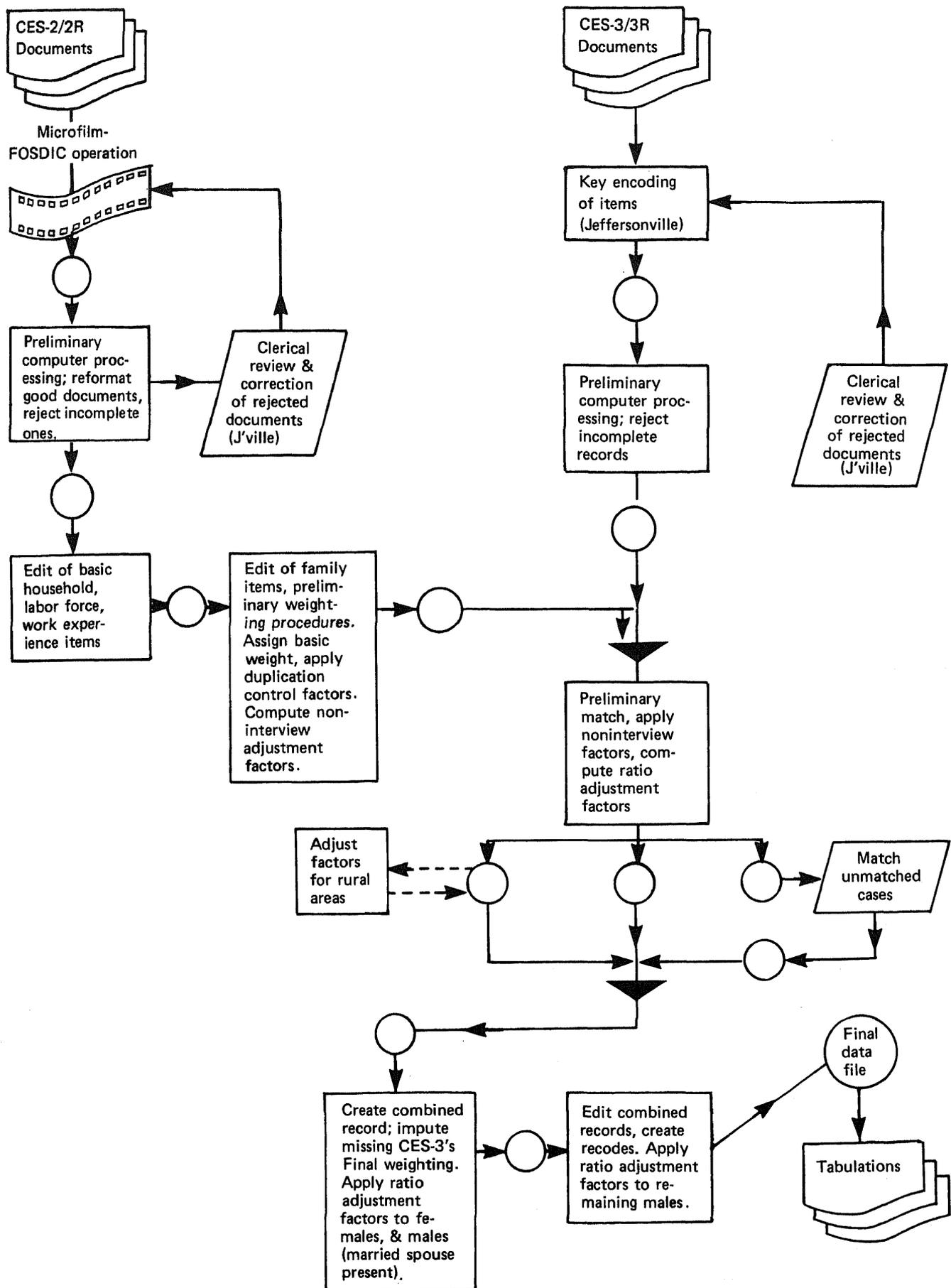
This process ensured that the distribution of the wage or salary income information assigned for persons with a given set of characteristics would correspond closely to the distribution of the wage and salary income actually reported in the survey for persons with the same set of characteristics living in the same area.

One set of starting values was established for urban areas, and another for rural areas, so that if it became necessary to allocate the response for an item before an acceptable entry for that item had been stored in the computer's memory, an entry would be available. In practice it seldom was necessary to use the starting values, because similar areas were run in sequence on the computer so that acceptable entries could be allocated from the persons of one area to those of another.

Procedures similar to those described above were used to allocate race, State or country of a person's or parent's birth, and sources of income. Another type of allocation or assignment was necessary in urban areas; namely, the assignment of a full set of work history characteristics for a person. This occurred if the interviewer was able to obtain the information needed to complete a labor force questionnaire (form CES-2) for a person, but was not able to interview that person and complete a work history booklet (form CES-3) for him. A full set of entries from the work history booklet for a previously processed person with the same set of characteristics (age, sex, race, labor force status) then was assigned by the "hot deck" process described above. The number of such allocations differed by geographic area, ranging from approximately 0.8 percent to 6.5 percent of sample persons. The overall rate of such substitution was 3.3 percent.

Weighting.--Although the steps in the weighting operation were accomplished in various computer runs, the effect was the same as performing the full weighting in one run. The first step in the weighting operation was to assign each record a basic weight which was the inverse of the probability of selection. The weights for

Figure E. Census Employment Survey Computer Processing



certain cases then were adjusted by a method known as duplication control to account for subsampling in the field operation when the workload was too large. The weights were further adjusted (the noninterview adjustment) to account for absent persons and refusals by an entire household. Each weight was adjusted by a factor which was the ratio of (1) interviews plus absences and refusals to (2) interviews. This factor was calculated and applied within the following eight cells:

Household size	Race of head	
	Negro	Non-Negro
1		
2		
3+		
Group-quarters persons		

The last step in the weighting operation was a ratio estimate to the 1970 census population for the area being processed. (The ratio estimate is described more fully in the section on the reliability of the estimates, p. 21.) For rural areas only there was an additional step (area ED adjustment) in the weighting operation prior to the ratio estimate. The effect of this operation was to have the ratio estimates operate separately for sample cases in "area segments" as opposed to those in "listing segments" (see p. 4 for definitions). It was felt that this adjustment was necessary since the sample size in area segments was not under strict controls, and the characteristics of persons in such areas often differed from those of persons living in areas where listing segments were used.

Preliminary processing of labor force questionnaires.--After the labor force questionnaires had been microfilmed and the data transcribed to magnetic tape in the FOSDIC operation (see p. 16), the tape for each work unit was run on the computer to test the data for acceptability. A listing was produced for each work unit which identified the unacceptable documents, indicated their locations in the work unit, and stated in the form of code numbers the reasons for their rejection. These codes and the errors they indicated were as follows:

<u>Code</u>	<u>Error</u>
1	Bad FOSDIC (the microfilm had not been "read" properly)
2	Missed index (an index mark on the microfilm had not been detected in the FOSDIC operation)
3	Incomplete document (less than eight pages, or pages not in sequence)
4	Incomplete PSU number (item 6 on the questionnaire was blank, not completed, or too lightly marked)

<u>Code</u>	<u>Error</u>
5	Incomplete serial number (item 7 on the questionnaire blank, not completed, or too lightly marked)
6	Interview status NA (no entries for items 25-32, item 16 marked "Interview" or blank, and item 17 blank)
7	Noninterview status NA (entries for items 25-32, but item 16 marked "Noninterview" and item 17a had an entry)
8	Noninterview type NA (item 16 was marked "Noninterview"; no entries for items 17a or 25-32)
9	Check digit failure (check digit was incorrect for the control number--items 6, 7, and 16b)

Cases identified by codes 1 and 2 were remicrofilmed in Jeffersonville and recycled through the FOSDIC operation. All other cases were reviewed by clerks in Jeffersonville, corrected as necessary, and also remicrofilmed and put through the FOSDIC operation. The entire work unit then was recycled through the preliminary processing on the computer, resulting in a record file for all acceptable labor force questionnaires. (See pp. 16-17.)

Preliminary processing of work history booklets.--The work history booklets also were tested for acceptability, based on a required minimum number of entries. If the booklet did not meet these criteria, it was excluded, and the information from another booklet was substituted for it (at a later stage in processing) just as was done for noninterview cases. For a booklet to be accepted as an interview, entries had to appear for four of the following seven items in section A:

- 1 Looking for work
- 15a Job training in school (item 20 in rural areas)
- 17a Other training programs (item 22 in rural areas)
- 18c Receipts from workmen's compensation (item 14c in rural areas)
- 18d Receipts from unemployment compensation (14d in rural areas)
- 23a Time at present address (item 18 in rural areas)
- 24 Length of residence in city (urban) (item 19, length of residence in county, for rural areas)

or in three of the above seven items in section A and any one of the following items on the CES-3 (urban) booklet:

- Section B.1, item 1--length of time on present job
- 2--number of other employers worked for in survey week
- 9--time travelling from home to work

- Section B.2, item 1--license to drive a car, and availability of a car
 C, item 1a--whether regular job wanted
 D, item 1--whether enrolled in school or expecting to return within 3 months

If two records matched by PSU and serial number, and the critical data fields shown above were exactly alike, one of the records was dropped. If the PSU and serial numbers matched, but the entries for the critical items did not, the CES-3 booklets and the matching CES-2 labor force questionnaires were identified on a computer listing as "unmatched," and usually represented "subdivided households" (i.e., households arbitrarily divided in the computer processing by a special entry on the tape to discriminate between two units that had the same identification codes).

The computer also rejected records because of check-digit failure, more than eight errors detected for one booklet, unacceptable PSU number, and less than two or more than 19 records for one booklet (see p.16 for discussion). All of the rejected records (except those dropped as duplicates) were identified on a printed-out listing together with codes indicating the reason for rejection. Clerks reviewed these cases and made corrections as necessary. After the records in question had been re-keyed to magnetic tape, the preliminary processing cycle was repeated and a file of acceptable work history data was produced.

Editing of labor force questionnaires.--Two computer programs were used in editing the CES-2 and 2R labor force data before they could be matched and merged with the work history data from the CES-3 and 3R booklets. The edit checks provided here were not subjected to clerical review, and therefore were fairly elaborate in order to provide safeguards against undetected mechanical failure. The edits were of two types--within items and between items. The latter were primarily consistency checks to make certain that related entries in different parts of the questionnaire did not disagree.

Utilizing one program, the basic household, labor force, and work experience items were edited. No blanks were left; blanks or inconsistent entries had acceptable entries allocated to them. In a second computer run basic checks were made of the family items, and the first weighting procedures were applied. The computer examined the data to see--

1. Whether they applied to a housing unit, a special place, or some other type of living arrangement. For arrangements other than housing units, it was assumed that the primary family relationship did not exist, although a secondary family relationship might, and the entries for relationship and type of family had to reflect this condition.
2. Whether there was consistency between the household relationship and the family relationship among all the records with the same serial number; e.g., did the relationship to the head of the household entered for each person in item 26 agree with the office-coded entries for family relationship and type of

family in item G? Any inconsistencies were corrected on the basis that the entry for item 26 was correct.

The computer also counted the number of times the codes for item G and item H (number of family members) had to be changed for a given work unit.

Creating the final merged file.--Following the editing of the data from the CES-2 and 2R questionnaires and the CES-3 and 3R work history booklets, it was necessary to merge the data by household. Accordingly, the labor force and work history record files were brought together on the computer. A match was accomplished when the PSU, serial, and line numbers agreed for each person. If no match was made because of a lack of a CES-3 record, the CES-2 record item 45 was checked for the PSU, serial, and line number. If the entry for item 45 was "No booklet for this person," the CES-2 records were allowed to pass to the final file.

All unmatched CES-2 and CES-3 records (including CES-2 records that did not have "No booklet for this person" marked) were identified on a computer printout for clerical review. Any CES-2 records remaining unmatched after clerical handling were coded as "No booklet for this person" in item 45 and were passed to the final file. Subdivided households were hand-matched and so identified; any CES-3 records that remained unmatched after the clerical process were discarded.

All CES-2 records requiring CES-3 records for missing booklets were supplied by bringing forward the entire CES-3 record for the last previous person in the same area with a good CES-3 record and who matched the person with the missing booklet in the following ways:

1. Race (white or nonwhite)
2. Sex (male or female)
3. Age (16-24, 25-54, 55 or over)
4. Current labor force status

working and with a job
 looking for work
 keeping house
 school (for age groups 16-24 and 25-54 only)
 unable to work
 other, and in school (age 55⁺)

For matching and evaluation purposes, the number of matched and unmatched CES-2 and CES-3 records and the number of substitutions where the same CES-3 records were used two or more times were all tallied, and a count was made of the substitutions and of the good records by matrix cell.

Following the match operation and the imputation of missing work history records, during which the final record tape was created, certain record items were recorded and edited. First, a "total family income" figure was generated; if necessary, missing income for individuals within the family was imputed from the "hot deck," using the same criteria in matching persons as for imputing the work history data above. Any cases

failing this operation and the reason for failure were listed, a count of these and a count of failures by type were maintained by area for control purposes. Further recoding involved a check of blanks caused by changes in employment status during preliminary processing; a check of industry and occupation, geographic, and miscellaneous recodes against a master code file; machine coding of family status; and a consistency check (with necessary changes) of individual items on the labor force records with the corresponding items on the work history records for the same individual and household. The specifications for this consistency check for urban areas are shown in appendix B. The specifications for rural areas were similar. Any remaining blanks were accepted, and the file was accepted for tabulation. A series of public-use tapes for selected areas also was prepared from this file.

Tabulation.--Several programs (three for tabulation and one for variances) and computer runs were required to produce the final tabulations for each area. These runs included tallying certain items by race, arriving at subtotals and totals. The final output was a series of printer tapes which were used to produce, by high-speed printer output, the tables for the published reports for all areas. Tabulation began with the records for the Houston area, on which the various CES computer programs were first tested, in July 1971 and continued until early 1972.

Processing was accomplished with no more than the normal amount of difficulty. Even so, certain processing errors were discovered after publication that required the issuance of errata sheets.

EVALUATION

Reinterview Study

During data collection a sample of one out of every 30 cases was selected for reinterview (see p. 8). The purpose of the reinterview, which usually occurred from 1 to 3 weeks after the original visit, was to detect and reconcile, if possible, differences in replies obtained by two different interviewers using the same questions.

A sample of the reinterview cases (5,600 urban and 700 rural) was analyzed to see what differences might be identified. Most responses were fairly consistent; the greatest differences seemed to occur in answers to some income items, the item on public transportation (B2-2A), and item D2C for labor force group II (lack of experience, education, or skill as a problem in finding and taking a job). For the income items, the reinterviewers tended to obtain fewer affirmative answers on sources of income (for example, 1.2 percent less in urban areas and 3.4 percent less in rural areas for the question on wages). While the amount of bias found here was small, it was significantly different from zero for seven of the 10 income sources in the urban areas and for five of the 10 income sources in rural areas.

Reliability of the Estimates

Estimation.--The estimates from the CES were developed through the use of a ratio estimate to 1970 census population counts. The computer record for each sample person was first given a weight (the inverse of

the probability of selection) adjusted to account for non-interviews encountered during the survey. The records then were used to prepare preliminary tallies of the CES data for the following ratio estimation cells:

Age	Male		Female	
	Negro	Non-Negro	Negro	Non-Negro
25-44				
45-64				
65+				

Within each of the cells, the ratio of the 1970 census count to the preliminary CES tally was computed and applied to the weights of all CES records in that cell. Because of differing definitions of the eligible universe, no ratio estimation was performed for persons of ages 16 to 24. The principal difference between CES and census definitions of eligible persons related to the treatment of students and Armed Forces members. In the CES, unmarried students living away from home were counted as members of their parents' household, while in the 1970 census they were counted as members of the households or dormitories in which they were residing. Armed Forces members were excluded from the CES but were included in the 1970 census.

The effect of this procedure was to produce estimates realizing some of the gains in sampling efficiency that would have resulted had the population been stratified into the above groups before sampling. The net effect was a reduction in both the sampling error and possible bias of most statistics below that which would have been obtained by weighting all of the sample households and persons by a uniform factor. The reduction in sampling error would be substantial for some items and less effective for others. A byproduct of this estimation procedure was that estimates from the sample tend to be consistent with the census counts for the groups used in the estimation procedure except for the differences between the population covered in this survey and in the census.

Reliability.--Since the estimates were based on a sample, they may differ somewhat from the figures that would have been obtained if a complete census was taken using the same questionnaires, instructions, and interviewers. In addition to this error (sampling variability), the results are also subject to the errors of response, nonreporting, and processing inherent in censuses as well as sample surveys. (For further discussion of this subject, see chapters 11 and 14.)

The standard error is a measure of the sampling variability, that is, of the variations that occur by chance because a sample rather than the whole of the population is surveyed. The chances are about 68 out of 100 that an estimate of the sample would differ from a complete census by less than the standard error, about 95 out of 100 that the difference would be less than twice the standard error, and about 99 out of 100 that it would be less than 2-1/2 times the standard error.

Estimates of sampling errors were calculated for each of the survey areas and presented in the published reports. The figures presented there were approximations to the standard errors of various estimates. In order to derive standard errors that would be applicable to a wide variety of items and could be prepared at a moderate cost, a number of approximations were required. As a result, the standard errors shown provide an indication of the order of magnitude rather than the precise standard error for any specific item.

The relative sampling errors were consistent from city to city. In every area the reliability requirements (see p. 3) were met.

PUBLISHING THE RESULTS

Publicity

There was no advance publicity concerning the Census Employment Survey. As each report in the PHC(3) series was issued, however, a press release was sent to selected daily newspapers and network broadcasting stations in the city or rural area covered.

Publication

The tables were produced by high-speed printer. After review by subject-matter specialists, final camera copy was prepared for publication by the manual addition of stubs and captions for each page. (This process is described in chapter 10.) The reports were printed by an offset process. In all, 76 reports (67 for urban areas, eight for rural areas, and a U.S. summary), comprising nearly 20,000 pages in the PHC(3) series entitled Employment Profiles of Selected Low-Income Areas, were issued between December 1971 and June 1972. (For release dates, size, and cost of individual reports, see appendix B, chapter 10.)

Public-use tapes were made available for 24 of the survey areas (one reel each), which were selected on the basis of population size. The parts listed

refer to the particular areas covered in the corresponding printed PHC(3) reports.

- Baltimore, Md.
- Boston, Mass.
- Chicago, Ill.--Part 1
- Chicago, Ill.--Part 2
- Cleveland, Ohio
- Detroit, Mich.
- Houston, Tex.
- Los Angeles, Calif.--Part 2
- New Orleans, La.
- Bronx Borough, N.Y.
- Manhattan Borough, N.Y.--Part 1
- Manhattan Borough, N.Y.--Part 2
- Brooklyn Borough, N.Y.--Part 1
- Brooklyn Borough, N.Y.--Part 2
- Brooklyn Borough, N.Y.--Part 3
- Philadelphia, Pa.--Part 1
- Philadelphia, Pa.--Part 2
- San Antonio, Tex.
- San Francisco, Calif.
- St. Louis, Mo.
- Washington, D.C.
- Selected rural counties in Arkansas
- Selected rural counties in North Carolina
- Selected rural counties in Appalachia

These tapes were made available on IBM compatible computer tape, Binary Coded Decimal (BCD) on 7-track, 556 cpi or 800 cpi; and Extended Binary Coded Decimal Interchange Code (EBCDIC) on 9-track, 800 cpi; all at a cost of \$70 per reel.

COSTS

The costs for the Census Employment Survey shown in this chapter include depreciation, but they do not include the cost of general administration, other general expense, or capital outlay which were recorded only at the appropriation level. These costs are shown in the 1970 Census of Population and Housing cost summary in chapter 1 of the procedural history. The CES costs, by major project, were as shown below.

Project	Fiscal year				Total
	1970	1971	1972	1973	
Total.....	\$454,624	\$6,070,929	\$748,976	\$71,862	\$7,346,391
Planning, direction, and review.....	116,456	98,436	190,647	759	406,298
Data collection.....	183,565	4,993,339	3,320	(9,694)	5,170,530
Processing.....		732,509	183,446	29,750	945,705
Publication.....		2,372	266,894	1,187	270,453
Sampling, statistical standards, evaluation.	154,603	244,273	104,669	49,860	553,405

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- Crew Leader's Manual [Rural]. 85 pp. n.d. (Form CES-10R)
- Crew Leader's Manual [Detroit]. 85 pp. n.d. (Form CES-10)
- Crew Leader's Training Workbook. 32 pp. June 1970. (Form CES-21.1)
- Guide for Training CES Edit Clerks. 31 pp. June 1970. (Form CES-26)
- Guide for Training CES Edit Clerks (Rural). 31 pp. August 1970. (Form CES-26R)
- Guide for Training CES Interviewers. 585 pp. May 1970. (Form CES-11)
- Guide for Training CES Interviewers [Rural]. 492 pp. July 1970. (Form CES-11R)
- Guide for Training Crew Leaders. 684 pp. n.d. (Form CES-21)
- Guide for Training Edit Clerks (Rural). 31 pp. August 1970. (Form CES-26R)
- Guide for Training Regional Supervisors. 446 pp. May 1970. (Form CES-40)
- Interviewer's Manual. 201 pp. n.d. (Form CES-6)
- Interviewer's Manual, Detroit Region. 201 pp. n.d. (Form CES-6)
- Interviewer's Manual, Rural. 197 pp. n.d. (Form CES-6R)
- Reinterview Manual. 28 pp. July 1970. (Form CES-30)
- Reinterview Training Guide. 69 pp. n.d. (Form CES-39)
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- Rural Crew Leaders' Listing Manual. 40 pp. August 1970. (Form CES-62)
- Rural Listing Manual. 49 pp. August 1970. (Form CES-61)
- Self-Study Instruction on Listing. 58 pp. August 1970. (Form CES-63)
- Special Place Instruction and Training Manual (Urban). 30 pp. September 1970. (Form CES-9)
- Workbook for Self-Study on Listing. 37 pp. August 1970. (Form CES-63.1)
- Workbook for Training CES Interviewers. 37 pp. May 1970. (Form CES-11.1)
- Workbook, Regional Supervisor. 45 pp. n.d. (Form CES-40.1)

APPENDIX A.
Cities and Rural Areas Included in the Census Employment Survey by Regional Office

<u>Census Bureau regional office</u>	<u>CES area office</u>	<u>Date area office opened</u>	<u>Date area office closed</u>
Atlanta, Ga.	Atlanta, Ga.	6-22-70	11-19-70
	Memphis, Tenn.	6-29-70	10-30-70
	Birmingham, Ala.	6-29-70	10-30-70
	Tampa, Fla.	6-29-70	11-6-70
	Miami, Fla.	6-29-70	11-6-70
	Columbus, Ga. (Rural counties in Alabama: Russell, Macon, Bullock, Pike, and Barbour)	11-2-70	1-8-71
Boston, Mass.	Boston, Mass.	7-13-70	12-11-70
	Buffalo, N.Y.	7-6-70	11-30-70
	Providence, R.I.	7-13-70	11-25-70
	Rochester, N.Y.	6-22-70	12-4-70
Charlotte, N.C.	Charlotte, N.C.	7-6-70	10-13-70
	Norfolk, Va.	7-13-70	10-27-70
	Fayetteville, N.C. (Rural counties in North Carolina: Scotland, Robeson, Hoke, Cumberland--except Fayetteville, Onslow, Columbus, Sampson, Duplin, Pender, Bladen, Brunswick, New Hanover--except Wilmington)	11-9-70	1-15-71
	Williamson, W. Va. (Rural counties in Appalachia: Mingo and McDowell, W. Va.; Dickenson, Buchanan, and Tazewell, Va.; Martin, Floyd, and Pike, Ky.)	10-26-70	1-7-71
Chicago, Ill.	Chicago, Ill., Area I	8-17-70	2-19-71
	Chicago, Ill., Area II	8-17-70	2-19-71
	St. Louis, Mo.	7-6-70	11-25-70
	Indianapolis, Ind.	7-6-70	11-25-70
	Louisville, Ky.	7-6-70	11-27-70
	Salem, Mo. (Rural counties in Missouri: Dent, Texas, Shannon, Howell, Oregon, Ripley, Carter, Reynolds)	10-19-70	12-17-70
Dallas, Tex.	Dallas, Tex.	6-22-70	10-29-70
	Houston, Tex.	6-22-70	10-21-70
	New Orleans, La.	6-22-70	11-2-70
	San Antonio, Tex.	6-22-70	10-29-70
	Oklahoma City, Okla.	6-22-70	11-9-70
	Tulsa, Okla.	6-22-70	10-9-70
	Pine Bluff, Ark. (Rural counties in Arkansas: Cross, Crittenden, St. Francis, Lonoke, Prairie, Monroe, Lee, Drew, Phillips, Arkansas, Desha, Bradley, Ashley, and Chicot)	11-2-70	1-12-71
Denver, Colo.	Denver, Colo.	6-22-70	11-6-70
	Phoenix, Ariz.	6-22-70	10-27-70
	Albuquerque, N. Mex. (Rural counties and Indian pueblos in New Mexico: Sandoval, Santa Fe--except Santa Fe city, Valencia, McKinley; excluding all reservations except Zuni)	11-16-70	2-26-71
Detroit, Mich.	Detroit, Mich.	7-6-70	12-22-70
	Cleveland, Ohio	7-13-70	12-9-70
	Cincinnati, Ohio	6-22-70	11-30-70
	Columbus, Ohio	6-22-70	11-5-70
	Dayton, Ohio	6-22-70	10-23-70
	Youngstown, Ohio	6-22-70	11-13-70

Cities and Rural Areas Included in the Census Employment Survey by Regional Office—Continued

<u>Census Bureau regional office</u>	<u>CES area office</u>	<u>Date area office opened</u>	<u>Date area office closed</u>
Detroit, Mich.--Con.	Toledo, Ohio	6-22-70	11-16-70
	Akron, Ohio	6-22-70	11-4-70
Los Angeles, Calif.	Los Angeles, Calif., Area I	7-20-70	12-7-70
	Los Angeles, Calif., Area II	7-20-70	12-21-70
	San Francisco, Calif.	7-20-70	2-5-71
	San Diego, Calif.	7-27-70	12-14-70
	Oakland, Calif.	7-20-70	12-22-70
	Merced, Calif.	11-9-70	12-23-70
	(Rural counties in California: Madera and Merced)		
New York, N.Y.	New York City, N.Y.		
	Bronx	9-14-70	3-5-71
	Kings (Brooklyn), Area I	9-14-70	2-5-71
	Kings (Brooklyn), Area II	9-14-70	2-26-71
	Kings (Brooklyn), Area III	9-14-70	2-26-71
	Manhattan, Area I	8-24-70	2-26-71
	Manhattan, Area II	9-14-70	3-1-71
	Queens	9-14-70	3-3-71
	Newark, N.J.	8-24-70	3-5-71
	Jersey City, N.J.	8-24-70	2-26-71
	Bridgeport, Conn.	8-24-70	1-22-71
Philadelphia, Pa.	Philadelphia, Pa., Area I	8-31-70	2-12-71
	Philadelphia, Pa., Area II	8-31-70	1-29-71
	Pittsburgh, Pa.	8-31-70	1-4-71
	Baltimore, Md.	8-31-70	1-18-71
	Washington, D.C.	8-31-70	1-8-71
St. Paul, Minn.	St. Paul, Minn.	6-22-70	10-12-70
	Omaha, Nebr.	6-22-70	10-25-70
	Wichita, Kans.	6-22-70	10-6-70
	Kansas City, Mo.	6-22-70	10-30-70
	Minneapolis, Minn.	6-22-70	10-30-70
	Milwaukee, Wis.	6-22-70	10-21-70
Seattle, Wash.	Portland, Oreg.	6-22-70	11-13-70

APPENDIX B.

Specifications Used in Checking Consistency Between Labor Force Questionnaires and Work History Booklets by Household

A. Consistency check between forms CES-2 and CES-3

Test	Sec. A item	Code or entry	CES-3 item	Entry required	Action for check failure
1.	IESR ^{1/}	5-School	Section A items 20a and 20b	Still in school	Blank other entries in 20a-e, 21, and 22; and set to "Still in school"
2.	30 (sex)	Female	Sec. A-10, and 16a-16h	Blank	Blank CES-3 entries
3.	30, 28	Female and code 3, 4, 5	Sec. C- <u>A</u> 3	Blank	Blank CES-3 entry
4.	30	Male	Sec. C- <u>A</u> 3	Blank	Blank CES-3 entry
5.	30	Male	Sec. C- B4a	Other than 99 for pregnancy	Blank if 99 for "pregnant"
6.	K	Spanish	Sec. A- 29	Spanish	Set CES-3 item 29 to "Yes---Spanish"
7.	35	No	Sec. A- 1	1	Check CES-3 A1, and blank remainder of A2 through 14
8.	35	Yes	Sec. C- <u>C</u> item 5a	1 in 5a	Make 5a 1, and blank 5b to 5c
9.	22A	1 Public employment agency	Sec. A- 3	Yes (1)	Change CES-3 item 3 to 1
10.	22A	2 Private employment agency	Sec. A- 8	Yes (1)	Change CES-3 item 8 to 1
11.	22A	3 Directly with employer	Sec. A- 4	Yes (1)	Change CES-3 item 4 to 1
12.	22A	4 Friends	Sec. A- 5	Yes (1)	Change CES-3 item 5 to 1
13.	22A	5 Ads	Sec. A- 6	Yes (1)	Change CES-3 item 6 to 1
14.	24A	2-7	Sec. A- 13	Blank	Make CES-3 item 13 blank
15.	30	Nonveteran	Sec. A, item 16a-d	3, did not serve	Set CES-3 16a to 3, and blank remainder of 16b-d
16.	30	Vietnam	Sec. A, 16c	64 to present	Set CES-3 16c to 66
17.	30	Korean War	Sec. A, 16c	50 to 55	Set CES-3 16c to 53
18.	30	World War II	Sec. A, 16c	40 to 47	Set CES-3 16c to 44
19.	30	World War I	Sec. A, 16c	17 to 18	Set CES-3 16c to 17
20.	30	Other service	Sec. A, 16c	Any year other than above	If CES-3 item 16c is blank, check respondent's age: 1. Up to 33, set 16c to 58 2. 34 to 50, set 16c to 48 3. 51 or older, set 16c to 38
21.	48, 49	48= 2, or 49= ∅∅	14a.1	Blank	If 48=2, or 49=∅∅, blank 14a.1 (rural only)

^{1/} Integer Employment Status Recode. In preliminary processing, the entry for CES-2 item 19 (activity last week) was checked for consistency with other items on the questionnaire and recoded as: 1, working; 2, with a job but not at work; 3, looking for work; 4, keeping house; 5, going to school; 6, unable to work; or 7, other.

**Specification Used in Checking Consistency Between Labor Force Questionnaires
and Work History Booklets by Household—Continued**

B. Consistency check for form CES-3, section A

(Asterisk (*) in action column indicates that the number of errors is to be tallied for this item.)

Test	Sec. A item	Code or entry	Consistency item or items	Entry required	Action for check failure
1.	(deleted)				
2.	13	3,4,5,6,7,8,9, 0 or 1	3-11	Yes in appropriate item	For code marked in 13, make appropriate entry "Yes"
3.	3-11a	1 (in at least one item)	2	1	Make 2 = 1
4.	2	1	1	3	Blank item 2 and skip to test 7
5.	3-11a	Yes in at least one item	3-11a	Yes or No	If any one of the items 3-11a is "Yes" and rest are blank, then make all rest "No."
6.	3-11a	Only one Yes	13	Appropriate code	If only one "Yes" in 3-11a, plug that answer into appropriate box for 13
7.	15b,c,d	Any entry	15a	1	If any entry in 15b,c,d, make 15a=1
8.	15c	01-99	Age CES-2 item 27	16-99	15c must be equal to or greater than the figure determined by subtracting the person's * age minus 16 years from the current year, otherwise blank the item
9.	16b,c,d	Any entry	16a		Make 16a=1 for males only, for others blank
10.	16c	Same as test for 15c above			
11.	16f,g,h	Any entry	16e	1	Make 16e=1
12.	16g	Yes and 01-99			Make check for acceptable age as for 15c above *
13.	17b,c,d,	Any entry	17a	1	Make 17a=1
14.	e 17c	01-99			Make check for acceptable age as for 15c above *
15.	20d	Private (P), Government (G), or without pay (WP)	Is this business incorporated	Blank	If P, G, or WP, blank incorporated
16.	20d	Self-employed and business is incorporated			Change class of worker to "Private" and blank incorporated
17.	20e	Months checked	20e	01-11	If months checked and entry is 12 to 17, change check to year and entry to 1 year. If entry is 18 or greater, change check to year and entry to 2 years *
18.	20e	Years checked	20e	01-99	If years checked, then entry in 20e must be equal to or less than person's age minus 10 years; otherwise blank both check and entry *
19.	21b	Months checked	21b	01-11	If months checked and entry in 21b is 12 to 17, then change 21b to 1 year. If entry is 18 or more, expand 21b to 2 years *
20.	21b	Years checked	21b	01-99	If years checked, then entry in 21b must be equal to or less than person's age minus 10 years; if not, blank entire item *
21.	23a	01-99			Must be equal to or less than person's age, otherwise blank *
22a.	24	01-99	23a	01-99	Entry in item 24 must be equal to or greater than entry in 23a. If not make 23a=24 *

**Specifications Used in Checking Consistency Between Labor Force Questionnaires
and Work History Booklets by Household—Continued**

C. Consistency check for form CES-3, sections B and C

(Asterisk (*) in action column indicates that the number of errors is to be tallied for this item.)

Test	Sec. B.1 item	Code or entry	Consistency item or items	Entry required	Action for check failure
1.	1	Months	<u>085</u> checked	01-11	If entry is 12-17, change check to read 1 year; if entry is 18 or more, change check and entry to read 2 years *
2.	1	Years	<u>086</u> checked	01-99	Entry must be equal to or less than person's age minus 10 years, otherwise blank check and entry *
3.	5a	1, 2	4a	1	If entry in 5a, make 4a "Yes" and blank 4b
4.	4b	Blank	4a	Blank	If entry in 4b, and 4a is blank, then make 4a "No"
5.	(deleted)				
6.	7b	01-11	7a	1	If entry in 7b, make 7a "Yes"
7.	6b	\$ amount in <u>097</u> , <u>098</u> , <u>099</u> , or <u>100</u>	<u>094</u> and <u>096</u>	Yes and code 10	If amount entered, make 6b "Yes" and plug 10 in <u>094</u>
8.	8	Any entry	6a and/or 7b	1-5	Delete entry in 8 if codes 1-5 (public transportation) do not appear in item 6a and/or 7b
9.	7c	<u>105</u> , <u>106</u> , <u>107</u> , <u>108</u> , one = \$	<u>104</u> and <u>102</u>	Yes and code 10	If \$ then make <u>104</u> "Yes" and <u>102</u> code 10
	Sec. B.2 item				
1.	1b	3, 4	1a	1	If 1b has entry, set 1a to "Yes"
2.	2b	3-7	2a	1 Yes	If 2b has entry, set 2a to "Yes"
3.	2a	2	3	10-99	If any entry in 2b or "Yes" in 2a, blank item 3
	Sec. C: Any entry in--		Sec. C: "Yes" must be marked in--		
1.					Check if person 65; if not blank all of section C
2.	(deleted)				
3.	Part A item 2a-g, 3		Box 3, Family responsibilities		Set item 1b to 3, <u>126</u> or <u>135</u> and <u>145</u> to "Yes" depending on response to <u>123</u> *
4.	Part B item 4a-g		Box 4, Health		Set item 1b to 4, <u>127</u> or <u>136</u> and <u>146</u> to "Yes" depending on response to <u>123</u> *
5.	Part C item 5a-to 12c		Box 5, Looked but couldn't find work		Set item 1b to 5, <u>128</u> or <u>137</u> and <u>147</u> to "Yes" depending on response to <u>123</u> *
6.	Part D item 13a-c		Box 6, Transportation		Set item 1b to 6, <u>129</u> or <u>138</u> and <u>148</u> to "Yes" depending on response to <u>123</u> *
7.	Part E item 14a-c		Box 7, Too young or too old		Set item 1b to 7, <u>130</u> or <u>139</u> and <u>149</u> to "Yes" depending on response to <u>123</u> *
8.	Part F item 15a-b		Box 8, Lack skill, experience, or education		Set item 1b to 8, <u>131</u> or <u>140</u> and <u>150</u> to "Yes" depending on response to <u>123</u> *
9.	Item 1A-- a. Entry of "Yes" or "Maybe, it depends"		Sec. C, item 1d-e should be blank		Blank any entries in item 1d and 1e
	b. Entry of "No"		Sec. C, item 1b-c should be blank		Blank any entries in item 1b and 1c

**Specifications Used in Checking Consistency Between Labor Force Questionnaires
and Work History Booklets by Household—Continued**

D. Consistency check for form CES-3, sections C (subsections) and D

(Asterisk (*) in action column indicates that number of errors is to be tallied for this item.)

Test	Sec. C item	Code or entry	Consistency item or items	Entry required	Action for check failure										
1.	2f	01-66	2e	2	If entry in 2f, then set 2e to "No" and blank 2g										
2.	2g	01-66	2e	3	If entry in 2g, then set 2e to "It depends"										
3.	2e	1, 2, or 3	2c	2	If entry in 2e, then 2c must be set to "No or don't know"; blank 2d										
4.	2d	01-66	2c	1	If entry in 2d, then 2c must be set to "Yes"										
5.	2b	1-6	2a	1	If entry in 2b, then mark 1 in item 2a										
6.	4d	1	4e-4g	Blank	Blank any entries in 4e through 4g										
7.	4e	4, 5, 6	4d	2 or 3	If entry in 4e, and 4d is blank, then set 4d to 3--"Don't know"										
7a.	4g	1-5	4f	1-8	If entry in 4g, and 4f is blank, then blank 4g										
8.	4f	1-8	4e	4	If entries 4f, make 4e "Yes"										
9.	4f	1-8	4a	0100-1515	The following codes in 4f must have the corresponding code entered as one of the health problems in 4a: <table style="margin-left: 40px; border: none;"> <tr> <td style="text-align: center;"><u>4f</u></td> <td style="text-align: center;"><u>4a</u></td> </tr> <tr> <td>3, Operation</td> <td>01, 02, 06, 10, 11, 13, 15</td> </tr> <tr> <td>5, Rest periods, etc.</td> <td>01 to 06, 12, 13, 14, 15</td> </tr> <tr> <td>6, Eyeglasses, etc.</td> <td>10, 11</td> </tr> <tr> <td>7</td> <td>12, 13, 14, 15</td> </tr> </table> If these codes do not correspond, blank 4f	<u>4f</u>	<u>4a</u>	3, Operation	01, 02, 06, 10, 11, 13, 15	5, Rest periods, etc.	01 to 06, 12, 13, 14, 15	6, Eyeglasses, etc.	10, 11	7	12, 13, 14, 15
<u>4f</u>	<u>4a</u>														
3, Operation	01, 02, 06, 10, 11, 13, 15														
5, Rest periods, etc.	01 to 06, 12, 13, 14, 15														
6, Eyeglasses, etc.	10, 11														
7	12, 13, 14, 15														
10.	5a	1	9a-9b	Blank	If 5a is code 1, blank any entry in 9a and/or 9b										
11.	10b,c,d	Any entry	10a	1	If 10b, c, d, have entries, set 10a to 1										
12.	10d	01-77	10c	2, 3	If any entry or reason in 10d, and 10c is blank, set 10c to 2--"No, never started"										
13.	11b	4-7	11a	2	If entry in 11b, make 11a 2--"It depends"										
14.	13b,c	Any entry	13a	1	If any entry in 13b and/or 13c, make 13a 1--"Yes"										
15.	14b	3, 4	14a	1	If 14b is code 3 or 4, make 14a 1--"Yes"										
16.	14c	Occupation	14b	4	If occupation entry in 14c, make 14b 2--"No"										
17.	15b	Education wanted	15a	1	If entry in 15b, make 15a 1--"Yes"										
	Sec. D item														
1.	2	Entries	1	2	If entry is "Yes," change to "No" unless under 25 or over 64 years, then blank entries in D *										
2.	2a,b,c	"No" entries	<u>A</u> <u>B</u> <u>C</u>	"No"	If the subsections <u>A</u> <u>B</u> <u>C</u> have answers, change the "No" to "Yes"										
3.	15b	Education wanted	15a	1 or 2	If entry in 15b, make 15a 1--"Yes" if 15a is blank										
4.	10	01-66	8	3	If entry in 10, set 8 to "It depends" and blank 9										
5.	9	01-66	8	2	If entry in 9, then set 8 to "No"										
6.	8	1, 2, or 3	5	2	If entry in 8, then 5 must be set to "No or don't know"										
7.	7	01-66	5	1	If entry in 7, then 5 must be set to "Yes" and 6a to "No"										
8.	4	1-6	3	1	If entry in 4, then mark 1 in item 3										

APPENDIX C

CONTENT

Control Card

The CES control card, form CES-1 (CES-1R in rural areas), was a control document serving to identify a particular CES case for which an interview was to take place. The first four items on the card included the address and other office control information.

The following questions, 5 through 28, involved observation on the part of the interviewer or inquiry of respondents. These questions were used to further identify the sample unit and some of its housing characteristics, to identify the occupants, and to determine the

composition of the household. Basic population characteristics, such as age, marital status, race, and sex were collected for all household members, and more detailed information was obtained for all members 16 years of age and over. The responses were entered on the control card, and assisted the interviewer in obtaining further information about individual household members when completing the labor force questionnaire and the work history booklets. Any entries on the control card which were to be tabulated or otherwise used in computer processing were transcribed from the control card to the labor force questionnaire. The control card itself was not processed.

Question 5. Coverage

<p>5a. Are there any occupied or vacant living quarters besides your own at . . . ? (Read street address and apartment description from item 1)</p> <p>Y - Interview separately if an extra unit N</p>	<p>5b. Not used</p>	<p>5c. How many people are living or staying in this house (apartment)?</p> <p style="text-align: center;">_____</p>
---	---------------------	--

(Urban)

<p>5a. Are there any occupied or vacant living quarters besides your own at . . . ? (Read street address and apartment description from item 1)</p> <p>Y - Fill table X N</p>	<p>5b. (Omit if B segment in Item 3b) Is there any other building on this property for people to live in - either occupied or vacant?</p> <p>Y - Fill table X N</p>	<p>5c. How many people are living or staying in this house (apartment)?</p> <p style="text-align: center;">_____</p>
--	--	--

(Rural)

The purpose of this question was to verify coverage and to identify any units at the sample address that might have been missed, newly constructed, or converted. If the sample unit was vacant, the interviewer was instructed to obtain information from a neighbor or other knowledgeable person. Part (c) was asked only at occupied units, and applied only to the sample unit, not the address.

In urban areas the interviewer completed part (a) for all cases by circling either the Y (Yes) or the N (No), and by entering a figure in part (c).

In rural areas, no part was asked at special places, and part (b) was not asked if the sample address was

in a "B" (listing) segment (see p. 4). In "B" segments any extra unit had to be within the same structure and within the specific address of the sample unit recorded on the control card. The specific address could be a single-unit structure or an apartment or other location within a multiunit structure. In area segments (see p. 4), however, the extra unit could be any unlisted unit within the specific address used for the sample unit, and could be in a different structure. If, in rural areas, the answer to part (a) was "Yes," the interviewer was instructed to fill table X (below) to determine whether the extra living quarters in fact constituted an extra unit and, if so, to prepare a control card and conduct an interview for the extra unit.

Table X – Living Quarters at Listed Address

<p>Where are these quarters located? (Enter exact description or location, e.g., basement; 2nd floor, rear) (If outside Area Segment boundary, specify in notes, STOP Table X and go to C.C. item 5b) 2</p>	<ul style="list-style-type: none"> ● If listed, enter sheet and line number and stop Table X ● If unlisted and in B Segment, go to 4 ● If unlisted and Area Segment, go to 5 	B Segments only		<p>Are these (Specify location) quarters for more than one group of people? (If yes, fill one line for each group) 5</p>			
		<p>INTERVIEWER: Are these living quarters within the specific sample address shown in columns 2-4 of the B Segment List? (If yes, continue Table X. If No, STOP Table X and go to C.C., item 5c) 4</p>					
		S _____ L _____	Yes		No	Yes	No
		S _____ L _____	Yes		No	Yes	No
S _____ L _____	Yes	No	Yes	No			

USE OR CHARACTERISTICS				CLASSIFICATION		
OCUPIED	ALL QUARTERS Do these quarters in (Specify location) have:			N – Not a separate unit; add occupants to Control Card		
Do the occupants of these (Specify location) quarters live and eat with any other group of people? 6	Direct access from the outside or through a common hall? 7	Complete kitchen facilities for exclusive use? 8		HU } Separate unit – interview on a separate Control Card OT }	9	
Yes (Skip to 9) No	Yes No	Yes No	N HU OT			
Yes (Skip to 9) No	Yes No	Yes No	N HU OT			
Yes (Skip to 9) No	Yes No	Yes No	N HU OT			

(HU- housing unit, OT- other unit)

The entries for question 5 were reviewed for consistency with other responses, but were not coded or tabulated.

Question 6. Household Composition

Line number of person (Circle Line No. of resp.) 6a	NAME (last name first)	RELATIONSHIP TO HOUSEHOLD HEAD	HOUSEHOLD MEMBER
	6b	6c	6d
1	What is the name of the head of this household?	Example: Head, wife, son, daughter-in-law, partner, lodger, lodger's wife, etc.	Y N
2	What are the names of all other persons who are living or staying here?		Y N
3	List all persons staying here and all persons who usually live here who are absent. Be sure to INCLUDE infants under 1 year of age.		Y N
4			Y N
5			Y N
6			Y N
7			Y N
8			Y N
9			Y N
10			Y N

The names of all persons who were staying in the sample unit at the time of the interview, including lodgers, hired hands, and persons with no usual residence elsewhere, were listed on the lines under item 6b, and the respondent was indicated by circling the number in item 6a opposite his name. The interviewer also listed the names of all persons who usually lived there but who were away temporarily visiting, travelling in connection with their jobs, attending school, or in a hospital. Though living away from home while attending school, unmarried students--except those enrolled in nursing schools--were considered to be members of the household, as were crews of vessels (regardless of location) and members of the Armed Forces stationed nearby and usually sleeping in the sample unit. (In the census, college students were enumerated at their college addresses; the enumeration rules for military and maritime personnel varied. See chapter 5 for details.) If any person had two concurrent residences, he was considered an occupant of the unit in which he slept the greater part of the survey week. Excluded entirely were inmates of institutions or patients receiving long-term care in hospitals, sanatoriums, or maternity homes for unwed mothers.

The interviewer was directed to list all persons in a particular order, beginning with the head of the household, and was provided with guidelines for determining the relationships and household status to be entered in items 6c and 6d, respectively. (The interviewer referred to this information when completing items 25 and 26 on the labor force questionnaire (see p. 54).

The relationships generally were defined in the same manner as in the census, except that in subsequent clerical coding the census concept of a subfamily was not used. A CES household was limited to one primary family or one primary individual (Pri. I.) and, if present, any number or combination of secondary families (Sec. Fam.) and secondary individuals (Sec. I.). All members of special places were considered secondary individuals, whether they were related or not.

Clerks entered the codes for family number, family relationship, family type, number of family members, and number of children in the family in boxes G, H, and L of the labor force (CES-2 and 2R) questionnaire:

G. Fam. No.		H. Number of family members	L. Number of children in family	
1	2 3 4 5 6		Ages 0-5	Ages 6-17
Fam. Rel.	Type			
Head... ○	Sec. I... ○	0 0	0	0
Wife... ○	Sec. Fam. ○	1 1	1	1
Child .. ○	Sub. Fam. ○	2 2	2	2
Other rel. ○	Pri. I... ○	3 3	3	3
		4	4	4
		5	5	5
		6	6	6
		7	7	7
		8	8	8
		9	9	9

If an examination of question 5 on the control card indicated that the sample case was a housing unit, but

there were six or more unrelated persons (including a head) in it, or there were five or more unrelated foster children (regardless of age), the housing unit status was changed to that of "Other unit in special place and all the relationship entries were changed to "Nonrelatives of head..."

The "number of children in the family" included all members of the household under 18 years of age, regardless of marital status, except the head of the household or his wife, or the head of a secondary family or that person's wife.

Question 7. Check of Household Composition

7a. I have listed (Read names in 6b)		
Have I missed -		
● Any babies or small children?		Y N
● Any lodgers, or boarders who live here?		Y N
● Anyone who usually lives here but is away at present traveling, at school, or in a hospital?		Y N
● Anyone else staying here?		Y N
(Draw line under last name listed)		
b. How many other people stay here some of the time?		
_____ Number - If one or more ASK 7c		
c. Are any of these people staying here now?		
<input type="checkbox"/> Yes - List any staying here if not already listed		
<input type="checkbox"/> No		
d. Does anyone who is not staying here now consider this place home? (Exclude Armed Forces members)		
<input type="checkbox"/> Yes - ASK 7e		
<input type="checkbox"/> No - SKIP to 8a		
e. Does he have some one place he usually stays?		
<input type="checkbox"/> Yes - Elsewhere (End questions for this person)		
<input type="checkbox"/> Yes - Here (List in 6b and consider a household member)		
<input type="checkbox"/> No - ASK 7f		
f. Do you expect him to return here within two months?		
<input type="checkbox"/> Yes - List in 6b and consider a household member		
<input type="checkbox"/> No - End questions for this person		

The purpose of this question was to ensure a complete listing of all persons in the household. If the answer to any part of item 7a was "Yes," the interviewer circled the "Y" next to that part, and determined whether this missed person should have been added to the control card. To be included were, for example, persons who were not members of the household but who were staying at the unit at the time of interview and were staying (i.e., slept) in the sample unit at least the night before the interview. Items 7b through 7f were designed to pick up persons who otherwise would be missed, either because they would not consider themselves as household members where they were staying or because they would not be reported there. It was expected that such persons most frequently would be young, unmarried men. If items 7e and 7f applied to more than one person, the questions were asked for each and the instructions were applied separately. The responses were not coded or tabulated.

high school while in the Armed Forces, the code H4 (4 years of high school) was entered. For persons attending professional schools after less than 4 years of college, the equivalent in terms of total college years was computed. However, for nurses whose training did not lead to a college degree, only the last grade of regular school was entered. Education in business or vocational schools was excluded unless they were part of a regular school system, and correspondence and other courses were not counted unless they were accepted for credit in a regular school system.

In item 15b, the Y ("Yes") answer was circled only if the person had successfully completed the year shown in 15a. All other persons were coded N ("No").

Question 16, "Can ... read and write English?" was asked only for persons 16 years of age and over who had attended less than six grades of elementary school. A Y ("Yes") answer was marked if the person could read and write English, or knew how to read and write it at one time even though he now was unable to do so because of a mental or physical impairment, such as blindness. Item 17, "Can ... read and write any other foreign language?" was asked only for persons with an N ("No")

response to item 16, and thus was not a measure of bilinguality.

The interviewer used the information from the above entries when completing items 30-32 on the labor force questionnaire (see p. 54), and control card items 16 and 17 were coded clerically to item I, literacy, on the labor force questionnaire.

I. Literacy	
<i>(For persons with less than E-6 in 31)</i>	
English	Other language
Yes <input type="radio"/>	Yes <input type="radio"/>
No <input type="radio"/>	No <input type="radio"/>

Questions 18-20. Housing Characteristics

<p>18a. HOUSING UNIT</p> <p><input type="checkbox"/> House, apartment, flat</p> <p><input type="checkbox"/> HU in nontransient hotel, motel, etc.</p> <p><input type="checkbox"/> HU - perm. in transient hotel, motel, etc.</p> <p><input type="checkbox"/> HU in rooming house</p> <p><input type="checkbox"/> Trailer - permanent</p> <p><input type="checkbox"/> Trailer - mobile</p> <p><input type="checkbox"/> HU - not specified above <i>(Describe in footnotes)</i></p>	<p>18b. OTHER UNITS IN SPECIAL PLACES</p> <p><input type="checkbox"/> Quarters not HU in rooming or boarding house</p> <p><input type="checkbox"/> Unit not permanent in transient hotel, motel, etc.</p> <p><input type="checkbox"/> Tent site or trailer site</p> <p><input type="checkbox"/> Other not HU <i>(Describe in footnotes)</i></p>	<p>19. How many rooms are in this unit counting the kitchen but not the bathroom?</p> <p><input type="checkbox"/> 1</p> <p><input type="checkbox"/> 2</p> <p><input type="checkbox"/> 3</p> <p><input type="checkbox"/> 4</p> <p><input type="checkbox"/> 5</p> <p><input type="checkbox"/> 6</p> <p><input type="checkbox"/> 7</p> <p><input type="checkbox"/> 8 or more</p>	<p>20. Is this unit -</p> <p><input type="checkbox"/> Owned or being bought by you or someone in your household? <i>(SKIP to 22)</i></p> <p><input type="checkbox"/> Rented for cash?</p> <p><input type="checkbox"/> Occupied without payment of cash rent?</p>
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(Urban)

<p>18a. HOUSING UNIT</p> <p><input type="checkbox"/> House, apartment, flat</p> <p><input type="checkbox"/> HU in nontransient hotel, motel, etc.</p> <p><input type="checkbox"/> HU - perm. in transient hotel, motel, etc.</p> <p><input type="checkbox"/> HU in rooming house</p> <p><input type="checkbox"/> Trailer - permanent</p> <p><input type="checkbox"/> Trailer - mobile</p> <p><input type="checkbox"/> HU - not specified above <i>(Describe in footnotes)</i></p>	<p>18b. OTHER UNITS IN SPECIAL PLACES</p> <p><input type="checkbox"/> Quarters not HU in rooming or boarding house</p> <p><input type="checkbox"/> Unit not permanent in transient hotel, motel, etc.</p> <p><input type="checkbox"/> Tent site or trailer site</p> <p><input type="checkbox"/> Other not HU <i>(Describe in footnotes)</i></p>	<p>19. How many rooms are in this unit counting the kitchen but not the bathroom?</p> <p><input type="checkbox"/> 1</p> <p><input type="checkbox"/> 2</p> <p><input type="checkbox"/> 3</p> <p><input type="checkbox"/> 4</p> <p><input type="checkbox"/> 5</p> <p><input type="checkbox"/> 6</p> <p><input type="checkbox"/> 7</p> <p><input type="checkbox"/> 8 or more</p>	<p>20. Is this unit -</p> <p><input type="checkbox"/> Owned or being bought by you or someone in your household? <i>(SKIP to 22)</i></p> <p><input type="checkbox"/> Rented for cash?</p> <p><input type="checkbox"/> Occupied without payment of cash rent?</p>
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(Rural)

The purpose of question 18 was to determine whether or not the living quarters at the unit for which the interview was made was a housing unit, or an "other unit" in a special place (a hotel, institution, dormitory, etc.), and to categorize that unit in one of several ways. The

definition of a housing unit was the same as that used in the census, namely, "a group of rooms or a single room occupied as separate living quarters or, if vacant, intended for occupancy as separate living quarters," and having the characteristics of separateness and either

direct access or complete kitchen facilities. (See chapter 15 for more specific details.) Houseboats and converted railroad cars could qualify as housing units. The interviewer was given detailed guidelines for classification. In urban areas the first two boxes in item 18b were reserved for the use of special-place interviewers.

In item 19, number of rooms, no areas were counted except those permanently enclosed and suitable for year-round use.

In item 20, "Rented for cash" was marked if any money rent was paid or contracted for, even by persons not living in the unit. "Occupied without payment of cash rent" was marked for all other units not owned or being bought, even though the occupants paid money for utilities.

For occupied trailers, tenure was reported for the trailer itself and not for the site it occupied. Items 20 and 21 were left blank for vacant trailers.

As the interview continued, the entries in control card items 18a and 18b were used to complete item 5

on the labor force questionnaire (see p. 39), and these entries were clerically reviewed for consistency. The entries for control card items 19 and 20 were transcribed by clerks to labor force questionnaire items A and B.

A. Tenure	B. Number of rooms
Owned or being bought <input type="radio"/>	1
Rented for cash <input type="radio"/>	2
	3
	4
No cash rent <input type="radio"/>	5
	6
	7
	8 +

Questions 21-24. Mortgage Payments and Components of Gross Rent

<p>21. For renters only</p> <p>Is this apartment (house) owned by an individual, a private corporation, or is it publicly owned (e.g. public housing authority)?</p> <p><input type="checkbox"/> Private</p> <p><input type="checkbox"/> Public</p>	<p>22. What are your monthly mortgage (rent) payments?</p> <p>1 <input type="checkbox"/> None</p> <p>2 <input type="checkbox"/> \$ 1 - 50</p> <p>3 <input type="checkbox"/> 51 - 75</p> <p>4 <input type="checkbox"/> 76 - 100</p> <p>5 <input type="checkbox"/> 101 - 125</p> <p>6 <input type="checkbox"/> 126 - 150</p> <p>7 <input type="checkbox"/> 151 - 200</p> <p>8 <input type="checkbox"/> 201 or more</p>	<p>23. For renters only</p> <p>In addition to rent payments, do you pay separately for:</p> <p>a. Electricity? Y N</p> <p>b. Gas? Y N</p> <p>c. Water? Y N</p> <p>d. Oil, coal, kerosene, wood? Y N</p>	<p>24. How much did you pay for utilities last month?</p> <p>1 <input type="checkbox"/> \$1 - 10</p> <p>2 <input type="checkbox"/> 11 - 20</p> <p>3 <input type="checkbox"/> 21 - 30</p> <p>4 <input type="checkbox"/> 31 - 40</p> <p>5 <input type="checkbox"/> 41 - 50</p> <p>6 <input type="checkbox"/> 51 - 60</p> <p>7 <input type="checkbox"/> 61 or more</p>
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(Urban)

<p>21. Not used</p> <p>Footnotes</p>	<p>22. What are your monthly rent payments?</p> <p>1 <input type="checkbox"/> None</p> <p>2 <input type="checkbox"/> \$ 1 - 50</p> <p>3 <input type="checkbox"/> 51 - 75</p> <p>4 <input type="checkbox"/> 76 - 100</p> <p>5 <input type="checkbox"/> 101 - 125</p> <p>6 <input type="checkbox"/> 126 - 150</p> <p>7 <input type="checkbox"/> 151 - 200</p> <p>8 <input type="checkbox"/> 201 or more</p>	<p>23. In addition to rent payments, do you pay separately for:</p> <p>a. Electricity? Y N</p> <p>b. Gas? Y N</p> <p>c. Water? . . . Y N</p> <p>d. Oil, coal, kerosene, wood Y N</p>	<p>24. How much did you pay for these last month?</p> <p>1 <input type="checkbox"/> \$1 - 10</p> <p>2 <input type="checkbox"/> 11 - 20</p> <p>3 <input type="checkbox"/> 21 - 30</p> <p>4 <input type="checkbox"/> 31 - 40</p> <p>5 <input type="checkbox"/> 41 - 50</p> <p>6 <input type="checkbox"/> 51 - 60</p> <p>7 <input type="checkbox"/> 61 or more</p>
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(Rural)

Question 21 was used in urban areas only, to distinguish between privately owned and public housing.

Questions 22 through 24 were asked of the household respondent to reflect the payments for mortgages, rent and/or utilities made by the primary family (head and

immediate relatives in the household) or individual only. Payments between lodgers and the primary family for rent or for the use of utilities were not included.

In item 22 the amount of the mortgage payment or rent was reported in full, whether or not it included

furniture, utilities or other services, or current property taxes. If the amount varied at different times of the year, the monthly rate (or its equivalent) at the time of the interview was entered. The amount was prorated for the housing unit alone if the unit included business premises.

The question in rural areas was confined to renters because a pretest revealed difficulties in separating the mortgage payments for housing from the payments for the farm without an inordinately long series of questions.

In item 23 the "N" was circled if the utility or fuel in question was included in the rental payment or was free (such as the use of a well), or if the particular utility or fuel was not used. The "Y" was circled for 23d if the renter used or paid separately for some fuel other than one listed.

Item 24 called for the total amount paid (not accrued) for all utilities except telephone during the previous calendar month (even though such a payment might have covered several months or would not represent an average rate over a year's time). Estimates were accepted if necessary; in the event the household had recently moved into the sample unit and had not paid any utility bills yet, an "NA" (not available) entry was made in the footnote space provided on the control card. In rural areas, where the term "utilities" might be unfamiliar, the question was modified to omit the use of the term.

In editing, clerks transcribed the information in item 21 to the left-most column of numbers adjacent to box F on the labor force questionnaire. The number "1" was filled for "private" and "2" for public housing. The information in items 22 and 24 were transcribed to boxes C and D. If item 24 was blank, the clerk examined item 23. If item 23 contained a circled "Y," the "D" circle in box D was filled; if all the entries in item 23 were blank, the "N" circle in box D was filled. If all items in question 23 were marked "N," box D was left blank.

Question 25. Monthly Payment of Long-Term Debts

25. What are your monthly installment payments on all debts not counting your mortgage (rent) payments?

01 None
 02 \$ 1 - 10
 03 11 - 20
 04 21 - 30
 05 31 - 40
 06 41 - 50
 07 51 - 60
 08 61 - 75
 09 76 - 99
 10 100 - 150
 11 151 or more

(Urban)

25. For renters and no cash rent
 What are your monthly installment payments on all debts not counting your rent payments?

01 None
 02 \$ 1 - 10
 03 11 - 20
 04 21 - 30
 05 31 - 40
 06 41 - 50
 07 51 - 60
 08 61 - 75
 09 76 - 99
 10 100 - 150
 11 151 or more

(Rural)

Question 25 was asked for the primary family or primary individual only. In rural areas the question was further limited to renters. The item's purpose was to assess the payments each month on all debts which were long-term (over 30 days), and which were being paid off in monthly installments. Examples of debts to be reported were the following: Monthly payments on medical or dental bills; contracts for automobiles, furniture, clothing, and appliances; back taxes; personal loans or chattel mortgages; and alimony or child support, even with no outstanding balance due. The following were not to be reported: Monthly rental or insurance payments, regular 30-day charge accounts, or payments on revolving accounts, if current.

In editing, the code was transcribed to box E on the labor force questionnaire.

C. Rent or mortgage	D. Utilities	F. Number of cars or trucks	
1 <input type="checkbox"/>	1 <input type="checkbox"/>	0	0 0 0 0
2 <input type="checkbox"/>	2 <input type="checkbox"/>	1	1 1 1 1
3 <input type="checkbox"/>	3 <input type="checkbox"/>	2	2 2 2 2
4 <input type="checkbox"/>	4 <input type="checkbox"/>	3	3 3 3 3
		4	4 4 4 4
5 <input type="checkbox"/>	5 <input type="checkbox"/>		5 5 5 5
6 <input type="checkbox"/>	6 <input type="checkbox"/>		6 6 6 6
7 <input type="checkbox"/>	7 <input type="checkbox"/>		7 7 7 7
8 <input type="checkbox"/>			8 8 8 8
	D <input type="checkbox"/>		9 9 9 9
	N <input type="checkbox"/>		

E. Debts
0 0
1 1
2
3
4
5
6
7
8
9

Question 26. Number of Cars or Trucks

26. How many cars or trucks do you have for family use?

None

1

2

3

4 or more

Question 26 was asked for the primary family or primary individual only. Only operative vehicles were to be reported, and then only those rented, owned, or being bought. If two or more unrelated individuals were sharing a housing unit, only those vehicles owned by the primary individual (i.e., the person identified as "Head" in item 6c) were counted.

Cars or trucks temporarily in a garage being repaired were counted, but vehicles that were inoperative and beyond repair, or which the family did not intend to repair, were excluded. Also excluded were those vehicles belonging to persons who were not members of the primary family group in the household, for example, a lodger's car.

In editing, the number of vehicles was transcribed to box F on the labor force questionnaire.

F. Number of cars or trucks

0

1

2

3

4 +

Question 27. Farm/Nonfarm

27. LAND USE

a. Rural - ASK 27b
 All others (E) - SKIP to 28

b. You told me your living quarters are (Read entry in Control Card item 20)
 How many acres of land are included?
 10 or more - ASK 27c
 Less than 10 - ASK 27d

c. During the past 12 months, did sales of crops, livestock and other farm products from this place amount to \$50 or more?
 Yes (B)
 No (D)

d. During the past 12 months, did sales of crops, livestock and other farm products from this place amount to \$250 or more?
 Yes (C)
 No (D)

NOTE: Transcribe final code (B, C, D or E) to item 4a of CES-2R

This inquiry applied to rural areas only. Part (a) normally was marked in the area office, and the interviewer completed the entries in question 27 only if the unit was in a segment where farming or ranching was expected. The purpose of the question was to determine whether the household was actually engaged in agriculture as part of its livelihood, or whether the location on a farm or ranch was merely incidental.

Item 27b, number of acres, referred only to the place containing the CES sample unit. "Place" was defined as one or more tracts of land which the respondent considered to be the same property, farm (or ranch), or estate. These tracts could be adjoining or could be separated by a road or a creek, or by other pieces of land. For owners and other occupants who did not pay cash rent (e.g., hired hands), any part or all of this land could be rented to others. For cash renters or sharecroppers, the acreage to be reported was only that covered by the rental or share agreement.

If the unit identified as "rural" in the office proved to be in a housing development or in a built-up area of private homes with little likelihood of agricultural activity, the interviewer simply marked part (b) "less than 10 acres," and parts (c) and (d) "No."

In part (c), the determinant was 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 the place. The products could have been sold at any time during the preceding 12 months. The value of products consumed on the place was excluded. If there was more than one sample unit on the place, the answer

for each unit was the same. In part (d) the same question was asked as in part (c), except that the minimum was increased to \$250.

The "All other" answer to part a and the Yes/No answers to parts (c) and (d) carried codes B, C, D, or E. An edit clerk transcribed one of these codes, as a final farm or nonfarm determination for each household, to item 4a on the rural labor force questionnaire.

4A. TRANSCRIBE	B C D E
FROM CONTROL	○ ○ ○ ○
CARD ITEMS 27A,	
27C, OR 27D	

Question 28. Telephone

28.	What is your telephone number? _____	<input type="checkbox"/> No phone
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The purpose of this question was to obtain the household's telephone number in case it was necessary to make an interview appointment or to obtain additional information. The results of this inquiry were neither transcribed nor tabulated.

Labor Force Questionnaire

The labor force questionnaire, form CES-2 (CES-2R in rural areas), was an 8-page FOSDIC-readable form. Page 1 contained a number of household identification and control codes and the code boxes for some of the items collected on the control card (see above). Pages 2 through 7 consisted of one page for the labor force information and one page for the work experience for each of three persons in one household who had been identified on the control card as being potential members of the labor force because they were (1) 16 years of age or older, (2) members of the household, and (3) not absent because they were on active duty in the Armed Forces. Additional CES-2 forms were used as needed. The interviewer used page 8 for notations.

Two reference periods were used in connection with the CES: (1) The survey week, or "last week," as it was referred to in the questionnaires, was defined as the full calendar week, Sunday through Saturday, prior to the interview; and (2) the interview week--"this week"--which was the one in which the household respondent was interviewed and the control card completed. In followup visits beyond the interview week, it sometimes was necessary to rephrase the questions so that the information for all eligible members of the household referred to the same survey week, for example, by referring to "the week before last."

The following section deals with the inquiries on questionnaire page 2 ff. In urban areas the answers to questions 19-22 were obtained from a household respondent, and the remaining questions were asked by direct interview of the individuals involved; in rural areas all information could be obtained from one respondent.

Labor force information.--The responses to items 19 through 22 (the items are described below) permitted the sorting of the CES population into the following major groups:

1. The employed

- a. Those who worked during the survey week, either full time or part time.
- b. Those not working during the survey week but who had a job or business from which they were temporarily absent all or most of that week.

2. The unemployed

Those who did not work during the survey week and did not have a job or business, but who had looked for work during the previous 4 weeks (including the survey week) and were still available for work.

3. Persons not in the labor force

All others--mainly persons who were spending their full time keeping house, going to school, or who were retired or disabled.

Item 19, "What was ... doing most of last week, etc.," was designed to find out what people considered their chief activities during the survey week--that is, working, with a job but not at work, looking for work, keeping house, going to school, or some other activity. Items 20, 21, and 22 were asked of or for persons whose relationship to the labor market had not yet been fully determined. The answers to these questions, in combination with the replies in item 19, were intended to provide a full count of the number of persons in the civilian labor force, including people who were part-time or occasional workers and might not consider themselves as employed or unemployed.

Editing and allocation.--The responses to these questions were reviewed clerically to ascertain their consistency and to correct errors and omissions where possible. In some cases the household was recontacted by the area office or the crew leader to determine the correct response. In the computer processing the entries for items 19 through 22 were edited for consistency. If any part was left blank that should have had an entry, the computer allocated a response either from the first previous person with similar characteristics processed for whom the entry was not allocated, or from a matrix of values previously entered in the computer program.

Question 19. Activity During Survey Week

19. What was ... doing most of LAST WEEK--	
Working	}
Keeping house	
Going to school or something else?	
Working (Skip to 20A) .. WK	○
With a job but not at work	J
Looking for work LK	○
Keeping house H	○
Going to school S	○
Unable to work (Go to 24) U	○
Other (Specify) OT	○

In asking this question, the interviewer was instructed to include the phrase which seemed most appropriate, plus the words "or something else," to give the respondent some choice in the answer, for instance an adult male could be asked, "... working or something else;" a housewife, "...keeping house or something else;" or a teenager, "... going to school or something else." If none of the examples seemed particularly appropriate, the interviewer could use "... working or something else." The circle was marked for the response which best described the person's chief activity during the survey week. If a person had more than one activity during the week, the interviewer marked only the first category which fitted one of his responses, beginning with "Working" in descending order. If the response, "Unable to work," was given, the interviewer was instructed to probe to determine the extent of the disability before marking this category.

The interviewer's manual provided the following guidelines for item 19:

Definition of codes and corresponding activities	
a. WK--Working	<u>WORKING for pay or profit or without pay on family farm or business:</u>
1) Inclusions	
a) Paid work for wages or salary	Work for cash wages or salary, at piece rates, on commission, for tips, or work for pay "in kind" (meals, living quarters, or supplies received in place of cash wages).
b) Work for profit or fees	Work for profit or fees in own business or profession, or on own farm. For example, a woman who runs a beauty shop, a man who has his own law office, or a man who operates his own farm for the purpose of earning a profit even though his efforts may produce a loss financially.
	NOTE: Mark "WK" for a person who spent time in the operation of a business or profession, even if no sales were made or no professional services rendered. For a farmer, mark "WK" even if he did no actual farm work such as planting, spraying, etc., but merely spent his time repairing his equipment, or doing farm chores.
	Note that in the case of a foster mother or in the case of people who have boarders, accept the respondent's replies to the regular questions with regard to employment status. Usually, a housewife doing a substantial amount of work keeping children on a "foster parent" basis, renting rooms, or providing meals to boarders, will report herself as working.
c) Work without pay in family business or family farm	Mark "WK" when a person worked without money wages at tasks or chores (other than home housework) which actually contributed to the operation of a farm or business run by a member of the <u>same</u> household, <u>related</u> by blood, marriage, or adoption.
	Unpaid work in a family business or profession includes such activities as arranging stock, selling, bookkeeping, making appointments, sending out bills, etc.
d) Jury duty	Jury duty is considered work if the person is paid for such services.
e) National Guard	Persons working as employees of the National Guard are "working" for the State government.
	NOTE: Persons in a National Guard unit that has been blanketed into the active Armed Forces by Presidential Order are considered members of the Armed Forces and are not civilian household members.
2) Exclusions	Do NOT mark "WK" for the following types of unpaid work:
a) Unpaid work which does not contribute to the operation of a family farm or business.	EXAMPLE: Home housework. Cutting the lawn. Painting the house. Working in garden (other than on family farm).
b) Unpaid work done for a related member of the household who does not operate a farm or business, but is himself a salaried employee.	EXAMPLE: Typing for husband who is a lawyer for a corporation.
c) Unpaid work for an <u>unrelated</u> member of the household.	
	EXAMPLE: Work in the grocery store of a lodger.
d) Unpaid work for a relative <u>not</u> in household.	EXAMPLE: Unpaid worker in the beauty shop of a sister who resides in another household.
e) Volunteer work without pay for organizations.	EXAMPLE: Red Cross, Community Fund, Fraternal Lodge, etc.
3) Persons with investments only, not "WK"	Do not mark "WK" for persons who own businesses such as drugstores, farms, grocery stores, cleaning establishments, etc., <u>solely</u> as an investment and to which they contribute no part either in the management or actual operation.
4) Work Relief Program	Do not mark "WK" for persons on work relief programs for local government authorities, such as maintenance work in or around a government establishment or on public highways. Such persons are considered <u>unemployed</u> .
b. J--With a job but not at work	Mark the "J" circle for a person who indicates that for all or most of survey week he was temporarily absent from a job or business for such reasons as illness, vacation, bad weather, labor dispute, temporary layoff, etc.
1) Job defined	A job exists if there is a definite arrangement for regular work <u>for pay</u> every week or every month. This includes arrangements for either regular part time or regular full time work. A formal, definite arrangement with one or more employers to work a specified number of hours a week or days a month but on an irregular schedule during the week or month is also considered a job. However, do <u>not</u> consider as having a job a person who is on call to work whenever there is need for his services. Examples of persons who might say they are "on call" but who generally should <u>not</u> be considered as "with a job" are substitute school teachers, substitute telephone operators, substitute mailmen, and cooks and waitresses on call with a catering service. During the periods these persons are not actually working, they should be classified either as out of the labor force or looking for work, depending upon how they answer the questions.
	Consider seasonal employment a job only during the season and not during the off season. Examples to include or exclude in the definition of a job are:
a) Inclusions	1) Regular Saturday work in a retail store. ii) Interviewing in connection with a Census survey week each month. iii) Day work domestic service on a continuing basis for each of one or more employers. iv) A definite arrangement to return to work next fall, either written or oral, for school personnel (teachers, administrators, janitors, etc.) even though the person may be on summer vacation.
b) Exclusions	1) A housewife's arrangement to work next Christmas. Such an arrangement meets the definition of a job only during the period in which the work is expected to be performed. Thus, a woman who has taken a job to work during December in a retail store would be classified as "With a job, but not at work" if she were temporarily ill during the survey week in December. However, on the basis of this job arrangement, she would not be classified as "With a job" during the remainder of the year. ii) Arrangements with a union hiring hall or a nurses' register to be called to work. Since this is not a definite arrangement to work a specified period of time each week or each month, it is not considered a job. A person on such a register is considered to be looking for work. iii) Do not consider persons on call from a list, such as a seniority list or a substitute teacher list, as with a job <u>unless</u> there is a definite arrangement to be called to work for a specified period of time each week or each month. iv) Arrangements for seasonal farm work before or after the season to which the arrangements relate. Thus, on the basis of this job arrangement, do not consider a school boy who helps with the haying every summer to have a job during the period before and after the haying season. v) Persons who had an <u>unpaid</u> job on a family farm or in a family business, <u>but who did not work</u> during the survey week should be marked "NOT" in item 19. Since this is not work for <u>pay</u> , it does not meet the definition of a job.
2) Business defined	A business exists when <u>one</u> or more of the following conditions is met: 1) Machinery or equipment of substantial value in which the person has invested capital is used by him or his employees in conducting his business. Hand rakes, manual lawnmowers, hand shears, etc., would not meet the criterion of substantial value; however, if a business or service is publicly advertised, as indicated in paragraph (3) below, it is considered a business even if the invested capital is not of substantial value. 2) An office, store, or other place of business is maintained. 3) There is some advertisement of the business or profession by: (a) listing it in the classified section of the telephone book

- (b) displaying a sign
- (c) distributing cards or leaflets or otherwise publicizing that a particular kind of work or service is being offered to the general public.
- a) Inclusions
- For example:
- i) Sewing performed in the seamstress' home using her equipment.
 - ii) House painting done on contract by a person who is listed in the classified section of the telephone book and who has his own equipment.
 - iii) Music lessons given in client's home by a teacher who advertises his profession.
 - iv) Operation of a farm by a person who has his own farm machinery, other farm equipment, or his own farm.
 - v) Selling newspapers and the like, provided the person buys the newspapers, magazines, etc., directly from the publisher or distributor, sells them to the consumer, and bears any losses resulting from failure to collect from the consumer.
- b) Exclusions
- i) Domestic work in other persons' homes. This is considered as wage work, not as a business, regardless of whether the payment is by piece or hourly rates.
 - ii) Casual work such as that performed by a handy man or odd job carpenter or plumber.
 - iii) Mowing lawns unless the work is done with the person's own mower and the business is advertised as indicated above.
 - iv) Borderline cases. Consider these to be work for a private employer for wages, salary, or commission rather than own business.
- c. LK—Looking for work
- Mark "LK" if the person was in the market for a job, or trying to start a business or profession. Accept the answer of the respondent if he says a person was looking for work. If the respondent is in doubt about what the phrase "looking for work" means, tell him a person is LOOKING FOR WORK if he is trying to get work or trying to establish a business or profession.
- Looking for work includes the following kinds of efforts to get a job or start a business:
- 1) Registration at a public or private employment office.
 - 2) Being on call at a personnel placement office, a nurses' register or other professional register.
 - 3) Meeting with prospective employers.
 - 4) Place or answering advertisements.
 - 5) Writing letters of application.
 - 6) Working without pay to get experience and training.
 - 7) Checking with a union or any other organization.
 - 8) Investigating possibilities for starting a professional practice or opening a business.
 - 9) Visiting locations where the prospective employers pick up temporary help. Cargo handling firms, construction contractors, farmers, and other employers use this method to procure temporary help on a daily or weekly basis.
 - 10) Training under Manpower Development and Training Act of 1962. Under this Act, persons seeking training must apply at the local employment office or some other designated agency and continue to report while in training. Therefore, in the CES-2 persons receiving training allowances under the Act are to be considered looking for work if they did not work at all (other than training) during the survey week. Many times persons taking training under this Act will report themselves as "working." Keeping in mind the above descriptions, ask enough questions to ascertain the person's true employment status.
- d. H—Keeping House
- Mark "H" for persons primarily occupied with their own home housework during survey week. Also mark "H" for persons who indicate that keeping house would have been their chief activity except for their own temporary illness or temporary absence from home. Note that while this code applies primarily to women, there are some cases in which it applies to men as well. It is not necessary for a person to be engaged in the actual physical labor of cooking, washing, or cleaning in order to be marked "H." The code "H" applies to any person who says she spent most of her time during the survey week managing or being responsible for the care of her home, and for any person who says her chief activity was the care of her children.
- More than one person in a household may be marked "H." For example, a mother and daughter who share responsibility for keeping house and caring for children should both be marked "H."
- e. S—Going to School
- Mark "S" for a person who spent most of his time during survey week attending any kind of public or private school, including trade or vocational schools in which students receive no compensation in money or kind. Mark "S" if the person would have been going to school except that he was temporarily sick or on a short vacation, such as spring or Christmas vacation.
- Students on summer vacation should not be marked "S" unless they are attending summer school, but should be

- classified according to their chief activity during the survey week.
- 1) Student nurses
- Mark "S" for a student nurse who spent most of her time survey week attending classes. If she spent most of her time survey week performing ward or other nursing duties for pay or "pay in kind," she would be considered "working" in item 19.
- 2) Persons with scholarships
- Persons doing graduate work for an advanced degree who are recipients of fellowships or scholarships are classified as not in the labor force (major activity—in School) unless they did some work for pay such as teaching, looked for work, or had a job or business during survey week.
- Occasionally, a person working on a doctorate will be assigned a specific research project for which he may be given a fellowship through the National Defense Education Act, a private endowment, or other source. The fact that he may be required to do research on a stipulated subject does not affect his student status. This is merely a qualification for the fellowship and is not considered a research contract.
- In a research contract, a contractee is usually required to produce a report or product for the contractor's use and this sort of arrangement would be considered "work" because it represents pay for services rendered independent of a fellowship requirement.
- f. U—Unable to work
- Mark "U" for a person, who, because of his own long-term physical or mental illness or disability, is unable to do any kind of work. By physical or mental illness or disability, we mean something specific, and not a combination of minor disabilities that normally comes with advanced age. The specific illness must be of such severity that it completely incapacitates the individual and prevents him from doing any kind of gainful work. Thus, a mentally retarded boy who is able to help on a family farm would not be considered as "Unable to work." Another example would be a truck driver who says he is unable to drive a truck because of a heart condition but who might be able to do less strenuous work. Do not mark him as "U."
- 1) Not for temporarily ill
- Do not mark "U" for a person who is only temporarily ill or disabled and who expects to be able to work within six months from the time of interview. If a person is reported as ill or disabled and no definite indication is given of the time the illness or disability is expected to last, find out from the respondent whether the person expects to be able to return to work within six months. Do NOT base it on your own judgment or observation.
- 2) Not confined to older persons
- Note that the code "U" is applicable to both young and old persons of both sexes.
- EXAMPLES:
- a) A woman, who, because of a serious and prolonged illness, has had to get someone else to take over the management of her home.
 - b) A hopelessly crippled 30 year old man who is confined to his bed and can't do any kind of work.
 - c) A mentally deficient 16 year old child who is not attending school and who would never be able to do gainful work.
- g. OT—Other (Specify)
- Mark "OT" for all persons whose activity or status cannot be described by the codes defined above. Enter a brief explanation of the status of each such person in the space designated directly below the "OT" circle in item 19.
- EXAMPLES of footnotes for persons marked "OT":
- 1) Taking it easy.
 - 2) Working without pay for a neighbor.
 - 3) Volunteer work.
 - 4) Retired.
 - 5) Ill (no other activity indicated).
 - 6) On summer vacation from school.
 - 7) On temporary military reserve duty.
 - 8) Work relief program.
- h. Classification of persons enrolled in various parts of the
- The government is attempting through various youth programs and urban and rural community programs to assist various segments of the population in combating poverty and to provide increased employment opportunities.
- The replies to the regular CES questions may not always distinguish participants in these programs from others in the population; and you should not ordinarily ask additional questions to identify them. However, in the event that the respondent identifies a person as an enrollee in one of the following programs, proceed as follows:
- 1) Neighborhood Youth Corps
- The Neighborhood Youth Corps provides work experience and training for youths 16 through 21 in the localities in which they live. The jobs are provided by State or local government agencies or nonprofit organizations and involve work in hospitals, settlement houses, schools, libraries, courts, parks, playgrounds, and similar places. Enrollees are paid wages or salary. For purposes of CES, consider enrollees in this program as employed—that is, either as working ("W" in item 19 or "Yes" in item 20) if they worked at their jobs during survey week, or as with a job but not at work ("U" in item 19 or "Yes" in item 21) if they were temporarily absent from their jobs that week.
- 2) Volunteers in Service to America
- The Volunteers in Service to America (VISTA), is a domestic "Peace Corps," providing an opportunity for persons 18 years of age and over to join the "War on Poverty." The VISTA enrollees work with migrant laborers, on Indian reservations, in urban and rural community action programs, in slum areas, hospitals, schools, and in institutions for the mentally ill and retarded. They serve one year and receive a stipend not to exceed \$50 a month and such living

- allowances as housing, subsistence, etc., as the Director of the Poverty Program deems necessary. The VISTA enrollees are to be considered as employed for purposes of CES.
- 3) College Work Study Program
The Economic Opportunity Act states as the purpose of the work study program "to stimulate and promote the part time employment of students in institutions of higher education who are from low-income families and are in need of the earnings from such employment to pursue courses of study at such institutions."
- Examples of on-campus jobs might be dormitory and plant maintenance, food service, clerical work, library indexing, lab assistance and others. Examples of off-campus employment might be placement of students by public or nonprofit organizations as tutors, youth workers, recreation leaders, community service aides and the like. Under the Act a student would not be employed for more than 15 hours in any week in which he was attending classes. Participants in this program should also be classified as employed for purposes of CES in the same manner as other college students with part time jobs.
- 4) Job Opportunities in the Business Sector Program (JOBS)
This program is aimed at employing 500,000 hard-core jobless in the Nation's 50 largest cities by June 1971. JOBS will mean work for men and women with complex language psychological and educational problems, most of whom have never held serious jobs before. Participants in this program are to be considered as employed.
- 5) Foster Grandparent Project
The aged poor (age 60+ with earnings of less than \$1,500 per year) are paid the Federal minimum wage to give personal attention to children--especially children in orphanages, receiving homes, hospitals, etc. Holding babies, reading to children, and accompanying older youths to sports events are typical activities. Treat such persons as employed.
- 6) New Careers Program
This program reconstructs professional jobs and separates tasks that can be performed by less skilled persons (unemployed 22+ from poverty families) to open additional career avenues and to meet critical local manpower shortages in such essential fields as health, education, and public safety. Work training is combined with educational, counseling, transportation assistance, and other services that enable trainees to permanently hold the job for which they have been trained. Count such persons as employed.
- 7) Operation Mainstream
Chronically unemployed persons 22 years of age and older from poverty families are provided work experience and training on community improvement and beautification projects. Consider such persons as employed.
- 8) Job Corps
The Economic Opportunity Act provides for the establishment of urban and rural residential centers for young men and women, 16 through 21 years of age, to provide education and vocational training, useful work experience, including work directed toward the conservation of natural resources, and other appropriate activities. The program will be carried out through agreements with any Federal, State, local or private agency for the establishment and operation of conservation camps and training centers. Unlike the Neighborhood Youth Corps, the Job Corps is considered to be primarily a means of training and rehabilitating young persons. Therefore, in CES, such persons will be considered as not in the Labor Force. If you learn from the respondent that a young household member was living away from home in a Job Corps installation, enter "Other" in CES-2 item 19 (specifying--"Job Corps enrollee") and "No" in items 20, 21, and 22. While these enrollees resemble students in many respects, do not classify them as "S" in item 19 because this would confuse the present classification of persons going to school.
- Include youths away in the Job Corps as household members at their usual place of residence in the same manner as college students away from home. See residence rules.
- 9) Work Incentive Program (WIN) and Related programs
The Work Incentive Program (WIN) was created to provide training and employment to persons receiving Aid to Families with Dependent Children. It is expected that participants "will acquire a sense of dignity, self-worth, and confidence which will flow from being recognized as wage-earning members of society and that the example of a working adult in the family will have beneficial effects on the children."

WIN is authorized to provide practically any services which are necessary to take a person from the dependency of welfare and help him become employed. These services include personal and vocational counseling, child care, work orientation, basic and high school education, vocational training, work experience training, on-the-job training, job development and placement, and follow-through once he is on the job. For those welfare recipients who are not appropriate for training and who cannot be placed in regular employment, special work projects are developed in public and private nonprofit agencies.

For the purposes of CES classify persons involved in the WIN program as follows:

- Persons receiving public assistance or welfare who are referred to the State Employment Service and placed in a regular job are considered as employed.
- Persons receiving public assistance or welfare who are referred and placed in an on-the-job or skill training program are classified in the same manner as MDTA trainees--employed if receiving on-the-job training or unemployed if receiving institutional training only.
- Persons receiving public assistance or welfare who are placed on special work projects, which involves no pay other than the welfare itself, are considered as unemployed.

If in response to item 19, you determine that the person is a participant in the WIN program and would be classified as unemployed, mark "Other" in item 19 and explain "WIN--inst. train. only" or "WIN--special work project," whichever the case may be. Mark "No" in items 20 and 21 and "Yes" in 22. In item 22, indicate the length of time the person has been in WIN plus any time before that during which he was continuously looking for work. Describe in item 23 the person's last full time civilian job prior to his participation in the WIN program.

The Manpower Development and Training Act of 1962 established a program of training the unemployed and underemployed. Persons seeking training under the Act apply at the local employment office or some other designated agency and are enrolled in a training program. If institutional training is received, consider the person as unemployed. If on-the-job training is received, consider the person as employed. If both types of training were received, consider him as employed and count only the time he received on-the-job training.

Group	Labor Force Classification
1. General summary of labor force classification of Poverty Program Groups and Manpower Development and Training Act of 1962	
a) Neighborhood Youth Corps	Working or with a job
b) Volunteers in Service to America (VISTA)	Working or with a job
c) College Work Study Programs	Working or with a job
d) Job Opportunities in the Business Sector (JOBS)	Working or with a job
e) Foster Grandparents Project	Working or with a job
f) New Career Program	Working or with a job
g) Operation Mainstream	Working or with a job
h) Job Corps	Item 19--"Other--Job Corps enrollee," "No" in items 20, 21, and 22. NOTE: Residence rules--treat as for students
i) Work Incentive Program	Depending on the conditions stated above as: Working with a job, or unemployed
j) Manpower Development and Training Act of 1962 (MDTA)	Looking for work--if received institutional training only. Working--if received on-the-job training.

Question 20. First Job (Question 15 in Rural Areas)

20. Did . . . do any work at all LAST WEEK, not counting work around the house?
(Note: If farm or business operator in hh., ask about unpaid work.)

Yes No (Go to 21)

20A. How many hours did . . . work LAST WEEK at all jobs?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

20B. INTERVIEWER CHECK ITEM

49+ (Skip to item 23)

1-34 (Go to 20C)

35-48 (Go to 20D)

20C. Does . . . USUALLY work 35 hours or more a week at this job?

Yes What is the reason . . . worked less than 35 hours LAST WEEK?

No What is the reason . . . USUALLY works less than 35 hours a week?

(Mark the appropriate reason)

Slack work

Material shortage

Plant or machine repair

New job started during week . . .

Job terminated during week

Could find only part-time work

Holiday (Legal or religious) . . .

Labor dispute

Bad weather

Own illness

On vacation

Too busy with housework, school, personal bus., etc.

Did not want full-time work . . .

Full-time work week under 35 hours

Other reason (Specify)

(Skip to 23 and enter job worked at last week)

20D. Did . . . lose any time or take any time off LAST WEEK for any reason such as illness, holiday or slack work?

Yes How many hours did . . . take off?

(Correct 20A if lost time not already deducted; if 20A reduced below 35, fill 20C, otherwise, skip to 23.)

No

20E. Did . . . work any overtime or at more than one job LAST WEEK?

Yes How many extra hours did . . . work?

(Correct 20A if extra hours not already included and skip to 23.)

No (Skip to 23)

Item 20--"Did . . . do any work at all LAST WEEK . . . around the house?" (NOTE: If business operator in household, ask about unpaid work of other members)

In item 20, you must find out for everyone (who has not already been reported as WK or U in item 19) whether or not he did any work at all for pay, in his own business or profession, on his own farm, or his family's business or farm.

The definition of work for this question is the same as that given under the code WK for item 19. Note that volunteer work without pay is not to be included as "work."

1. For whom to ask

In item 20 you identify the people who did some work in addition to their chief activity as reported in item 19. It is important that this question be asked for all persons who have not already reported working as their chief activity or indicated that they are unable to work. Never assume that a housewife, a student, or a retired person did not work. Some persons who reported looking for work as their chief activity or who were absent from their regular jobs (J in item 19) may also have done some work during the survey week.

2. Ask specifically about unpaid family work

As the special note instructs, ASK specifically about UNPAID FAMILY WORK for persons who are related to another household member who operates a BUSINESS or has a PROFESSION.

Item 20A--"How many hours did . . . work LAST WEEK at all jobs?"

Mark in item 20A the actual number of hours worked during survey week. Include hours spent on duty on the job but do not include lunch periods or other time off.

1. Wage earners

For wage earners, include hours worked without compensation in connection with their jobs.

EXAMPLE: For a teacher who spends time at home preparing lessons for the next day, include time worked at home.

2. Self-employed persons

Include the time a person spends at his own business or profession even if he actually transacted no business.

EXAMPLE: A painter has his own shop, spent time making calls but took no order for jobs; include his time spent on calls.

3. Unpaid family work

Include hours spent at unpaid work in a business or profession operated by a related member of the household.

4. Recording hours

Record the actual number of hours worked during survey week as accurately as possible. Use whole numbers, counting 30 minutes or more as a whole hour.

5. Two or more jobs

If a person had TWO or MORE JOBS, add together the time spent on each and record the TOTAL.

6. Estimates

In asking hours worked, you may get the answer, "I don't know--0, I guess." You might arrive at a more accurate entry by checking with the respondent the hours worked each day. Do not prod the respondent on every answer, but when the reply seems inaccurate or insufficient, tactfully obtain more specific information. If the hours are estimated, enter "20A-EST" in the notes space on the CES-2.

Item 20B--INTERVIEWER CHECK ITEM

In item 20B, mark the category in which the entry in item 20A falls. For example, if you entered "23" for hours worked in item 20A, mark the "1-34 hours" circle in 20B.

Item 20C--"Does . . . usually work 35 hours or more a week at this job?"

Two entries are required in item 20C: (1) A "Yes" or "No" to identify usual part time workers and usual full time workers and (2) the reason the person worked less than 35 hours last week.

Ask as worded, except for the following cases:

1. Persons with more than one job

Ask whether the person usually works 35 hours or more at all his jobs combined.

2. Persons whose hours vary from week to week

Ask whether the person usually works 35 hours or more for most weeks during the year.

3. Persons who started new job during survey week

Ask "Does . . . expect to be working 35 hours or more a week at his new job?"

4. Persons whose jobs have ended during survey week

Ask "Did . . . usually work 35 hours or more a week at the job which ended last week?"

EXCEPTION: If the same person actually worked at a new job during the week confine the question to hours at the new job.

Subquestions in item 20C

1. If "Yes" in item 20C

Ask "What is the reason . . . worked less than 35 hours LAST WEEK?" for: (1) persons who usually work 35 hours or more a week, (2) persons with a new job at which they are scheduled to work 35 hours or more a week, and (3) persons who usually worked 35 hours or more a week at a job which terminated during survey week, giving them less than 35 hours during survey week.

2. If "No" in item 20C

Ask "What is the reason . . . USUALLY works less than 35 hours a week?"

3. How to mark reason

Mark one circle which best describes the reason given by the person.

The interviewer was provided with the following instructions for completing question 20:

- a. More than one reason If the person worked part time for more than one reason, mark the circle which indicates the chief reason.
- b. Reasons may have different meaning If the person usually works 35 hours or more a week, ("Yes" in 20C), the reason you record will usually indicate a temporary condition. If the person does not usually work 35 hours or more a week ("No" in 20C), the reason you record will generally indicate a more permanent type of situation.
- The "Own illness" circle illustrates this difference. For a person with "Yes" in 20C, the circle "Own illness" would cover cases where the person happened to be sick part of survey week, or had a doctor's appointment, or had some other temporary health condition. For a person with "No" in item 20C, on the other hand, the circle "Own illness" would cover cases where the person has a more enduring health condition or a disability which explains why he usually works part time or can only take part-time work.
- c. Some reasons only applicable if "Yes" in 20C; others if "No" in 20C Some reasons apply only if the entry in 20C is "Yes" and others only if the entry is "No." A good illustration is "Labor dispute." For a person with "Yes" in item 20C, mark "Labor Dispute" if he worked less than 35 hours during the survey week because he was on strike part of the week. This would not be appropriate, for a person with "No" in item 20C, even if he was on strike part of the week, because it does not explain why the latter person usually works less than 35 hours a week. The reason the latter person usually works less than 35 hours a week must be something besides the strike--either he could get only part-time work, or he only wanted part-time work, or something of that kind.
- d. Explanation of reasons for "Yes" and "No" in 20C The following paragraphs explain when to mark the various circles for reasons for part-time work. The explanations in the left-hand column below relate to entries of "Yes" in item 20C and those in the right-hand column to entries of "No" in item 20C.
- | | Persons who usually work 35 hours or more a week ("Yes" in item 20C) | Persons who do not usually work 35 hours or more a week ("No" in item 20C) | | | |
|-----------------------------------|---|---|--|---|---|
| 1) Slack Work | Mark "Slack work" if the person indicated he worked less than 35 hours survey week because work was slack at his place of employment. This could mean that he was laid off part of the week because business was slow or orders were not coming in. It could also mean that he was temporarily on a three- or four-day week for similar reasons. | Mark "Slack work" if the person's hours on his present job have been reduced below 35 hours a week because business was slow. This might include cases where a person's weekly work schedule has been reduced below 35 hours permanently, or for an indefinite period of time. For example, a self-employed person might have been working less than 35 hours a week for many months in his business because the demand for his product or his services has decreased. Similarly, a domestic servant might have been reduced to a permanent schedule of less than 35 hours per week because of lack of demand for her services. | 10) Own illness | Mark for persons who worked less than 35 hours survey week because of their own <u>temporary illness</u> . Also mark "Own illness" if the time was taken off to visit the dentist's or doctor's office in own behalf. | Mark "Own illness" if the person can only work part time because of sickness or disability. |
| 2) Material shortages | Mark "Material shortages" for persons who worked less than 35 hours survey week because of a shortage of necessary materials at their place of employment, regardless of the reason for the shortage. | This reason would rarely apply to persons with "No" in item 20C, since it describes a situation which would generally last only a short time. | 11) On vacation | Mark "On vacation" for persons who were on vacation from their jobs for part of survey week. | This reason would rarely apply to persons with "No" in item 20C, since it describes special circumstances during survey week and does not explain why a person <u>usually</u> works part time. |
| 3) Plant or machine repairs | Mark "Plant or machine repairs" for persons who worked less than 35 hours survey week because repairs were being made, either to the place of employment itself, or to machinery or other equipment. Also mark "Plant or machine repairs" for persons who operate construction or transportation equipment outdoors but who were off part of the week because the equipment was being repaired. | This reason would rarely apply to persons with "No" in item 20C, since it describes a situation which would generally last only a short time. | 12) Too busy with housework, school, personal business, etc. | Mark "Too busy with housework, school, personal business, etc." for persons who worked less than 35 hours during survey week because they were too busy with activities of a personal nature, such as housework, school work, taking time off to get one's car inspected or repaired, taking time off to go to the bank or attend to other financial business. | Mark "Too busy with housework, school, personal business, etc." for persons <u>usually</u> confined to part time work because of these types of personal responsibilities. |
| 4) New job started during week | Mark "New job started during week" for persons who worked less than 35 hours because they started a new job sometime during survey week. Mark this circle for such a person even if he also left or was discharged from another job during the survey week. | This reason would rarely apply to persons with "No" in item 20C, since it describes special circumstances during survey week and does not explain why the person <u>usually</u> works part time. | 13) Did not want full time work | Mark "Did not want full time work" if the person for some reason did not want full time work during the survey week, although he usually worked full time. | Mark "Did not want full time work" if the person <u>usually</u> works only part time because he does not want to work longer hours. |
| 5) Job terminated during week | Mark "Job terminated during week" for persons who worked less than 35 hours because they <u>left their jobs or were discharged before the end of survey week</u> . If such persons also started working at a new job during the survey week, mark "New job started" instead of "Job terminated." | This reason would rarely apply to persons with "No" in item 20C, since it describes special circumstances during survey week and does not explain why the person usually works part time. | 14) Full-time work week under 35 hours | This reason would not be appropriate for persons with "Yes" in item 20C. | Mark "Full-time work week under 35 hours" if the person's regularly scheduled work week is under 35 hours and he is satisfied with it. Examples are: airplane pilots, airline stewardesses, and the like. Usually a full-time work week is considered as "35 or more hours." However, there are occasions when a person works regularly scheduled "full-time work week under 35 hours." While this classification is most commonly used for airline pilots, stewardesses, and the like, there are persons in other occupations who might fit into this category. In these cases, the worker is paid at an overtime rate for any hours over the amount considered as full time. Thus for item 20C, a full-time work week refers to the number of hours worked which is considered standard for a particular occupation or for a particular employer. |
| 6) Could find only part time work | This reason would not apply to persons with "Yes" in item 20C, since it specifically relates to condi- | Mark "Could find only part time work" if the person wanted <u>full time work but could obtain only part time</u> | 7) Holiday (legal or religious) | Mark "Holiday" for a person who worked less than 35 hours survey week because he was off for any legal, public, or religious holiday. | This would not apply to persons with "No" in item 20C, since it describes special circumstances during survey week and does not explain why a person <u>usually</u> works part time. |
| | | | 8) Labor dispute | Mark "Labor dispute" for persons who, for part of the survey week were on strike, were locked out, or who were absent from a plant on strike because they were unwilling to pass through a picket line even though they were not members of the union on strike. <u>Remember that this circle only applies when the labor dispute is at the person's own place of employment.</u> | This would rarely apply to persons with "No" in item 20C, since it describes special circumstances during survey week and does not explain why a person <u>usually</u> works part time. |
| | | | 9) Bad weather | Mark "Bad weather" for persons who worked less than 35 hours survey week because of bad weather. | This reason would rarely apply to persons with "No" in item 20C, since it describes special circumstances during survey week and does not explain why a person usually works part time. |

Question 21. Absence From Work During Survey Week

15) Other reasons (specify)

Mark "Other reasons" where none of the other circles are applicable. Explain briefly, in the space provided, the reason given. In entering the reason, do not let your writing extend into the column of circles, since this might cause erroneous information to be recorded in processing.

Item 20D--"Did ...lose any time or take any time off LAST WEEK for any reasons such as illness, holiday, or slack work?"

Ask item 20D for persons who worked 35-48 hours during survey week. The purpose of item 20D is to assure the accuracy of the actual hours worked (item 20A) by reminding the respondent of time lost from work, not already reported, during the survey week as a result of sick leave, vacation, strikes, personal business or similar reasons. Its purpose is not to obtain a count of hours lost from work.

1. How to ask and entries to make

There are a number of possible entries to 20D.

- a. The respondent worked a full week with no time taken off. In this case you fill "No" in 20D and go to 20E.
- b. The respondent worked less than a full week and failed to exclude this time off in answer to 20A. In this case you ask 20D as worded, fill "Yes" and record the time off in 20D, and correct items 20A and B as required.
- c. The respondent worked less than a full week and excluded this time off in answer to 20A. In this case you reword item 20D to refer to any other time off. For example, you might ask, "Besides the two hours your husband took off for a medical appointment, did he lose any other time or take any other time off last week for any reason such as illness, holiday, or slack work?"

- 1) If the respondent took no additional time off (other than that originally reported in answer to 20A) fill "No" and go to item 20E.
- 2) If the respondent took additional time off (besides any time off originally reported in answer to 20A) fill "Yes" in 20D, determine the additional number of hours taken off, enter this number in 20D and correct items 20A and B as required. Keep in mind that the number of hours reported in items 20A and B must be corrected only by the number of hours not already excluded by the respondent in answer to 20A. For example: Mrs. Green answered in response to item 20A that her husband took off 2 hours for a dental appointment and so worked 38 hours during survey week. You fill "38" in 20A and the "35-48" circle in 20B. In asking about "other time off" in 20D, you discover that, besides the 2 hours reported (excluded) in 20A, Mr. Green also took off 1 day (8 hours) of annual leave. Therefore, your entry in 20D will be "Yes" - "8." You deduct only 8 hours from your entry of "38" in 20A and change 20B from "35-48" to "1-34" and go to 20C. Do not erase your entry in item 20D.

2. Adjust items 20A and 20B if required

Always find out whether the respondent had already deducted the time off in answering item 20A. For example, you might say: "When you told me your husband worked 40 hours last week, did you deduct the 8 hours you just told me he took off?" If the time had not been deducted, correct the entry in item 20A. Carefully erase the previous entry in item 20A and enter the correct figure. If this correction affects Interviewer Check Item 20B, erase your original mark in item 20B and mark the correct circle.

EXAMPLE: Assume that your original entry in 20A was "40" and you had, therefore, marked the "35-48" circle in 20B. You now discover in answer to item 20D that the person had taken 10 hours off last week but had forgotten about it in answering item 20A. You would then erase the "40" in item 20A and enter "30." You would then erase your mark in the "35-48" circle in item 20B and mark instead the "1-34" circle.

3. If hours reduced below 35

If, as a result of a correction, you reduce the number of hours in item 20A to below 35, follow the directions next to the "1-34" circle and ask 20C. After completing 20C, proceed to item 23 and enter the job worked at last week.

Item 20E--"Did ...work any overtime or at more than one job LAST WEEK?"

The same concepts used for filling 20D apply to 20E. Its purpose is to assure accuracy in reporting hours worked for item 20A by reminding the respondent of extra time worked not already reported.

If the respondent said "Yes" to 20E because he has two jobs, it might happen that he worked no extra hours. In this case, enter "0" in the space for hours.

1. If overtime in 20E, check entries in items 20A and 20B

Check to see if these extra hours were included in the total reported originally in item 20A. You might ask, for example, "When you told me your brother worked 44 hours last week, did you include the 8 extra hours you just told me about?" If the extra hours were not included, erase the entry in item 20A and mark the correct number. If necessary, also correct item 20B.

2. Where to go

If additional overtime or extra hours are reported, mark "Yes" in 20E, enter, in the blank space, the number of extra hours not previously reported, correct item 20A, and proceed to item 23 and enter job worked at last week.

Item 21--"Did ...have a job or business from which he was temporarily absent or on layoff LAST WEEK?"

To complete the count of the employed, we must know how many persons have jobs or businesses even though they did not work during survey week. In many cases, you will have been told about such persons when you asked item 19 and will not have to ask again.

However, you may not discover that the person has a job or business until you reach item 21. For this reason, it is important to follow the instructions and ask all applicable questions.

Item 21 is asked for persons who have LK, H, S, or OT marked in item 19 and "No" marked in item 20. If a person tells you in item 19 that he has a job but was not at work, mark "J" in 19 and after asking item 20, skip directly to item 21A (as indicated by the parenthetical instruction in item 21).

The definition of job and business for item 21 is the same as that outlined for code "J" in the instructions for filling item 19.

Description of item 21A--"Why was...absent from work LAST WEEK?"

Usually you find out why the person was absent from his job when he tells you about having a job or business. However, if you have any doubt about the reason for the person's absence, ask the question.

21. (If J in 19, skip to 21A.)
Did ... have a job or business from which he was temporarily absent or on layoff LAST WEEK?

Yes No (Go to 22)

21A. Why was ... absent from work LAST WEEK?

Own illness

On vacation

Bad weather

Labor dispute...

New job to begin within 30 days. (Ask 22B and 22C2)

Temporary layoff (Under 30 days). (Ask 22C3)

Indefinite layoff (30 days or more or no def. recall date)

Other (Specify) ..

21B. Is ... getting wages or salary for any of the time off LAST WEEK?

Yes.....

No.....

Self employed

21C. Does ... usually work 35 hours or more a week at this job?

Yes

No

(Go to 23 and enter job held last week)

1. For whom to fill One of the circles in item 21A marked to indicate the reason for absence from work: (1) for every person for whom "Yes" is marked in item 21, (2) for persons with "J" in 19 and "No" in 20.
2. Explanation of entries
- a. Own illness Mark "Own illness" for a person who did not work during the survey week because he was ill.
- b. On vacation Mark "On vacation" for a person who was on vacation.
- EXAMPLE: School teacher on summer vacation who has a contract, either written or verbal, to return to teaching in the fall.
- c. Bad weather Mark "Bad weather" for a person who was prevented from working because of weather conditions.
- EXAMPLE: Persons such as carpenters, bridge workers, farm workers, fishermen, who did not work during the entire week because of bad weather.
- d. Labor dispute Mark "Labor dispute" for a person who is on strike, who is locked out, or who does not wish to pass through a picket line even though he is not a member of the union on strike. This would apply only where the labor dispute is at the person's place of employment.
- If a person has been laid off because of a shortage of materials or slack business resulting from a strike in another plant and is not himself on strike, he should be considered as on indefinite layoff. (For example, an automobile factory worker laid off due to steel shortages resulting from a steel workers strike.)
- e. New job to begin within 30 days Mark "New job to begin within 30 days" for a person waiting to start a new wage or salary job scheduled to begin within 30 days from the date of the CBS interview.
- 1) Persons with new business or professional practices Do not mark this circle for a person waiting to begin his own new business, farm, or professional practice; find out whether the person spent any time survey week making or completing arrangements for the opening of the new business or farm, and proceed as follows:
- a) If time was spent making arrangements, record the person as "working" survey week ("WK" in 19 if this activity was his main one; "Yes" in 20 if this was secondary to some other activity). Mark the number of hours spent making these arrangements in item 20A and proceed to item 20B and 20C-E as appropriate.
- b) If no time was spent survey week making arrangements for the new business, farm, or profession, mark the "Other" circle in item 21A, giving as the explanation, "Waiting for own new business (farm or profession) to open." Do NOT mark the "New job to begin within 30 days" circle for such persons. Describe the business, farm or profession in item 23.
- 2) "How many weeks ago did ... start looking for work?" If you mark "New job to begin within 30 days," ask items 22B and 22C and continue with items 22D, 22E, 22F, and 23. Enter in item 23 a description of the person's last full time civilian job lasting two consecutive weeks or more or "NEV" as the case may be.
- We assume that to have found the new job to which the person is ready to report, he must have spent some time looking for work. We want to know (1) why the person started looking for work and (2) how many weeks before the end of the current survey week the person started his search for work (any kind of job) which eventually resulted in his finding the new job he now has. For example, if a person quit his last job and started looking for work six weeks before the end of the current survey week, and found a new job two weeks ago (to which he has not yet reported), the correct answer to 22B is "Quit job" and to 22C is "6 weeks." If the person got his job without looking for it, count only the weeks between the time he accepted the job and the end of the current survey week.
- f. Temporary layoff (Less than 30 days) Mark the "Temporary layoff" circle for a person who has been laid off but told to report back to work on a definite date within 30 days of the date of layoff.
- If he was not definitely given a date to return within 30 days, or if more than 30 days have already elapsed since his layoff, he is considered to be on indefinite layoff, and you should mark the "Indefinite layoff" circle for such persons.
- "Temporary" layoffs occur as a result of various short-term interruptions. People may be laid off for a week or two because of material shortages, inventory taking, plant remodeling, installation of machinery, or similar changes. Others may be let off for short definite periods when business is slow but is expected to pick up shortly. Because these short-term layoffs may sometimes be an indication of more significant developments to come, it is important that persons be properly reported. Even if a person is not specifically reported as on "layoff," he should be included here if his employment was temporarily interrupted because of circumstances such as those cited above and if he has definite instructions to report back within 30 days of the time he was laid off.
- g. Indefinite layoff (30 days or more or no definite recall date) Mark "indefinite layoff" for a person who has been laid off from his job for an indefinite period--no definite instructions to return to work within 30 days of the date of layoff. Such a person is in the market for work but is not actually looking for a job because he expects to be called back to work. This group will include some persons laid off from seasonal jobs; it will also include persons on indefinite layoff because of a material shortage.
- If "Temporary layoff" or "Indefinite layoff" is marked, fill item 22G, "How many weeks ago was...laid off." Find out the number of weeks from the start of the person's current layoff to the end of survey week. After filling item 22G, proceed to items 22D, 22E, and 22F and then enter in item 23 the job from which the person has been laid off.
- NOTE: If this special question reveals that the person has already been on layoff more than 30 days by the end of survey week, he should be recorded as on "Indefinite layoff" rather than as on "Temporary layoff," and the entry in item 21A should be corrected accordingly.
- h. Other (Specify) Mark "Other" if the reason given does not fit any of the classifications listed above and explain briefly in the space provided directly under the circle why the person did not work.
- EXAMPLES: (1) "Other"--"contagious disease in household"
(2) "Other"--"on temporary military reserve duty."
- i. New model change over Some establishments, such as automobile or boat manufacturers, go through a retooling operation before new models come out and, as a result, increase the number of persons with a job but not at work.
- For persons absent from their jobs for this reason, item 21A should be either "Temporary" or "Indefinite" layoff depending upon whether the layoff is for less than 30 days or for an indefinite period.
- In some instances, companies may combine the vacation shutdown period with the model changeover period. If this is the case, fill the "On vacation" circle in item 21A.
- Similarly, if the respondent tells you that he is taking his vacation during his period, even though the plant is closed for changeover, consider him as "On vacation."
- Do not code the above cases as "Other--model changeover" in item 21A. Fill this item as either "Temporary layoff," "Indefinite layoff," or "On vacation" depending upon the respondents reply.
- Description of item 21B--"Is ...getting wages or salary for any of the time off LAST WEEK?"
- The purpose of item 21B is to find out how many people, temporarily absent from their jobs (other than those with a "New Job" or on "Layoff"), are paid wages or salary for the time off. There is a lot of interest in finding out whether paid vacations and paid sick leave are becoming more common in different types of employment.
- By "wages or salary" we mean pay received from the employer and not compensation received from some other source, such as unemployment insurance, union benefits, workmen's compensation, etc.
2. Do not count "guaranteed annual wage" payments Do not count payments from special "guaranteed annual wage" funds set up by employers under their contracts with unions. These funds--now in existence in the automobile industry and in some other industries-- provide supplementary unemployment insurance benefits to laid-off workers and are not regarded as regular wages or salary.
3. When to enter "Yes" Mark "Yes" if the person is getting wages or salary for all or any part of survey week.
4. If person is on strike If the person was absent from his job survey week because he was on strike (or on lockout) mark "No" without asking the question.
5. When to mark "self-employed" For self-employed persons who were temporarily absent from their businesses, professions, or farms during survey week, mark "self-employed."
- Description of item 21C--"Does ...usually work 35 hours or more a week at this job?"
- The purpose of item 21C is to find out whether persons who were absent from their jobs last week were employed full time or part time.
- Ask item 21C for all persons with entries in 21B.

Question 22. Looking for Work

22. (If LK in 19, skip to 22A.)
 Has . . . been looking for work during the past 4 weeks?

Yes No (Go to 24)

22A. What has . . . been doing in the last 4 weeks to find work? (Mark all methods used; do not read list.)

Checked with--
 pub. employ. agency.
 pvt. employ. agency.
 employer directly ..
 friends or relatives .
 Placed or answered ads
 Nothing (Skip to 24).
 Other (Specify in notes, e.g., MDTA, union or prof. register, etc.)

22B. Why did . . . start looking for work? Was it because . . . lost or quit a job at that time (pause) or was there some other reason?

Lost job
 Quit job
 Left school
 Wanted temporary work . . .
 Other (Specify in notes) . . .

22C. 1) How many weeks has . . . been looking for work? 0 1

2) How many weeks ago did . . . start looking for work? 2 3 4 5 6 7

3) How many weeks ago was . . . laid off? 8 9

22D. Has . . . been looking for full-time or part-time work?

Full Part

22E. Is there any reason why . . . could not take a job LAST WEEK?

Yes No (Already has a job
 Temporary illness
 Going to school
 Other (Specify in notes)

22F. When did . . . last work at a full-time job or business lasting 2 consecutive weeks or more?

1965 or later (Write month and year) ..

(Month and year)

Before 1965
 Nev. worked full-time 2 wks. or more
 Never worked at all

(Enter in 23, last full-time civilian job lasting 2 weeks or more, job from which laid off, or "Never Worked.")

Mark "Yes" if the person made any effort in the preceding 4 weeks to secure a job or establish a business. The definition of "Looking for work" is the same as for "LK" in item 19. The time reference for the two items is different, however, as item 19 refers to the person's main activity last week, whereas item 22 refers to any action taken in the past 4 weeks.

Mark "NO" if the person did nothing specific to find work in the past 4 weeks, even though he may have taken some action earlier and was waiting to determine the outcome.

W. Description of item 22A--"What has . . . been doing in the last 4 weeks to find work?" (Mark all methods used; do not read list.)

Ask item 22A for each person with an entry of "LK" in 19 or a "Yes" in 22, but do not read the categories listed. Let the respondent give his answers and mark each method used. After each reply, ask "anything else?" to make sure that the list of methods is complete. A brief description of each category follows:

1. Checked with public employment agency

A "public employment agency" would usually be the State Employment Service but could also be any employment agency maintained by a branch of Government to help people find jobs. In general, a public employment agency might operate on any level of government-Federal, State, or municipal.

2. Checked with private employment agency

A private employment agency is maintained on a profit basis. It gives potential employees leads to potential employers. For this service, the employees and/or employer are charged a fee. Private employment agencies which do not charge a fee should be classified as "Other."

Do not confuse a "private employment agency" with the employment offices or personnel offices maintained by large business. The latter are maintained purely to fill the employment requirements of a particular company or organization. A private employment agency provides employment service for more than one business.

3. Checked directly with employer

Mark "checked directly with employer" when the person contacts the employer directly. Direct contact with the employer may be by a personal visit, telephone, or mail.

4. Checked with friends or relatives

Sometimes friends or relatives provide leads for jobs. If the person has asked friends or relatives about potential job leads, mark this category.

5. Placed or answered ads

Mark "Placed or answered ads" if the person has either placed or answered ads in the newspaper or elsewhere.

6. Nothing

Mark "Nothing" if the respondent did nothing to find work. This category is provided to handle those rare cases where the respondent answered "looking" to item 19 or "Yes" to item 22, but did nothing to find work.

If "Nothing" is marked, skip 22B through 22F for this person.

NOTE: Never mark this category if you marked one or more of the other circles in item 22A.

7. Other

If the respondent specifies some method of looking other than those listed, mark the "Other" circle and specify the method (such as, Manpower Development and Training Act, Union, professional register, nonprofit private employment agencies) in the notes section.

Description of item 22B--"Why did . . . start looking for work? Was it because . . . lost or quit a job at that time (pause) or was there some other reason?"

Item 22B is asked for (1) all persons with entries other than "Nothing" in item 22A and (2) all persons with an entry of "New job . . ." in item 21A. The purpose of this question is to find out why a person started looking for work. In asking the question, pause momentarily after "at that time" (at the time he started looking for work) to let the respondent think about the question. A brief description of the categories follows:

1. Lost job

Mark "Lost job" for a person whose civilian employment ended involuntarily; such as discharged for cause (fired), plant permanently shut down, company moved, reduction in staff, job came to an end. If a person was forced to retire and immediately looks for work, mark "Lost job." If someone retired but didn't look for work until several weeks or months later, explain why he started looking for work.

2. Quit job

Mark "Quit job" if the person himself terminated his employment. It is not necessary to specify why he quit; simply mark "Quit job."

NOTE: "Lost job"--for an involuntary reason. "Quit job"--for a voluntary reason.

3. Left school

Mark "Left school" for a person who graduated, quit, or was expelled from school and does not expect to return.

4. Wanted temporary work

Mark "Wanted temporary work" for a person who started looking for short-duration work; either full- or part-time.

5. Other

Mark "Other" and specify the reason for a person for whom the above categories do not apply. "Other" reasons might be "on parole," "well enough to work again," "discharged from Armed Forces," "children grown--free to work now," etc. Keep "Other" entries to a minimum by probing for clearly-defined and complete responses; they may rightfully belong in one of the provided categories.

Description of Item 22C--"How many weeks has . . . been looking for work?"

a. Ask 22C1 for persons with entries in items 22A and 22B.
 b. Ask 22C2 for persons with an entry of "New job to begin within 30 days" in item 21A and an entry in 22B.

Description of item 22--"Has . . . been looking for work during the past 4 weeks?"

The purpose of items 22 and 22A is to obtain an accurate count of persons who are not currently working, but who are actively looking for work.

Item 22 is to be asked if "No" is marked in item 21, unless "LK" has been marked in 19. When "LK" has already been marked in 19, the parenthetical instruction directs you to leave item 22 blank and skip to item 22A.

- c. Ask item 22C3 for persons with an entry of "Temporary layoff" or "Indefinite layoff" in item 21A.
1. Computing number of weeks
In computing the weeks a person has been looking for work, count the number of weeks from the time he started looking for work through the end of survey week.
2. Continuously looking
The number of weeks should represent the present continuous period of looking for work.
A period of 2 weeks or more during which a person was employed or ceased looking for work is considered to break the continuity of the present period of seeking work.
In such cases, enter the number of weeks of the present period of looking for work, counting from the end of the "break in continuity" through the end of survey week.
EXAMPLE: Arthur Hodges looks for work for four weeks, then his uncle takes him on a vacation trip for four weeks. Arthur does not look for a job again until the beginning of survey week.
The entry in item 22C is "01," representing the present continuous period of looking for work.
3. Use whole numbers
Enter whole numbers and count 4 days or more as a whole week. If a person has been looking for less than half a week, enter "0" in both columns of dotted numbers. If a person looked $2\frac{1}{2}$ weeks, the entry in item 22C would be "0" in the left-hand column and "3" in the right-hand column.
4. Estimates
You may have to help the respondent estimate the entry by asking him when he left his last job, and whether he started to look for work right away, etc. If item 22C is estimated, put "22C-EST" in the footnotes space.
5. Entries for a person in a work-experience or a work-training program
A person involved in a work-experience or an MDTA work-training program is classified as "looking for work." In obtaining the total number of weeks such a person has been looking for work, find out the total continuous period of time he was either on a work-experience or work-relief program and/or engaged in work-training under MDTA, and how long immediately before that he was continuously looking for work.
- Description of item 22D-"Has... been looking for full-time or part-time work?"
Item 22D indicates whether a person is looking for full-time or part-time work. We are also trying to discover, by means of this item, whether persons on layoff or those with new jobs will report to, or have been laid off from, full-or part-time jobs.
If the respondent questions full time, define it as 35 hours or more a week. When a person will accept either full- or part-time work, mark "Full."
Reword item 22D for the following special cases only:
1. New job
Reword item 22D for a person with a "New job to begin within 30 days" as, "Is your new job a full-time or a part-time job?"
2. Layoff
When you make an entry in item 22C for a person on either "Indefinite" or "Temporary" layoff, as indicated in item 21A, ask item 22D as, "Is the job from which you are laid off a full-time or a part-time job?"
- Item 22E-"Is there any reason why...could not take a job LAST WEEK?"
Item 22E is to be asked and filled for all persons who have an entry in item 22D. If, in response to item 22E, a person answers "No, he could have taken a job last week," mark the "No" circle and ask item 22F.
However, if the respondent answers "Yes," mark one of the four category circles provided: "Already has a job," "Temporary illness," "Going to school," or "Other (specify)." Then continue to item 22F.
Attaching conditions to the kind of work wanted does not make the person unavailable. For instance, people who can only work during certain hours, or who want a certain kind of work, were available for that kind of work if nothing else intervened.
Question 22E refers to personal availability. The question should be marked "No" if the reason why the person was unavailable was external to his personal situation; for example, a hurricane or a riot.
A brief description of each category follows:
1. "Already has a job"
Mark "Already has a job" for a person who has a job from which he was on layoff or to which he was to report
- within 30 days and had no other reason for not being available for work. If there is another reason why he could not take a job last week, mark the appropriate category-"Temporary illness," "Going to school," or "Other."
Usually when a person cites "being on layoff" or "waiting to start a new job" as the reason for nonavailability there will be a "J" in 19 or "Yes" in 21 and an entry of "New job," or "Temporary layoff" in 21A. If these entries do not appear on the form, change item 21 to "Yes" and 21A to indicate the person's job status and erase the original entries in items 22A-22D. Then continue filling the form, following the skip pattern as indicated by your entry in 21A.
Mark "Temporary illness" for persons who say they are temporarily sick, but who are expected to be able to work shortly--less than 30 days from time of interview. Although you are not expected to probe to determine the nature of the illness, if you learn that the illness will last more than 30 days from the time of interview, do not mark this category; mark the "Other" category and specify in notes" illness expected to last more than 30 days." Examples of temporary illness are "Had the flu last week," "Laid up by auto accident," etc.
The person himself must have been ill. If he was not available for work because he had to care for somebody who was sick the "Other" category should be marked, not the "Temporary illness" category.
If you learn that the person has health limitations that prevent him from taking many types of jobs but he was available for work within his physical or mental capabilities, change the entry in 22E to "No" and omit the reason entry.
3. "Going to school"
Mark "Going to school" for persons who could not take a job because they were going to school. "School" includes all types of public and private educational establishments both in and out of the regular school system, such as high school, college, secretarial school, or barber school.
4. "Other"
Mark "Other" if none of the above categories is appropriate. Specify the reason in the "Notes" space.
Description of item 22F-"When did...last work at a full-time job or business lasting two consecutive weeks or more?"
The main purpose of this question is to confirm the accuracy of one of the most important items on the CES-2, that is, the entry in item 22C on how long unemployed persons had been looking for work.
1. "1965 or later" (mark month and year)
Mark "1965 or later" and write, on the line provided, the month and year the last full-time job ended if the person last worked at a full-time job for two consecutive weeks in 1965 or later.
2. "Before 1965"
If the last full-time job ended before 1965, mark the "Before 1965" circle. No other entries in this item are required.
3. "Never worked full time two weeks or more"
Mark this circle if the person had no previous full-time job lasting two consecutive weeks or more, but worked either at part-time jobs only or at a full-time job for less than two consecutive weeks.
4. "Never worked at all"
Mark this circle if the person never worked at all.
5. Inconsistency between items 22C and 22F
After entering the answer in 22F, compare it with the answer in 22C. If it is apparent that there is an inconsistency between the information in items 22C and 22F, review the entries with the respondent to arrive at the correct answers. For example, if the person was reported as looking for work for 10 weeks in 22C but as having last worked about four weeks ago according to the month and year entered in item 22F, one of these entries must be wrong. Note that in the reverse situation where a person was looking for work four weeks according to item 22C but last worked a year ago in item 22F, this would not necessarily be an inconsistency since a person could have dropped out of the job market for a time and then returned. Wherever the entries are questionable, review them.

After completing question 22, the interviewer frequently obtained the information for question 24 before filling the blanks for question 23.

Question 23. Description of Job or Business

23. DESCRIPTION OF JOB OR BUSINESS	
23a. For whom did . . . work? (Name of company, business, organization or other employer.)	
23b. What kind of business or industry is this? (For example: TV and radio mfg., retail shoe store, State Labor Dept., farm.)	
23c. What kind of work was . . . doing? (For example: electrical engineer, stock clerk, typist, farmer.)	
23d. What were ...'s most important activities or duties?	
23e. Was this person	An employee of PRIVATE Co., bus., or individual for wages, salary or comm. P <input type="radio"/> A GOVT. employee (Federal, State, or county) G <input type="radio"/> (If not a farm) Self-empl in OWN bus., prof. practice, or form O <input type="radio"/> Is the business } Yes <input type="radio"/> Working WITHOUT PAY in fam. bus. or form WP <input type="radio"/> incorporated? } No <input type="radio"/> NEVER WORKED NEV <input type="radio"/>

The purpose of question 23 was to provide codable information on occupation, industry, and class of worker in the same manner as in the 1970 census. For editing and coding procedures, see p. 52.

The interviewer was provided with the following instructions:

- Persons for whom to fill these items. These items must be filled for all persons in the labor force. These will be all persons with entries in items 20A, 21A, or 22C. Also complete these items for persons who are not now in the labor force, but who worked at a regular full- or part-time job or business within the past 5 years as indicated in item 24A.
- Five entries describe one job or business. Items 23A, 23B, 23C, 23D and 23E must refer to the same job or business.
 - Persons who worked last week. For a person who worked last week, describe the job at which he worked. If a person held more than one job last week, describe the job at which he worked the most hours. If he worked the same number of hours at both jobs, enter the job at which he has been employed the longest.

If a person was absent from his regular job all last week but worked temporarily at another job, describe the job at which he worked, not the job from which he was absent.
 - Persons who had a job or business from which they were absent all last week. If a person had a job but he did not work at all last week, describe the job he held.

If a person usually works at two or more jobs, but during the survey week did not work at any of them, enter the job at which he usually works the greatest number of hours. If he usually works the same number of hours at both jobs enter the job at which he has been employed the longest.
 - Persons looking for work. For a person looking for work, describe the person's last full-time civilian job lasting 2 consecutive weeks or more. Accept whatever the person considers "full time" in making your entry.

We want to classify a person looking for work in terms of his last full-time civilian work experience. For this purpose, his "last full-time civilian job" may have been for wages or salary or in his own business, or without pay on the family farm or in the family business.
 - Persons on layoff or with a new job to begin in 30 days. Besides those who are looking for work, you will have completed item 22C for persons on layoff (both temporary and indefinite) and those with a new job to start within 30 days. For those on layoff, enter in items 23A-E the job from which the person was laid off. For those with new jobs to start within thirty days, enter their last full-time civilian job lasting two consecutive weeks or more.
 - Persons who never had a full-time civilian job for 2 consecutive weeks. For people looking for work who never had a full-time civilian job for two consecutive weeks, enter "Never worked" in 23A, leave 23B, 23C and 23D blank, and mark the "NEV" circle in item 23E.
 - Persons not in the labor force, who last worked within the past 5 years, describe the job or business at which he last worked, regardless of the job's length or whether it was full or part time. (This is where you proceed to item 23 from item 24B for persons with an entry in 24B.)

3. Consistency of combined employer--occupation--industry--activities--class of worker entry. Items 23A, 23B, 23C, 23D and 23E must present a consistent picture because you are describing one job, business, or profession. When you get an inconsistency, try by further questioning to obtain consistent entries.

EXAMPLE: A respondent reports himself as:

Joe's Barber Shop
Retail Jewelry Store
Barber
Cuts hair
P

This is obviously inconsistent; correct entries might be:

Joe's Barber Shop	Smith Jewelry Company
Barber Shop	Retail jewelry store
Barber	Jewelry salesman
Cuts hair	Sells jewelry
P	P

4. How to report farm and ranch workers. Distinguish between different types of farm workers. The following table gives illustrations of the proper entries for various types of farm workers:

Kind of farm worker	Employer	Industry	Occupation	Activities	Class of worker
a. Person responsible for operation of farm, as owner, tenant, or sharecropper	Own farm or himself	Farm	Farmer or Sharecropper	Farming	O
b. Person doing general farm work for wages	Martin and Sons, Inc.	Farm	Farm hand	Farming	P
c. Relative of a farmer doing work on the family farm without pay	Olverson Acres (if no name--Family farm)	Farm	Farm helper	Farming	WP
d. Person hired to manage a farm for someone else	The Jones Plantation	Farm	Farm manager	Farming	P
e. Person who goes from farm to farm performing harvesting, reaping, or similar operations on a contract basis using his own equipment	Own business	Farm or harvesting farm crops	Farm service Worker or operating a harvester etc.	Harvesting crops, reaping, etc.	O
f. Person hired to supervise a group of farm hands	Sam Baker's Farm	Farm	Farm foreman	Supervising farm hands	P
g. Person hired to do a particular farm job	Seaview Farm	Farm	Fruit picker;	Picking fruit, cotton chopping; etc.	P
h. Farm workers on government operated farms	State Farm Agency	State agric. Farm	Farm expert; county farm; farm hand; fruit picker; etc.	Farming	G

1. Ranch worker. When the place of work is a ranch, follow the same rules used for farm workers. In occupation, enter "Rancher" instead of "Farmer," "Ranch hand," instead of "Farm hand." For industry, enter "Ranch" instead of "Farm." The class-of-worker codes remain the same. If you have any difficulty deciding whether a place is a farm or a ranch, consider it to be a farm.

Item 23A-- For whom did ... work? In item 23A, write the full and exact name of the company, business, government agency, or other employer. Do not abbreviate unless the companies are nationally known, such as A and P Supermarket. Give the name of the company,

not the name of the supervisor, foreman, or owner. For employees whose employers do not have company names, such as dentists, or lawyers, some small retail stores, construction contractors, etc., write the name of the owner.

- | | | | |
|---|---|---|--|
| <p>1. Self-employed</p> <p>2. Government</p> <p>3. Persons who work for different employers during survey week</p> <p>4. Never worked</p> <p>Item 23B--
"What kind of business or industry is this?"</p> <p>1. Stating a general and specific function for the employer</p> <p>2. Avoid use of the word "company" Additional questions to help the respondent</p> <p>3. How to report government agencies</p> <p>4. Firms with more than one business</p> <p>5. Distinguishing between manufacturing, wholesaling, retailing, and service establishments</p> <p>6. Manufacturers' sales offices</p> | <p>If the person is self-employed, ask if the place of business or establishment has a name (such as, Twin City Barber Shop, Capital Construction, etc.) and write it in 23A. If there is no business name, write "self-employed," "own business," "family farm," etc.</p> <p>For government employees, report the specific organization for which the person works. Be sure to state whether the organization is Federal (U. S.), State, county, city, etc. For example, City Tax office, County Highway Commission, State Employment office, U. S. Navy Ship Yard. It is not sufficient to report merely that the person works for the U. S. Government, city government, etc.</p> <p>For persons who work for several different employers during survey week like odd job and domestic workers, and for day workers and those who work for a different employer each day of the week, enter "various persons" in item 23A.</p> <p>Write "Never worked" for a person who never before held a full-time civilian job lasting two consecutive weeks or more.</p> <p>In item 23B, clearly and specifically describe the kind of business or industry at the location where the person works. Do not repeat the name of employer. If necessary, continue the description in the notes space and make notation in 23B--"See NOTES."</p> <p>Give a clear and exact description of the industry, indicating both a general and a specific function for the employer; for example, copper mine, fountain pen manufacturer, wholesale grocery, retail book store, road construction, shoe repair service. The words mine, manufacturer, wholesale, retail, construction, and repair service show the general function. The words fountain pen, grocery, book store, road, and shoe, further identify the industry by giving the product.</p> <p>Avoid use of the word "company" as it gives no useful information. If the respondent reports that he works for a metal furniture company, ask, "Do they manufacture or do they just sell it?" If they just sell, ask, "Do they sell to other stores (which would be wholesale) or to individuals (retail)?" Accordingly, the possible replies would be "Metal furniture manufacturer," "Furniture wholesaler," "Furniture retailer." Note that where possible you should specify for furniture manufacturers the major material used--wood, metal, plastic, etc., but for the selling operation, it is not necessary, since furniture wholesalers and retailers very often sell various types.</p> <p>Usually the name of the government agency is adequate, for example, U. S. Census Bureau, City Fire Department. If the activity of the government agency is absolutely clear, the name of the agency is sufficient. In such cases enter "Same as above" in 23B.</p> <p>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: "Street repair," "Garbage collection," "Sewage disposal," or "Water supply." For a State Liquor Control Board, the correct entry might be "Licensing of liquor sales" or "Liquor retailer."</p> <p>The industry entry for a person employed by the National Guard (either civilian or military) is determined by whom he is paid. If the person is paid by the State Government, his entry in CES-2 item 23B is "State National Guard"; if he is paid by the Federal Government, his entry in 23B would be "U. S. National Guard." This would be the entry for a person who worked for the National Guard for even as much as one hour during the survey week, if that were his main work activity. The worker would be an employee of the State or Federal Government, not a member of the Armed Forces.</p> <p>Some firms are engaged in more than one business or industrial activity. If the activities are carried on in separate places, describe the business in which the person actually worked. If the activities are carried on in the same place, describe the major activity.</p> <p>EXAMPLE: Report a miner working in a coal mine operated by the U. S. Steel Corporation as working in a "coal mine" not in a steel mill.</p> <p>EXAMPLE: A shoe factory has a store in the factory where damaged shoes are sold retail at reduced prices. A salesman in this store should be reported as working in "shoe factory" because the store is merely a secondary activity of the factory.</p> <p>You must distinguish between manufacturing, wholesaling, retailing, and service organizations. 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.</p> <p>A retailer sells primarily to individual consumers or users but seldom makes products. Service establishments, such as hotels, laundries, cleaning and dyeing shops, advertising agencies, and automobile repair shops render services to individuals and to organizations.</p> <p>One type of establishment which you must be careful to report correctly is a sales office set up by a manufactur-</p> | <p>7. Businesses located in person's own home</p> <p>8. Persons who do not work at one specific location</p> <p>9. Domestic and other private household workers</p> <p>10. Industries which need special care in classification</p> <p><u>Inadequate</u>
Agency</p> <p><u>Adequate</u>
Collection agency, advertising agency, real estate agency, employment agency, travel agency, insurance agency.</p> <p>Item 23C--
"What kind of work was... doing?"</p> <p>1. Title of job sometimes inadequate or unknown</p> <p>2. Occupations for which special care is necessary</p> <p><u>Inadequate</u>
Adjuster</p> <p><u>Adequate</u>
Claim adjuster, brake adjuster, machine adjuster, complaint adjuster, insurance adjuster.</p> <p>Agent</p> <p><u>Inadequate</u>
Freight agent, insurance agent, sales agent, advertising agent, purchasing agent.</p> <p>Caretaker or custodian</p> <p><u>Adequate</u>
Servant, janitor, guard, building superintendent, gardener, grounds-keeper, sexton, property clerk, locker attendant.</p> <p>Clerk</p> <p><u>Inadequate</u>
Stock clerk, shipping clerk, sales clerk. A person who sells goods in a store is a salesman or sales clerk and should not be reported merely as a clerk.</p> <p>3. Occupation of the self-employed</p> <p>4. Caution on occupations of young persons</p> <p>5. Unusual occupations</p> | <p>Some people conduct their businesses right in their own homes. Report these businesses just as you report regular business establishments, for example: dressmaking shop, lending library, cabinetmaking shop, radio repair shop, physician's office, etc.</p> <p>Some people's work is done "on the spot" rather than in a specific store, factory, or office. In these cases, report the kind of organization for which they work.</p> <p>EXAMPLE: Among those who normally work at different locations at different times are canvassers, building painters, and Census interviewers. Their industry entries might be publishing company, building painting company, and U. S. Census Bureau.</p> <p>When the name of an 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."</p> <p>For some industries, the common titles are inadequate. The following list gives examples of inadequate and adequate entries:</p> <p>[A detailed, alphabetical list followed.]</p> <p>The answer in item 23C should tell clearly and specifically the kind of work or nature of duties performed by the person. General or vague entries are not satisfactory. A full description of the kind of work is required. If you cannot confine your entry to the space provided, continue in the notes space.</p> <p>Often the title of a person's job is an adequate entry. However, sometimes the person's job title is not adequate by itself. Also, occasionally, the respondent will not know the job title but will be able to describe what the person does. The entry must include enough additional information for a precise classification. Usually a few words telling what the person actually does or the tools he uses will suffice. For example, if the respondent says, "My husband is a planner," you should ask what kind or planner he is or what his duties are. If she replies, "He prepares production schedules for printing jobs," your entry should read: "Planner--prepares production schedules for printing jobs." If the respondent gives too lengthy an explanation of the job, condense the statement, but include all essential elements.</p> <p>Sometimes the job title will be well-known and precise enough so that no additional information is necessary, but great care must be taken to assure that the title is correct and that it is not too general a term. One-word entries are almost never adequate. The following are examples of inadequate job entries:</p> <p>[The list continued in alphabetical order.]</p> <p>When a person is self-employed, be sure to ask the occupation question: "What kind of work was ... doing?" Do not enter proprietor as the occupation unless the person actually spends most of his time in the management of the business. If the person spends most of his time in his trade or craft, return that as his occupation, i.e., shoe repairman, beautician or carpenter, as the case may be.</p> <p>Professional, technical and skilled occupations usually require lengthy periods of training or education which a young person normally cannot have. Upon further inquiry, you may find that the young person is really only a trainee, apprentice, or helper (for example, accountant trainee, electrician trainee, apprentice electrician, electrician's helper).</p> <p>You may encounter occupations which sound strange to you. Accept such entries if the respondent is sure the title is correct. For example, "sand hog" is the title for a certain worker engaged in the construction of under-water</p> |
|---|---|---|--|

tunnels, and "printer's devil" is sometimes used for an apprentice printer. Where these or any other unusual occupation titles are entered, add a few words of description.

- a. Apprentice versus trainee
An "apprentice" is under contract during his training period but a "trainee" is not. Include both the occupation and the word "apprentice" or "trainee," as the case may be, in the description--e.g., apprentice plumber, buyer trainee.
- b. Baby-sitter versus boarding children
A baby-sitter usually cares for children in the home of her employer. Where the children are cared for in the worker's home, the occupation is "boarding children."
- c. 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, and the like, even though he hires others to work for him.
- d. 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.
- e. Interior decorator versus painter or paperhanger
An "interior decorator" designs the decoration plans for the interior of homes, hotels, offices, etc., and supervises the placement of the furniture and other decorations. A house painter or paperhanger only does painting or hangs paper.
- f. Machinist versus mechanic or machine operator
A "machinist" is a skilled craftsman who constructs metal parts, tools, and machines through the use of blue prints, machine and hand tools, and precise measuring instruments. A "mechanic" inspects, services, repairs or overhauls machinery. A machine operator operates a factory machine (drill press operator, winder, etc.).
- g. 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.
- h. Names of departments or places of work
Occupation entries which give only the name of the department of a place of work are unsatisfactory. Examples of such unsatisfactory entries are "works in warehouse," "works in shipping department," "works in cost control." The occupation entry must tell what the worker himself does, not what his department does.

Item 23D--
Activities or duties -
"What were ...?"
Record in item 23D the type of work the person did in the specific sense of what activities and duties he performed. The most important activities are to be entered here. For some, this entry may be very similar to the reply in item 23C, i.e., a "knitting machine operator" in 23C and "operates a knitting machine" in 23D. Be sure to complete this item even when it seems to be repetitive. For other occupations the entry for duties may differ completely from the entry for kind of work performed. The occupation of electrical engineer is an example of this. One such engineer may enter "design electronic computers" as an activity; another "supervise the installation of electrical switching equipment." Another example would be the entry of "fireman" in 23C. One type of a fireman would answer 23D "fight fires" or "put out fires," whereas another type would enter "operate a boiler."

- Item 23E--
Class of worker--
"Was this person ...?"
Mark one circle in item 23E for each person with entries in items 23A, 23B, 23C or 23D. The class-of-worker code for each person refers to the same job or business as the industry and occupation entries. Item 23E tells whether the person worked for:
- a. A private employer
 - b. The government
 - c. (1) On his own farm
(2) In his own incorporated business or profession
(3) In his own unincorporated business or profession
 - d. In a family enterprise without pay
 - e. Or never worked

Item 23E can frequently be filled from information already given for items 23B, C, and D. However, if there is any doubt at all, ask the necessary questions to ascertain the facts.

1. Definition of class-of-worker entries

- a. P--
Mark "P" for work for a PRIVATE employer for wages, salary, commission, tips, piece-rates, or pay in kind; this applies regardless of the occupation at which the employee worked, whether general manager, file clerk, or porter. It includes also persons working for pay for settlement houses, churches, unions, and other private nonprofit organizations.
- b. G--
Mark "G" for work for any branch of GOVERNMENT--Federal, State, city, county, etc.; this includes public schools, and government-owned electric power companies, etc. It includes persons who were elected to paid offices and civilian employees of the Armed Forces. Mark "G" also for employees of international organizations, (e.g., United Nations) and for employees of foreign governments, such as persons employed by the French Embassy or by the British Joint Services Mission. This rule applies only to those persons already listed in accordance with the instructions of whom to interview. Persons employed by such private organizations as the American Red Cross and the U. S. Chamber of Commerce are not government employees and should be marked "P."
- c. 1) O--
Mark "O" for work for profit or fees in OWN business, farm, shop, office, etc. This does not apply to superintendents, foremen, managers, or other executives hired

to manage a business or farm, salesmen working for commissions or officers of corporations. Such persons should be marked "P."

- 2) "Is the business incorporated?"
Ask this question only if "O" is marked in item 23E and the enterprise is not a farm.
If, in reply to your question, the respondent indicates that the business or profession is incorporated do not change the entry of "O" to an entry of "P." Mark either "Yes" or "No" based on the respondent's answer and end questions for the person.
- d. WP--
Mark "WP" for work WITHOUT PAY on a farm or business operated by a related member of the household. Room and board and a cash allowance are not counted as pay for these family workers; however, if the worker receives money which is definitely considered to be wages for work performed, he should be marked "P."
Normally in a household with a WP worker, you will also have someone in the same household shown with class of worker "O." However, if the operator of the family enterprise has a wage or salary job in addition to the family farm or business, and worked longer at that job during the survey week, he would be marked "P" and not "O" in item 23E. In such cases, footnote the "WP" entry for the unpaid family worker to indicate the line number of the household member who own or operates the family farm, business, or professional enterprise.
- e. NEV--
Mark "NEV," for a person who never before held a full-time civilian job lasting two consecutive weeks or more.

2. Cautions regarding class-of-worker entries

- a. Corporation employees
Report employees of a corporation as employees of a private employer (except for a few cases of employees of government corporations, such as the Commodity Credit Corporation, who must be properly reported as government employees). Do not report corporation employees as owning their business even though they may own part or all of the stock of the incorporated business. If a respondent says that a person is self-employed, and you find that the business is incorporated, mark "Yes" for the "Is this business incorporated?" circle. Do not change the FOSDIO mark to Private Company (P).
- b. Domestic work in other persons' homes
Report maid, laundress, cook, or cleaning woman working in another person's home as working for a private employer.
- c. Partnerships
Five or more persons who operate a business in partnership should be reported as self-employed in own business. The word "own" is not limited to one person.
- d. Public utility employees
Although public utilities (such as transportation, communication, electric light and power, gas, water, garbage collection, and sewage disposal facilities) are subject to government regulations, they are owned by either government-operated and private-owned organizations in recording class of worker for public utility employees.
- e. Work for pay "in kind"
Pay "in kind" includes room, board, supplies, and food, such as eggs or poultry on a farm. This is considered pay except for a member of the family (see working without pay in family business or farm par. 1.d). Report persons who work for pay "in kind" as employees of a private company or individual.
- f. Work on an odd-job or casual basis
Report work on an odd-job or casual basis as work of an employee for a private company, business, or individual. For example, the babysitter employed in other people's households is never to be reported as self-employed.
- g. Clergymen
Preachers, ministers, priests, rabbis, and other clergymen are to be marked "P," except in the following two cases:
1) A clergyman, such as a prison chaplain working in a civilian government job is reported as a government employee--"G" in item 23E.
2) A clergyman not attached to a particular congregation or church organization, who conducts religious services in various places on a fee basis, is reported as self-employed in his own professional practice--"O" in item 23E.
- h. Registered and practical nurses--private duty
Report registered nurses and practical nurses who report "private duty" for kind of business as "O."
- i. EX (Post exchange), officers' club, N.C.O. club employees
Persons working in post exchanges, officers' clubs, N.C.O. clubs and similar organizations, usually located on government reservations and military bases, are actually working for private concerns set up by members of the Armed Forces and are to be reported as "P."
- j. Foster mothers and child care--own home
Foster mothers and others who report their occupation as "child care" and industry as "own home" are to be reported "O" class of work. A foster mother and other persons who consider themselves as working for profit and who provide childcare facilities in their own homes are furnishing the shelter and meals for certain time periods and are to be considered as operating their own business.
- k. Boarding house keepers
Report boarding house keepers who consider themselves as working and who perform this work in their own homes as "own home" for industry with "O" class of worker. Report those who do this work for someone else for wages or salary or pay in kind as "boarding house" for industry with "P" class of worker.

Processing.--The entries for question 23 were reviewed clerically for consistency and completeness. Clerks in the Bureau's Pittsburg, Kans., facility coded the entries to the appropriate coding boxes, using the same coding materials and procedures used for the decennial census industry and occupation coding in 1970. The CES quality control procedures, described on pages 12-14, differed from those used in the census. The CES computer editing, allocation, and tabulation procedures were based on those used in the Bureau's Current Population Survey, but the principles involved were similar to those described for decennial census processing of industry and occupation data. (See chapters 8 and 15 for details.) In general, the computer tabulated all acceptable codes, and allocated data where necessary from the first previous persons (with similar characteristics) processed, for whom industry or occupation had not been allocated.

FOR OFFICE USE ONLY			
INDUSTRY		OCCUPATION	
0	○ ○ ○ A ○	0	○ ○ ○ ○ N ○
1	○ ○ ○ B ○	1	○ ○ ○ ○ P ○
2	○ ○ ○ C ○	2	○ ○ ○ ○ Q ○
3	○ ○ ○ D ○	3	○ ○ ○ ○ R ○
4	○ ○ ○ E ○	4	○ ○ ○ ○ S ○
5	○ ○ ○ F ○	5	○ ○ ○ ○ T ○
6	○ ○ ○ G ○	6	○ ○ ○ ○ U ○
7	○ ○ ○ H ○	7	○ ○ ○ V ○
8	○ ○ ○ J ○	8	○ ○ ○ W ○
9	○ ○ ○ K ○	9	○ ○ ○ X ○
	○ ○ ○ L ○		○ ○ ○ Y ○
	○ ○ ○ M ○		○ ○ ○ Z ○

Question 24. Work Experience

Question 24 had two parts, C and D, that were used only in rural areas. In urban areas this particular information was collected in the individual work history booklets. The interviewer was provided with the following instructions:

- General purpose: Complete items 24A-E for all civilian household members 16 years of age and over who are presently out of the labor market, those who are not currently interested in employment, or those who are interested but have done nothing recently to find work. For this group we will determine their most recent work experience and intentions of looking for work.
 - Whom to ask: Only the following persons are asked items 24A-E:
 - Persons who are unable to work ("U" in item 19).
 - Persons who do not have a job and were not looking for work in the past four weeks ("No" in item 22).
 - Persons who were reported as looking for work during the past four weeks, yet have actually done nothing to find work.
 Items 24A-E are not asked of persons with an entry of a job or business in item 23.
- B. Item 24A--"When did ... last work at a regular job or business, either full- or part-time?"
- Accept the answer of the respondent as to when the person last worked at a regular job and fill the appropriate circle. Consider as a "regular" full-time or part-time job one in which there was a definite arrangement to work for pay or profit a specified number of hours per week or number of days per month.
- Examples are given below.
- | | |
|-------------------------------------|-----------------------------------|
| <u>Answer to 24A</u> | <u>Appropriate circle to fill</u> |
| Any period of time less than 1 year | Within the past 12 months |
| 1 year | 1 to 2 years ago |
| 23 months | 1 up to 2 years ago |
| 24 months | 2 up to 3 years ago |
| 25 months | 2 up to 3 years ago |
| 5 years | 5 or more years ago |
| Never had a regular job | Never worked |

<p>24A. When did you last work for pay at a regular job or business, either full- or part-time?</p> <p>Within past 12 months ○</p> <p>1 up to 2 years ago ○</p> <p>2 up to 3 years ago ○</p> <p>3 up to 4 years ago ○</p> <p>4 up to 5 years ago ○</p> <p>5 or more years ago ○</p> <p>Never worked ○</p> <p>(Go to 24B)</p> <p>(Skip to 24E)</p>	<p>24A. When did ... last work for pay at a regular job or business, either full- or part-time?</p> <p>Within past 12 months ○</p> <p>1 up to 2 years ago ○</p> <p>2 up to 3 years ago ○</p> <p>3 up to 4 years ago ○</p> <p>4 up to 5 years ago ○</p> <p>5 or more years ago ○</p> <p>Never worked ○</p> <p>(Go to 24B)</p> <p>(Skip to 24E)</p>
<p>24B. Why did you leave that job?</p> <p>Personal, family (Incl. pregnancy) or school ... ○</p> <p>Health..... ○</p> <p>Retirement or old age ○</p> <p>Seasonal job completed ○</p> <p>Slack work or business conditions ○</p> <p>Temporary nonseasonal job completed ○</p> <p>Unsatisfactory work arrangements (Hours, pay, etc.) ○</p> <p>Other ○</p> <p>(Go to 24E)</p>	<p>24B. Why did ... leave that job?</p> <p>Personal, family (Incl. pregnancy) or school ... ○</p> <p>Health..... ○</p> <p>Retirement or old age ○</p> <p>Seasonal job completed ○</p> <p>Slack work or business conditions ○</p> <p>Temporary nonseasonal job completed ○</p> <p>Unsatisfactory work arrangements (Hours, pay, etc.) ○</p> <p>Other ○</p>
<p>24C. Does ... want a regular job now, either full- or part-time?</p> <p>Yes ○</p> <p>Maybe-it depends (Specify in notes) ○</p> <p>No..... ○</p> <p>Don't know ○</p> <p>(Go to 24D)</p> <p>(Skip to 24E)</p>	<p>24C. Does ... want a regular job now, either full- or part-time?</p> <p>Yes ○</p> <p>Maybe-it depends (Specify in notes) ○</p> <p>No..... ○</p> <p>Don't know ○</p> <p>(Go to 24D)</p> <p>(Skip to 24E)</p>
<p>24D. What are the reasons ... is not looking for work? (Mark each reason mentioned)</p> <p>Believes no work available in line of work or area ... ○</p> <p>Couldn't find any work ○</p> <p>Lacks nec. schooling, training, skills or experience ○</p> <p>Employers think too young or too old ○</p> <p>Other pers. handicap in finding job ○</p> <p>Can't arrange child care. ○</p> <p>Family responsibilities ○</p> <p>In school or other training ... ○</p> <p>Ill health, physical disability ○</p> <p>Other (Specify in notes) ○</p> <p>Don't know ○</p>	<p>24D. What are the reasons ... is not looking for work? (Mark each reason mentioned)</p> <p>Believes no work available in line of work or area ... ○</p> <p>Couldn't find any work ○</p> <p>Lacks nec. schooling, training, skills or experience ○</p> <p>Employers think too young or too old ○</p> <p>Other pers. handicap in finding job ○</p> <p>Can't arrange child care. ○</p> <p>Family responsibilities ○</p> <p>In school or other training ... ○</p> <p>Ill health, physical disability ○</p> <p>Other (Specify in notes) ○</p> <p>Don't know ○</p>
<p>24E. Do you intend to look for work of any kind in the next 12 months?</p> <p>Yes ○</p> <p>It depends (Specify in notes) ○</p> <p>No..... ○</p> <p>(If entry in 24B, describe job in 23)</p>	<p>24E. Does ... intend to look for work of any kind in the next 12 months?</p> <p>Yes ○</p> <p>It depends (Specify in notes) ○</p> <p>No..... ○</p> <p>(If entry in 24B, describe job in 23)</p>
(Urban)	(Rural)

1. Where to proceed
If one of the first five circles is filled in item 24A, go to item 24B. If one of the last two circles is filled ("five or more years ago" or "Never worked"), skip to item 24C.
- Item 24B—"Why did ... leave that job?"
Mark the appropriate reason listed below.
1. "Personal, family (incl. pregnancy) or school reasons"
Mark this category for persons who left their jobs for such reasons as the following:
a. To keep pension
b. To move
c. To take a trip
d. Marriage
e. Illness in the family
f. Pregnancy
g. To care for children
h. To return to school
2. "Health reasons"
Mark this category for persons under retirement age who left their jobs because of their own illness or disability, or who said their job was physically too taxing. This category should not be filled for those persons who say they retired because of health reasons.
3. "Retirement or old age"
Mark this category for persons who say they retired or were retired for any reason. Examples include:
a. Retired
b. Laid off because of age
c. Too old to work
d. Retired because of health
4. "Seasonal and temporary jobs and slack work"
"Seasonal job completed," "Slack work or business conditions," and "Temporary nonseasonal job completed" are similar; the job was terminated because there was not enough work to be done. It is therefore important to distinguish carefully among them.
For many persons you will be told simply that they were "laid off," or "let go." Probe to determine which of the categories is most appropriate. Ask such questions as the following:
1) "Was this a seasonal job, that is, one that usually lasts for only part of the year?"
2) "Was this just a temporary or fill-in job?"
When you are in doubt about which category is correct, mark the first one that is appropriate. Do not mark more than one circle in this series of answers.
a. "Seasonal job completed"
Mark "Seasonal job completed" if the job terminated because the season ended. This occurs regularly in such industries as the garment industry, farming, logging, fishing, construction, and retail selling. Examples are:
1) Crop season ended
2) Company closed for the winter
3) Christmas job ended
4) It was just a part-time job during the holidays
5) Job lasts from spring until fall
b. "Slack work or business conditions"
Mark "Slack work or business conditions" for persons whose permanent jobs were terminated because work was no longer available.
Examples are:
1) Job eliminated
2) No need for services
3) Laid off (if no reason is specified)
4) Reductions in force
Also mark this category for any change in the employing institutions, such as:
1) Plant was automated
2) Business closed
3) Factory moved
4) Plant burned down
5) Business went bankrupt and was sold
6) Employer died
c. "Temporary nonseasonal job completed"
Mark this category if the job was taken with the knowledge that it was temporary. Examples are:
1) Just working temporarily
2) Just helping out for awhile
3) Only wanted the job for a three-week period
4) Only wanted a job that would last a month
5) Substitute teaching job over
5. "Unsatisfactory work arrangements"
Mark this category for all persons who left their jobs voluntarily because they were dissatisfied with their working conditions. Examples are:
a. Hours too long
b. Pay too low
c. Work too hard
d. Transportation unavailable
e. Couldn't get along with supervisor
f. Working conditions unsanitary
6. "Other"
Mark this category for "NA's" and all reasons which cannot be classified under any of the above categories.
- Item 24C—"Does ... want a regular job now, either full- or part-time?" and Item 24D—"What are the reasons ... is not looking for work?"
There are many persons, not actively looking for work, who desire work but for a variety of reasons do not, or cannot, seek it.
Items 24C and 24D identify these people so that we may measure the size of this group and obtain an insight into why they are not now looking for work. For items 24C and 24D we are interested in the people who want a job now—defined as this week—who, for some specific reason, are kept from looking for work. Items 24C and 24D should be consistent with one another. That is, the reason the person is not looking must also apply to this week.
The reason given in 24D must be specific. For example, some respondents may give an answer of "Retired." This does not give us a specific reason why the person is not looking for work this week. In such a case you must probe to find a more specific reason. The response may be one of the following—"On vacation for awhile," "Work would cut pension," "Transportation problem," all of which are acceptable entries. Of course, you may also get answers to 24D that would require you to change the answer in 24C—"Does ... want a regular, full- or part-time job now?" For example, for responses of "Doesn't want to work" or "Not interested" in 24D, erase the "Yes" answer in 24C, mark the "No" circle and skip to 24E. Also change 24C to "No" if the person indicates in 24D that he already has a job. In all such cases, erase any entry you may have made in item 24D.
In general, do not probe the reasons given to items 24C and 24D. If the respondent answers "Yes," in response to item 24C, and gives a classifiable reason why he is not now looking for work, mark the reasons in 24D and proceed to 24E.
Item 24C contains several key words such as "regular," "full- or part-time," and an indication of time reference—"now." When asking the question, emphasize "now" to stress the time period involved.
Consider as a "regular" full- or part-time job, one in which there is a definite arrangement to work for pay or profit, a specified number of hours per week or number of days per month.
Full and part time are defined as 35 hours or more per week for full-time and less than 35 for part-time.
"Now" is defined as this week.
Mark "Yes" if the respondent reports that the person desires a regular full- or part-time job at the present time.
Mark "Maybe—it depends" when the person's desire for a job at the present time is rather weak or qualified. Specify in the "Notes" section the condition(s) on which the person wants work. For example, mark "Maybe—it depends" if a housewife told you she would want a part-time job if she could find a reliable baby sitter. In this case, enter "Finding a reliable baby sitter."
Mark "No" if the person has no desire for a job at the present time.
Mark "Don't know" if the respondent has no knowledge of the person's desire for a job.
In asking this item keep probing until you have elicited all the reasons why the person is not looking for work. Use the phrase "Any other reason why ... is not looking for work?" until the respondent answers negatively. Many of the categories given here are not mutually exclusive and by intensive probing you may be able to discover the most important or main reason. We want to know the number of different reasons given by the respondent.
For example, if the respondent said, "My son couldn't find a job because of his bad back," mark—"Couldn't find a job—and—"Ill health, physical disability." Then ask "Any other reason why he is not looking for work?"
a. "Believes no work available in line of work or area"
Mark this category for persons who say that they are not looking for work at the present time because they believe there is no work available in their communities, or in their occupations. Examples are:
a. No work around here
b. No jobs since the mill closed
c. The plants closed for the winter and there are no other jobs for women here
b. "Couldn't find any work"
We are primarily interested here in persons who have made some effort and now have become discouraged and have stopped looking because they could not find a job. If the respondent uses this phrase, do not probe to find out if the person has done something to look for work.
c. "Lacks necessary schooling, training, skills or experience"
Include in this category those who are not now looking for work because of illiteracy, or who lack knowledge about how to find a job.
1. Item 24C—"Does ... want a regular job now, either full- or part-time?"
a. Meaning of regular
b. Meaning of full and part-time
c. Meaning of "now"
d. "Yes" circle
e. "Maybe—it depends (specify)" circle
f. "No" circle
g. "Don't know" circle
2. Item 24D—"What are the reasons ... is not looking for work?"

- d. "Employers think too young or too old" Mark this category for persons who say no work is available to them because of their age. This applies to a person too young to obtain a "work permit," a person who says "nobody will hire a 70-year-old man," and those who have been informed by prospective employers that because of their age no job is available to them. For example, a person is informed, "while your qualifications are good, we feel that the position requires someone a little older and more mature."
- e. "Other personal handicap in finding job" Some of the reasons for marking this category include racial or other discrimination; a criminal or delinquency record; or the person being subject to the draft and as a consequence, unable to find a job in the interim.
- f. "Can't arrange child care" Mark this category for persons who say they cannot arrange for child care so that they may work. For example, fill this circle for a woman who says she would like to go to work but she cannot find a reliable baby sitter.
- g. "Family responsibilities" Mark the circle for persons who would look for work if they were not hampered by large families, illness in family or other comparable reasons.
- h. "In school or other training" Mark this circle for persons attending any kind of public or private school, including trade and vocational schools and who would otherwise be looking for work.
- i. "Ill health, physical disability" Mark this for persons who would look for work if they weren't personally ill or disabled.
- j. "Other (specify in Notes)" This category includes reasons which cannot be classified into the above categories. For each "Other" entry specify in the "Notes" section the reason given.
- 1) Keep "Other" entries to a minimum Keep "Other" entries to a minimum. Probing for clearly defined and complete responses will often aid you in classifying a vague answer correctly in one of the provided categories.
- 2) Classify reason in existing categories whenever possible For example, an entry of "Depends on finding someone to care for children" should be classified as "Can't arrange for child care." Entries of "Feels she needs refresher course in training" and "New machines and methods left her out" should be coded as "Lacks necessary schooling, training, skills or experience." A response of "Husband wouldn't let her" is to be classified as "Family responsibilities." Finally, entries such as "Wants day work only--Can't find any" and "Can't find suitable hours" are to be classified as "Couldn't find any work" as these people are not now looking for work because they could not find any that met their needs. While the "Other" entries are to be kept to a minimum, we want to know all of the different reasons for not seeking work. If the respondent gives an answer that is classifiable in the present categories and another that is not, mark the circle for the reason that is classifiable and also the "Other" circle and specify the reason that is not classifiable in the "Notes" section.
- Examples of acceptable entries in the "Other" category are "Transportation problem," "Vactioning," "Out-of-town," "Moving," "Waiting for work permit," "Waiting for someone to take him to look--new in area," "He's too young, father wouldn't let him," "Work would out pension."
- k. "Don't know" Mark this category if the respondent has no knowledge as to why the person is not looking for work.
- Item 24E--"Does ... intend to look for work of any kind in the next 12 months?" Ask item 24E to determine if the person's intention to seek work within the next 12 months is clear and definite or if there is a reasonable probability.
1. "Yes" circle Mark "Yes" if the person does intend to look for work or if the probability that he will look for work is high.
2. "It depends" (Specify in Notes) circle Mark "It depends" when the person's intention to seek work is rather weak or qualified. Specify in the "Notes" section the condition(s) under which the person will seek work.
3. "No" circle Mark "No" if the person has no intention of looking for work in the next 12 months.
4. Where to proceed After filling item 24E, check for an entry in item 24B. If there is an entry in 24B, go to item 2) and describe the person's last regular civilian job or business.

Questions 25-33.

Questions 25-33 were used for control purposes and for coding data already collected, and are not reproduced here.

Questions 34-44. Work Experience in Last 12 Months

Items 34-44 related to the number of weeks worked during the 52 weeks ending on Saturday of the survey week, the amount of time lost because of unemployment and other reasons, and a description of the principal

job held during that time. The questions were asked regardless of what the person happened to be doing during the survey week; the information was intended to provide a picture of the person's work record during the year, the extent of his employment, and the factors--voluntary or otherwise--which resulted in part-year work.

The sequence of the work-experience questions depended on the response to question 34. There were three basic question patterns, as follows:

1. If the person did not work at all during the 12-month period ("None" in item 34), the interviewer was instructed to mark items 35, 36, and 37 as applicable.
2. If the person worked less than 50 weeks ("1-49 weeks" in item 34), items 38, 39, and 41-44 were completed.
3. If the person worked a full year or almost a full year during the previous 12 months ("50-52 weeks" in item 34), items 40, 42, and 43 were completed.

The questions are shown in numerical order below.

34. In the past 12 months, how many weeks did . . . work either full time or part time (not counting work around the house)? (Include paid vacations and paid sick leave.)

(Enter number of weeks and mark one circle)

None (Ask item 35)

1-13 wks

14-26 wks

27-39 wks (Skip to item 38)

40-47 wks

48-49 wks

50-52 wks (Skip to item 40)

Item 34--"In the past 12 months how many weeks did . . . work either full-time or part-time?"

1. For whom to ask Ask item 34 for all civilian household members 16 years of age and over.
2. How to ask In asking this question for persons who are currently employed, add the parenthetical statement "Include paid vacations and paid sick leave." For not currently employed persons, add "Not counting work around the house" so that they will understand what we mean by "work." In obtaining weeks worked for persons who worked in the past 12 months but are not currently employed, ask about paid vacation and paid sick leave after the respondent indicates the number of weeks worked. For example, "Did you include paid vacations and paid sick leave?" Be sure the respondent understands that you are referring to the last 12 months prior to the interview.
3. "Work" defined Other than the inclusion of paid leave, "work" is defined as it is for items 19-24. If a person served in the Armed Forces during the year, find out how long he worked at civilian jobs after being discharged. If a person, who is a civilian now, spend all of the past 12 months in the Armed Forces, enter "None" for him in item 34, even though he may have worked part time at a civilian job while in the Armed Forces.
4. "Number of weeks" defined In item 34 we want to know the number of different weeks in which the person worked, even though he may have worked only a few hours or a few days in some weeks. For example, if a student worked 40 hours a week throughout his summer vacation and worked only on Saturdays during each of the remaining weeks of the year, the correct entry for him would be 52 weeks.
5. Include paid vacations and paid sick leave Include as time worked any weeks the person had off with pay, such as paid vacations, and paid sick leave. However, exclude any weeks the person had off without pay (even though still employed) such as unpaid vacations, unpaid sick leave, periods of layoff or strike.

- 6. Reporting weeks worked for full-time teachers
For teachers, accept the weeks worked as reported by the respondent in reply to item 34, including the time on paid vacation. Also, if the teacher has a contract or oral agreement to return to teaching after the summer vacation, the weeks during the summer vacation should be considered as weeks worked.
- 7. Unpaid family workers
For a person who did unpaid work during the year on a family-operated farm or business, count only weeks in which the person actually worked. Do not count weeks he was away from his unpaid job unless he was working at some other job during that time.
- 8. Self-employed persons
Count both the weeks a self-employed person actually worked and any weeks in which he was away for such reasons as a short vacation or illness, provided that he kept his business (or farm) operating during his absence. However, if a self-employed person was away for a period of 30 consecutive days or more and did no other work during that time, do not count any of the time he was away as work even though he kept his business open during his absence.
- 9. Two entries required
Make two entries in item 34. First, enter the number of weeks worked in the box and then mark the appropriate circle. For example, if the person worked 51 weeks, write "51" in the box and mark the circle labeled "50-52." If the person did not work at all in the past 12 months, enter "None" in the box and mark the "None" circle. Keep your write-in entry within the box.
- 10. Get best possible estimate
If you have difficulty getting an exact answer to item 34, get the best possible estimate. If the respondent cannot estimate the number of weeks worked, read the circle captions for item 34 and ask the respondent to indicate the proper category.

If the respondent gives you the number of months worked, multiply it by 4-1/3 to convert to weeks or use the table below.

Months	Weeks	Months	Weeks	Months	Weeks
1.....	4	5.....	22	9.....	39
2.....	9	6.....	26	10.....	43
3.....	13	7.....	30	11.....	48
4.....	17	8.....	35	12.....	52

Add two weeks for one-half months.
For example: 4 1/2 months = 17 + 2 = 19 weeks.

If the entry in item 34 is "NA," generally omit the remaining work experience items. However, if you know the person worked during the past 12 months, try to get the information for items 42 and 43. Avoid "NA" entries, if possible.

35. Even though you did not work in the past 12 months, did you spend any time trying to find a job?

Yes No

(Ask items 36-37) (Skip to item 37)

Item 35--"Even though ... did not work in the past 12 months, did ... spend any time trying to find a job?"

Mark "Yes" if the person spent any time looking for work during the past 12 months. Mark "No" if the person made no attempt to find a job.

Since Armed Forces members are marked "None" in item 34 even though they may have had a part-time civilian job during the past 12 months, item 35 will have to be reworded for them. Ask item 35 as "During the past 12 months, did you spend any time trying to find a job?"

36. How many different weeks was ... looking for work or on layoff from a job?

1-4 wks

5-14 wks

15-26 wks

27-39 wks

40 wks or more

(Ask 37)

Item 36--"How many different weeks was ... looking for work or on layoff from a job?"

"Layoff" includes temporary as well as indefinite layoff. Fill the circle beside the category in which the respondent's reply falls. If necessary, read the categories to assist the respondent in making an estimate of the number of weeks.

37. What was the main reason you did not work in the past 12 months?

Ill or disabled and unable to work

Taking care of home or family

Going to school

Could not find work

Armed Forces

Retired

Other (Specify)

(Skip to CES-3)

Item 37--"What was the main reason ... did not work in the past 12 months?"

1. How to ask

Ask item 37 by reading the lead-in part once and then start with "Ill or disabled and unable to work" and continue through "Retired." Ask "Other" as "Something else?" As you ask each category, pause for the respondent to answer.

For example, you might ask "What was the main reason ... did not work in the past 12 months?" Was he--ill or disabled and unable to work (pause), taking care of home or family (pause), went to school (pause), could not find work (pause), in the Armed Forces (pause), retired (pause), or something else (pause)." As soon as you get an affirmative reply to any of the above suggested activities, confirm that the activity represents the main reason the person did not work in the past 12 months and mark the appropriate circle.

2. Entries

Mark one circle in item 37 to indicate the main reason the person did not work. Most of the reasons are self-explanatory. "Ill or disabled and unable to work" for this item indicates that this condition accounted for more time during the year than any other reason. In most cases this would be more than six months, and therefore, is similar to the "unable" concept in item 19. Retarded persons and those recovering from an accident should be included in this category. "Taking care of home or family" should be marked for women who give answers such as "expecting a baby," "new baby," "don't want to work" or "husband doesn't want me to work" as well as those who answer "keeping house" if their main activity in the past 12 months was keeping house. If the "Other" circle is marked, specify the reason in the space provided. However, try to keep "Other" entries to a minimum by probing when it appears that the person may belong in one of the listed categories.

38. You said ... worked about _____ (entry in item 34) weeks in the past 12 months. How many of the remaining _____ (52 weeks minus entry in item 34) weeks was ... looking for work or on layoff from a job?

(Enter number of weeks and mark one circle)

None (Skip to item 41)

1-4 wks

5-10 wks

11-14 wks (Ask item 39)

15-26 wks

27-39 wks

40 wks or more

Item 38--"You said ... worked about _____ weeks in the past 12 months. How many of the remaining weeks was ... looking for work or on layoff from a job?"

1. Purpose of question

Item 38 will reveal how much working time was lost because of unemployment or layoff. Layoff includes both temporary and indefinite layoffs.

2. How to ask

Read the introductory statement to the respondent exactly as worded, inserting in the first parentheses the number of weeks worked during the year as entered in the box in item 34. Then insert in the second parentheses the remaining weeks, that is, 52 minus the entry in the box in item 34.

For example, if the entry in the box in item 34 for Mr. Smith was "35 weeks," you would read the introductory statement in item 38 as "You said Mr. Smith worked about 35 weeks in the past 12 months. How many of the remaining weeks was he looking for work or on layoff from a job?"

3. Entries

When the response to item 38 is "None," write "None" in the box provided and fill the circle beside the "None" category. In other cases, enter the number of weeks in the box provided and fill the circle beside the appropriate category.

39. Were the _____ weeks ...
was looking for work (or on
layoff) all in one stretch?

Yes - 1 stretch . . .

No - 2 stretches . . . (Skip to Item 41)

No - 3 + stretches

Item 39--"Were the _____ weeks ... was looking for work (or on layoff) all in one stretch?"

Ask item 39 as worded, substituting for the dash the "weeks" entered in the box in item 38.

Mark the "Yes--1 stretch" circle if all of the time spent looking was in one continuous stretch, that is, not interrupted by the person getting a job or leaving the labor market to go to school, to keep house, etc. If the answer is "No," determine whether the person had two, or three or more periods of unemployment. Mark the "No--2 stretches" or "No--3+ stretches" circles accordingly.

40. Did you lose any full weeks of work in the past 12 months because you were on layoff from a job or lost a job?

Yes

No (Skip to Item 42)

Item 40--"Did ... lose any full weeks of work in the past 12 months because... was on layoff from a job or lost a job?"

1. Purpose of question

The purpose of this question is to find out how many of the people who worked almost all of the 12 months had lost a small amount of time--a week or two--because of short layoffs or unemployment.

2. When to mark "Yes"

Mark "Yes" in item 40 if the person lost at least one full week of work because he was on layoff from a job, or because he lost a job and did not start another one until at least a full week later. For purposes of this item, do not count time lost from the job because of strikes, illness, vacation, etc., even if the person was not paid. You do not have to determine the number of full weeks lost, but if it is given by the respondent and is more than two full weeks, proceed as in paragraph 4 below.

3. When to mark "No"

Mark "No" if the person did not lose at least one full week (that is, a complete work week) because he was on layoff from or lost a job.

4. Loss of more than two weeks

If you find that a person actually lost more than two weeks because of layoff or unemployment and that the answer given earlier in item 34 was incorrect, do not change the original entry in item 34. Instead, enter a footnote to item 40, indicating the amount of time lost (for example, Line No. 1, item 40--lost 4 weeks").

41. (If any weeks not accounted for, ask):
What was ... doing MOST of the remaining weeks in the past 12 months? Was he -

All weeks accounted for in Items 34 and 38

Ill or disabled and unable to work..

Taking care of home or family.....

Going to school (Ask Item 42)

Armed Forces

Retired

Other (Specify)

Item 41--"What was ... doing most of the remaining weeks?"

1. Purpose of item

The purpose of item 41 is to determine what the person did during most of the weeks in the past 12 months not already accounted for by work (item 34) and by looking for work or on layoff (item 38).

2. When to ask

If all the weeks are already accounted for, mark the first circle in item 41 without asking the question. Determine whether all weeks are accounted for by adding the entries in the boxes in items 34 and 38. If some weeks are not yet accounted for, that is, the sum of the entries in items 34 and 38 is less than "52," ask item 41 to determine whether the main activity during these remaining weeks was illness or disability, taking care of home or family, going to school, or something else. For example, if the entry in item 34 is "27" weeks and the entry in item 38 is "14" weeks, account for most of the remaining "11" weeks in item 41. If the entry is "40" in item 34 and "12" in item 38, mark the first circle in item 41 without asking the question because all weeks have already been accounted for.

3. How to ask

Ask item 41 by reading the lead-in part once and then start with "Ill or disabled, and unable to work" and continue through "Retired." Ask "Other" as "Doing something else?" As you ask each category, pause for the respondent to answer.

For example, for someone who worked 30 weeks (item 34) and was looking for work or on layoff from a job for 12 weeks (item 38), ask item 41 as "What was ... doing most of the remaining weeks (remaining weeks refer to the 10 weeks not yet accounted for in the 12 month period). "Was he--ill or disabled and unable to work (pause), taking care of home or family (pause), going to school (pause), or doing something else (pause)?" As soon as you get an affirmative reply to any of the above suggested activities, confirm that the activity represents what the person was doing most of the remaining weeks of the 12 month period and mark the appropriate circle.

4. Explanation of categories

The separate categories are generally self-explanatory, but a few need further explanation, as follows:

a. "Ill or disabled and unable to work"

Illness or disability applies to health conditions that prevented the person from working or looking for work. This does not include time on paid sick leave since that is included as time worked. Illness or disability for this item may include both short-term and long-term illness or disabilities. It is not necessary to determine that a person is "unable" (as in item 19) before marking this category. For responses such as "recovering from an operation," "laid up because of accident," or "retarded," mark this category instead of "Other."

b. "Taking care of home or family"

Taking care of home or family is defined in the same way as the similar category for item 37.

c. "Other" (Specify) Include any activities not covered by the preceding categories as "Other." This category covers such things as summer vacations for students, time spent moving, time spent in unpaid absence from work (from a definite job or business) due to strikes, bad weather, unpaid vacations, or other temporary conditions, but not including illness or layoff, etc. Remember that "Other" must be asked as "Doing something else." If the respondent answers "Unpaid vacation" or "Unpaid leave of absence," be sure to write unpaid as part of the explanation. Try to keep "Other" to a minimum by probing.

2. Determining longest job in the past 12 months Usually a respondent can tell you readily what the person's longest job was in the last 12 months. However, if there is any question, define longest job as the one at which the person worked the greatest number of weeks during this time. In determining the length of the job, count only the time worked at the job in the past 12 months even though the job may have started earlier. For example, if a person started working at a job in 1961, quit last March and then took a second job which lasted until "last" month, his second job would be his longest job in the past 12 months even though he worked at the first one for a longer period of time.

42. When . . . was working in the past 12 months, did he usually work full time or part time?

Full time Part time

Item 42--"When . . . was working, in the past 12 months did . . . usually work full-time or part-time?"

1. How to mark Mark "Full-time" if the person worked full-time in half or more of the weeks he worked in the past 12 months; otherwise, mark "Part-time." Accept what the respondent considers as full-time; however, if he raises a question, define full-time as 35 hours or more of work per week.

2. Irregular hours For the person whose hours varied from week to week, determine whether, on the average for the 12 month period, he worked 35 hours or more per week, and mark accordingly.

3. Two or more jobs If a person had two or more jobs of equal length in the past 12 months, consider his most recent job as the longest job. In some cases a person may have held two jobs at the same time. If one such job is part-time and the other full-time, report the full-time job for item 43. If both are of equal number of hours, consider the job at which the person has been employed longer as his longest job for item 43.

4. Entries to make for longest job When you have determined the person's longest job in the past 12 months, make the following entries on the questionnaire.

a. Longest job same as job described in item 23 If a person was employed or looking for work in the survey week, his longest job in the past 12 months may be the same as that already described in items 23A, B, C, D, and E. If so, mark "Same as item 23" in item 43 and skip to item 44.

b. Different job or no entry in item 23 If the person's longest job is different from the one described in items 23A, B, C, D, and E, or if these items are blank because the person was not in the labor force during the survey week, mark "Different from item 23 (or item 23 blank)" in item 43 and enter in items 43A, B, C, and D the employer, industry, occupation and main activities of the person's longest job. Also mark the appropriate class-of-worker circle in item 43E.

c. Enter civilian jobs only Make entries in item 43 only for civilian jobs. Therefore, for persons who served in the Armed Forces in the past 12 months, enter their longest civilian job during this time, even though they spent more time in the service.

43. What was . . . 's longest job in the past 12 months? (Compare with entry in item 23)

Some as Item 23 Different from Item 23 (or Item 23 blank) (Skip to item 44) (Specify below and go to item 44.)

Item 43--"What was . . . 's longest job?"

1. Job defined A job is defined for this question as follows:

a. Wage or salary workers For most wage or salary workers, a job consists of the total period of paid employment (including paid vacation and paid sick leave) with a single employer. The number of different jobs a person had is, therefore, equal to the number of different payrolls he was on during the past 12 months. For example, a woman who was employed as a saleslady in a retail department store for eight weeks before Easter and again as a saleslady by the same store for ten weeks before Christmas is to be considered as having been employed at one job for 18 weeks. Similarly, a man who worked for 30 weeks during the past 12 months as a general laborer in a radio factory and then for 22 weeks as shipping clerk in the same factory is to be counted as having worked 52 weeks at one job. However, a change from one payroll to another is a change in jobs. Thus, in government employment, consider different agencies or bureaus as different employers; different branches of a large corporation that maintain separate employment offices and payrolls are also different employers.

b. Domestic service and odd-job workers Some persons, such as domestic servants and odd-job workers for private families (such as baby-sitters, window washers, gardeners) regularly work for a number of employers. For such workers consider the job as a type of work done rather than the work done for a particular employer. Confine the duration of the job to the total period of employment at the particular type of work. For example, if a person worked a total of 30 weeks as a gardener for many employers and then got a job with one employer as a truck driver for 22 weeks, consider "gardener" as his longest job because he did "gardening" (type of work done) for the longest total period.

c. Self-employed workers For a self-employed person, consider a job as the time spent in a particular type of business, professional practice, or on a farm. If the person changed the location of his business but not the type of business, do not consider this a change in "jobs." However, if the person changed from one type of business to another, treat this as a change in "job."

d. Unpaid family workers For an unpaid family worker, consider a "job" as the total period of employment on the family-operated farm or business.

Parts A through E were coded in the same manner as question 23; for details, see page 49. The format of parts A through E and the coding boxes used are reproduced below.

A. For whom did . . . work?

B. What kind of business or industry is this?

C. What kind of work was . . . doing?

D. What were . . . 's most important activities or duties?

E. Was this person -

An employee of PRIVATE co. business, or individual for wages, salary P

A GOVT. employee (Fed., State, county, or local) G

Self-emp. in OWN business, prof. practice, or farm O

(If not a farm)

Is the business incorporated? . . . { Yes No

Work WITHOUT PAY in family business or farm WP

FOR OFFICE USE ONLY			
INDUSTRY		OCCUPATION	
Ø	Ø Ø A Ø	Ø	Ø Ø Ø N Ø
1	Ø Ø B Ø	1	Ø Ø Ø P Ø
2	Ø Ø C Ø	2	Ø Ø Ø Q Ø
3	Ø Ø D Ø	3	Ø Ø Ø R Ø
4	Ø Ø E Ø	4	Ø Ø Ø S Ø
5	Ø Ø F Ø	5	Ø Ø Ø T Ø
6	Ø Ø G Ø	6	Ø Ø Ø U Ø
7	Ø Ø Ø H Ø	7	Ø Ø V Ø
8	Ø Ø Ø J Ø	8	Ø Ø W Ø
9	Ø Ø Ø K Ø	9	Ø Ø X Ø
	L Ø		Y Ø
	M Ø		Z Ø

INTERVIEWER CHECK ITEM

44. For persons with entries in BOTH items 34 and 38, add write-in entries of weeks, enter in box, and mark one circle.

1-13 wks
 14-26 wks
 27-39 wks
 40-47 wks
 48-49 wks
 50-52 wks

Item 44--For Persons With Entries in Both Items 34 and 38, Add Write-in Entries of Weeks, Enter in Box, and Mark One Circle

1. How to fill Fill item 44 only for persons with entries in BOTH items 34 and 38. Add the entries that appear in the boxes in these two items. After getting this total, enter it in the box in item 44 and mark the corresponding circle. A "None" entry in the box in item 38 counts as an entry. For example, if "35" was entered in the box in item 34 and "None" in the box in item 38, enter "35" in the box in item 44 and mark the "27-39 wks" circle.

Questions 45 and 46

Items 45 and 46 were coding boxes, in which clerks were to enter codes for total annual personal income and for earnings during the survey week. The data were to be obtained from section A, item 18 (income), and section B.1, item 3 (earnings) on the CES-3 work history booklet, and from section A, item 14 (income), and section B.1, item 3 (earnings) on the CES-3R work history booklet. As this coding and tabulation tended to duplicate processing planned for the work history data, items 45 and 46 were not used.

Questions 47-51. Agricultural Employment

In urban areas, the questions on the labor force questionnaire concluded with item 44. Questions 47-51 were asked in rural areas only, and were not edited mechanically. These items, together with the interviewer's instructions, are shown below.

47. INTERVIEWER CHECK ITEM

Person has occupation of farm work and "P" in Item 43C and E or 23C and E. (Skip to 49)
 All others who did any work in the past 12 months. (Go to 48)

Item 47--Interviewer Check Item

This item serves as a skip instruction.

If the person has an occupation of farm work and "P" in Items 43C and E or in items 23C and E, skip to item 49. The information in item 48 has already been obtained.

For all others who worked in the past 12 months, go directly to item 48.

48. During the past 12 months did ... do any farm work for cash wages or salary, even for a few days?

Yes No (Go to CES-3R)

Item 48--"During the past 12 months did ... do any farm work for cash wages or salary, even for a few days?"

1. Purpose

This question will identify those civilian household members 16 years of age and over who did any farm work for cash wages during the past 12 months whom we have not already identified in the Check Item. This includes all farm wage work even if it was done only for a few hours. Ask this question at all households, regardless of their location.

2. Farm work for cash wages

If difficulty arises in the determination of the type of work done, use the following rules governing farm wage work.

Farm work for cash wages consists of any of the following:

- (1) Work done on a farm for which cash wages were received in connection with the production, harvesting, and distribution of agricultural products.
- (2) Work done on and off the farm for cash wages by a hired farm worker in connection with the normal maintenance and routine of farm business. This includes repairs to farm structures, transport of farm materials, and the like.
- (3) The management of a farm business for cash wages.

3. Not included in farm work for cash wages

Farm work for cash wages does not include:

- (1) Work done by a farmer on his own farm.
- (2) "Exchange" work done between farmers without pay.
- (3) Work done for any "payment-in-kind."
- (4) Work done without pay or for a token cash allowance on a family farm by a member of the operator's family.
- (5) Nonfarm work when performed on a farm by someone other than a hired farm worker involved in routine maintenance chores. This would include contract construction, a drilling company digging a well, hauling agricultural products to market by a commercial trucker, domestic servants in the farmer's home, and the like.
- (6) Certain farm work for which a person is paid a combined rate for the use of his equipment and labor such as the spraying of insecticides, threshing, and combining.

4. Entries

Mark "Yes" for all persons who did any farm work for cash wages or salary during the past 12 months. For all others mark "No" and go to the CES-3R for that person.

49. You told me ... worked _____ weeks in the past 12 months. In how many of these weeks did he do any farm work for cash wages or salary?

0
 1
 2
 3
 4
 5
 6
 7
 8
 9

Item 49--"You told me ... worked _____ weeks in the past 12 months. In how many of these weeks did he do any farm work for cash wages or salary?"

1. Who and how to ask

For each person with "Yes" checked in item 48, ask item 49. Begin the question by reading the introductory statement exactly as worded, inserting the number of weeks worked during the year as entered in the box in item 34. Then ask the rest of the question. In this

item we want to know the number of different weeks in which the person did any farm work for cash wages or salary, even though he may have worked only a few hours or a few days in some weeks.

If you have trouble getting an exact answer to item 49, get the best possible estimate. If the respondent gives you the number of months worked, multiply it by 4-1/3 to convert to weeks or use the table which appears earlier in this chapter.

2. How to record Enter whole numbers by marking the units digit in the right-hand column and the tens digit in the left-hand column.

Item 50—"In how many weeks in the past 12 months did ... do nonfarm work for cash wages or salary?"

50. In how many weeks in the past 12 months did ... do nonfarm work for cash wages or salary?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

1. Definition of nonfarm work for cash wages Nonfarm work for cash wages or salary is any work, other than farm work, for which a person was paid cash wages or salary.

Certain types of work, although performed on a farm are also considered nonfarm work. For example, a carpenter hired to build or repair a farm building, a person hired to do housework in a farm home, a bookkeeper hired to keep the farm books—all of these are to be considered nonfarm work.

2. Entry required Enter the total number of weeks in which the person did any nonfarm work for cash wages or salary during the past 12 months even if it was only for a few hours or a few days in the week. If both farm and nonfarm work was done during the same week, count this week for nonfarm work even though you may have reported it in item 49 as a week in which farm work was done.

3. How to mark Record the number of weeks as you did in item 49.

Item 51—"Some farm workers leave home and stay away at least overnight in another county to harvest crops and do other seasonal farm work. Did ... do this in the past 12 months?"

51. Some farm workers leave home and stay away at least over night in another county to harvest crops and do other seasonal farm work. Did ... do this in the past 12 months?

Yes No

(Go to CES-3R)

1. Purpose This item will determine whether the farm wage worker is also a migratory worker.

2. What is meant by "to harvest crops or to do other seasonal farm work?" Harvest work is probably the most important source of employment for migratory farm workers. The term "to harvest crops" includes the harvesting of field crops, fruits, vegetables, any of the nut crops, and the like. Examples of such work include cotton picking, sugar beet topping, asparagus cutting, and fruit and vegetable gathering.

Picking fruit, pruning trees and vines, and chopping cotton are additional examples of work that should be considered as seasonal farm work. Also include as "other seasonal farm work," sheep shearing and any other work with livestock.

3. When to mark "Yes" Mark "Yes" for the farm wage worker who left his home county at least overnight to do farm work for cash wages with the expectation of returning home upon the completion of the farm wage work. Also mark "Yes" for persons who have no usual place of residence (no regular home, no regular living quarters) if they did farm wage work in two or more places during the past 12 months.

4. When to mark "No" Mark "No" for a person who did not leave his home county at least overnight to do farm wage work; that is, if he commuted daily from his home to do farm wage work, but returned each night. Also mark "No" for persons who made a permanent move from one place to another, even if they may have done farm wage work in both places.

Work History Booklet

The CES work history booklet appeared in two forms:

1. Form CES-3 for urban areas, a 12-page questionnaire to be completed for each household member who was a civilian, 16 years of age and over. Each person was interviewed for himself, and the responses were entered in a separate questionnaire for each person.
2. Form CES-3R for rural areas, a 12-page booklet containing space for information about three household members (civilians, age 16 or over). The information for all could be obtained from one respondent. Additional forms were used as necessary to complete the interview, and were so identified, but no form was used for more than one household.

Each booklet was divided into an identification section; a current labor force status section; section A on job-related characteristics for all persons; section B.1 for persons who worked or had a job during the survey week; section B.2 for persons who were looking for work, waiting for a job to begin, or temporarily laid off; section C (used only in urban areas) for persons not in the labor force; and section D (urban areas only) covering job-related problems for persons currently working or looking for work. The various questions are reproduced below, together with the explanations and instructions furnished to the interviewers (and, where applicable, to the coding clerks).

Processing.--In general, the work history entries were reviewed and edited for internal consistency by clerks and by computer. Occasionally, where several answers were marked for a specific question, the editor or the computer accepted only one or two responses in a specified order of priority. (These instances are noted in the descriptions of the particular items involved.) In the absence of information that could be inferred from other responses, blank entries were accepted for all questions except those on income. For income items, dollar amounts were allocated by computer from a previously processed person with similar characteristics for whom income was not allocated. (See p. 9 for further information on processing.)

Current Labor Force Status

IDENTIFICATION			
Control number (PSU)	(Serial)	(Check)	Line number
Age - CC item 9			
CURRENT LABOR FORCE STATUS - Interviewer mark from CES-2R			
Group		Instructions	
<input type="checkbox"/> I - Person WORKED or HAD A JOB last week	Fill sections A and B1		
<i>(Entry in CES-2R, items 20A or 21B, except 1-14 hours in 20A and WP in 23E)</i>			
<input type="checkbox"/> II - Person LOOKING for work, on LAYOFF or WAITING TO START a new job	Fill sections A and B2		
<i>(Entry in CES-2R, item 22C)</i>			
<input type="checkbox"/> III - Person - NOT IN LABOR FORCE	Fill section A only		
<i>(Entry in CES-2R, item 24A, or 1-14 hours in 20A and WP in 23E)</i>			

(Urban)

IDENTIFICATION			
Control number (PSU)	(Serial)	(Check)	Line number
Age - CC item 9			

CURRENT LABOR FORCE STATUS FOR THIS PERSON - Interviewer mark from CES-2	
Group	Instructions
<input type="checkbox"/> I - Respondent WORKED or HAD A JOB last week	Fill sections A, B1, and D
<i>(Entry in CES-2 items 20A or 21B)</i>	
<input type="checkbox"/> II - Respondent LOOKING for work, on LAYOFF or WAITING TO START a new job	Fill sections A, B2, and D
<i>(Entry in CES-2 item 22C)</i>	
<input type="checkbox"/> III - Respondent - NOT IN LABOR FORCE <i>(Entry in CES-2 item 24A)</i>	Fill sections A and C

(Rural)

The interviewer began filling each work history booklet on page 1 by entering identifying code numbers obtained from the control card (CC), as well as the line number and age of the person reported. In rural areas, these were for the first person reported in the booklet; similar places were provided for succeeding persons on later pages.

The interviewer referred to certain entries on the labor force questionnaire for the person involved and marked the person's current labor force status (group I, II, or III) in order to determine which sections of the work history booklet were to be completed. For example, if there was an entry for "hours worked" on the labor force questionnaire, the person was classified as group I; if there was an entry for "weeks looking for work," the person was in labor force group II.

Unpaid workers in a family business or on a family farm who worked 1-14 hours during the survey week, however, were exceptions to the general rule. They were designated for labor force group III (not in the labor force) even though they had some hours at work entered on the labor force questionnaire. The items in section B.1 of the work history booklet that pertained to current job and the distance travelled to work were not asked for these persons.

Section A.--The purpose of section A was to examine the ways people looked for work, the kinds of training

completed by the employed and unemployed, the sources of income received during the previous 12 months, the length of present residence, and to obtain information on sizes of places where the person had lived at specified periods in his life.

The order and content of the questions asked in urban areas (using form CES-3) varied slightly from those asked in rural areas (using form CES-3R). The following chart indicates the arrangement of section A of both forms by item or category:

Item or category	Question number	
	CES-3 (urban)	CES-3R (rural)
Looking for work	1-13	1-13
Lowest pay accepted	14	18
Job training in school	15	20
Job training in Armed Forces and apprentice programs	16	21
Other training programs	17	22
Income from all sources	18	14
First job	20	15
Type of work done longest	21	16
Industry worked in longest	22	17
Time at present address	23	18
Length of residence in city	24	--
Length of residence in county	--	19
Place of birth	25	20

Residence 5 years ago	26	21
Residence at age 16	27	22
Birthplace of parents	28	23
Language spoken in childhood home.	29	24

which they appeared on the urban questionnaire, and where the wording differed between urban and rural areas (except for skip instructions or references to other items) both versions are shown. The instructions reproduced are those provided to the urban interviewers, unless otherwise noted.

The questions are reproduced below in the order in

Questions 1-13. Looking for Work

SECTION A	
1. INTERVIEWER CHECK ITEM	
<p><u>010</u> 1 <input type="checkbox"/> In past 12 months respondent DID NOT WORK and DID NOT LOOK FOR WORK – (“No” in CES-2, item 35) – SKIP to item 15a</p> <p> 2 <input type="checkbox"/> LOOKED FOR WORK in past 12 months – (Entry of 1 or more weeks in CES-2, item 36 or 38) – SKIP to item 3</p> <p> 3 <input type="checkbox"/> ALL OTHERS – ASK item 2</p>	
<p>2. During the past 12 months did you look for work at any time?</p>	<p><u>011</u> 1 <input type="checkbox"/> Yes – ASK 3</p> <p> 2 <input type="checkbox"/> No – SKIP to 15a</p>
<p>3. Now I have some questions about ways you may have looked for work. Did you check with the State Employment Service during the past 12 months?</p>	<p>* <u>012</u> 1 <input type="checkbox"/> Yes</p> <p> 2 <input type="checkbox"/> No</p>
<p>4. Did you apply directly to an employer?</p>	<p>3 <input type="checkbox"/> Yes</p> <p>4 <input type="checkbox"/> No</p>
<p>5. Did you ask your friends or relatives?</p>	<p>5 <input type="checkbox"/> Yes</p> <p>6 <input type="checkbox"/> No</p>
<p>6. Did you check the newspapers?</p>	<p>7 <input type="checkbox"/> Yes</p> <p>8 <input type="checkbox"/> No</p>
<p>7. During the past 12 months did you register with any union?</p>	<p>* <u>013</u> 1 <input type="checkbox"/> Yes</p> <p> 2 <input type="checkbox"/> No</p>
<p>8. Did you check with a private employment agency, one supported by fees?</p>	<p>3 <input type="checkbox"/> Yes</p> <p>4 <input type="checkbox"/> No</p>
<p>9. Did you check with organizations such as community action groups, Urban League, and welfare agencies?</p>	<p>5 <input type="checkbox"/> Yes</p> <p>6 <input type="checkbox"/> No</p>
<p>10. (If male) Did you go to special streets or places where employers come to pick up workers?</p>	<p>7 <input type="checkbox"/> Yes</p> <p>8 <input type="checkbox"/> No</p>
<p>11a. Did you use any other way to look for a job in the past 12 months? a.</p>	<p><u>014</u> 1 <input type="checkbox"/> Yes – ASK 11b</p> <p> 2 <input type="checkbox"/> No – SKIP to 12</p>
<p>b. What other way did you use? b.</p>	<p><u>015</u> <input type="checkbox"/> <input type="checkbox"/></p> <p>_____</p>
<p>12. (ASK if two or more ways of looking for work were mentioned in 3-11) Of the ways you mentioned (Read categories marked “Yes” in 3-11), which way did you use the most?</p>	<p><u>016</u> 3 <input type="checkbox"/> Check with State Employment Service</p> <p> 4 <input type="checkbox"/> Apply directly to employer</p> <p> 5 <input type="checkbox"/> Ask friends or relatives</p> <p> 6 <input type="checkbox"/> Check newspapers</p> <p> 7 <input type="checkbox"/> Register with union</p> <p> 8 <input type="checkbox"/> Check private employment agency</p> <p> 9 <input type="checkbox"/> Check with community organizations</p> <p> 0 <input type="checkbox"/> Go to special streets</p> <p> 1 <input type="checkbox"/> Other ways</p>
<p>13. (ASK only if worked in past 12 months) Which way of looking for work got you your present (or most recent) job?</p>	<p><u>017</u> 3 <input type="checkbox"/> Check with State Employment Service</p> <p> 4 <input type="checkbox"/> Apply directly to employer</p> <p> 5 <input type="checkbox"/> Ask friends or relatives</p> <p> 6 <input type="checkbox"/> Check newspapers</p> <p> 7 <input type="checkbox"/> Register with union</p> <p> 8 <input type="checkbox"/> Check private employment agency</p> <p> 9 <input type="checkbox"/> Check with community organizations</p> <p> 0 <input type="checkbox"/> Go to special streets</p> <p> 1 <input type="checkbox"/> Other ways</p>

(Urban)

SECTION A	
1. INTERVIEWER CHECK ITEM	
010 1 <input type="checkbox"/> In past 12 months person DID NOT WORK and DID NOT LOOK FOR WORK ("No" in CES-2R, item 35) – SKIP to item 14	
2 <input type="checkbox"/> LOOKED FOR WORK in past 12 months (Entry of 1 or more weeks in CES-2R, item 36 or 38) – SKIP to item 3	
3 <input type="checkbox"/> ALL OTHERS – ASK item 2	
2. During the past 12 months did . . . look for work at any time?	011 1 <input type="checkbox"/> Yes – ASK 3 2 <input type="checkbox"/> No – SKIP to 14
3. Now I have some questions about ways . . . may have looked for work. Did . . . check with the State Employment Service during the past 12 months?	*012 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
4. Did . . . apply directly to an employer?	3 <input type="checkbox"/> Yes 4 <input type="checkbox"/> No
5. Did . . . ask his friends or relatives?	5 <input type="checkbox"/> Yes 6 <input type="checkbox"/> No
6. Did . . . check the newspapers?	7 <input type="checkbox"/> Yes 8 <input type="checkbox"/> No
7. During the past 12 months did . . . register with any union?	*013 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
8. Did . . . check with a private employment agency, one supported by fees?	3 <input type="checkbox"/> Yes 4 <input type="checkbox"/> No
9. Did . . . check with organizations such as community action groups and welfare agencies?	5 <input type="checkbox"/> Yes 6 <input type="checkbox"/> No
10. (If male) Did . . . go to special streets or places where employers come to pick up workers?	7 <input type="checkbox"/> Yes 8 <input type="checkbox"/> No
11a. Did . . . use any other way to look for a job in the past 12 months? . . . a.	014 1 <input type="checkbox"/> Yes – ASK 11b 2 <input type="checkbox"/> No – SKIP to 12
b. What other way did . . . use? b.	015 <input type="checkbox"/> <input type="checkbox"/>
12. (ASK if two or more ways of looking for work were mentioned in 3-11) Of the ways you mentioned (read categories marked "Yes" in 3-11), which way did . . . use the most?	016 3 <input type="checkbox"/> Check with State Employment Service 4 <input type="checkbox"/> Apply directly to employer 5 <input type="checkbox"/> Ask friends or relatives 6 <input type="checkbox"/> Check newspapers 7 <input type="checkbox"/> Register with union 8 <input type="checkbox"/> Check private employment agency 9 <input type="checkbox"/> Check with community organizations 0 <input type="checkbox"/> Go to special streets 1 <input type="checkbox"/> Other ways
13. (ASK only if worked in past 12 months) Which way of looking for work got . . . his present (or most recent) job?	017 3 <input type="checkbox"/> Check with State Employment Service 4 <input type="checkbox"/> Apply directly to employer 5 <input type="checkbox"/> Ask friends or relatives 6 <input type="checkbox"/> Check newspapers 7 <input type="checkbox"/> Register with union 8 <input type="checkbox"/> Check private employment agency 9 <input type="checkbox"/> Check with community organizations 0 <input type="checkbox"/> Go to special streets 1 <input type="checkbox"/> Other ways

(Rural)

Question 1 was an interviewer check item. The interviewer marked the first box if the person did not work and did not look for work in the previous 12 months; the second box was marked if the person looked for work at any time during the previous 12 months (which could be determined in advance by consulting the corresponding item on the labor force questionnaire); the third box was marked for all other persons. Instructions for questions 2-13 were as follows:

2. Item 2—
Looked
for work

This question is asked to find out if the person looked for work at any time during the past 12 months. Even though a person is employed, he may have sought employment during the past 12 months.

3. Item 3—
Check with
Employment
Service

Item 3 is the first of several inquiries about ways in which the person looked for work.

Mark "Yes" for this question, even if the respondent did not go to the main Employment Service office. Any branch of the office will qualify such as an out-reach station, Youth Opportunity Center or even a small one room office the Employment Service may have in a local community action headquarters, such as the Urban League.

If the person went to the Employment Service primarily for Unemployment Insurance, he is still considered by the Service to be looking for work and would be marked "Yes" in item 3.

4. Item 4—
Applied
directly
to employer

The person who applied directly to an employer may have applied at the personnel office or the hiring gate or by mail or telephone. If a person used another method which brought him to the employer, such as answering a newspaper ad, or through the advice of a friend, he did

not apply directly to the employer. These other methods should be marked rather than item 4.

The reference period for items 4-11 is the past 12 months even though the period is not always included in the question.

- 5. Item 5-- Friends or relatives
Mark "Yes" if respondent used this source.
- Item 6-- Newspapers
In this question we would like to find out whether or not the person used the newspapers as a source of job information. He did not have to follow up by answering the ad(s).
- Item 7-- Unions
If the person was a union member he may have put his name on a register at the Union hall. If this is the case, mark "Yes." If he is a member but did not have his name put on the register, or if he is not a Union member, mark "No."
- Item 8-- Private Employment Agencies
Mark "Yes" if the person checked with a private employment agency whether or not he paid a fee. (Fees are sometimes paid by the employer.) He may have talked with an agency which didn't deal in the type of jobs the person could do. If so, mark "Yes" in question 8 since it constitutes a "check" with the agency.
- Item 9-- Community Action Groups, etc.
Mark "Yes" if the person contacted any organization such as Community Action Groups, Urban League and Welfare Agencies for help in getting a job. Consider participation in any training program of such organizations as help toward getting a job and mark "Yes" in this question.
- Item 10-- Special places for pick-up (Males only)
This method of looking for work is not uncommon among men in cities. It consists of an informal arrangement where a truck or car will go to a specified place (usually a street corner) and pick up a crew of men for a day's (or part of a day's) work. There may or may not be a day-to-day arrangement between the employer and the workers for pick-up.
- Item 11-- Other ways
Mark "Yes" if the respondent has used any other method of looking for work in the past 12 months besides those we have asked about specifically. In such cases, be sure to describe the way or ways used.
- Item 12-- Way used most
Ask item 12 only if more than one way of looking for work has been reported in items 3 through 11. If the person says he used both (or all) ways of looking equally, mark the box that represents the first method used.
- Item 13-- Way person got job
Ask item 13 only for persons who worked during the past 12 months (one or more weeks in item 34 of CES-2). The question refers to the person's present job if now employed and to his most recent job if not employed.

The "way" used most as reported in question 12 may or may not be the same way of looking for work that resulted in the person's present or most recent job.

If more than one way of looking for work got the person his job, enter the first one used. For example, a friend may have told him of a job, and then he noticed the same job in the newspaper. In that case, he would be marked "checked with friends or relatives."

Coding--The entries for questions 1-13 were key-punched as they had been marked by the interviewers, but if a write-in entry appeared for item 11b, "What other way did ... use [] to look for a job in the past 12 months?" it was necessary for a clerk to code the response(s) in the following manner: A maximum of two codes was allowed; the clerk entered the code for the first entry in the right-hand portion of the code box that appeared above the entry, and the code for the second entry (if any) in the left-hand portion of the code box. If there was only one entry the left-hand side of the code box was left blank. The codes and categories used were as follows:

<u>Code</u>	<u>Category</u>
1	High school, junior college, or college counseling or placement services
2	Civil Service tests
3	Vocational, business, or technical school placement services
4	Other

Question 14. Lowest Pay Accepted (Urban Areas Only). (For item 14 in rural areas, see question 18 below.)

<p>14. The last time you looked for a job what was the lowest pay you would have accepted? (If amount given per hour, record dollars and cents; otherwise, round to the nearest dollar.)</p>	<p style="text-align: right;">(Mark only one box and one amount)</p> <p>018 <input type="checkbox"/> Hour \$ _____ . _____ (Dollars) (Cents)</p> <p>OR</p> <p>019 <input type="checkbox"/> Day</p> <p>020 <input type="checkbox"/> Week</p> <p>021 <input type="checkbox"/> Month</p> <p>022 <input type="checkbox"/> Year</p> <p style="margin-left: 100px;">} \$ _____ .00</p>
--	---

The purpose of this item was to determine the minimum wage a person would have accepted when he last looked for work. The interviewer was instructed to enter the hourly, daily, or monthly figure,

whichever was reported, making certain to specify the unit of time for which it was given. The figure needed only to be an approximation, and was rounded off to the nearest dollar except for hourly rates of pay.

Question 15. Job Training in School (Urban Areas Only). (For item 15 in rural areas, see item 20 below.)

15a. Did you complete a job training program in high school, trade school, or junior college? (Examples: vocational, business, or technical)	a.	023	1 <input type="checkbox"/> Yes - ASK 15b 2 <input type="checkbox"/> No - SKIP to 16 for males; 17 for females
b. What kind of work were you trained for? (Occupation)	b.	024	<input type="text"/> <input type="text"/> <input type="text"/> Occupation
c. In what year did you complete the (most recent) program?	c.	025	19 _____
d. Have you ever used any of this training on any of your jobs? . . .	d.	026	1 <input type="checkbox"/> Yes } If female, SKIP to 17a 2 <input type="checkbox"/> No }

The interviewer was given the following instructions:

Item 15a refers to job training programs completed while in high school, trade school, or junior college. The training courses given in schools may have outside sponsorship such as welfare agencies, job corps, etc. The training can be of a vocational nature (such as barbering, carpentering) or business (such as bookkeeping, stenography) or technical (such as laboratory technician or dental assistant).

If the person started but did not complete a training program, mark "No" for this question.

In item 15b, record the occupation the person trained for. Record in the same detail as given for item 23c of the CES-2.

Enter in item 15c the year the person completed the most recent training program he took.

Mark if he used any of the training on any job(s) in 15d.

The occupation code for part (b) was determined and entered clerically during subsequent processing.

Question 16. Job Training in Armed Forces and Apprentice Programs (Urban Areas Only). (For rural item 16, see question 21 below.)

16a. (If male) Did you complete a job training course in the ARMED FORCES? (Exclude basic training)	a.	027	1 <input type="checkbox"/> Yes - ASK 16b 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Did not serve in Armed Forces } SKIP to 16e
b. What kind of work were you trained for? (Occupation)	b.	028	<input type="text"/> <input type="text"/> <input type="text"/> Occupation
c. In what year did you complete this program?	c.	029	19 _____
d. Have you ever used any of this training on any of your jobs? . .	d.	030	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
e. Have you ever started in an APPRENTICESHIP PROGRAM? . .	e.		3 <input type="checkbox"/> Yes - ASK 16f 4 <input type="checkbox"/> No - SKIP to 17a
f. What kind of work was that for? (Occupation)	f.	031	<input type="text"/> <input type="text"/> <input type="text"/> Occupation
g. Did you complete it?	g.	032	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
		033	In what year? → 19 _____
h. Have you ever used any of this training on any of your jobs? . .	h.	034	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No

The interviewer was given the following instructions; the occupation codes for parts b and f were determined and entered clerically during processing.

These questions are to be asked for males only. A job training course completed while in the Armed Forces may be vocational, or technical in nature. Basic training is not considered job training. Such training may be in electronics, data processing, communications, cooking, airplane maintenance, etc.

Items 16b and c call for the kind of work trained for and the year the program was completed as in item 15. Ask in 16d whether or not this person has used any of this training on any job.

Item 16e asks about starting an apprenticeship program, not necessarily completing it. "Apprentice" is a job title usually found in unions or trades applied to the initial period of on-the-job training of a worker. Examples are the trades of carpentry, meat cutting, electrical work, plumbing, etc. After a certain period of training the title converts to that of "journeyman."

Item 16f calls for a description of the kind of work the apprenticeship offered. Fill in same detail as for item 15b.

Item 16g asks whether the course was completed and the year of completion if applicable.

Mark in 16h whether or not this person has used any of this training on any job.

Question 17. Other Training Programs Taken (Urban Areas Only). (For item 17 in rural areas, see question 22 below.)

<p>17a. Have you ever participated in any other training program? (Examples: Upward Bound, Job Corps, or Neighborhood Youth Corps)</p>	a.	035	<input type="checkbox"/> 1 Yes - ASK 17b-e <input type="checkbox"/> 2 No - SKIP to 18
<p>b. Which one?</p>	b.	*036	<input type="checkbox"/> 1 Upward Bound <input type="checkbox"/> 2 Job Corps <input type="checkbox"/> 3 Neighborhood Youth Corps <input type="checkbox"/> Other - Specify → <div style="display: flex; justify-content: space-around; width: 100px;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>
<p>c. In what year did you participate?</p>	c.	037	19 _____
<p>d. Did you complete it?</p>	d.	*038	<input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No
<p>e. Have you ever used any of this training on any of your jobs? ..</p>	e.		<input type="checkbox"/> 3 Yes <input type="checkbox"/> 4 No

The interviewer was given the following instructions:

- (a)—Any other training programs taken If "Yes" ask items b-e; if "No" skip to item 18.
- (b)—Names of programs Mark as many programs as the person mentions. If the training programs do not fit into the categories listed, mark "Other" and specify.

If more than one program is reported, circle the box for the program attended last.
- (c)—Year participated in program Enter the year in which the person participated in the program. If he participated longer than one year, enter the last year attended. If the program ran over into the next year enter the last year.
- (d)—Completion of program This question refers to the training program attended last.
- (e)—Usefulness of training This question refers to the training program attended last.
Report "Yes" if only part of the training is used on the job.

- | <u>Code</u> | <u>Category</u> |
|-------------|---|
| 5 | Other Federally sponsored programs
Civil Service communicator
WPA
TAP
Public Service Careers |
| 6 | State or locally sponsored programs
Handicap program
State Commission for the Blind
Illinois Employment Manpower
County Employee Training |
| 7 | Community Action
Youth Opportunity
Opportunity Industrialization Center
Community workshop
Rusk Settlement
Community center |
| 8 | Privately or business-sponsored
Appols Investigation Service
Career Institute
European typing school
Correspondence course in accounting
IBM correspondence course
Life underwriting course
Home nursing course
Aviation
Camden Agricultural School
Company-sponsored secretarial course
Management training |
| 9 | Unknown--other
Hospital training program
Nurse's aide |

If an entry was written in for part b, it was coded clerically in the following manner: A maximum of three codes was allowed and a box for three digits was provided; the clerk was instructed to enter the code for the first write-in entry in the right-hand part of the box, the second write-in entry in the middle part, and the third write-in entry (if any) in the left-hand part.

The codes used were as follows (codes 1, 2, and 3 were assigned on the questionnaire itself):

- | <u>Code</u> | <u>Category</u> |
|-------------|--------------------------------|
| 4 | Manpower Development Act (MDA) |

Question 18. Income From All Sources (Urban Areas; Appeared as Question 14 in Rural Areas). (For item 18 in rural areas, see question 23 below.)

18. During the past 12 months did you receive any money from: <i>(Pause)</i>	
a. Wages, salary (tips, commissions)?	a. ⁰³⁹ 1 <input type="checkbox"/> Yes — How much before deductions? ⁰⁴⁰ \$.00 (Nearest dollar) 2 <input type="checkbox"/> No
b. Net income from your own business (farm)?	b. ^{*041} 1 <input type="checkbox"/> Yes — How much was your — GROSS income? \$.00 LESS Your business expenses? \$.00 EQUALS Net income → \$.00 2 <input type="checkbox"/> No ⁰⁴² x <input type="checkbox"/> Lost money
c. Workmen's compensation?	c. 3 <input type="checkbox"/> Yes — How much? ⁰⁴³ \$.00 4 <input type="checkbox"/> No
d. Unemployment compensation?	d. 5 <input type="checkbox"/> Yes — How much? ⁰⁴⁴ \$.00 6 <input type="checkbox"/> No
e. Social Security (For example: old age, survivors, disability and health insurance)?	e. ^{*045} 1 <input type="checkbox"/> Yes — How much? ⁰⁴⁶ \$.00 2 <input type="checkbox"/> No — SKIP to 18f
(1) Do you have any money withheld from your Social Security check for medicare?	(1) 3 <input type="checkbox"/> Yes 4 <input type="checkbox"/> No — SKIP to 18f
(2) (If Yes) — Is the (Read amount) you told me you received for Social Security before or after medicare has been deducted?	(2) 5 <input type="checkbox"/> Before 6 <input type="checkbox"/> After
f. Other pensions, such as Veterans, private employer, Government, etc.?	f. 7 <input type="checkbox"/> Yes — How much? ⁰⁴⁷ \$.00 8 <input type="checkbox"/> No
g. Welfare or public assistance (For example: aid to dependent children, old age assistance, aid to the disabled, foster child care)?	g. ^{*048} 1 <input type="checkbox"/> Yes — How much? ⁰⁴⁹ \$.00 2 <input type="checkbox"/> No
h. Rents, including that from roomers and boarders?	h. 3 <input type="checkbox"/> Yes — How much? ⁰⁵⁰ \$.00 4 <input type="checkbox"/> No
i. Interest or dividends?	i. 5 <input type="checkbox"/> Yes — How much? ⁰⁵¹ \$.00 6 <input type="checkbox"/> No
j. Did YOU have any income or assistance from a source other than those we have already mentioned?	j. 7 <input type="checkbox"/> Yes — What was that? — Specify → If Yes → ⁰⁵² How much was that? \$.00 8 <input type="checkbox"/> No

(Urban)

The question (14) used in rural areas, shown below, differed from the one for urban areas only in the addition of part a.1, farm work for cash wages. This part was

asked for persons with weeks marked in item 49 of the rural labor force questionnaire (see p. 58). Farm wage work was not included in item 14b.

14. During the past 12 months did . . . receive any money from: (Pause)		* 039		1 <input type="checkbox"/> Yes — How much before deductions? (Nearest dollar)		040	\$	.00
a. Wages, salary (tips, commissions)?				2 <input type="checkbox"/> No				
a.1 (For persons with weeks worked in CES-2R, item 49) About how much of . . . 's total income was from farm work for cash wages? Would you say all, almost all, most, about half or less than half?				3 <input type="checkbox"/> All				
				4 <input type="checkbox"/> Almost all				
				5 <input type="checkbox"/> Most				
				6 <input type="checkbox"/> About half				
				7 <input type="checkbox"/> Less than half				
b. Net income from . . . 's own farm or business?		* 041		1 <input type="checkbox"/> Yes — How much was . . . 's — GROSS income? . . . . .		\$	.00	
				LESS . . . 's business expenses? . . . . .		\$	.00	
				EQUALS Net income —————→		\$	.00	
				2 <input type="checkbox"/> No		042 x <input type="checkbox"/> Lost money		
c. Workmen's compensation?				3 <input type="checkbox"/> Yes — How much?		043	\$	.00
				4 <input type="checkbox"/> No				
d. Unemployment compensation?				5 <input type="checkbox"/> Yes — How much?		044	\$	.00
				6 <input type="checkbox"/> No				
e. Social Security (For example, old age, survivors, disability and health insurance)?		* 045		1 <input type="checkbox"/> Yes — How much?		046	\$	.00
(1) Does . . . have any money withheld from his Social Security check for medicare?				2 <input type="checkbox"/> No — SKIP to 14f				
(2) (If Yes) — Is the (Read amount) you told me . . . received for Social Security before or after medicare has been deducted?				3 <input type="checkbox"/> Yes				
				4 <input type="checkbox"/> No — SKIP to 14f				
				5 <input type="checkbox"/> Before				
				6 <input type="checkbox"/> After				
f. Other pensions such as Veterans, private employer, Government, etc.?				7 <input type="checkbox"/> Yes — How much?		047	\$	.00
				8 <input type="checkbox"/> No				
g. Welfare or public assistance (For example, aid to dependent children, old age assistance, aid to the disabled, foster child care)?		* 048		1 <input type="checkbox"/> Yes — How much?		049	\$	.00
				2 <input type="checkbox"/> No				
h. Rents, including that from roomers and boarders?				3 <input type="checkbox"/> Yes — How much?		050	\$	.00
				4 <input type="checkbox"/> No				
i. Interest or dividends?				5 <input type="checkbox"/> Yes — How much?		051	\$	.00
				6 <input type="checkbox"/> No				
j. Did . . . have any income or assistance from a source other than those we have already mentioned?				7 <input type="checkbox"/> Yes — What was that? — Specify				
				If Yes				
				How much was that?		052	\$	.00
				8 <input type="checkbox"/> No				

The purpose of this question was to determine the sources and amount of income received by each person eligible for interview. The interviewer in urban areas received the following instructions for completing the question; those for the interviewer in rural areas were similar, but are not reproduced here.

There are several types of income that may be reported more than once. This situation may particularly occur with respect to Social Security payments and welfare payments. Either the same respondent may misunderstand and repeat these payments twice or more than one member of the family may report the same payments. When income of these types are reported, be alert to the possibility of duplicate reporting. If the same type of income is reported more than once, ask whether this is the same income that has been reported previously or by another respondent. In those cases where you are unsure for whom to report a certain type of income, ask to whom the check is issued, and record the amount on the CES-3 for that respondent.

a. Item 18a— Money received from wages and salary is to be reported in item 18a.

- (1) Wages and Salaries are defined as the money earned by a person who worked as an employee of either a private or public (government) employer.
- (2) Record total pay. Report the person's gross salary, that is, his pay before deductions have been taken out. Deductions may be withholding tax, Social Security, Union dues, etc. Respondents will often report their "take home" pay, that is, wage or salary minus deductions. Ask the respondent if the amount he has reported is "take home" pay. If it is, indicate that we want the amount before deductions. If wage or salary income is received from more than one job, record the combined amounts.

- (3) Special kinds of wages and salaries are to be included as wage and salary income in addition to what is ordinarily considered wage and salary income. These are:

Piece Rate Payments—Money received for work done at a specified amount per piece. This kind of work is common in many manufacturing jobs, particularly in the garment industry and in farm work.

Commissions—Money received by a person for transacting business for another person or corporation. In some occupations such as salesman, laundryman, and milk truck drivers, commissions constitute a large proportion of wages and salaries.

Tips—Payments received as supplement to wages for services rendered to the customer. For some persons such as waiters, carhops, taxi drivers, and bell hops, tips constitute a large part of wages or salaries.

Non-military Bonuses—Bonuses are payments made by employers to employees as supplements to wages, for example, bonuses for services on the basis of percentage of the profits or Christmas gifts of employers to employees. Military re-enlistment bonuses are not wages and salary.

Armed Forces pay—Money received as payment for service in the Armed Forces. This is wage or salary income. It includes base pay plus cash rental and/or subsistence allowance, incentive pay, longevity pay, etc.

- (4) Receipts not counted as wages or salary are:

Pay in kind—Food, lodging, etc., given to an employee is not counted even though received for work performed.

Expense accounts—That is, amounts paid to an employee for the purpose of meeting expenses incurred in carrying out his job should not be counted as wages or salary.

- b. Item 18b-- **Net Income from own Business or Professional Practice or Partnership** should be entered in question 18b. Make entries for the person who owned and operated his own taxi, truck, repair shop, etc., and for the person who owned and supervised his own real estate business, factory, mill, or plant with the help of hired employees. Also make entries for a dentist, doctor, lawyer or other professional person who worked at a profession on his own account for any time during the past 12 months. Fill question 18b for a person who received income from a partnership, i.e., an unincorporated business in which two or more persons contract to do business together and share the profits.
- Enter the gross income and business expenses in the shaded boxes. Then subtract business expenses from the gross income to get the net income and enter this figure. In cases of partnership, include only the individual's share of the income and expense.
- If the business expenses are greater than the gross income, mark the "Lost Money" box.
- Business expenses include: the cost of merchandise purchased, rent, heat, light, and power used in the business; annual depreciation of machinery and other business property; accidental damages to business property; decrease in the value of inventory; wages and salaries paid to employees; expense allowances; business taxes, interest on business mortgages or debts, etc. Exclude money spent for the purchase of buildings or machinery or for permanent improvements of existing buildings or machinery. However, count the annual depreciation on such improvements or purchases as an expense.
- Do not count personal expenditures such as money spent for personal income taxes, life insurance, or food and shelter as business expenses. The so-called "salary" that some owners of unincorporated businesses pay themselves is not to be considered a business expense. Count it as part of "Net Income."
- c. Item 18c-- **Workmen's Compensation** Mark "Yes" in item 18c and enter the amount if money was received during the past 12 months for injuries incurred at work. Compensation checks may come from insurance companies but the insurance must have been paid by the employer, not the person. Exclude "sick pay" (payments made in lieu of wages while employee is not at work because of illness); include it as "wages and salary" in item 18a.
- d. Item 18d-- **Unemployment Compensation** Mark "Yes" in item 18d and enter the amount if any money was received during the past 12 months from government unemployment insurance agencies or private companies during periods of unemployment. Also consider any strike benefits received from union funds as unemployment compensation.
- e. Item 18e-- **Social Security** Social Security (Old Age Survivors and Disability Insurance or Railroad Retirement). Mark "Yes" if Social Security payments were made under retirement, survivors and disability insurance (OASDI) programs to retired persons, to dependents of deceased insured workers, or to disabled workers. Also mark "Yes" for retirement, disability, and survivor benefits payments made under the Railroad Retirement Act. These payments are received in the form of checks from the U.S. Government. "Old-Age Assistance" payments are received from the State or local community and are to be excluded from question 18e and entered in 18g.
- Many married couples on Social Security receive a joint amount in a single check. If the respondent can tell you how much it is for each member, report these amounts separately for husband and wife. If not, report the total amount on the booklet of the husband. (Follow this general procedure also for other joint receipts in the remaining income items.)
- 18.e.1 In this item we wish to determine if the person participates in the Medicare program. If "Yes" ask 18a.2. If "No" skip to 18f.
- 18.e.2 Some persons receiving Social Security checks will have already had deducted from these checks the premiums for Medicare or health insurance. The amount of these health insurance premiums should also be counted as income.
- Mark whether the amount reported was before or after Medicare deductions.
- It is unnecessary to probe for the amount of Medicare premiums. In processing this document the premium will be added if the answer to 18.e.2 is "After."
- f. Item 18f-- **Other Pensions** Mark "Yes" and enter the amount if pensions were received other than Social Security or Railroad Retirement benefits. Example of such pensions are Civil Service pensions, Veteran's pensions and pensions from private companies or organizations such as Bethlehem Steel or American Tobacco Company.
- g. Item 18g-- **Welfare or Public Assistance** Mark "Yes" and enter the amount for public assistance or welfare payments if money was received from local or State public assistance programs. Such programs include old-age assistance, aid to families with dependent children, aid to the blind or totally disabled, or other public assistance. Exclude food, clothing or other non-monetary receipts from relief agencies.
- Welfare families may receive a joint amount in a single check as occurs in Aid to Dependent Children. Enter the total amount on the CES-3 for the family head. With respect to other forms of welfare payments, report the income for the person to whom the check is issued.
- Some forms of welfare payments are issued twice a month. Before computing income for the past twelve months, 1) ask how often during a monthly period a check is received; (remember to multiply a semi-monthly check by 24 to insure accuracy), 2) ask whether the payments have been made continuously for the past twelve months; 3) ask if the same amount has been received during the total period.
- h. Item 18h-- **Rents** Mark "Yes" and enter the amount for rents if the family received rent from property, real estate, apartment or farm.
- Net income from rentals is wanted and it is obtained by subtracting business expense from gross income. Do not count as rent exchanges of money between relatives in the same household. With reference to roomers and boarders, business expense includes the cost of food served to boarders and expenses incurred for the upkeep of the rooms used by roomers and boarders. If there are fewer than five roomers (who do not board with the family), gross rents may be accepted. However, if the respondent is the owner and operator of a lodging house (five or more roomers), the net income should be counted.
- i. Item 18i-- **Interest, Dividends** Mark "Yes" and enter the amount if interest was received or credited to a person's account for the use of money during the past 12 months. Notes, bonds, bank deposits, and postal savings certificates are the most common sources of interest. Include as a "Yes" answer interest accruing to a savings account, regardless of whether the person actually withdrew the interest.
- Repayments to the principal of a loan, withdrawals from savings or checking accounts are not considered as interest received.
- Dividends are money received by the stockholders of a corporation or association.
- j. Item 18j-- **Other sources of income** This question is asked to pick up any other income which cannot be placed in the above categories. If the answer to 18j is "Yes" ask "What was that?" and enter the name of the source in the space provided. Then enter the amount.
- In this item include Armed Forces pay of a husband living at home. Report this income on wife's booklet. Since the husband is not eligible for interview, we would lose this income.
- The entry to item 18j was examined during processing. If there was a written entry, the clerk determined whether the entry might be included in any of the other categories--18a-i. If so, the entry was changed accordingly.

Question 19. (Not used in urban areas. For rural areas, see p. 70)

Question 20. First Job (Question 15 in Rural Areas)

<p>20a. What kind of work did you do at your first full-time regular job after leaving school?</p>	a.	053	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Occupation
<p>b. What were your most important activities or duties?</p>	b.	Activity		
<p>c. What kind of business or industry was that?</p>	c.	055	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Industry
<p>d. Were you -</p> <p>1. An employee of a PRIVATE company, business or individual for wages, salary, or commissions?</p> <p>2. A GOVERNMENT employee (Federal, State, county or local)?</p> <p>3. SELF-EMPLOYED in OWN business, professional practice or farm?</p> <p>4. Working WITHOUT PAY in family business or farm?</p>	d.	* 057	<p>1 <input type="checkbox"/> P - Private</p> <p>2 <input type="checkbox"/> G - Government</p> <p>3 <input type="checkbox"/> O - Self-employed (If not a farm) - Is this business incorporated?</p> <p>4 <input type="checkbox"/> Yes 5 <input type="checkbox"/> No</p> <p>6 <input type="checkbox"/> WP - Without pay</p>	
<p>e. How long did you work at that job?</p>	e.	058	<input type="checkbox"/> Months	} _____ (Number)
		059	<input type="checkbox"/> Years	

20. Item 20—
First job

Everyone is asked item 20, "Regular full time" means a job in which the person had definite arrangement to work each week for at least 35 hours and the job lasted at least two consecutive weeks.

For items 20b, 20c, and 20d, follow the same instructions given for item 23 of the CES-2.

Item 20b asks for the most important duties the person performed on the job. Enter as many as he mentions.

Item 20c asks you to enter the industry of the person's first job and if the job is exactly the same as his current or last job, mark the box and skip to 23a.

Item 20d asks the type of employer the person had, whether private, government, etc.

Item 20e is to obtain the length of time the person worked at his first job after leaving school. The time to be reported here is continuous time on the job; that is, the time spent working for the same employer, even though there may have been periods of layoff. If, however, he held a different job during any break, such as a layoff, report only the period before the break. For example, if a person worked three months then was laid off for a month and went back for six months, the entry would be "10 months."

The occupation and industry written in for parts a and c were coded as part of the clerical processing operation.

Question 21. Type of Work Done Longest (Question 16 in Rural Areas)

<p>21a. What type of work have you done the longest since leaving school?</p>	a.	060	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Occupation
<p>b. How long did you work at that?</p>	b.	061	<p>1 <input type="checkbox"/> Same as CES-2, item 23c - SKIP to 22</p> <p>2 <input type="checkbox"/> Same as first job after leaving school - SKIP to 23a</p>	
		062	<input type="checkbox"/> Months	} _____ (Number)
		063	<input type="checkbox"/> Years	

21. Item 21a—
Type of work done longest

This question is to obtain the type of work the person has done the longest since leaving school. This may have been on one job or on several jobs.

If the kind of work described is the same as is already described in either item 23c of the CES-2 or in item 20a of the CES-3, mark the box "same as CES-2, item 23c" or the box "same as first job since leaving school" if appropriate. In either case, be sure the job is exactly the same as that reported previously. That is, the employer, the organization and the industry should be the same. If neither of these boxes is marked, enter the occupation he has followed the longest in the same detail as specified for item 23 in CES-2. If the respondent says that the job he has now is his first job after leaving school, mark only Block 2 and skip to item 23. In Section B.1 verify the length of time he has held the job rather than asking the question as worded.

21b--Length of time at occupation

Count the total length of time the person has worked at the occupation reported in item 21a. The time reported need not be continuous.

The time worked at the specific occupation should exclude any periods of unemployment and periods of working at other occupations. For example, if a person replied "I started working as a punch press operator ten years ago" you need to find out how much of the time during that ten years he has worked as a punch press operator and enter that figure in item 22 (excluding periods of working at other occupations and periods of unemployment).

The occupation written in for part a was coded as part of the clerical processing operation.

Question 22. Industry Worked in Longest (Question 17 in Rural Areas)

22. What kind of industry was that?	064 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Industry
	065 <input type="checkbox"/> Same as item 23b on CES-2

22. Item 22-- Kind of industry worked longest
 Report the industry in which the person worked at the occupation entered in item 21a. If that occupation has been followed in more than one industry, enter the industry he did the kind of work in the longest period of time. For example, a person who was a guard at a motor trucking company for a year, then became a guard at a water supply

company for two years would have "water supply company" entered in item 22.

A written-in entry for industry was coded as part of the clerical processing operation.

Question 23. Time at Present Address (Question 18 in Rural Areas)

23a. How many years have you lived at your present address? a.	066 _____ Years o <input type="checkbox"/> Less than a year - ASK 23b
b. How many times have you moved in the last year? b.	067 _____ Times

23. Item 23-- Time at present address
 Enter the number of years the person has lived at the present address or, if it has been less than a year, mark the "less than a year" box and ask 23b.

Item 23b-- Item 23b is skipped if there is an entry of one year or more in 23a. If 23b is asked, enter the number of times the person has moved in the last year.

Time at present address is to be reported as the last continuous period up to the present time. For example, a person lived at his present address for 16 years, left home for several years, and then came back to this address two years ago; the time to be reported is "2 years."

In 23b consider a "move" as a change of address. Moves within a building such as one apartment to another do not represent a "move." (Because all persons who are asked this question have lived at the address less than a year, the answer cannot be zero.)

Question 24. Length of Residence in City (Urban Areas Only)

24. How many years have you lived within the city limits of . . . (this city)?	068 _____ Years 99 <input type="checkbox"/> All my life - SKIP to 28
--	---

24. Item 24-- Time in city
 The years reported as having lived in this city should represent the last continuous time the person has lived here, as defined for item 23. Mark the box "All of my

life" if the only periods away have been less than six months or any period in the Armed Forces, in institutions, or away at school.

Question 19. Length of Residence in County (Rural Areas Only)

19. How many years has . . . lived in this county?	068 _____ Years 99 <input type="checkbox"/> All his life - SKIP to 23
--	--

19. Item 19-- Time in county
 The years reported as having lived in this county should represent the last continuous time the person has lived here, as defined for item 18. Mark the box "All of my

life" if the only periods away have been less than six months or any period in the Armed Forces, in institutions, or away at school.

Questions 25-27. Place of Birth, Residence 5 Years Ago, and Residence at Age 16 (Questions 20-22 in Rural Areas)

For items 25, Read all the categories 26, until you obtain a "Yes" response. Mark the appropriate box and write in the name of the State or country in the space provided. 27	a. In this city?	069 <input type="checkbox"/>	070 <input type="checkbox"/>	071 <input type="checkbox"/>
	b. In a suburb near a large city?	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
	c. In a large city (over 250,000 pop.)?	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
	d. In a medium size city (50-250,000 pop.)?	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
	e. In a small city or town (under 50,000 pop.)?	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
	f. In open country but not on a farm?	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>
	g. On a farm?	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>
	h. In the United States? (If Yes) - In what State was that? (If No) - In what country was that?	072 <input type="checkbox"/> <input type="checkbox"/>	073 <input type="checkbox"/> <input type="checkbox"/>	074 <input type="checkbox"/> <input type="checkbox"/>
		_____	_____	_____

Item 25—
Place of
birth

The first part of item 25 is the question "When you were born did your parents live in this city?" If the answer is "Yes," mark "X" in the space opposite 25a, and skip items 25 (b)-(h).

If the answer is "No," read the categories (composed of sub-questions (b)-(g)) in order of listing and stop when you obtain an answer of "Yes." Enter "X" for a "Yes" answer and also ask item 25h—"When you were born did your parents live in the United States?" If the answer is "Yes," ask "In what State was that?" If "No," ask "In what country was that?" Enter the state or country in the space provided.

Ask sub-question 25(h) in all cases except when the person reports he was born in "this" city. If "Mexico" or "Puerto Rico" is the answer to item 25h omit items 28 and 29 when you reach them.

Do not read the population figures to the respondent—they are included for your information and the respondent's if he inquires as to what "large, medium, and small" mean.

Ask item 26 in the same manner as specified for item 25. (Do not overlook question 26h where applicable.)

Item 26—
Residence
five years
ago

"Five years ago" is five years prior to the date of interview.

Item 27—
Residence
at age 16

Ask item 27 in the same manner as specified for item 25. (Do not overlook item 27h where applicable.)

If the person lived more than one place at age 16, ask for the place where he lived at the time of his sixteenth birthday.

The responses to part h of each of the three questions were coded clerically according to a list provided to the coders. A separate code was provided for each State and the District of Columbia, American Samoa, the Canal Zone, Guam, the Virgin Islands, other U.S. possessions (one category), Puerto Rico, Cuba, Mexico, other Latin America (one category), and other countries (one category). The Caribbean islands where Spanish was not the principal language (e.g., Trinidad, Haiti, Jamaica, and Martinique) were coded as "Other Countries" rather than "Other Latin America".

Question 28. Birthplace of Parents (Questions 23 in Rural Areas)

<p>28. (Omit if Mexico or Puerto Rico is person's place of birth)</p> <p>a. Was your father born in the United States? (If Yes) — In what state was that? (If No) — In what country was that?</p> <p>b. Was your mother born in the United States? (If Yes) — In what state was that? (If No) — In what country was that?</p>	075	<input type="checkbox"/>	<input type="checkbox"/>
	a.	_____	
	076	<input type="checkbox"/>	<input type="checkbox"/>
	b.	_____	

This question was asked only if there was an entry for 25h other than "Mexico" or "Puerto Rico." When question 28a was applicable, the interviewer was in-

structed to ask 28b as well, regardless of the answer to question 28a. The responses were coded in the same manner as those for question 25h above.

Question 29. Language Spoken in Childhood Home (Question 24 in Rural Areas)

<p>29. (Omit if Mexico or Puerto Rico is entered in items 25 or 28)</p> <p>Was a language other than English often spoken by your parents in your home when you were a child?</p>	077	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No
		What language was that? ↘	
	078	<input type="checkbox"/>	_____

This question was asked only if neither questions 25 nor 28 had entries of "Mexico" or "Puerto Rico." If a language other than English was spoken in the home by the parents when the respondent was a child, the interviewer was instructed to write in the name of this language. In subsequent clerical processing, this language was coded either as "Spanish" or "Other." Only one code was entered.

address of job, method and availability of transportation, cost (in urban areas) or distance (in rural areas) involved in transportation, the length of time in travel, and time of arrival at work.

Section B.2 was filled for persons looking for work or on layoff, or waiting for a new job to start (labor force group II). The interviewer asked whether the person had a license to drive a car, the distance to public transportation, and the kind of public transportation available.

Section B.--Section B was divided into two parts:

Section B.1 was completed for persons who were employed at the time of the survey (labor force group I), and was used to determine the length of time on the present job, additional jobs held, earnings during the survey week from all jobs,

The questions varied slightly in wording and content for urban and rural areas, and both versions are reproduced below. The instructions shown are those provided for the interviewers in urban areas except where noted.

Section B.1

Question 1. Length of Time on Present Job

<p>1. Now I'm going to ask you some more questions about your present job. How long have you been working at this job?</p>	085	<input type="checkbox"/> Months	} _____ (Number)
	086	<input type="checkbox"/> Years	

(Urban)

<p>1. Now I'm going to ask you some more questions about . . . 's present job. How long has . . . been working at this job?</p>	<table style="width: 100%; border: none;"> <tr> <td style="border: none;">085</td> <td style="border: none;"><input type="checkbox"/> Months</td> <td rowspan="2" style="border: none; font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="border: none; text-align: center; vertical-align: middle;">_____ (Number)</td> </tr> <tr> <td style="border: none;">086</td> <td style="border: none;"><input type="checkbox"/> Years</td> </tr> </table>	085	<input type="checkbox"/> Months	}	_____ (Number)	086	<input type="checkbox"/> Years
085	<input type="checkbox"/> Months	}	_____ (Number)				
086	<input type="checkbox"/> Years						

(Rural)

- | | | |
|--|---|--|
| <p>1. Item 1-- Length of time on present job</p> <p>a. Length of job defined</p> <p>1) Wage or salary workers</p> <p>2) Domestic service and odd-job workers</p> | <p>This question is asked to determine how long the person has worked at his present job.</p> <p>Length of job is defined for this question as follows:</p> <p>For most wage or salary workers the length of a job consists of the total period of paid employment (including paid vacation and paid sick leave) with a single employer. The number of different jobs a person had is, therefore, equal to the number of different payrolls he was on. For example, a man who worked 3 years as a general laborer in a radio factory and then 1 year as a shipping clerk in the same factory is to be counted as working for the same employer for 4 years. However, a change from one payroll to another is a change in jobs. In government employment, consider different agencies or bureaus as different employers; different branches of a large corporation that maintain separate employment offices and payrolls are also different employers. Thus, a person who worked for the U.S. Department of Army for 10 years then transferred to the U.S. Bureau of the Census 5 months ago would be marked 5 months in question 1.</p> <p>Some persons such as domestic servants and odd-job workers for private families (e.g., babysitters, window washers, gardeners, etc.) regularly work for a number of employers. For such workers, consider the length of a</p> | <p>job as the time spent at a <u>type of work</u> rather than the time worked for a particular employer. Confine the duration of the present job to the <u>total period of employment</u> at the <u>particular type of work</u>.</p> <p>3) Self-employed workers</p> <p>4) Unpaid family workers</p> <p>b. Two or more jobs</p> <p>c. How to mark</p> <p>For a self-employed person, consider the length of a job as the time spent in a <u>particular type</u> of business, professional practice, or on a farm. If the person changed the location of his business but not the type of business, do not consider this a change in "jobs." However, if the person changed from one type of business to another, treat this as a change in "jobs."</p> <p>For an unpaid family worker, consider the length of a job as the total period of employment of the family-operated farm or business.</p> <p>If a person holds a full-time and part-time job simultaneously, count his full-time job. If his jobs are of equal hours, count the job at which he has been employed longest. If the job was interrupted by other activities such as school, count only the most recent continuous spell.</p> <p>Use in the appropriate blank the number of years the person has worked at his present job, or if less than one year, the number of months. Be sure to check the box to indicate whether the answer is in months or years.</p> |
|--|---|--|

Question 2. Number of Other Employers Worked for in Survey Week

<p>2. In addition to that job, how many other employers did you work for last week? (NOTE: Domestic day work for various employers is considered one job.)</p>	<table style="width: 100%; border: none;"> <tr> <td style="border: none;">087</td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none; text-align: center;">(Number)</td> </tr> </table>	087	_____		(Number)
087	_____				
	(Number)				

(Urban)

<p>2. In addition to that job, how many other employers did . . . work for last week? (NOTE: Day work for various employers is considered one job.)</p>	<table style="width: 100%; border: none;"> <tr> <td style="border: none;">087</td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none; text-align: center;">(Number)</td> </tr> </table>	087	_____		(Number)
087	_____				
	(Number)				

(Rural)

This question was designed to obtain the total number of employers the person worked for during the survey week, other than the employer counted in question 1. The rules for question 1 were to be followed when

determining additional jobs. The appropriate number was entered; if the person worked only for the employer counted in question 1, a zero was entered for question 2.

Question 3. Total Earnings From All Jobs During Survey Week

<p>3. (Omit for self-employed and unpaid family workers) How much did you earn last week from your job(s)? (Nearest dollar)</p>	<table style="width: 100%; border: none;"> <tr> <td style="border: none;">088</td> <td style="border: none;">\$ _____</td> <td style="border: none;">.00</td> </tr> </table>	088	\$ _____	.00
088	\$ _____	.00		

(Urban)

<p>(Omit for self-employed and unpaid family workers)</p> <p>3. How much did . . . earn last week from his job(s)? (Nearest dollar)</p>	<table style="width: 100%; border: none;"> <tr> <td style="border: none;">088</td> <td style="border: none;">\$ _____</td> <td style="border: none;">.00</td> </tr> </table>	088	\$ _____	.00
088	\$ _____	.00		

(Rural)

- | | | |
|--|--|--|
| <p>3. Item 3-- Total earnings from all jobs last week</p> <p>a. Definition wages or salary</p> | <p>Enter the amount the person earned from all jobs last week; that is, earnings from wages or salary. Omit this question for the self-employed (persons who own their own business such as a person who operates his own taxi, repair shop) or an unpaid family worker in the family business.</p> <p>Wage or salary income is the amount of money earned by a person working as an employee for a private employer (including a farm employer) or a branch of government. Enter wage or salary income <u>before deductions</u> for withholding tax, Social Security, union dues, bonds, etc.</p> | <p>b. Record total pay, not "take-home" pay from all jobs</p> <p>Respondents will often report their "take-home" pay, that is, wages or salary minus deductions. If the respondent gives you "take-home" pay, add the deductions to it and count the total.</p> <p>If the respondent knows only the amount of "take-home" pay, itemize the deductions in order to get an estimate of total wages or salary income <u>before</u> deductions.</p> <p>c. Two or more jobs</p> <p>If a person received income <u>last week</u> from two or more jobs, record the combined amounts.</p> |
|--|--|--|

Question 4. Work at Same or Different Address Each Day (Urban Areas Only)

<p>4a. On your present job do you usually go to the same address to start each day's work? a.</p>	<p>089 1 <input type="checkbox"/> Yes - SKIP to 5a 2 <input type="checkbox"/> No - ASK 4b</p>
<p>b. Do you report to a different address every time or what? b.</p>	<p>090 1 <input type="checkbox"/> Different every time 2 <input type="checkbox"/> Other - Specify <u> </u> } SKIP to item 6a</p>

The purpose of this question was to determine how many people usually go to the same address to start each day's work, and was asked in urban areas only. The interviewer was given the following instructions:

- a. If "Yes" is marked If "Yes" is marked in item 4a, go to item 5a.
- b. If "No" is marked If "No" is marked in item 4a, ask 4b, "Do you report to a different address every time or what?"
- 1) Different every time Mark "Different every time" for those persons who do not report for work at the same address at least two days in a row. For example, the gardener who works for Mrs. A on Monday, Mrs. B on Tuesday, Mrs. C on Wednesday,

etc., does not work at the same address two days in a row. Thus, he would be marked "Different every time."

2) Other (Specify)

Mark this category for persons who report to the same address at least two days in a row. Specify the working arrangements the person has in the "Specify" area; e.g., "Works 2-3 months at road construction sites" or "Drives taxi--starts from home."

In subsequent processing, a written-in entry for "Other" in part b. was examined to determine whether the "Different every time" box should have been marked instead. If so, the entry was changed accordingly. There were no codes for written responses.

Question 5. Work Within City Limits (Urban Areas Only)

<p>5a. Do you work within the city limits of (name of this city)? a.</p>	<p>092 1 <input type="checkbox"/> Yes - ASK 5b 2 <input type="checkbox"/> No - SKIP to 6a</p>
<p>b. What are the names of the two streets at the corner nearest to your place of work? b.</p>	<p>_____</p> <p>_____</p>
<p>OFFICE USE ONLY Intersection is:</p>	<p>093 1 <input type="checkbox"/> In inner city sample area 2 <input type="checkbox"/> Remainder of city</p>

This question was asked to determine whether the person worked inside or outside the city limits of the place in which he lived, and, if inside, whether or not he worked in the "inner city" covered by the CES. The interviewer was instructed to accept the respondent's reply as to the names of the streets at the corner nearest

to his place of work. A clerk in the area office located the intersecting streets indicated in the entry for part b, using a city street map on which the CES area was defined, and determined whether the intersection was in the sample area or elsewhere.

Question 6. Method and Cost of Transportation

<p>6a. On your present job how do you usually get from home to work? (Mark all mentioned) a.</p>	<p>* 094 01 <input type="checkbox"/> Bus 02 <input type="checkbox"/> Trolley 03 <input type="checkbox"/> Railroad 04 <input type="checkbox"/> Subway or elevated railway 05 <input type="checkbox"/> Taxi 06 <input type="checkbox"/> Walk 07 <input type="checkbox"/> Drive alone 08 <input type="checkbox"/> Share driving (carpool) 09 <input type="checkbox"/> Drive others 10 <input type="checkbox"/> Ride with someone else - ASK 6b 11 <input type="checkbox"/> Other means - Specify _____</p>
<p>b. (For ride with someone else) Do you pay? b.</p>	<p>096 1 <input type="checkbox"/> Yes - How much? 097 <input type="checkbox"/> Trip 2 <input type="checkbox"/> No 098 <input type="checkbox"/> Day 099 <input type="checkbox"/> Week 100 <input type="checkbox"/> Month</p> <p style="text-align: right;">} \$ _____ (Dollars) _____ (Cents)</p>

(Urban)

Question 10. Time of Arrival at Work

10. What time do you usually get to work?	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border-right: 1px dashed black; padding: 2px;">112</td> <td style="padding: 2px;"><input type="checkbox"/> a.m.</td> <td rowspan="2" style="font-size: 2em; padding: 0 10px;">}</td> <td rowspan="2" style="padding: 2px;">_____ : _____</td> <td rowspan="2" style="padding: 2px;">- SKIP to Section D</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;">113</td> <td style="padding: 2px;"><input type="checkbox"/> p.m.</td> </tr> <tr> <td colspan="2"></td> <td colspan="3" style="text-align: center; padding: 2px;">(Hour) (Minute)</td> </tr> </table>	112	<input type="checkbox"/> a.m.	}	_____ : _____	- SKIP to Section D	113	<input type="checkbox"/> p.m.			(Hour) (Minute)		
112	<input type="checkbox"/> a.m.	}	_____ : _____				- SKIP to Section D						
113	<input type="checkbox"/> p.m.												
		(Hour) (Minute)											

(Urban)

10. What time does . . . usually get to work?	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border-right: 1px dashed black; padding: 2px;">112</td> <td style="padding: 2px;"><input type="checkbox"/> a.m.</td> <td rowspan="2" style="font-size: 2em; padding: 0 10px;">}</td> <td rowspan="2" style="padding: 2px;">_____ : _____</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;">113</td> <td style="padding: 2px;"><input type="checkbox"/> p.m.</td> </tr> <tr> <td colspan="2"></td> <td colspan="2" style="text-align: center; padding: 2px;">(Hour) (Minute)</td> </tr> </table>	112	<input type="checkbox"/> a.m.	}	_____ : _____	113	<input type="checkbox"/> p.m.			(Hour) (Minute)	
112	<input type="checkbox"/> a.m.	}	_____ : _____								
113	<input type="checkbox"/> p.m.										
		(Hour) (Minute)									

(Rural)

The interviewer was instructed to check the "a.m." or "p.m." box as appropriate, and to write in the space provided the time reported by the respondent.

Section B.2

The questions in this section were asked only for persons in labor force group II--those looking for work, on layoff, or waiting for a job to begin.

Question 1. License to Drive a Car and Availability of a Car

1a. Now I have some questions about how you would get to work. Do you have a license to drive a car? a.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border-right: 1px dashed black; padding: 2px;">114</td> <td style="padding: 2px;">1 <input type="checkbox"/> Yes - ASK 1b</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">2 <input type="checkbox"/> No - SKIP to 2a</td> </tr> </table>	114	1 <input type="checkbox"/> Yes - ASK 1b		2 <input type="checkbox"/> No - SKIP to 2a
114	1 <input type="checkbox"/> Yes - ASK 1b				
	2 <input type="checkbox"/> No - SKIP to 2a				
b. Is there a car you could drive to work every day? b.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">3 <input type="checkbox"/> Yes</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">4 <input type="checkbox"/> No</td> </tr> </table>		3 <input type="checkbox"/> Yes		4 <input type="checkbox"/> No
	3 <input type="checkbox"/> Yes				
	4 <input type="checkbox"/> No				

(Urban)

1a. Now I have some questions about how . . . would get to work. Does . . . have a license to drive a car? a.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border-right: 1px dashed black; padding: 2px;">114</td> <td style="padding: 2px;">1 <input type="checkbox"/> Yes - ASK 1b</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">2 <input type="checkbox"/> No - SKIP to 2a</td> </tr> </table>	114	1 <input type="checkbox"/> Yes - ASK 1b		2 <input type="checkbox"/> No - SKIP to 2a
114	1 <input type="checkbox"/> Yes - ASK 1b				
	2 <input type="checkbox"/> No - SKIP to 2a				
b. Is there a car . . . could drive to work every day? b.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">3 <input type="checkbox"/> Yes</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">4 <input type="checkbox"/> No</td> </tr> </table>		3 <input type="checkbox"/> Yes		4 <input type="checkbox"/> No
	3 <input type="checkbox"/> Yes				
	4 <input type="checkbox"/> No				

(Rural)

The interviewer was provided with the following instructions:

1. Item 1-- License to drive car
 In this question, we are interested in knowing if a person has a license which qualifies him to operate an automobile and, if so, if there is a car available for him to drive to work every day. The driver's license

- a. If "Yes" marked
 If the "Yes" box is checked in item 1a, ask item 1b. The car asked about in 1b does not necessarily have to belong to the respondent, it just has to be available for his use to drive to work every day.
- b. If "No" marked
 If the "No" box in item 1a is checked, ask item 2a.

must be valid currently but need not be for the person's present State of residence.

Question 2. Public Transportation Available

2a. Is there public transportation within ten minutes walk of here that goes to a place where you have looked for work? a.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border-right: 1px dashed black; padding: 2px;">115</td> <td style="padding: 2px;">1 <input type="checkbox"/> Yes - ASK 2b</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">2 <input type="checkbox"/> No - SKIP to 3</td> </tr> </table>	115	1 <input type="checkbox"/> Yes - ASK 2b		2 <input type="checkbox"/> No - SKIP to 3										
115	1 <input type="checkbox"/> Yes - ASK 2b														
	2 <input type="checkbox"/> No - SKIP to 3														
b. What kind of public transportation is that? b.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">Stop or station</td> <td rowspan="7" style="font-size: 3em; padding: 0 10px;">}</td> <td rowspan="7" style="padding: 2px;">SKIP to Section D</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">3 <input type="checkbox"/> Bus</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">4 <input type="checkbox"/> Trolley</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">5 <input type="checkbox"/> Railroad</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">6 <input type="checkbox"/> Subway or elevated railway</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">7 <input type="checkbox"/> Taxi stand</td> </tr> </table>		Stop or station	}	SKIP to Section D		3 <input type="checkbox"/> Bus		4 <input type="checkbox"/> Trolley		5 <input type="checkbox"/> Railroad		6 <input type="checkbox"/> Subway or elevated railway		7 <input type="checkbox"/> Taxi stand
	Stop or station	}	SKIP to Section D												
	3 <input type="checkbox"/> Bus														
	4 <input type="checkbox"/> Trolley														
	5 <input type="checkbox"/> Railroad														
	6 <input type="checkbox"/> Subway or elevated railway														
	7 <input type="checkbox"/> Taxi stand														

(Urban)

2a. Is there a bus line or some other public transportation within ten minutes walk of here that goes to a place where . . . has looked for work?	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border-right: 1px dashed black; padding: 2px;">116</td> <td style="padding: 2px;">1 <input type="checkbox"/> Yes - ASK 2b</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">2 <input type="checkbox"/> No - SKIP to 3</td> </tr> </table>	116	1 <input type="checkbox"/> Yes - ASK 2b		2 <input type="checkbox"/> No - SKIP to 3		
116	1 <input type="checkbox"/> Yes - ASK 2b						
	2 <input type="checkbox"/> No - SKIP to 3						
b. What kind of public transportation is that? b.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">Stop or station</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">3 <input type="checkbox"/> Bus</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 2px;"></td> <td style="padding: 2px;">4 <input type="checkbox"/> Other</td> </tr> </table>		Stop or station		3 <input type="checkbox"/> Bus		4 <input type="checkbox"/> Other
	Stop or station						
	3 <input type="checkbox"/> Bus						
	4 <input type="checkbox"/> Other						

(Rural)

2. Item 2a-- Public transportation within 10 minutes walking distance
 This question determines if there is public transportation within ten minutes walking distance that goes to a place the person has looked for work. Be sure the person understands we are interested in public transportation. However, do not consider calling a taxi as "within ten minutes walking distance." In other words, this does not constitute a "Yes" answer to the question.

The way you ask this question depends on whether the person is "looking," on "layoff," or "waiting for a new job to start." If the person is looking for a job, ask the question as worded.

If the person is on layoff from a job, ask the question for the job from which he is on layoff. For example, "Is there public transportation within ten minutes walk of here that goes to the place from which you are on layoff?"

If a person is waiting for a new job to start, ask the question for his new job. For example, "Is there public transportation within ten minutes walk of here that goes to the place of your new job?"

If the "Yes" box is marked, ask item 2b.

If the "No" box is marked, go to item 3.

Item 2b-- Kinds of transportation

Follow the definitions given for item 6 of Section B.1 when marking the kinds of transportation.

a. Mark kind most likely to be used

If a person mentions more than one form of available public transportation, mark the category he would be most likely to use. For example, both bus and subway service may be available to the respondent, but he says he would use the subway because it is cheaper and faster. Thus, you would mark "Subway or elevated railway."

Question 3. Time to Walk to Public Transportation

<p>3. About how many minutes does it take you to walk to the place where public transportation stops?</p>	<p>117 _____ Minutes</p> <p><input type="checkbox"/> No public transportation within walking distance</p> <p style="text-align: right;"><i>SKIP to Section D</i></p>
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(Urban)

<p>3. About how many minutes does it take . . . to walk to the place where public transportation stops?</p>	<p>117 _____ Minutes</p> <p><input type="checkbox"/> No public transportation within walking distance</p>
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(Rural)

Item 3-- Time to walk to public transportation
 Here we are interested in the time it takes the person to walk to a place where public transportation stops.

a. "Stops" defined
 "Stops" for the purposes of this question, would be regularly scheduled stopping places for a public transportation system to load or unload passengers. Examples of "stops" are: railroad depots, subway stations, bus loading zones, taxi stands, etc.

b. How to fill
 Write in the space provided the number of minutes the respondent says it takes for him to walk to a public transportation stop. If the respondent cannot give you the exact walking time, accept an estimate.

c. "No public transportation within walking distance"
 If the respondent reports there is no public transportation available or that it is too far to walk to public transportation, mark this category.

Section C

Section C.--This section appeared only in the work history booklets for urban areas. The questions were asked only of persons in labor force group III--those who were not in the labor force--and who were not under 16 or over 64 years of age. This section was designed to discover (1) reasons why the people were not looking for work, or (2) the reasons why people did not want to work at the time of the survey. Once these reasons were obtained, additional questions were asked to explore these reasons in greater detail and to determine

the extent to which persons were affected by these circumstances.

Within section C, the purpose of question 1a was to classify the respondents into two groups--those who wanted a job at the time of the survey but were not looking for a job, and those who did not want a regular job. The purpose of questions 1b and 1d was to determine the reasons why the respondent was not looking for a job or did not want a job. Parts 1c or 1e were asked if the respondent had given more than one reason; the purpose was to determine the main reason for not looking for or wanting a job.

Questions 1a-1e

SECTION C - For Persons in Group III (Omit if respondent is 65 or older)											
<p>1a. Do you want a regular job now, either full or part time?</p> <p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> Maybe, it depends</p> <p>If "Yes" or "Maybe, it depends," ASK 1b and 1c.</p> <p>3 <input type="checkbox"/> No - ASK 1d and 1e</p>	<p>1b. From the list of reasons that I am now going to read to you, please tell me which you would consider as reasons why you are not looking for work now.</p>										
	<p>(If 60-64 years old)</p>	<p>(If under 25 years old)</p>	<p>(If a woman with other family members in hhhd.)</p>				<p>(Omit if 25-49 years old)</p>				<p>(Mark if mentioned)</p>
	<p>1. Retirement</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes - End questions</p> <p><input type="checkbox"/> 2 No</p>	<p>2. You are in school or training or waiting to start school</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes</p> <p><input type="checkbox"/> 2 No</p> <p><i>* Is the school or training full time?</i></p> <p><input type="checkbox"/> 3 Yes</p> <p><input type="checkbox"/> 4 No</p> <p>End questions</p>	<p>3. Family responsibilities</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes - Fill Part A</p> <p><input type="checkbox"/> 2 No</p>	<p>4. Problems with your health</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes - Fill Part B</p> <p><input type="checkbox"/> 2 No</p>	<p>5. You looked but couldn't find work</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes - Fill Part C</p> <p><input type="checkbox"/> 2 No</p>	<p>6. Transportation</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes - Fill Part D</p> <p><input type="checkbox"/> 2 No</p>	<p>7. Employers think too young (too old)</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes - Fill Part E</p> <p><input type="checkbox"/> 2 No</p>	<p>8. Lack of experience, education, or skill</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes - Fill Part F</p> <p><input type="checkbox"/> 2 No</p>	<p>9. Any other reason</p> <p><input type="checkbox"/> 1 Yes Specify _____</p> <p><input type="checkbox"/> 2 No</p>	<p>10. Don't want to work</p> <p><input type="checkbox"/> End questions</p>	
<p>IF "NO" FOR ALL COLUMNS 1 THROUGH 9, END QUESTIONS</p>											
<p>1c. (If more than one "Yes" in 3-9 above) You told me that the reasons you are not looking for work include (Read all). Which of these is the MAIN reason?</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9</p>											
<p>1d. From the list of reasons that I am now going to read to you, please tell me which you would consider as reasons for your not wanting to work now.</p>											
<p>(If 60-64 years old)</p>	<p>(If under 25 years old)</p>	<p>(If a woman with other family members in hhhd.)</p>				<p>(Omit if 25-49 years old)</p>				<p>(Mark if mentioned)</p>	
<p>1. Retirement</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes - End ques-</p> <p><input type="checkbox"/> 2 No</p>	<p>2. You are in school or training or waiting to start school</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes</p> <p><input type="checkbox"/> 2 No</p> <p><i>* Is the school or training full time?</i></p> <p><input type="checkbox"/> 3 Yes</p> <p><input type="checkbox"/> 4 No</p> <p>End questions</p>	<p>3. Family responsibilities</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes - Fill Part A</p> <p><input type="checkbox"/> 2 No</p>	<p>4. Problems with your health</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes - Fill Part B</p> <p><input type="checkbox"/> 2 No</p>	<p>5. You looked but couldn't find work</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes - Fill Part C</p> <p><input type="checkbox"/> 2 No</p>	<p>6. Transportation</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes - Fill Part D</p> <p><input type="checkbox"/> 2 No</p>	<p>7. Employers think too young (too old)</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes - Fill Part E</p> <p><input type="checkbox"/> 2 No</p>	<p>8. Lack of experience, education, or skill</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> Yes - Fill Part F</p> <p><input type="checkbox"/> 2 No</p>	<p>9. Any other reason</p> <p><input type="checkbox"/> 1 Yes Specify _____</p> <p><input type="checkbox"/> 2 No</p>	<p>10. Don't want to work</p> <p><input type="checkbox"/> End questions</p>		
<p>IF "NO" FOR ALL COLUMNS 1 THROUGH 9, END QUESTIONS</p>											
<p>1e. (If more than one "Yes" in 3-9 above) You told me that the reasons you do not want to work include (Read each). Which of these is the MAIN reason?</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9</p>											

The interviewer was provided with the following instructions:

- Procedure for making entries in 1a to 1e
- Ask 1a exactly as worded. This is a key question. Fill the appropriate box located in the vertical column at the left side of the page, either "Yes," "Maybe, it depends," or "No."
1. Items 1b and 1c
- If the respondent answers "Yes" or "Maybe, it depends" to 1a (he does want a full or part time job now) ask 1b-- "From the list of reasons that I am now going to read to you, please tell me which you would consider as reasons why you are not looking for work now." Read all the appropriate categories, according to the directions in the column headings. As the person responds to each reason you read, mark either the "Yes" box or the "No" box.
- If the person answers "Yes" to "Retirement" mark the "Yes" box and end the CES-3 interview. It is not necessary to ask any more questions of this person.
- If a person answers "Yes" when you read "you are in school or training, or waiting to start school," fill the "Yes" box and ask "Is the school or training full time?" After he answers and you fill the appropriate box, end CES-3 questions for him.
- If as you read the list of categories, the respondent says something like "I guess I just don't want to work," mark the "Don't want to work" box, and end CES-3 questions for him.
- After you have read all appropriate categories for a person, if the respondent has answered "Yes" for more than one reason (other than "Retirement," "School," or "Don't want to work") you should ask 1c--"You told me that the reasons you are not looking for work include (read all the reasons marked "Yes"). Which of these is the MAIN reason?" After determining the main reason or if there was only one reason marked "Yes" in categories 3-9, proceed to the appropriate "Part" or "Parts" of Section C as directed by the instruction "Fill Part _____" and ask the follow-up questions for each "Yes" in Columns 3-8. This means that more than one "Part" may be filled.
2. Items 1d and 1e
- If the respondent answers "No" to 1a (he does not want a full or part time job now) ask item 1d--From the list of reasons that I am now going to read to you, please tell me which you would consider as reasons for your not wanting to work now.
- Read the categories as instructed for item 1d. The procedures for "Retirement," "School," and "Don't want to work" are the same as for item 1b. That is, you end questions for the person who answers "Yes" to one of these reasons. For all other reasons for which you receive a "Yes" reply you must ask the additional question below the "Yes" or "No" boxes, that is, "If you didn't have this responsibility..." or "If this were not a problem would you want a job?" We ask this second question to determine if the person would enter the labor force if the problem was solved. If the person answers "No" to all the reasons or "No" to all the additional probes required, you end the questions for him. If he answers "Yes" to more than one of the probe questions, ask 1e to determine which is the main reason. For each reason marked "Yes" after the special probe question, you must go to the appropriate "Part" or "Parts," and ask the additional questions. This means that more than one "Part" may be filled.
- Specific Instructions for Reasons
- The following are the specific instructions for reading and marking "Yes" or "No" for each reason.
1. Column 1-- Retirement
- Read the reason only if the respondent is 60-64 years old. Mark "Yes" for persons who report retirement or old age as their reason for not looking or wanting work. Also, report it for persons who think of themselves as too old to work. If employers think they are too old but they themselves don't think so, do not mark this category. Mark category 7 instead.
- If "Retirement" is given as the reason, end questions for this person.
2. Column 2-- School
- Read this reason only if the respondent is under 25 years old. If the person reports that he is in school or training or waiting to start school, ask "Is the school or training full time?" and then end questions for this person, regardless of whether the answer is "Yes" or "No."
3. Column 3-- Family Responsibilities
- Read this reason only if the respondent is a woman with other family members in the household.
- Mark "Yes" if a person says she would look for work or would want work if it were not for family responsibilities such as housekeeping duties, care of children, or care for sick relatives.
4. Column 4-- Health
- Mark "Yes" if a person says he is too ill to work or is physically handicapped, is recuperating from an accident or injury or is disabled in any way that hinders him from working or wanting to work.
5. Column 5-- Looked but couldn't find work
- Mark "Yes" if a person reports he isn't looking for work now because he had looked at a previous time and couldn't find a job.
6. Column 6-- Transportation Problems
- Mark "Yes" if a person reports a transportation problem. For example, "I live too far away from a bus line, and have no car available" or "after the rush hour there is only one-hour bus service available."
7. Column 7-- Age
- Read this reason only if the respondent is under 25 years or 50 years old and older. Omit this reason for those 25-49 years old.
- Mark "Yes" for persons who report having been turned down for jobs because of age. This would apply to a person too young to obtain a work permit, or a person who says "no one will hire a 70 year old man." It also includes those who have been informed by prospective employers that due to their age, for one reason or another, no job is available to them. For example, a person is told "while your qualifications are good, we feel the position requires someone a little older and more mature."
8. Column 8-- Lack of experience, education, or skill
- Mark "Yes" for persons who had no job offers because they had little or no experience. This could apply to a person who had never worked at all such as a person just out of school or a person who had worked but had no experience in the line of work for which he was applying.
- Also mark "Yes" here for persons who had no job offers because they had little or no education and were unable to find jobs for which they were qualified.
- Mark "Yes" for a person who reports a lack of skills or says "I can't find anything I know how to do" or "I need to go to school and learn a trade first."
9. Column 9-- Any other reason
- Any other reason given by the respondent is to be described here in the respondent's own words. If no other reason marked "Yes" in Columns 3-8, end questions for this person.
10. Column 10-- Don't want to work
- Do not read this reason. Mark only if, after you have read the reasons, he says that "I don't want to work" or "I'm not interested in a job" or makes similar statements. End questions for this person.
- Parts A through F of section C contained questions about each of the reasons that might have been checked affirmatively in columns 3 through 8 of questions 1b and 1d. The interviewer was instructed to follow the instructions for questions 1b and 1d when completing parts A through F. If more than one of the parts was to be completed, the interviewer was to make certain that question 1c or question 1e also had been marked, as completion of several parts would lead to a determination of the main reason why the respondent was not looking for work or didn't wish to work at the time of the survey.

Questions 2-3. (Part A) Family Responsibilities

SECTION C - Continued	
<p>A FAMILY RESPONSIBILITIES</p> <p>2a. What are your family responsibilities? a. (Mark all that apply)</p>	<p>* 153</p> <p>1 <input type="checkbox"/> Child care - ASK 2b 2 <input type="checkbox"/> Care of husband or wife 3 <input type="checkbox"/> Keeping house 4 <input type="checkbox"/> Care of other relatives 5 <input type="checkbox"/> Other - Specify <u> </u></p> <p style="text-align: right;">} SKIP to 3</p>
<p>b. What are your problems in arranging for child care? b. (Mark all that apply)</p>	<p>* 154</p> <p>1 <input type="checkbox"/> Want to care for children myself or child care is no problem - END QUESTIONS 2 <input type="checkbox"/> Can't find anyone at price I can pay 3 <input type="checkbox"/> Can't find anyone at any price 4 <input type="checkbox"/> Don't trust baby-sitters 5 <input type="checkbox"/> Never really tried to find child care 6 <input type="checkbox"/> Other - Specify <u> </u></p>
<p>c. Is there a child care center available in your neighborhood? c.</p>	<p>155</p> <p>1 <input type="checkbox"/> Yes - ASK 2d 2 <input type="checkbox"/> No or don't know - SKIP to 2e</p>
<p>d. Is there some reason why you can't use it? d.</p>	<p>156</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>_____ } SKIP to 3 _____</p>
<p>e. If a child care center were made available would you use it? e.</p>	<p>157</p> <p>1 <input type="checkbox"/> Yes - SKIP to 3 2 <input type="checkbox"/> No - ASK 2f 3 <input type="checkbox"/> It depends - ASK 2g</p>
<p>f. Any particular reason why you would not use the child care center? (Verbatim) f.</p>	<p>158</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>_____ } SKIP to 3 _____</p>
<p>g. On what does your use of the child care center depend? (Verbatim) g.</p>	<p>159</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>_____</p> <p>_____</p>
<p>3. (ASK for married women with husband a household member) How does your husband feel about your going to work? (Verbatim)</p>	<p>160</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>_____</p> <p>_____</p>

The interviewer was given the following detailed instructions:

- a. Item 2a-- Kind of responsibilities
 Check as many types of family responsibilities as the person names.
 If the respondent answers "Child care" (Category 1) ask question 2b, regardless of any other type of family responsibility the woman may have. On the other hand, if she does not mention "Child care" at all, skip to item 3.
 "Child care" is not limited to caring for children under school age since some people may feel that being available after school hours is important or that there are other chores connected with child care such as washing, ironing, and sewing which prevents their taking a job.
 "Care of husband" (or wife) will usually be marked when the person who is physically or mentally ill or disabled requires care on a regular basis.
 "Keeping house" covers managing the housework as well as doing the actual cooking, cleaning, etc.
 "Care of other relatives" as in the case of husband or wife, will usually be marked when persons who are physically or mentally ill or disabled require care on a regular basis.
- b. Item 2b-- Problems in arranging for child care
 Mark as many problems as the person names in answer to this question. If she says that she doesn't know anybody to "baby-sit," mark "Other" and enter that reason in the space provided.
- c. Item 2c-- Child Care Center available
 "Neighborhood" for this question is defined as the area the respondent considers the neighborhood. Child care centers may be either public or privately owned.
- d. Item 2d-- Reason can't use it
 We want to get the reason the person feels she can't use the child care center that is available in the neighborhood. For example, "hours unsatisfactory," "heard help was poor at center," "children spoiled there," etc.

- e. Items 2e, f, and g--
 If a child care center were made available we want to know if the person would use it. If the answer is "No" we are to obtain the reason why not. If the answer is "It depends," we want to find out on what "it depends."
 If there is not sufficient room to explain fully the answers to these questions, continue in the remarks section at the end of Section C, footnoting the question used.
- f. Item 3-- How husband feels about going to work
 Ask item 3 only for married women when the husband is a household member.
 Try to obtain a specific answer to this question. If the respondent first gives a vague answer such as "I guess he wouldn't care," try to probe to discover a positive feeling. You might ask--"Have you and your husband discussed your going to work?" and then follow with "How did he feel at the time you talked about it?" and "Does he feel the same way now?" etc.

In subsequent clerical processing the responses to part A were examined to make certain that in 2a and 2b no written-in entries for "Other--specify" actually belonged among the precoded entries. If so, the entries were changed accordingly. A maximum of two codes each was allowed for 2d, 2f, and 2g, and one code for item 3. Each item was provided with a 2-digit coding box; the coding clerk entered the code for the first entry in the right-hand side of the box, and for the second entry (if any) in the left-hand part of the box. If there was only one entry for the item, the left half of the code box was left blank. The following codes and categories were provided:

2d. "Is there some reason...?" (Maximum two codes)

Code Category

- 1 No reason
- 2 Too costly
 Can't afford to pay
- 3 Children in school
- 4 Children too young
- 5 Children need special care
 Taking care of sick child
 Need special attention
- 6 Other
 Don't want to use it

2f. "Any particular reason...?" (Maximum two codes)

- 1 No reason
- 2 Too costly
 Can't afford to pay
- 3 Children in school
- 4 Children too young
- 5 Children need special care
 Taking care of sick child
 Needs special attention
- 6 Other
 Want to raise own children
 Don't want to leave them with sitter

2g. "On what does your use...?" (Maximum two codes)

- 1 Cost
 If I could afford to pay for it

Code Category

2g. "On what does your use...?"--Continued

- 2 Distance
 Too far away
- 3 Reliability
 Someone that I would be sure to look after
 my children
- 4 Health (of child)
 Child sick
- 5 Nothing--not interested
 Don't want to make arrangements
- 6 Other

3. "How does your husband feel...?" (Maximum one code)

- 01 For
 It's okay by him
 Thinks it's wonderful
 He wants me to work
- 02 Against
 Doesn't want me to work
 Because of children
- 03 Depends
 If my health improves
 If I could clear enough over sitter's fees
 If the children are cared for
 As long as money is needed
- 04 Don't know

Question 4. (Part B) Health Problems

<p>B HEALTH PROBLEMS</p> <p>4a. What type of health problems do you have? (For example: heart condition, back trouble, etc.) a.</p> <p>b. Have you been under a doctor's care for this disability or illness? b.</p> <p>c. How long have you had the disability or illness? c.</p> <p>d. How long do you expect it to last -- less than 6 months or 6 months or more? d.</p> <p>e. Would you be able to work if you had special arrangements or help? e.</p> <p>f. What kind of special arrangements or help? f. (Mark all ways mentioned)</p>	<p>161</p> <p>99</p> <p>* 162</p> <p>* 163</p> <p>* 164</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>_____</p> <p><input type="checkbox"/> Pregnancy - SKIP to next reason</p> <hr/> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p> <hr/> <p>3 <input type="checkbox"/> Always 4 <input type="checkbox"/> Less than 1 month 5 <input type="checkbox"/> 1-5 months 6 <input type="checkbox"/> 6-11 months 7 <input type="checkbox"/> 12 months or longer</p> <hr/> <p>1 <input type="checkbox"/> Less than 6 months - SKIP to next reason 2 <input type="checkbox"/> 6 months or more 3 <input type="checkbox"/> Don't know</p> <hr/> <p>4 <input type="checkbox"/> Yes - ASK 4f 5 <input type="checkbox"/> No 6 <input type="checkbox"/> Don't need help } SKIP to next reason</p> <hr/> <p>1 <input type="checkbox"/> Doctor's care 2 <input type="checkbox"/> Help in getting to and from work 3 <input type="checkbox"/> An operation 4 <input type="checkbox"/> Ramps, elevators, or special equipment at work 5 <input type="checkbox"/> Rest periods, part-time work, light work 6 <input type="checkbox"/> Eyeglasses, hearing aid, tooth repair 7 <input type="checkbox"/> Crutches, braces, artificial limb 8 <input type="checkbox"/> Other - Specify _____</p> <p style="text-align: right;">GO to 4g</p>
<p>4g. When could you start to work if you had this assistance? g.</p>	<p>166</p>	<p>1 <input type="checkbox"/> Immediately 2 <input type="checkbox"/> Less than 1 month 3 <input type="checkbox"/> 1-6 months 4 <input type="checkbox"/> More than 6 months 5 <input type="checkbox"/> Other - Specify _____</p>

The interviewer's instructions were as follows:

- a. Item 4a—
Type of health problem
- Enter the exact type of health problem the person has. This may be a chronic condition such as a heart condition, tuberculosis, back trouble, or an impairment such as loss of limb, hard of hearing, speech difficulty, etc. A person may be recuperating from injuries sustained in an accident or be disabled in some other way. Record each health problem named. If more than one health problem is named, circle the main one and ask items 4b-d about it. The "main" health problem would be the one the respondent considered most responsible for his not looking for work (or not wanting work).
- If the health problem is pregnancy, mark box and end questions in this "Part." Skip to next reason if appropriate.
- b. Item 4b—
Under doctor's care
- Consider as being under a doctor's care anyone who says he is under a doctor's care, whether the "doctor" is an MD, Osteopath, Chiropractor, Faith Healer, or Christian Science Practitioner.
- "Under a doctor's care" may consist only of telephone instructions from a doctor but if this constitutes "under a doctor's care" to the respondent, treat it as a "Yes" answer.
- c. Item 4c—
Length of disability
- If the person has had the illness or disability "off and on," mark the box that describes the last continuous period of disability or illness.
- Be sure to mark the box "always" for people who have always been ill or disabled from the type of illness entered in item 4a.
- d. Item 4d—
How long expected to last
- It is recognized that some people won't have any idea how long their illness or disability will last. On the other hand, others will have definite expectations as to the duration of the illness (or disability) and that is to be recorded in this question.
- Go to the follow up questions for the next reason marked "Yes" for persons saying their illness (or disability) is expected to last less than six months. For all others, go to item 4e.
- e. Item 4e—
Able to work if had help
- For some illnesses or disabilities, special arrangements or help can enable a person to work. In this item we wish to know if the respondent knows of special arrangements.
- If the answer to item 4e is "Yes," ask 4f.
- If the answer to item 4e is "No," or "Don't need help" go to the next reason for the person.
- f. Item 4f—
Kinds of special arrangements
- Mark as many kinds of help or arrangements as the person mentions that are needed in order to be able to work.
- The categories given are fairly self-explanatory and you should be able to classify any arrangement reported.
- g. Item 4g—
When could start work
- This question is to learn when the person could start work if he had the assistance he said he needed.
- If the reply is "Undecided," "Not sure," "Don't know," etc., mark the box "Other" and write out the reply.

Question 4 was reviewed and coded in the same manner as the previous questions. A four-digit code box was provided for the responses to item 4a. If the

interviewer circled one of the health problems, the code for this was placed in the right half of the code box; if there was more than one entry and none was circled, the first entry was coded in the right half of the box, and the second entry in the left half of the code box. If there was only one entry, the left half of the code box was left blank. No entries were coded for item 4a if the box for "Pregnancy" was marked. The codes and categories used were as follows:

4a. "What type of health problem...? (Maximum two codes)

Code	Category
	<u>Organic</u>
01	Digestive or lung
	Kidney
	Asthma
	Ulcers
	Gall bladder
	Lung condition
02	Heart
03	Blood pressure
04	Epileptic
05	Mental illness
	Nervous condition
	Mentally retarded
	Under psychiatric care
06	Other organic
	<u>Functional</u>
10	Blindness or eye trouble
11	Hearing
12	Missing limb (arm, leg)
13	Paralysis, lack of mobility
14	Arthritis and rheumatism
15	Other functional
	Hernia
	Bad back
	Pinched nerve
	Broken finger
	Injured hand

Questions 5-12. (Part C) Looked but Couldn't Find Work

C LOOKED BUT COULDN'T FIND WORK	
5a. When did you last look for a job? a.	167 1 <input type="checkbox"/> During the past 12 months – SKIP to 6 2 <input type="checkbox"/> 1 up to 2 years ago 3 <input type="checkbox"/> 2 up to 3 years ago 4 <input type="checkbox"/> 3 up to 4 years ago 5 <input type="checkbox"/> 4 up to 5 years ago 6 <input type="checkbox"/> 5 or more years ago
b. At that time how many weeks did you spend looking for a job? b.	168 _____ Weeks
c. How did you go about looking for a job? (Mark all that apply) Anything else? c.	* 169 1 <input type="checkbox"/> Checked with State Employment Service 2 <input type="checkbox"/> Applied directly to an employer 3 <input type="checkbox"/> Asked friends or relatives 4 <input type="checkbox"/> Checked newspapers 5 <input type="checkbox"/> Registered with union 6 <input type="checkbox"/> Checked with private employment agency 7 <input type="checkbox"/> Checked with other organization such as Urban League, welfare agencies and community action groups 8 <input type="checkbox"/> Went to special streets or places 9 <input type="checkbox"/> Other way – Specify _____
6. Why did you stop looking for work at that time?	171 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____
7. What kinds of jobs did you look for?	172 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Occupation
8. Do you think you needed more training in order to get those kinds of jobs?	173 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
9. (SKIP if "During past 12 months" marked in 5a) a. What is the lowest pay you would accept? (If amount given per hour, record dollars and cents; otherwise, round to the nearest dollar.) a.	(Mark only one box and one amount) 174 <input type="checkbox"/> Hour \$ _____ (Dollars) (Cents) OR 175 <input type="checkbox"/> Day 176 <input type="checkbox"/> Week } \$ _____ .00 177 <input type="checkbox"/> Month 178 <input type="checkbox"/> Year
b. Did you ever turn down a job because you couldn't get the pay you wanted? b.	179 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
10a. Have you ever applied for a job training program? a.	180 1 <input type="checkbox"/> Yes – ASK 10b 2 <input type="checkbox"/> No – SKIP to 10e
b. What kind of job were you training for? b.	181 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Occupation
c. Did you complete it? c.	182 1 <input type="checkbox"/> Yes – SKIP to 11a 2 <input type="checkbox"/> No, never started 3 <input type="checkbox"/> No, dropped out } ASK 10d
d. Is there any particular reason? (Verbatim) d.	183 <input type="checkbox"/> <input type="checkbox"/> _____ _____ SKIP to 11a
e. Any particular reason why you didn't apply? (Verbatim) e.	184 <input type="checkbox"/> <input type="checkbox"/> _____

C LOOKED BUT COULDN'T FIND WORK - Continued	
11a. If additional training were made available would you take it? . . . a.	* 185 1 <input type="checkbox"/> Yes - SKIP to 12a 2 <input type="checkbox"/> It depends - ASK 11b 3 <input type="checkbox"/> No - SKIP to 12a
b. What does it depend on? (Mark all that apply) b.	4 <input type="checkbox"/> Pay during training 5 <input type="checkbox"/> Type of job being trained for 6 <input type="checkbox"/> Length of training period 7 <input type="checkbox"/> Other - Specify _____ GO to 12a
12a. If a job were made available, would you take it? a.	* 186 1 <input type="checkbox"/> Yes - SKIP to next reason 2 <input type="checkbox"/> It depends - ASK 12b 3 <input type="checkbox"/> No - ASK 12c
b. What does it depend on? (Mark all that apply) b.	4 <input type="checkbox"/> Pay 5 <input type="checkbox"/> Type of job 6 <input type="checkbox"/> Working conditions 7 <input type="checkbox"/> Location of job 8 <input type="checkbox"/> Other - Specify _____ SKIP to next reason
c. Is there any particular reason why not? (Verbatim) c.	187 <input type="checkbox"/> _____ _____ _____

The interviewer was provided with the following guidelines:

- a. Item 5a-- When last looked: When the person last looked for a job determines which questions are asked next. If it was more than 12 months ago, mark one of the categories to show when it was and also obtain the number of weeks the person spent looking for a job and how he went about it. For persons who "looked" during the past 12 months, go to question 6, since we have asked these questions for him in Section A.
- b. Item 5b-- Number of weeks "looked": "Looking for work" is defined the same way as for item 22 of CES-2. If the person looked at least once within a week, count this as a week of looking for work.
- c. Item 5c-- Ways of looking: Mark all ways of looking for work that the person followed. These ways of looking for work are defined the same way as for questions 2-10 of CES-3, Section A.
- d. Item 6-- Why stopped looking: This question is to determine the reasons a person stopped looking for work at the time he said he last looked for a job. Keep probing by asking "Any other reason?" until you get an answer of "No" or "None."

Try to obtain a specific answer rather than a general one. For example, if the first answer is "I became discouraged," ask "What happened to discourage you?" or "Why did you get discouraged?"

Other examples of why the person stopped looking might be "The season for my kind of work ended" or "I only work occasionally when I want to."
- e. Item 7-- Kinds of jobs looked for: This question is to obtain the kinds of jobs the person was looking for. This is accomplished by obtaining the occupations the person was attempting to follow. Do not enter the industry, for example, "construction work," we need to know that he looked for a job as a truck driver or a laborer.

The amount of detail required for question 23 of CES-2 is needed here.

Probe for detailed answers if the first answer is general such as "Anything I could get" or "I would have taken any job" by asking "Even though you would have taken anything, just what kind of job were you applying or looking for?" There will be instances where the person was not looking for anything specific and in that case a statement to the effect that he was looking for anything he could get would be the correct entry.
- f. Item 8-- Needed training to get jobs: Mark "Yes" or "No" in accordance with the respondent's answer.

A person is likely to answer "Yes" if he has reported earlier in item 2 that he has a lack of skills or experience or he needs to go to school and learn a trade before he can get a job.
- g. Item 9-- Lowest pay would accept: This question is to be asked only of people who reported in item 5a that they last looked for a job more than 12 months ago. (For those who looked during past 12 months this information was obtained in Section A.)

Item 9a may be answered in terms of hours, weeks or months. Be sure to enter the unit reported.

Round to the nearest dollar before entering the amount except for hourly pay; in that case report both dollars and cents.

Item 9b is to be answered "Yes" or "No." A "Yes" answer assumes an actual job offer was made and turned down. A person who just heard that the pay was too low and stopped his efforts to get a job would not be considered as having turned the job down because of low pay.

- h. Item 10-- Job Training
 - 1) Item 10a-- Applied for job training: Mark "Yes" or "No" to this question. If the answer is "Yes," ask items 10b and c; if the answer is "No," ask question 10e "Any particular reason why you didn't apply?"

Job training programs include both Government (Federal, State, City, County) and privately sponsored programs. In addition to Upward Bound, Job Corps and Neighborhood Youth Corps asked about earlier (question 17 of Section A), there are other groups such as the Urban League, the Jewish Vocational Services, church groups, etc.

Some private organizations have sponsored training programs such as the Chase National Bank in New York which had a special program for young women. Other local organizations have been active such as the "Mobilization for Youth" and "Haryou" in New York, the Y.M.C.A. and "Jobs Now" in Chicago, the Watts Labor Community Action Committee in Los Angeles.
 - 2) Item 10b-- Kind of training: If the answer to item 10a was "Yes" ask "What kind?" This question applies to the kind of occupational training the person applied for and the entry should be a description of the kind of work the training was for.
 - 3) Item 10c-- Completion of training course: If the person completed the course, mark "Yes" and go to item 11. If the person never started the course or started it and dropped out before completion, ask "Is there any particular reason?"
 - 4) Item 10d-- Reason did not complete job training: Enter the reason the person gives for "No . . ." entry in item 10c.
 - 5) Item 10e-- Reason did not apply for job training: Ask this item of those who marked "No" in item 10a. Enter the person's reason verbatim.
- 1. Items 11a and b-- If available, would take training: Item 11a refers to any type of job training that might be made available. If the person answers that "it depends" or "maybe" or makes similar replies, ask item 11b "What does it depend on?"

The answer to item 11a may be the answer to 11b as well. For example, a person might say—"It would depend on the type of job the training is for" or "If I were paid for the time I'd train for a job."

Mark as many boxes in item 11b as necessary to record all the reasons mentioned by the respondent.

j. Items 12a-c—Would Take Available Job
 This question refers to the availability of any type of job and asks the respondent if he would take such a job.
 As in item 11, if the answer of "It depends," or "Maybe" or other "undecided" answers are obtained, ask item 12b. Also, the answer to item 12a may provide the answer to item 12b.
 If the answer to 12a is "No," ask item 12c "Is there any particular reason why not?"

Written-in entries for part C were examined and corrected clerically in the same manner as those for previous parts. The following codes and categories were provided for questions 6, 10d, and 10e; codes were entered in order of priority from right to left in the coding boxes provided:

6. "Why did you stop looking...?" (Maximum three codes)

Code	Category
1	Discouraged Wasn't doing any good Gave up
2	Health Got sick
3	Personal reasons
4	Other

10d. "Is there any particular reason...?" (Maximum two codes)

Code	Category
1	Quit to take job
2	Economic difficulties
3	Health
4	Personal reasons
5	Training not applicable
6	Quit (other than to take job) Couldn't get the hang of it
7	Other

10e. "Any particular reason...?" (Maximum two codes)

Code	Category
1	Don't know of any
2	Didn't think worthwhile
3	Didn't think qualified
4	No training in particular field of interest
5	Other

Question 13. (Part D) Transportation Problems

D TRANSPORTATION PROBLEMS	
13a. Do you know of job openings that you would be willing to take if you could get transportation? a.	188 1 <input type="checkbox"/> Yes — ASK 13b 2 <input type="checkbox"/> No — SKIP to next reason
b. How many miles away is the nearest job that you would take? b.	189 _____ Miles
c. What is your problem in getting there? c.	190 <input type="checkbox"/> <input type="checkbox"/> _____ _____

The interviewer received the following instructions:

a. Items 13a-c—Job openings could take if transportation available
 This question asks if the person knows of job openings he would be willing to take if transportation were available. "Knows of" includes jobs he has heard were available even if he doesn't know for sure about their availability.
 If the answer is "Yes," ask items 13b and 13c.
 In item 13b an estimate of the number of miles to the nearest job the respondent would take is acceptable. A reasonable range of miles for example, "15-20," would also be acceptable.
 Describe in item 13c any problem the respondent has in getting to the places where there are job openings.

Item 13c was coded as follows: (using the procedures outlined above):

13c. "What is your problem...?" (Maximum two codes)

Code	Category
1	Not available (public transportation)
2	Not convenient to get to
3	Not convenient to place of work
4	Too expensive
5	Takes too long
6	No car available, including carpool
7	Parking problems
8	Other

Question 14. (Part E) Age

E AGE	
14a. Have you been told by an employer that you were too old (young)? a.	* 191 1 <input type="checkbox"/> Yes — ASK 14b 2 <input type="checkbox"/> No — SKIP to next reason
b. Do you think you are too old (too young) to take a job? b.	3 <input type="checkbox"/> Yes — SKIP to next reason 4 <input type="checkbox"/> No — ASK 14c
c. What kind of job was it that you applied for? c.	192 <input type="checkbox"/> <input type="checkbox"/> Occupation

The interviewer was instructed as follows:

a. Item 14a-- Earlier in the interview the respondent has said that employers think he is too young or too old. However, this question asks if any employer has told him that he was too young or too old. The term employer refers to either a prospective employer or an actual employer.

b. Item 14b-- This question is to find out how the person thinks of himself with respect to his age as it relates to taking the job for which the employer thought he was too old (or too young).
How person thinks of age

c. Item 14c-- Enter the kind of job (occupation) the person applied for at the time the employer told him he was too old (or too young). Enter the job in terms of occupation as defined for CES-2, item 23.
Kind of job

If the answer to item 14a is "No," skip to the next "Part."

The occupation entered in 14c was coded during clerical processing.

Question 15. (Part F) Lack of Experience, Education, or Skill

F LACK OF EXPERIENCE, EDUCATION, OR SKILL	
15a. Would you be willing to go back to school to get more experience, education, or skill?	a. [*] 193 <input type="checkbox"/> Yes - ASK 15b <input type="checkbox"/> No - END QUESTIONS
b. What do you want; basic education, job training, or something else?	b. <input type="checkbox"/> 4 Basic education - only <input type="checkbox"/> 5 Job training - only <input type="checkbox"/> 6 Something else - only <input type="checkbox"/> 7 Basic education and job training <input type="checkbox"/> 8 Basic education and something else <input type="checkbox"/> 9 Job training and something else <input type="checkbox"/> 0 All three kinds

The interviewer was instructed as follows:

Item 15a is asked of persons who have given this reason to determine their willingness to go to school or to take training to overcome their lack of experience, education, or skill. If the respondent replies that there is no school or training available, re-phrase the question in terms of "If it were available would you be willing to go ... ?"

If the answer to 15a is "Yes" ask 15b. If the answer is "No" end the questions for this person.

In 15b mark only one box to indicate the type or types of training the respondent would be willing to take. Note that all combinations are covered in the answer categories.

Section D

Section D.--One of the theses of the Census Employment Survey was that many employed people in the labor force had difficulty finding a better job, and that many unemployed people had difficulty finding employment. The purpose of section D was to determine the reasons for these difficulties and to measure the extent to which these reasons acted as barriers in the labor market.

The questions in section D were asked of all persons in labor force groups I and II between the ages of 16 and 64; that is, those who had a job during the survey week, and those looking for work, on layoff, or waiting to start a new job. The section consisted of 15 items. Items 1 and 2 were screening questions designed to discover the reasons why the respondent was hampered from seeking or securing better employment. Items 3-15 were followup questions for each of the several reasons, and were asked only if the respondent categorized the corresponding reasons as barriers to employment.

Questions 1-2. Screening Questions

<p>1. (If under 25) Are you now enrolled in school or expecting to return to school within 3 months?</p>	<p>194 1 <input type="checkbox"/> Yes - End questions 2 <input type="checkbox"/> No</p>
<p>2. People have many different problems in finding and taking a job -</p> <p>(If Labor Force Group I) In your own case, do any of these problems directly affect your holding a job or finding a better one? (Read list)</p> <p style="text-align: center;">OR</p> <p>(If Labor Force Group II) In your own case, are any of these a problem in finding a job? (Read list)</p> <p>a. (Women with own children under 14 years old) Family responsibilities or arranging for the care of your children? . . . a.</p> <p>b. Problems with your health? b.</p> <p>c. Lack of experience, education, or skill? c.</p> <p>d. (Omit if 25-49 years old) Employers think you are too young (too old)? d.</p> <p>e. Do you have any other such problems? e.</p>	<p>* 195 1 <input type="checkbox"/> Yes - GO to A 2 <input type="checkbox"/> No</p> <p>3 <input type="checkbox"/> Yes - GO to B 4 <input type="checkbox"/> No</p> <p>5 <input type="checkbox"/> Yes - GO to C 6 <input type="checkbox"/> No</p> <p>7 <input type="checkbox"/> Yes 8 <input type="checkbox"/> No</p>
<p>e. Do you have any other such problems? e.</p>	<p>196 1 <input type="checkbox"/> Yes 7 2 <input type="checkbox"/> No</p> <p style="text-align: center;">What is it? 7</p> <p>197 <input type="checkbox"/> <input type="checkbox"/></p>

The interviewer's instructions were as follows:

- Item 1--
School If the respondent is under 25 years old, ask item 1; otherwise, go directly to item 2.
- If the respondent answers "Yes," end questions for this person. If his answer is "No," go to item 2.
- Item 2--
Other reasons Read the lead-in statement at the beginning of the item-- "People have many different problems in finding and taking a job." Complete the statement by reading the appropriate phrase for the person's Labor Force Classification. (This classification can be found on the Cover Sheet of the Person's Work History Booklet.) Read the list of five reasons as appropriate, pausing after each so that the respondent may answer "Yes" or "No."
- For each "Yes" entry in a, b, and c, go to the appropriate set of questions as instructed. When the set of questions for a reason is completed, go to the set of questions for the next reason, if any other reasons are mentioned.
- a. Family responsibilities or arranging for the care of children Read this reason only if the respondent is a woman with her own children under 14 years old. Mark the "Yes" or "No" as appropriate. Mark "Yes" for such family responsibilities as housekeeping duties, care of children, or care for sick relatives. Items 3-10 in Block **A** are follow-up questions for this reason. Do not skip any of items 3-10 unless you are so instructed. However, be sure to complete the list of reasons in question 2 before going to the follow-up questions.
- b. Health Mark "Yes" if physically handicapped, if recuperating from an accident or injury, or if disabled in any way. If "Yes" go to **B** and ask items 11-14. Do not skip any items unless you are so instructed.
- c. Lack of experience, education, or skill Mark "Yes" for a person who reports a lack of skills or says "I can't find anything I know how to do" or "I need to go to school and learn a trade first."
- Also mark "Yes" for persons who had no job offers because they had little or no experience. This could apply to a person who had never worked at all, such as a person just out of school, or a person who had worked but had no experience in the line of work for which he was applying.
- Mark "Yes" also for persons with little or no education and who were unable to find jobs for which they were qualified.
- If "Yes," ask item 15 in Block **C**.

- d. Employer thinks person too young or too old This would apply to a person too young to obtain a work permit, or a person who says "no one will hire a 70 year old man." It also includes those who have been informed by prospective employers that due to their age, for one reason or another, no job is available to them. For example, a person is told "while your qualifications are good, we feel the position requires someone a little older and more mature."
- If "Yes," go to the next reason. There are no additional questions for this category.
- e. Are there any other such problems? Any other reason given by the respondent is to be described here in the respondent's own words. If no other reason, mark "No."
- If any of items a, b, or c have been marked "Yes," complete the follow-up questions for that reason. If not, end questions for this person.

A write-in entry for 2e was coded in the same manner as those in previous sections, according to the following scheme:

2e. "Do you have any other...?" (Maximum two codes)

<u>Code</u>	<u>Category</u>
1	Discrimination by employers
2	Union restrictions
3	Police record
4	Lack of tools, licenses, or special certificates
5	Lack of references
6	Transportation problems
7	Other

Questions 3-10. (Part B) Family Responsibilities

<p>A FAMILY RESPONSIBILITIES</p> <p>3. What are your family responsibilities? (Mark all that apply)</p>	<p>* 198</p> <p>1 <input type="checkbox"/> Child care – ASK 4 2 <input type="checkbox"/> Care of husband 3 <input type="checkbox"/> Keeping house 4 <input type="checkbox"/> Care of other relatives 5 <input type="checkbox"/> Other – Specify <u>7</u></p> <p style="text-align: right;">} If child care not marked, SKIP to next problem marked</p>
<p>4. What are your problems in arranging for child care? (Mark all that apply)</p>	<p>* 199</p> <p>1 <input type="checkbox"/> Want to care for children myself, or child care is no problem – SKIP to next problem 2 <input type="checkbox"/> Can't find anyone at price I can pay 3 <input type="checkbox"/> Can't find anyone at any price 4 <input type="checkbox"/> Don't trust baby-sitters 5 <input type="checkbox"/> Never really tried to find child care 6 <input type="checkbox"/> Other – Specify _____</p>
<p>5. Is there a child care center available in your neighborhood (area)?</p>	<p>* 200</p> <p>1 <input type="checkbox"/> Yes – ASK 6 2 <input type="checkbox"/> No or don't know – SKIP to 8</p>
<p>6. Do you use it?</p>	<p>3 <input type="checkbox"/> Yes – SKIP to next problem 4 <input type="checkbox"/> No</p>
<p>7. Is there some reason why you can't use it?</p>	<p>201</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>_____</p> <p>_____</p>
<p>8. If a child care center were made available, would you use it?</p>	<p>202</p> <p>1 <input type="checkbox"/> Yes – SKIP to next problem 2 <input type="checkbox"/> No – ASK 9 3 <input type="checkbox"/> It depends – ASK 10</p>
<p>9. Any particular reason why you would not use the child care center? (Verbatim)</p>	<p>203</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>_____</p> <p>_____</p>
<p>10. On what does your use of the child care center depend? (Verbatim)</p>	<p>204</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>_____</p> <p>_____</p>

The interviewer received the following instructions:

Item 3-- Kind of responsibilities
 Check as many types of family responsibilities as the person names.
 "Child care" is not limited to caring for children under school age since some people may feel that being available after school hours is important or that there are other chores connected with child care such as washing, ironing, and sewing which prevents their taking a job.
 "Care of husband" (or wife) will usually be marked when the person who is physically or mentally ill or disabled requires care on a regular basis.
 "Keeping house" covers managing the housework as well as doing the actual cooking, cleaning, etc.
 "Care of other relatives" as in the case of husband or wife, will usually be marked when persons who are physically or mentally ill or disabled require care on a regular basis.
 If the respondent answers "Child care" (category 1) ask Item 4 regardless of any other type of family responsibility the woman may have. On the other hand, if she does not mention "Child care" at all, skip to B or C if the respondent has mentioned corresponding reasons in the lead-in statement at the beginning of Section D. Otherwise, and questions for her.

Item 4-- Problems in arranging for child care
 Mark as many problems as the person names in answer to this question. If she says that she doesn't know anybody to "baby-sit," mark "Other" and enter that reason in the space provided.

Item 5-- Child Care Center available
 "Neighborhood" for this question is defined as the area the respondent considers the neighborhood. Child care centers may be either public or privately owned. If the answer is "Yes" (there is a center available) go to item 6. If "No" or "Don't know," skip to item 8.

Item 6-- Use of Child Care Facilities
 This item is asked to determine whether the available child care centers are being used. If "Yes," skip to the next reason.

Item 7-- Reason can't use it
 We want to get the reason the person feels she can't use the child care center that is available in the neighborhood. For example, "hours unsatisfactory," "heard help was poor at center," "children spoiled there," etc. Enter the reason verbatim.

Items 8-10-- If available would center be used
 If a child care center were made available we want to know if the person would use it. If the answer is "No," we are to obtain the reason why not. If the answer is "It depends," we want to find out on what "it depends."

If there is not sufficient room to explain fully the answers to these questions, continue in the Remarks section at the end of Section D, footnoting the question.

Written-in entries were reviewed clerically (and corrected if necessary) in the same manner as those in the other sections of the work history booklet. The following codes were provided for questions 7, 9, and 10:

7. "Is there some reason...?" (Maximum two codes)

Code	Category
1	No reason
2	Too costly Can't afford to pay

7. "Is there some reason...?"--Continued

Code	Category
3	Children in school
4	Children too young
5	Children need special care Taking care of sick child Needs special attention
6	Other Don't want to use [the child care center]

9. "Any particular reason...?"--Continued

Code	Category
6	Other Want to raise own children Don't want to leave them with a sitter

9. "Any particular reason...?" (Maximum two codes)

Code	Category
1	No reason
2	Too costly Can't afford to pay
3	Children in school
4	Children too young
5	Children need special care Taking care of sick child Needs special attention

10. "On what does your use...?" (Maximum two codes)

Code	Category
1	Cost If I could afford to pay for it
2	Distance Too far away
3	Reliability Someone that I would be sure would look after my children
4	Health (of child) Child sick
5	Nothing--not interested Don't want to make arrangements
6	Other

Questions 11-14. (Part B) Health Problems

SECTION D - For Persons in Labor Force Group I and II - Continued	
B HEALTH PROBLEMS	205 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. What type of health problems do you have? (For example: heart condition, back trouble, etc.)	99 <input type="checkbox"/> Pregnancy - SKIP to next problem
12. Have you been under a doctor's care for this disability or illness?	*206 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
13. How long have you had the disability or illness?	3 <input type="checkbox"/> Always 4 <input type="checkbox"/> Less than 1 month 5 <input type="checkbox"/> 1-5 months 6 <input type="checkbox"/> 6-11 months 7 <input type="checkbox"/> 12 months
14. How long do you expect it to last - less than 6 months or 6 months or more?	207 1 <input type="checkbox"/> Less than 6 months - SKIP to next problem 2 <input type="checkbox"/> 6 months or more 3 <input type="checkbox"/> Don't know

The interviewer was given the following instructions:

Item 11--
Type of health problem
Enter the exact type of health problem the person has. This may be a chronic condition such as a heart condition, tuberculosis, back trouble, or an impairment such as loss of limb, hard of hearing, speech difficulty, etc. A person may be recuperating from injuries sustained in an accident or be disabled in some other way. Record each health problem named. If more than one health problem is named, circle the main one and ask items 12-14. The "main" health problem would be the one the respondent considered most responsible for his not looking for or not wanting work.

If "Pregnancy" is given as the reason the person cannot work or find a better job, go to the follow-up questions for the next reason mentioned or end questions for this person.

Item 12--
Under doctor's care
Consider as being under a doctor's care anyone who says he is under a doctor's care whether the "doctor" is an MD, Osteopath, Chiropractor, Faith Healer, or Christian Science Practitioner.

"Under a doctor's care" may consist only of telephone instructions from a doctor but if this constitutes "under a doctor's care" to the respondent, treat it as a "Yes" answer.

Item 13--
Length of disability
If the person has had the illness or disability "off and on," mark the box that describes the last continuous period of disability or illness.

Be sure to mark the box "always" for people who have always been ill or disabled from the type of illness entered in item 11.

Item 14--
How long is this expected to last

It is recognized that some people won't have any idea how long their illness or disability will last. On the other hand, others will have definite expectations as to the duration of the illness (or disability) and that is to be recorded in this question.

The entry for question 11 was coded as follows:

11. "What type of health problem...?" (Maximum two codes)

Code Category

- 01 Organic
Digestive or lung
Kidney
Asthma
Ulcers
Diabetes
Gall bladder
Lung condition
- 02 Heart
- 03 Blood pressure
- 04 Epileptic

11. "What type of health problems...?"--Continued

<u>Code</u>	<u>Category</u>
05	<u>Mental Illness</u> Nervous condition Mentally retarded Under psychiatric care
06	Other organic
10	<u>Functional</u> Blindness or eye trouble

<u>Code</u>	<u>Category</u>
11	Hearing
12	Missing limb (arm, leg)
13	Paralysis, lack of mobility
14	Arthritis and rheumatism
15	Other functional Hernia Bad back Pinched nerve Broken finger Injured hand

Functional--Continued

Questions 15. (Part C) Lack of Experience, Education, or Skill

C LACK OF EXPERIENCE, EDUCATION, OR SKILL	
15a. Would you be willing to go back to school to overcome the lack of - experience, education, skill? a.	* 208
(If Yes) - Full time or part time?	1 <input type="checkbox"/> Yes - Full time } ASK 15b 2 <input type="checkbox"/> Yes - Part time } 3 <input type="checkbox"/> No - End questions
b. Which do you prefer; basic education, job training, or something else? b.	4 <input type="checkbox"/> Basic education only 5 <input type="checkbox"/> Job training only 6 <input type="checkbox"/> Something else 7 <input type="checkbox"/> Basic education and job training 8 <input type="checkbox"/> Basic education and something else 9 <input type="checkbox"/> Job training and something else 0 <input type="checkbox"/> All three kinds

The interviewer was given the following instructions:

Item 15a is asked of persons who have given this reason to determine their willingness to go to school or to take training to overcome their lack of experience, education or skill. If the respondent replies that there is no school or training available, rephrase the question in terms of "If it were available would you be willing to go...?"

If "Yes" in 15a, ask whether the respondent is willing to attend school full- or part-time, and enter this information in the appropriate category.

If the answer to 15a is "Yes," ask 15b. If the answer is "No," end the questions for this person.

In 15b mark only one box to indicate the type or types of training the respondent would be willing to take. Notice that all combinations are covered in the answer categories.

No coding was required for part C.