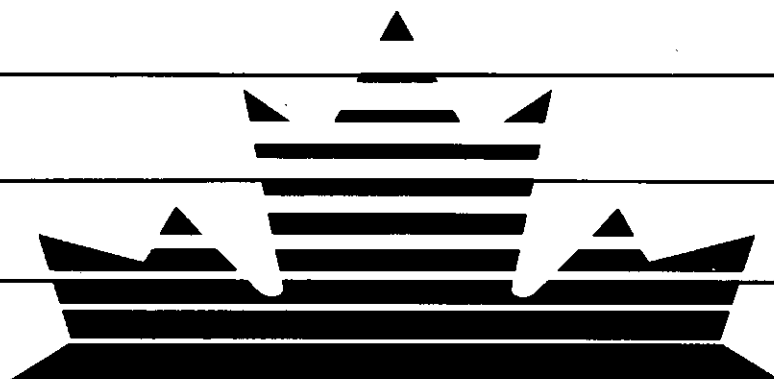


#62228

# TAS Supplementary Reference Manual



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## PREFACE

This manual has been prepared to assist Telephone Assistance Service staff in answering the inquiries of householders. By referring to this manual, you will ensure that the answers provided are as complete and as accurate as possible. You will find that time spent familiarizing yourself with this manual will enable you to provide the required information more effectively.

To assist you in answering questions from respondents, this manual contains reference material from a variety of sources, arranged as follows:

1. The Index of Population Steps and Questions shows you where to find information in this manual.
2. The introductory paragraphs from the 1991 Census Guide, Form 9B are provided for your reference.
3. Beginning with Step 1 on the Population Questionnaire, the information is arranged as follows:

**Note:** See Question 35 on page 65 of this manual for an example of this format.

- (a) The section titled **"From questionnaire"**, contains a copy of the step or question.
- (b) The section titled **"Why We Ask This Step/Question"** contains information about why the step or question is asked.

Occasionally, two sub-headings are used in this section. The sub-heading **"(From Guide)"** is used for information taken from the guide and the sub-heading, **"(Additional)"** is used when more information is available.

When there are no sub-headings, all information has been taken from the guide.

- (c) The section titled **"Guide Information"**, contains information taken from the 1991 Census Guide about how to answer the step or question.

Where additional information about how to answer is available, it appears under the heading, **"Additional Information"**.

4. Since respondents may ask questions of a more general nature, two appendices are provided.
  - (a) Appendix A provides information about the 1991 Census as a whole.
  - (b) Appendix B provides information about environmental issues related to the 1991 Census.



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## **INTRODUCTORY PARAGRAPHS FROM THE 1991 CENSUS GUIDE, FORM 9B**

This text from the 1991 Census Guide, Form 9B, is provided here for your reference.

### **1991 CENSUS GUIDE and reasons why questions are asked**

#### **Census Day: what is it?**

Census Day is the day when all Canadians are counted for the latest portrait of Canada — a portrait crucial for planning the country's future.

#### **How important are you?**

You are the most important part of the census. Everyone is required to complete a census form because we need to count every Canadian for our new portrait. So please fill out your form and count yourself in!

#### **How an accurate count affects Canada and you**

The census is important to you in many ways. Census results are used in making decisions — decisions which affect your neighbourhood, province or territory... the entire country.

You benefit when census results are used to plan health care and day care facilities, and to forecast the need for services such as roads, schools and public transit.

These results also help to determine how much money will go towards pensions, housing, youth employment programs and the needs of persons with disabilities. As well, census results are used to determine the number of seats each province or territory is entitled to have in Parliament.

#### **The information you give is kept secret**


The information you give is protected by law. Statistics Canada employees must keep your answers private and confidential or face fines and/or imprisonment. Information published from the census does not identify individual Canadians. No one — not even the police or other government agencies — can obtain personal information on specific people.

Your census information is securely stored at Statistics Canada. It takes about six months for your questionnaire to be processed. You can request to see your census form by writing to:

The Privacy Co-ordinator,  
Statistics Canada,  
R.H. Coats Building,  
Ottawa, Ontario K1A 0T6.

## STEP 1: ADDRESS AND TELEPHONE NUMBER

From Questionnaire

 <b>STEP 1</b>		<b>BEGIN HERE</b> by printing your address	
No. and street or lot and concession		Apt No.	
<input type="text"/>		<input type="text"/>	
City, town, village, Indian reserve		Province/territory	
<input type="text"/>		<input type="text"/>	
Postal code		Area code	Telephone number
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>Turn page and continue with STEP 2 →</b>			

### Why We Ask this Step

We need your address to make sure that every household has been counted. Your telephone number allows us to contact you if any information is missing from your form.

### Guide Information

No instructions

### Additional Information

For persons with more than one residence in Canada, please provide the address of your usual home which is the place where you live most of the time. For persons renting dwellings (including sublets, summer rentals, etc.), the dwelling which they are renting is the usual place of residence.


An accurate count of dwellings is an important aspect of the census for housing data. It also constitutes a basic unit of population enumeration.

You should provide the address of the dwelling where you received a questionnaire.

Give your exact address, that is the exact location of your home rather than a mailing address.

## STEP 2: HOW TO COMPLETE THE QUESTIONNAIRE

### From Questionnaire

 <b>STEP 2</b>	<b>How to complete this questionnaire</b>	
	To answer the questions:	
	Mark a circle .....	<input checked="" type="radio"/>
	OR Enter a number in a box .....	<input type="text" value="0"/> <input type="text" value="9"/>
	OR Print in a box .....	<input type="text" value="FAMILY NAME"/>
If you require help with any of the questions, use the Guide OR call us free of charge. The numbers to call are on page 28.		

### From Guide

No instruction

### Additional Information

None

### STEP 3: FOREIGN RESIDENT HOUSEHOLD

#### From Questionnaire



#### STEP 3

If all persons in this household are foreign residents (see below), mark here ..... ☐ and do not complete this questionnaire.

Mail it in the enclosed postage-paid envelope.

Foreign residents are:

- government representatives of another country attached to the embassy, high commission or other diplomatic body of that country in Canada, and their families;
- members of the Armed Forces of another country who are stationed in Canada, and their families;
- residents of another country visiting in Canada temporarily.

#### Why We Ask this Step

It is important for us to ask this question because only usual residents of Canada are included in the census.

#### Guide Information

For census purposes, student authorization holders, employment authorization holders, refugee claimants and ministerial permit holders are not foreign residents and should be listed in STEP 5.

If all persons in this household are foreign residents, mark the circle and mail the form back promptly. There is no reason to go further.

#### Additional Information

Under self-enumeration, it is the responsibility of the respondent to identify and list all usual residents on Census Day. Steps 3 through 8 are designed to improve census counts (coverage).

A usual resident is any person who usually lives in a dwelling including anyone temporarily away.

Persons who have Canadian landed immigrant status are considered usual residents of Canada and are to be listed in Step 5.

In dwellings containing no usual residents of Canada, the presence of foreign residents is indicated in this step. In dwellings containing both usual and foreign residents, no data are required for foreign residents.

### STEP 3: FOREIGN RESIDENT HOUSEHOLD (Concluded)

#### Additional Information (Concluded)

**These persons ARE foreign residents.** Do not enumerate them beyond Step 3. If all persons in this household are foreign residents, mark the circle in Step 3 and mail the form back promptly.

- government representatives of another country attached to the embassy, high commission or other diplomatic body of that country in Canada, and their families;
- members of the armed forces of another country who are stationed in Canada, and their families;
- residents of another country visiting in Canada temporarily.

**These persons ARE NOT foreign residents.** List them in Step 5 and complete the questionnaire.

- persons claiming refugee status;
- persons who hold a student authorization (foreign students), (student visa holders);
- persons who hold an employment authorization (foreign workers), (work permit holders);
- persons who hold a Minister's permit.

## STEP 4: TEMPORARY RESIDENT HOUSEHOLD

### From Questionnaire



If **all** persons in this household are staying here temporarily and have a usual home somewhere else in Canada, enter the total number of persons in this box .....

and do not complete this questionnaire.

Mail it in the enclosed postage-paid envelope.

### Why We Ask this Step

We ask Steps 4 to 7 to make sure that everyone is counted once, and only once. In this way we will have a complete count of the Canadian population.

### Guide Information

Answer this step only if **all persons** in this household are staying here temporarily on Census Day and have a usual home somewhere else in Canada.

Examples of persons staying here temporarily:

- students living here temporarily while going to school;
- business people on assignment;
- seasonal workers who are away from their usual home;
- families on vacation.

If **all persons** in this household are staying here temporarily, print the total number in the box provided and **mail the form back promptly**. There is no reason to go further. A census representative will contact you in order to obtain information about your usual home.

### Additional Information

What happens if only a few members are staying here temporarily? Where should these people be listed?

In private dwellings containing **NO** usual residents, the presence of temporary residents is indicated in Step 4. In private dwellings containing both usual and temporary residents the presence of temporary residents is indicated in Step 7.

A Temporary Resident is a person who stayed in a dwelling overnight between June 3 and 4 and who has a usual place of residence (usual home) elsewhere in Canada.

Your Usual Home means the place where you live most of the time.

## STEP 5: LIST ALL PERSONS

### From Questionnaire

**STEP 5**

List below all persons who usually live here as of Tuesday, June 4, 1991.

*(Please see Guide for special situations.)*

**BEGIN THE LIST WITH:**

- either the husband, wife or common-law partner of a couple living here; or
- the parent, where one parent lives with his/her never-married son(s) or daughter(s).

If neither of the above applies, begin with any adult living here.

**CONTINUE THE LIST WITH:**

- the wife, husband or common-law partner of Person 1;
- never-married children of Person 1 (including adopted and stepchildren);
- other relatives of Person 1 and members of their families, if living here;
- persons not related to Person 1 and members of their families, if living here.

**BE SURE TO INCLUDE:**

- children, relatives, room-mates, boarders and live-in employees;
- anyone temporarily away on June 4, including students away at school, or a husband, wife or others working away from home;
- anyone who stayed here overnight between June 3 and June 4, who has no usual home somewhere else;
- anyone who is now in an institution, such as a hospital, a home for the aged or a prison, but only if that person was admitted after December 4, 1990.

Don't forget to include yourself!

	Family name	Given name	Initial
Person 1			
Person 2			
Person 3			
Person 4			
Person 5			
Person 6			
Person 7			
Person 8			
Person 9			
Person 10			

If you need more space, use the Comments section on page 28.

### Why We Ask this Step

We ask Steps 4 to 7 to make sure that everyone is counted once, and only once. In this way we will have a complete count of the Canadian population.

### Guide Information

#### Special situations:

- if parents have joint custody of their children, only one parent should include the children on his or her list; (SEE ADDITIONAL INFORMATION.)
- list any baby that was born on or before June 3, 1991, even if the baby is still in hospital. If the baby has not been named, simply list as "baby".

## **STEP 5 (Continued)**

### **Additional Information**

Step 5 is an important question in the census to ensure complete coverage. Telephone Assistance Service operators should stress the importance of this step being completed correctly.

Your usual home means the place where you live most of the time.

The count of the Canadian population is the primary objective of the census. Once a dwelling has been identified and correctly classified as occupied, the exact number of usual residents must be determined.

A Usual Resident is any person who usually lives in a dwelling including anyone temporarily away. Also included is any person staying or visiting who does not have a usual home somewhere else in Canada.

Under self-enumeration, it is the responsibility of the respondent to identify and list on their questionnaire, each person who usually lives in the dwelling.

Each Canadian is counted at his/her usual home. This is done by listing all usual residents of the dwelling in Step 5.

If, on June 4, you are not at your usual home, you will be considered as a temporary resident of the dwelling where you are staying. This will be done by indicating your presence appropriately in either Step 4 or Step 7.

### **Additional Whom to Include Information**

- **Joint custody**

If parents have joint custody of their children, only one parent should include the children in Step 5. List the children at the residence of the parent they usually live with, that is the residence from which they depart to school.

- **Persons in institutions**

Persons who are in an institution (hospitals, homes for the aged, prisons) and who are admitted after December 4, 1990, are to be enumerated at their usual home. If, however, they have no usual home somewhere else in Canada they should be enumerated as usual residents of the institution.

Persons who are in an institution and who have been in one or more institutions since December 4, 1990, or before, are to be enumerated as usual residents of the institution.

**Note:** Short-term absences (such as weekend passes) or transfers from one institution to another should be disregarded when calculating length of stay in an institution.



## STEP 5 (Concluded)

- **Babies**

List any baby born on or before June 3, 1991, even if the baby is still in the hospital. If baby has not been named list as "baby".

- **Persons who stay elsewhere while working**

Married persons or common-law partners who live away from their family while working, but who return to their families regularly (such as on weekends), should consider as their usual home the residence where they live most of the time.

Unmarried persons who have one place of residence while working, but who return to another residence regularly (e.g., parental home), should consider as their usual home the residence where they live most of the time.

- **Persons with more than one residence (not related to work)**

Anyone who has more than one residence in Canada (e.g., a vacation home) should consider as their usual home the residence where they spend the largest part of the year. If they are not sure which to choose, consider as their usual home the residence where they stayed overnight between June 3 and 4, 1991.

- **Foreign residents**

Although foreign residents are not to be enumerated, members of a foreign resident's family (spouse or children) who are Canadian citizens, landed immigrants, refugee claimants, or are in Canada on student authorizations, employment authorizations or Minister's permits should be included on the questionnaire.

- **Persons now deceased**

Persons now deceased who were alive at midnight between June 3 and 4, 1991 should be enumerated at their usual home. Persons deceased before this time should not be included on the questionnaire.

- **Canadian residents outside Canada**

Persons away from Canada on short business or pleasure trips should be enumerated at their usual home in Canada.

- **Persons aboard vessels**

Persons aboard vessels should be enumerated where they are on June 4, 1991 if they are Canadian citizens, landed immigrants, refugee claimants, in Canada on student authorizations, employment authorizations or Minister's permits.

- **Persons with a residence outside Canada**

Residences outside Canada are not to be taken into account when determining usual home.

## STEP 6: PERSONS NOT LISTED

From Questionnaire



Did you leave anyone out of Step 5 because you were not sure the person should be listed?

00.

*For example: other relatives living here; a student away at school; a lodger who also has another home; live-in help; or a member of this household who is away in an institution.*

☐ No

01 ☐ Yes — Print the name of each person left out and the reason.

Name
Reason

Name
Reason

Name
Reason

If you need more space, use the "Comments" section on page 28.

### Why We Ask this Step

We ask Steps 4 to 7 to make sure that everyone is counted once, and only once. In this way we will have a complete count of the Canadian population.

### Guide Information


If you have any trouble deciding whether or not to list a particular person (e.g., a child or adult who has another home somewhere else in Canada), print the name of the person and the reason for the uncertainty in the boxes provided.

### Additional Information

Responses to this question help reduce the chances of missing someone because of uncertainty as to whether they should be included on the questionnaire. If a person should be included, a census representative will contact you to complete enumeration.

## STEP 7: TEMPORARY RESIDENTS

From Questionnaire

 <b>STEP 7</b>	How many persons who have a usual home somewhere else in Canada stayed here overnight between June 3 and 4, 1991?	<input type="radio"/> None OR 02 <input type="text"/> ◀ Number of persons
--	---	---

### Why We Ask this Step

We ask Steps 4 to 7 to make sure that everyone is counted once, and only once. In this way we will have a complete count of the Canadian population.

### Guide Information

If there are persons with a usual home somewhere else in Canada who stayed here overnight between June 3 and 4, 1991, print the number of such persons in the box provided.

### Additional Information

These answers help ensure that population counts are accurate and that each person is accounted for at his or her usual home.

Every Canadian citizen, landed immigrant and refugee claimant and every holder of a student authorization, employment authorization or Minister's permit should be enumerated as either a usual or temporary resident of the dwelling he/she occupied overnight between June 3 and 4, 1991.

### Examples of Temporary Residents

- visitors
- students with another usual home
- married workers with another usual home
- persons or families at their summer residence
- persons or families on vacation

## STEP 8: FARM OPERATOR QUESTION

From Questionnaire



Does anyone in this household **OPERATE**  
a farm, ranch or other agricultural  
holding?

03 ☐ No

04 ☐ Yes

*Other agricultural holdings include, for example:  
feedlots; greenhouses; mushroom houses;  
nurseries; fur farms; and beekeeping, sod, berry  
and maple syrup operations.*

### Why We Ask this Step

(From guide)

This information is used to identify farm operators for the census of agriculture.

(Additional)

The purpose of the question is to ensure that all farming operations are enumerated by the census of Canada. There are two questionnaires — one for the census of agriculture (English and French versions) and one for the census of population (English and French versions).

### Guide Information

Operators are those persons responsible for the day-to-day decisions made in the agricultural operation of a holding.

A holding is considered to be agricultural if it produces any of the following products intended for sale:

- field crops;
- tree fruits, berries or grapes;
- vegetables;
- seed;
- livestock (cattle, pigs, sheep, horses, goats, rabbits, etc.);
- poultry (hens, chickens, turkeys, ducks, geese, etc.);
- animal products (milk, cream, eggs, wool, furs, etc.);
- other agricultural products (greenhouse or nursery products, mushrooms, sod, honey, maple syrup products, etc.).

**STEP 8 (Continued)**

**Additional Information**

**1. Q. Who should mark "Yes" in Step 8?**

- A.** Any person who operates an agricultural holding which produces at least one of the following products intended for sale:

<b>Crops</b>	<b>Livestock</b>	<b>Poultry</b>	<b>Animal Products</b>
- field crops	- cattle	- hens	- milk or cream
- tree fruits	- pigs	- chickens	- eggs
- berries or grapes	- sheep	- turkeys	- wool
- seed	- horses	- other poultry	- fur
- vegetables	- other livestock		

**Other Agricultural Products**

- greenhouse or nursery products
- mushrooms
- sod
- honey
- maple syrup products

- 2. Q. (a) I raise**    - fish  
                         - dogs  
                         - cats  
                         - other \_\_\_\_\_ **for sale.**

**Do I mark the question "Yes"?**

- (b) I grow Christmas trees and/or cut and sell logs, fuel wood, pulpwood, etc.**  
**Do I mark the question "Yes"?**

- A.** You can either call 1-800-465-1991 and talk directly to the census of agriculture staff or I can take your name and telephone number and a census of agriculture operator will call you back in a short time. Thank you.

**3. Q. What is meant by "OPERATE a farm, ranch or other agricultural holding"?**

- A.** This question should be marked "Yes" if anyone in your household is responsible for the day-to-day decisions made in the agricultural operation of this holding.

**4. Q. What is this information used for?**

- A.** The purpose of the question is to ensure that all farming operations are enumerated by the census of Canada. There are two questionnaires:

**STEP 8 (Continued)**

- one for the census of population (Form 2A, beige, bilingual, and Form 2B, beige for English and blue-green for French) and
- one for the census of agriculture (Form 6: green for English, blue for French).

If anyone in the household operates a farm, ranch or other agricultural holding, advise the respondent to mark "Yes" in STEP 8.

(Some operators may not have received both a Population and an Agriculture Questionnaire when they were distributed. See Question 5 below.)

**5. Q. I am an operator, but I haven't received an Agriculture Questionnaire.**

**A. Instructions to the Telephone Operator**

- (a) Advise the respondent to mark "Yes" in Step 8.
- (b) Create an Action Card, Form 81, according to the procedures in the Telephone Assistance Service Manual, Form 80, Chapter VII, Section A.

Mark the "Questionnaire not received" box and clearly print "Form 6 required" in the space beside the box.

- (c) Advise the respondent that a census representative will be in contact shortly.

**6. Q. There is more than one person in my household who operates an agricultural holding. What should I do?**

**A. Instructions to the Telephone Operator**

- (a) If all persons operate the same holding, tell the respondent to mark "Yes".
- (b) If separate holdings are being operated by different persons, tell the caller that a census representative will be dropping off the required number of questionnaires.

If further information is required, advise the caller to either provide his/her name and telephone number for an Agriculture Telephone Referral Service (ATRS) operator to return the call within a short time or to telephone the ATRS himself/herself. (The ATRS telephone number is 1-800-465-1991.)

**7. Q. I am an operator but I do not live on the farm. Should I mark "Yes"?**

- A. Yes, you should because it is important that your operation be included.**

**STEP 8 (Continued)**

**8. Q. What constitutes a farm, ranch or agricultural holding?**

- A.** A farm, ranch or agricultural holding is defined as agricultural if it produces at least one of the following products intended for sale:

<b>Crops</b>	<b>Livestock</b>	<b>Poultry</b>	<b>Animal Products</b>
- field crops	- cattle	- hens	- milk or cream
- tree fruits	- pigs	- chickens	- eggs
- berries or grapes	- sheep	- turkeys	- wool
- seed	- horses	- other poultry	- fur
- vegetables	- other livestock		

**Other Agricultural Products**

- greenhouse or nursery products
- mushrooms
- sod
- honey
- maple syrup products

**9. Q. Why do you consider**

- |                   |                          |
|-------------------|--------------------------|
| - feedlots        | - beekeeping             |
| - greenhouses     | - sod                    |
| - mushroom houses | - berry operations       |
| - nurseries       | - maple syrup operations |
| - fur farms       | - other                  |

**to be an agricultural holding?**

- A.** We consider your ( \_\_\_\_\_ ) as an agricultural holding because the products produced are agricultural.

**Instructions to the Telephone Operator**

The respondent will indicate which type of farm or product he/she is wondering about. Simply refer to the type of product when you give the response.

If further information is required, advise the caller to either provide his/her name and telephone number for an Agriculture Telephone Referral Service (ATRS) operator to return the call within a short time or to telephone the ATRS himself/herself. (The ATRS telephone number is 1-800-465-1991.)

**STEP 8 (Concluded)**

**Other Questions Not Covered Here**

For any agricultural question not covered above, give the respondent the choice:

- to telephone the agriculture telephone referral service (1-800-465-1991) or
- to provide his/her name and telephone number and an ATRS operator will return the call in a short time.

If the caller chooses to leave his/her name and number, complete a Form 82A according to the procedures in the TAS Manual, Form 80, Chapter VII, Section C.

Telephone the referral to the agriculture telephone referral service immediately. Ask your supervisor for the ATRS telephone number).



**STEP 9: Instructions for the TRANSFER OF NAMES FROM STEP 5 TO QUESTION 1**

**From Questionnaire**



Turn the page and copy the names from Step 5 into the spaces across the top of the page.

Then continue with the questionnaire.

**Note:**

If there are more than six persons in this household, enter the first six on this questionnaire and continue on a second questionnaire. If you do not have a second questionnaire, note this in the "Comments" section on page 28. A census representative will contact you.

**From Guide**

No instruction

**Additional Information**

None

**Question 1: NAME**

**From Questionnaire**

<b>1. NAME</b> Make sure you copy the names in the same order as your list in <b>Step 5</b> .
---

PERSON 1		PERSON 2	
Family name		Family name	
Given name	Initial	Given name	Initial

▼                      ▼

**Why We Ask this Question**

Names are used in case we have to contact the household when answers about a particular person are not clear or are incomplete.

**Guide Information**

None

**Additional Information**

None

**Question 2: RELATIONSHIP TO PERSON 1**

### From Questionnaire

<p><b>2. RELATIONSHIP TO PERSON 1</b></p> <p>For each person living here, describe his/her relationship to Person 1.</p> <p>Mark one circle only.</p> <p>If you mark the circle "Other", use the box provided to indicate this person's relationship to Person 1.</p> <p>Examples of "Other" persons related to Person 1:</p> <ul style="list-style-type: none"> <li>• cousin</li> <li>• grandfather/grandmother</li> <li>• son's common-law partner</li> <li>• nephew/niece</li> </ul> <p>Examples of "Other" persons not related to Person 1:</p> <ul style="list-style-type: none"> <li>• lodger's husband/wife or common-law partner</li> <li>• lodger's son/daughter</li> <li>• room-mate's son/daughter</li> <li>• employee</li> </ul>	<p><b>01.</b></p> <p>01 <input checked="" type="radio"/> PERSON 1</p> <p>14 <input type="checkbox"/> IR</p> <p>15 <input type="checkbox"/> ER    16 <input type="checkbox"/> A</p>	<p><b>02.</b></p> <p>02 <input type="radio"/> Husband/wife of Person 1</p> <p>03 <input type="radio"/> Common-law partner of Person 1</p> <p>04 <input type="radio"/> Son/daughter of Person 1</p> <p>05 <input type="radio"/> Son-in-law/daughter-in-law of Person 1</p> <p>06 <input type="radio"/> Grandchild of Person 1</p> <p>07 <input type="radio"/> Father/mother of Person 1</p> <p>08 <input type="radio"/> Father-in-law/mother-in-law of Person 1</p> <p>09 <input type="radio"/> Brother/sister of Person 1</p> <p>10 <input type="radio"/> Brother-in-law/sister-in-law of Person 1</p> <p>11 <input type="radio"/> Lodger/boarder</p> <p>12 <input type="radio"/> Room-mate</p> <p><input type="radio"/> Other — Specify</p> <p><input type="text"/></p> <p>13 <input type="checkbox"/> <input type="checkbox"/>    16 <input type="checkbox"/> A</p>
--	--	---

### Why We Ask this Question

**The relationships between household members tell us how many family, non-family and one-person households there are in Canada. This information is used to plan social programs such as old-age security and family allowances. It also identifies future needs for housing and community services from health and education to recreation and transportation.**

## Guide Information

**Start with Person 2. When you find Person 2's relationship to Person 1, mark the appropriate circle. For example, if John Smith lives with his father Thomas Smith and the father has been listed as Person 1, then John Smith would mark the circle labelled **Son/daughter of Person 1**.**

There may be someone in this household whose relationship to Person 1 is not described in Question 2. In such cases, print the exact relationship to Person 1 in the box provided. **Other** can include persons in this household who are either related (uncle, aunt, cousin, grandfather, grandmother etc.) or who are not related (employee, landlord, employee's common-law partner, etc.) to Person 1.

## Question 2 (Concluded)

Stepchildren, adopted children and children of a common-law partner should be considered sons and daughters.

Foster children, wards and guardianship children who are not related to PERSON 1 by blood, marriage, adoption or common-law should be listed as lodgers.

## Additional Information

SEE STEP 5 IN REFERENCE TO WHOM TO INCLUDE.

- **If a relative of Person 1** is living in the dwelling, his or her actual relationship to Person 1 is to be reported. For example, "brother-in-law" or "cousin" or "grandfather" is to be reported, rather than "lodger" or "room-mate" or "employee", and so on.
- **Employees** - These are persons who are employed by Person 1, or by the household, **but who are not related to Person 1**. Live-in nannies, housekeepers, chauffeurs, etc. who live in the household are to be reported as employees.
- **Common-law partners** - These are two persons who are not married to each other but living together as husband and wife. These persons must not be of the same sex. A person may be a common-law partner of Person 1 or of any other household member, such as Person 1's son, Person 1's brother, room-mate or lodger. Although a mark-in circle is provided for only the common-law partner of Person 1, other common-law relationships should be specified in the write-in space.
- **Room-mates** - Two or more unrelated persons who live in the same dwelling and share living expenses are to be reported as room-mates. For example, if three unrelated women are sharing an apartment, any one is to be reported as Person 1 and the other two as room-mates.
- **Families of Employees, Room-mates and Lodgers** - If an employee, room-mate or lodger with Person 1 also has family members residing in the household, the specific relationship, such as "employee's wife", "room-mate's son", "lodger's common-law partner" should be entered in the write-in space.
- **Hutterites** - Members of Person 1's family should mark the appropriate circle or provide the appropriate write-in to indicate their relationship to Person 1. Members of other families in the Hutterite colony should write-in "partner", "partner's husband", "partner's wife", "partner's son", or "partner's daughter", as the case may be.

**Question 3: DATE OF BIRTH**

**From Questionnaire**

<p><b>3. DATE OF BIRTH</b></p> <p>Print day, month and year.</p> <p><i>Example:</i> If this person was born on the 10th of February 1945, enter</p> <table style="margin-left: auto; margin-right: auto;"><tr><td style="text-align: center; font-size: small;">Day</td><td style="text-align: center; font-size: small;">Month</td><td style="text-align: center; font-size: small;">Year</td></tr><tr><td style="border: 1px solid black; padding: 2px; text-align: center;">10</td><td style="border: 1px solid black; padding: 2px; text-align: center;">02</td><td style="border: 1px solid black; padding: 2px; text-align: center;">1945</td></tr></table> <p>If exact date is not known, enter best estimate.</p>	Day	Month	Year	10	02	1945	<table style="width: 100%; border-collapse: collapse;"><tr><td style="text-align: center; font-size: small;">Day</td><td style="text-align: center; font-size: small;">Month</td><td style="text-align: center; font-size: small;">Year</td></tr><tr><td style="border: 1px solid black; padding: 2px; text-align: center;">17</td><td style="border: 1px solid black; padding: 2px; text-align: center;"> </td><td style="border: 1px solid black; padding: 2px; text-align: center;">1  </td></tr></table>	Day	Month	Year	17		1
Day	Month	Year											
10	02	1945											
Day	Month	Year											
17		1											

**Why We Ask this Question**

Information on age is needed to help us plan for such community needs as day care facilities, schools and senior citizens' housing.

**Guide Information**

None

**Additional Information**

None

**Question 4: SEX**

**From Questionnaire**

4. SEX	18 <input type="radio"/> Male 19 <input type="radio"/> Female
--------	--

**Why We Ask this Question**

Information classified by sex is needed to understand the changing roles of men and women in our families, communities and in the work force.

**Guide Information**

None

**Additional Information**

Because certain first names, such as Jean, Francis or Leslie, could refer to either males or females, Question 1 is not a sufficient indication of a person's sex, and this must be specifically asked in this question.

## Question 5: LEGAL MARITAL STATUS

From Questionnaire

<p><b>5. LEGAL MARITAL STATUS</b></p> <p><i>Mark one circle only.</i></p>	<p>20 <input type="radio"/> Legally married (and not separated)</p> <p>21 <input type="radio"/> Legally married and separated</p> <p>22 <input type="radio"/> Divorced</p> <p>23 <input type="radio"/> Widowed</p> <p>24 <input type="radio"/> Never married (single)</p>
---	---

### Why We Ask this Question

Information on legal marital status, when combined with other census questions, is used to study changes in family formation and to measure, among other things, the growth and structure of two-income families, lone-parent families and the elderly who live independently.

### Guide Information

Mark the circle labelled **Legally married (and not separated)** if this person is a husband or wife, even if the person and his or her spouse are temporarily apart due to illness or work, but not if this person is separated or divorced.

Mark the circle labelled **Legally married and separated** if this person's spouse is still living but they no longer live together for any reason other than circumstances caused by illness or work/job requirements.

Mark the circle labelled **Divorced** if this person was once legally married, has obtained a divorce from that marriage and has never remarried.

Mark the circle labelled **Widowed** if this person was legally married or legally married and separated at the time his or her spouse died and has never remarried.

Mark the circle labelled **Never married (single)** if this person has never been married.

If this person is living in a common-law relationship, choose the category in Question 5 which best describes this person's legal marital status (i.e. legally married and separated, divorced, widowed or never married [single]) and mark the appropriate circle. Be sure to also mark this person's common-law status in Question 6.

### Additional Information

Marriages which have been annulled are not considered to be marriages.

**Question 6: COMMON-LAW STATUS**

**From Questionnaire**

6. Is this person currently living with a common-law partner?

25 ☐ Yes

26 ☐ No

**Why We Ask this Question**

We ask this question to better understand the growth and structure of this important change in living arrangements.

**Guide Information**

Common-law refers to two people who live together as husband and wife but who are not legally married to each other.

Remember to mark each person's legal marital status in Question 5.

**Additional Information**

Two persons of the same sex are not considered to be common-law partners.



### Question 7: OFFICIAL LANGUAGE

From Questionnaire

<p><b>LANGUAGE</b></p> <p>7. Can this person speak English or French well enough to ■ conduct a conversation?</p> <p><i>Mark one circle only.</i></p>	<p><b>07.</b></p> <p>01 <input type="radio"/> English only</p> <p>02 <input type="radio"/> French only</p> <p>03 <input type="radio"/> Both English and French</p> <p>04 <input type="radio"/> Neither English nor French</p>
---	---

#### Why We Ask this Question

This question indicates how many Canadians can communicate in English, French or both. It also provides information on the number of people who speak neither English nor French. The information is used to determine the need for language education and services in English or French.

#### Guide Information

Do not report French or English learned at school unless a conversation of some length on various topics can be carried on in that language.

For a child who has not yet learned a language, report the language used **at home** if it is either English or French. If both languages are used **often**, mark the circle labelled **Both English and French**. If neither language is used often, mark **Neither English nor French**.

If deaf or mute, report English, French or both provided that one or both of these languages is understood.

#### Additional Information

None

## Question 8: KNOWLEDGE OF OTHER LANGUAGES

### From Questionnaire

<b>8. What language(s), other than English or French, can this person speak well enough to conduct a conversation?</b>	<b>05</b> <input type="radio"/> None
	<b>OR</b>
	<i>Specify other language(s)</i>
	<b>06</b> <input type="text"/>
	<b>07</b> <input type="text"/>
	<b>08</b> <input type="text"/>

### Why We Ask this Question

The results from this question will indicate how many Canadians can communicate in languages other than English or French. This information is used to assess language diversity and retention.

### Guide Information

If no languages other than English or French are spoken, mark the circle labelled **None**.

Do not report a language learned at school unless a conversation of some length can be carried on in that language.

For a child who has not yet learned a language, report a language other than English or French if used often at home.

If deaf or mute, report a sign language if used.

If a person speaks an **Indian** language (from India), do not report Indian but rather the specific language such as Punjabi, Hindi or Urdu.

If a person speaks an **Amerindian** (North American Indian) language, report the specific Amerindian language such as Cree or Ojibway.

### Additional Information

Instead of reporting a country or an origin name, you should report the specific language(s) used. For instance:

- instead of Austrian, report German or another language as applicable;
- instead of Swiss, report French, German, Italian, Romansch or another language as applicable;

Question 8 (Concluded)

- instead of Belgian, report French, Flemish or another language as applicable;
- instead of Scandinavian, report Danish, Icelandic, Swedish, Norwegian or another language as applicable;
- instead of Czechoslovakian, report Czech, Slovak or another language as applicable.

## Question 9: HOME LANGUAGE

### From Questionnaire

<p>9. What language does this person speak most often at home?</p> <p>■</p>	<p>09 <input type="radio"/> English</p> <p>10 <input type="radio"/> French</p> <p>Other — <i>Specify</i></p> <p>11 <input type="text"/></p>
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### Why We Ask this Question

Information on the languages Canadians speak at home provides important data on language use and language shifts.

### Guide Information

Report the language each person speaks most often at home. If you live alone, report the language in which you feel most comfortable. If two languages are used **equally often**, report both.

For a child who has not yet learned a language, report the language used most often at home. If two languages are used **equally often**, report **both**.

If deaf or mute, report the language used most often at home to communicate.

If a person speaks an **Indian** language (from **India**), do not report Indian as the language spoken at home but rather the specific language such as Punjabi, Hindi or Urdu.

If a person speaks an **Amerindian** (North American Indian) language, report the specific Amerindian language such as Cree or Ojibway.

### Additional Information

This question refers to the language spoken most often by the **individual respondent** at home. It is quite possible that different members of a household may speak different languages, for example, the parents may speak a non-official language most often in their home while the children may speak English or French most often. The question should not be interpreted to mean the language spoken most often in the family or household as a whole.

Instead of reporting a country or an origin name, you should report the specific language(s) used. For instance:

- instead of Austrian, report German or another language as applicable;
- instead of Swiss, report French, German, Italian, Romansch or another language as applicable;

**Question 9 (Concluded)**

- instead of Belgian, report French, Flemish or another language as applicable;
- instead of Scandinavian, report Danish, Icelandic, Swedish, Norwegian or another language as applicable;
- instead of Czechoslovakian, report Czech, Slovak or another language as applicable.

### Question 10: LANGUAGE FIRST LEARNED AT HOME IN CHILDHOOD

#### From Questionnaire

<p><b>10.</b> What is the language that this person first learned at home • in childhood and still understands?</p> <p><i>If this person no longer understands the first language learned, indicate the second language learned.</i></p>	<p>12 <input type="radio"/> English</p> <p>13 <input type="radio"/> French</p> <p>Other – Specify</p> <p>14 <input type="text"/></p>
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#### Why We Ask this Question

This information on mother tongue is used in programs which protect the rights of Canadians under the Canadian Charter of Rights and Freedoms.

#### Guide Information

Report the first language learned at home before starting school. If this language is no longer understood, report the second language learned.

If more than one language is understood, report the language first learned at home. If two languages were learned at the same time, report the language spoken most often as a child at home. If both languages were used equally often, report both.

For a child who has not yet learned a language, report the first language this child will learn at home. If two languages will be learned at the same time, report the one which will be used most often to speak to this child. If both languages are used equally often, report both.

If a person speaks an Indian language (from India), do not report Indian but rather the specific language such as Hindi, Urdu or Punjabi.

If a person speaks an Amerindian (North American Indian) language, report the specific Amerindian language such as Cree or Ojibway.

#### Additional Information

Instead of reporting a country or an origin name, you should report the specific language(s) that was/were the first you learned at home in childhood and still understand. For instance:

- instead of Austrian, report German or another language as applicable;
- instead of Swiss, report French, German, Italian, Romansch or another language as applicable;
- instead of Belgian, report French, Flemish or another language as applicable;

**Question 10 (Concluded)**

- instead of Scandinavian, report Danish, Icelandic, Swedish, Norwegian or another language as applicable;
- instead of Czechoslovakian, report Czech, Slovak or another language as applicable.

### Question 11: PLACE OF BIRTH

### From Questionnaire

**PLACE OF BIRTH**

11. Where was this person born?

▪ *Mark or specify one only, according to present boundaries.*

**In Canada**

15 ☐ Nfld.      21 ☐ Man.  
16 ☐ P.E.I.      22 ☐ Sask.  
17 ☐ N.S.      23 ☐ Alta.  
18 ☐ N.B.      24 ☐ B.C.  
19 ☐ Que.      25 ☐ Yukon  
20 ☐ Ont.      26 ☐ N.W.T.

**Outside Canada**

27 ☐ United Kingdom  
28 ☐ Italy  
29 ☐ U.S.A.  
30 ☐ West Germany  
31 ☐ East Germany  
32 ☐ Poland  
Other — *Specify*

33

### Why We Ask this Question

Information on place of birth, when combined with information from other census questions, can be used to review employment and immigration policies and programs, and to plan education, health and other services.

## Guide Information

If born in parts of Canada which were part of the Northwest Territories at the time of birth, but which have since become provinces of Canada, report place of birth according to present provincial boundaries.

If born in Newfoundland or Labrador before that province joined Confederation in 1949, mark the circle labelled **Nfld.** as place of birth.

If born in any of the six counties of Northern Ireland, mark **United Kingdom**. If born in one of the other counties of the Republic of Ireland, print **Eire** in the box provided.

If a person is not sure of the country of birth because of boundary changes since the time of birth, enter the name of the nearest city or district.



**Question 11 (Concluded)**

**Additional Information**

When questionnaires were printed, East Germany and West Germany were separate countries.

Respondents may mark either West Germany or East Germany as applicable to the region in which they were born.

Respondents who do not wish to mark either the circle for West Germany or the circle for East Germany should write "Germany" in the write-in space provided.

If the respondent was born at sea, write "At Sea" in the write-in space provided.

## Question 12: CITIZENSHIP

### From Questionnaire

<p><b>CITIZENSHIP</b></p> <p>12. Of what country is this person a citizen?</p> <p>▪ Mark more than one circle, if applicable.</p>	<p>13.</p> <p>01 <input type="radio"/> Canada, by birth</p> <p>02 <input type="radio"/> Canada, by naturalization</p> <p>03 <input type="radio"/> Same as country of birth (other than Canada)</p> <p>04 <input type="radio"/> Other country</p>
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### Why We Ask this Question

Information on citizenship helps in planning for elections since, when combined with age data, this information can reveal the number of potential voters. It is also used by those who plan citizenship classes and programs.

### Guide Information

Mark **Canada, by birth** for persons:

- born in Canada (see exception below);
- born outside Canada if, at the time of birth, one or both parents were Canadian citizens and if Canadian citizenship has not been subsequently lost.

For example, if born in West Germany and, at the time of birth, one or both parents were employed with the Canadian Armed Forces in West Germany, mark **Canada, by birth**. Also mark **Same as country of birth (other than Canada)**, if that citizenship is still retained.

### EXCEPTION:

DO NOT MARK **Canada, by birth** if born in Canada and at the time of birth one parent was:

- (a) in the service of a foreign government, or
- (b) employed by a person in (a), or
- (c) in the service of an international organization whose personnel were granted diplomatic privileges,

**AND**, neither parent was a Canadian citizen or permanent resident (landed immigrant).

Persons who have become Canadian citizens by naturalization would normally have received citizenship certificates from the Canadian government.

For persons who have dual citizenship, mark all of the categories that apply; for example, **Canada, by naturalization** and **Same as country of birth (other than Canada)**.

**Question 12 (Concluded)**

If born outside Canada and not a Canadian citizen, mark **Same as country of birth (other than Canada)** if this citizenship is still retained. Otherwise, mark **Other country**.

If former citizenship has been lost and if Canadian citizenship has not yet been obtained, or if a person has no citizenship for any other reason, mark **Other Country**.

**Additional Information**

**Citizenship Questions and Answers**

1. Q. I have dual citizenship, one of which is Canadian citizenship. Which answer circles do I mark in the citizenship question?

A. If you have Canadian citizenship by birth, mark the circle **Canada, by birth**. If you have Canadian citizenship by naturalization, then mark **Canada, by naturalization**.

If you still retain the citizenship of your country of birth (other than Canada), mark **Same as country of birth (other than Canada)**. If you no longer retain the citizenship of your country of birth, then mark **Other country**.

2. Q. I was born in Germany when my parents were with the Canadian Armed Forces. What is my citizenship?

A. Mark **Canada, by birth**. Also mark **Same as country of birth** if you have German citizenship.

3. Q. I am a

- refugee claimant
- student authorization holder (foreign student)
- employment authorization holder (foreign worker)
- Minister's permit holder.

**How do I answer the citizenship question?**

A. If you still hold the citizenship of your country of birth, mark **Same as country of birth**. Otherwise, mark the answer circle for **Other country**.

### Question 13: LANDED IMMIGRANT

From Questionnaire

<b>IMMIGRATION</b> 13. Is this person now, or has this person ever been, a landed immigrant?	05 <input type="radio"/> No - Go to Question 15 06 <input type="radio"/> Yes - Continue with Question 14
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#### Why We Ask this Question

We ask Questions 13 and 14 because information on immigration, when combined with data from other census questions, can be used to study the characteristics of Canada's immigrant population. Information on period of immigration is also important for studies of immigration trends.

#### Guide Information

A landed immigrant is a person who is not a Canadian citizen by birth, but who has been granted the right to live here permanently by Canadian immigration authorities.

For persons who are: Canadian citizens by birth, student authorization holders, employment authorization holders, refugee claimants and ministerial permit holders, answer **No** to this question.

#### Additional Information

##### Immigration Questions and Answers

1. Q. I am in Canada as a
- refugee claimant
  - student authorization holder (foreign student)
  - employment authorization holder (foreign worker)
  - Minister's permit holder.

I have applied for landed immigrant status (permanent resident status) but have not yet received it. How do I answer the immigration questions?

- A. You should answer **No** to Question 13 and skip Question 14 (year of immigration).
2. Q. I have my permanent resident status. Is this the same as landed immigrant status?
- A. Yes. A landed immigrant (now called permanent resident) is a person who is not a Canadian citizen by birth, but who has been granted the right to live here permanently by Canadian immigration authorities.

#### Question 14: YEAR OF IMMIGRATION

From Questionnaire

14. In what year did this person first become a landed immigrant in Canada?

*If exact year is not known, enter best estimate.*

Year			
07	1		

#### Why We Ask this Question

We ask Questions 13 and 14 because information on immigration, when combined with data from other census questions, can be used to study the characteristics of Canada's immigrant population. Information on period of immigration is also important for studies of immigration trends.

#### Guide Information

If the response to Question 13 was **No**, do not answer this question.

For persons who have immigrated to Canada more than once, enter the year that landed immigrant status was **first** obtained.

#### Additional Information

Persons who are Canadian citizens by birth do not answer this question.

Refugee claimants and holders of student authorizations (foreign students), employment authorizations (foreign workers) and Minister's permits have not immigrated to Canada. They should not answer the question.

## Question 15: ETHNIC ORIGIN

### From Questionnaire

ETHNIC ORIGIN	
<b>15. To which ethnic or cultural group(s) did this person's ancestors belong?</b>	
Mark or specify as many as applicable.	
<b>Note:</b> While most people of Canada view themselves as Canadian, information about their ancestral origins has been collected since the 1901 Census to reflect the changing composition of the Canadian population and is needed to ensure that everyone, regardless of his/her ethnic or cultural background, has equal opportunity to share fully in the economic, social, cultural and political life of Canada. Therefore, this question refers to the origins of this person's ancestors. See Guide.	
Examples of other ethnic or cultural groups are: Portuguese, Greek, Indian from India, Pakistani, Filipino, Vietnamese, Japanese, Lebanese, Haitian, etc. ➤	
08 <input type="radio"/>	French
09 <input type="radio"/>	English
10 <input type="radio"/>	German
11 <input type="radio"/>	Scottish
12 <input type="radio"/>	Italian
13 <input type="radio"/>	Irish
14 <input type="radio"/>	Ukrainian
15 <input type="radio"/>	Chinese
16 <input type="radio"/>	Dutch (Netherlands)
17 <input type="radio"/>	Jewish
18 <input type="radio"/>	Polish
19 <input type="radio"/>	Black
20 <input type="radio"/>	North American Indian
21 <input type="radio"/>	Métis
22 <input type="radio"/>	Inuit/Eskimo
Other ethnic or cultural group(s) — Specify	
23	<input type="text"/>
24	<input type="text"/>

### Why We Ask this Question

This question provides information which can be used extensively by ethnic or cultural associations to study the size, location, characteristics and other aspects of their respective groups.

### Guide Information

While most people of Canada view themselves as Canadian, information about their ancestral origins has been collected since the 1901 Census to reflect the changing composition of the Canadian population and is needed to ensure that everyone, regardless of his/her ethnic or cultural background has **equal opportunity** to share fully in the economic, social, cultural and political life of Canada. Therefore, this question refers to the origins of this person's **ancestors**.

Ethnic or cultural origin refers to the ethnic "roots" or ancestral background of the population, and should not be confused with citizenship or nationality. Canadians have many ethnic or cultural origins — such as Inuit, North American Indian, Métis, Irish, Scottish, French, Ukrainian, Chinese, Japanese and East Indian (from India).

### Question 15 (Continued)

When determining cultural origin, report the specific ethnic group to which ancestors belonged rather than the language they spoke. For example, report Haitian rather than French, or Austrian rather than German.

For persons of South Asian origin, do not report Indian. Please specify Indian from India, Indian from Fiji, Indian from Guyana, etc., or indicate the group such as Punjabi, Tamil, Pakistani, etc.

### Additional Information

1. If the respondent does not know his/her ancestral ethnic origin(s), he/she should print "Unknown" in the write-in space provided. This could apply in cases where the individual had been adopted.
2. Statistics Canada does consider "Canadian" to be an ethnic or cultural group. There is a space provided on the 1991 ethnic origin question for respondents to write in "Canadian" as the ethnic or cultural group to which their ancestors belong(ed), if they choose. This procedure was followed in previous censuses.

"Canadian" is not listed as an ethnic group mark-in on the ethnic origin question because the number of people who gave the single response of "Canadian" in 1986 was under 200,000. All origins shown as mark-in circles in the 1991 questionnaire received a single response count of more than 200,000 in 1986. It is not possible to list all of Canada's more than 100 ethnic or cultural groups on the census questionnaire. In 1986, 69,065 respondents reported their ethnic origin to be a single response of "Canadian".

The Black, Inuit and Métis response categories are exceptions to the 200,000 response limit. These three groups are shown because of specific data requirements, for example, employment equity and aboriginal peoples programs.

In general, categories are arranged in order of size according to the counts of single responses reported in 1986, beginning with the larger groups. As well, the groups shown on the questionnaire represent over 85% of all ethnic group responses recorded in 1986.

3. Is Jewish not a religion? — Jewish is the name of a religion as well as the name of an ethnic group. This is an example of an ethnic group where there is a strong relationship between religion and ethnic origin. Data on the Jewish ethnic group have been collected by every census ethnic origin question.
4. Is Black not a colour, or a racial group? — The group Black is included in response to data needs of the Employment Equity legislation and the recommendations made in the Abella Commission report and Parliamentary report "Equality Now". Black was also included in the 1986 ethnic origin question. Respondents who wish to more fully describe their Black heritage should mark Black, and in the write-in spaces provided, enter: African, Jamaican, Haitian, etc.

Question 15 (Concluded)

5. Isn't Eskimo considered to be a negative term? — The term 'Inuit' is not widely recognized by the average Canadian, according to studies by Canadian researchers. In 1986, when 'Inuit' was listed as a mark-box, Statistics Canada discovered that an unexpectedly large number of people across the country had identified themselves as 'Inuit'. In a follow-up of respondents, it was shown that the respondents did not know what was meant by the term Inuit but had checked the response category anyway.

Eskimo was added, not to offend Inuit respondents, but to provide an explanation to non-Inuit respondents. If non-Inuit respondents do not mark the Inuit category, the Census will be more useful to the Inuit themselves and to researchers studying Canadian aboriginal groups.

Only persons of Inuit ethnic origin should mark the circle Inuit. This way, the census can provide data which are useful to Canada's Inuit communities and to researchers studying Canadian aboriginal groups.

6. Ethnic Origin refers to the ethnic or cultural groups to which the respondent's ancestors belong. Ethnic Identity was not asked because it is a more subjective measure of a respondent's ethnic affiliation. As well, ethnic identity data are not required by major census data users.



## Question 16: REGISTERED INDIAN

From Questionnaire

<p><b>16.</b> Is this person a registered Indian as defined by the Indian Act of Canada?</p> <p>See Guide.</p>	<p><b>25</b> <input type="radio"/> No</p> <p><b>26</b> <input type="radio"/> Yes, registered Indian</p> <p style="text-align: center;"><i>Specify Indian Band or First Nation (for example, Musqueam)</i></p> <p><b>27</b> <input style="width: 150px; height: 1.2em;" type="text"/></p>
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### Why We Ask this Question

This question identifies those persons who are registered under the Indian Act of Canada and their Band or First Nation affiliations in order to determine this population's social and economic characteristics and its geographical distribution.

### Guide Information

A **Yes** response to this question should include those persons who are registered as status Indians as defined by the Indian Act of Canada. Also answer **Yes** to this question if Indian status has been regained since June 1985, when the Indian Act of Canada was amended by Bill C-31.

All other persons should answer **No** to this question. Also answer **No** to this question for persons:

- (a) who lost or never had Indian status according to the Indian Act of Canada;
- (b) whose Indian status was not regained under Bill C-31; or
- (c) who have applied to the Department of Indian and Northern Affairs to regain Indian status, but whose status has not yet been approved.

For persons who are members of an Indian Band or First Nation (e.g., the Musqueam Indian Band), indicate this in the box provided.

For persons whose Indian status has been regained under Bill C-31 and who are not members of an Indian Band, leave the **Indian Band or First Nation** box blank.

Registered Indians who are not Band members for any other reason, should leave the **Band/First Nation** box blank.

## Question 16 (Concluded)

### Additional Information

It is essential that everyone answer this question whether or not he/she is registered under the Indian Act of Canada. Those who should answer "Yes" to this question sometimes refer to themselves as status Indian, registered Indian, or a treaty Indian, but they must be registered under the Indian Act to answer "Yes, registered Indian".

For the Indian Band or First Nation write-in-box, those who are members of an Indian Band should write the name of the band or first nation in that box. If they are not registered under the Indian Act, but under the provisions of Bill C-31 their Band has granted them Band membership, then they should write in their Band's name.

If respondent asks why we want to know if they are registered Indian, the answer is:

1. This question will be used to identify First Nations people, no matter where they are living in Canada. The Assembly of First Nations (the national organization for status Indians) is attempting to develop a First Nations data base and has been working with Statistics Canada on this issue.
2. The census provides much needed information on registered Indians in terms of their aboriginal languages, educational levels, employment, occupation, housing conditions, income levels, etc. which can help First Nations and their governments plan and evaluate their programs, businesses and other activities.
3. A postcensal survey on aboriginal peoples will be conducted in 1991 and the registered Indian question will be used to identify a large sample of aboriginal peoples who will be selected for a follow-up survey which will be conducted a short time after the main census. This survey will ask a variety of questions which will address many important issues concerning aboriginal peoples. Aboriginal peoples' organizations have been consulted and have participated in the development of the content of this additional survey.

## Question 17: RELIGION

### From Questionnaire

<p><b>RELIGION</b></p> <p><b>17. What is this person's religion?</b></p> <p><i>Indicate a specific denomination or religion even if this person is not currently a practising member of that group.</i></p> <p><i>For example, Roman Catholic, Ukrainian Catholic, United Church, Anglican, Presbyterian, Lutheran, Baptist, Pentecostal, Greek Orthodox, Jewish, Mennonite, Jehovah's Witnesses, Salvation Army, Islam, Buddhist, Hindu, Sikh</i></p>	<p><b>19.</b></p> <p><i>Specify one denomination or religion only</i></p> <p>01 <input type="text"/></p> <p>02 <input type="radio"/> No religion</p>
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### Why We Ask this Question

Information on religion is used to trace fundamental changes in Canadian society. When combined with age data, information on religion is used to assess the need and potential for separate religious schools in some provinces. Federal and provincial human rights legislation depend on this information to protect Canadians from discrimination based on their religious beliefs.

### Guide Information

Print a specific denomination or religion even for persons who are not currently practising members of that group.

For infants or children, indicate the denomination or religion in which they will be raised.

For persons who are members of a specific group within a larger religion, specify the particular name or term for this group.

For persons who have no connection or affiliation with any religious group or denomination, mark the circle labelled **No religion**. However, specify **atheist** or **agnostic** if these forms of belief apply.

### Additional Information

None

## Questions 18 and 19: ACTIVITY LIMITATIONS

### From Questionnaire

<p><b>ACTIVITY LIMITATIONS</b></p> <p><b>18.</b> Is this person limited in the kind or amount of activity that he/she can do because of a long-term physical condition, mental condition or health problem:</p> <p>See Guide.</p>	<p><b>At home?</b></p> <p>03 <input type="radio"/> No, not limited</p> <p>04 <input type="radio"/> Yes, limited</p> <p><b>At school or at work?</b></p> <p>05 <input type="radio"/> No, not limited</p> <p>06 <input type="radio"/> Yes, limited</p> <p>07 <input type="radio"/> Not applicable</p> <p><b>In other activities, e.g., transportation to or from work, leisure time activities?</b></p> <p>08 <input type="radio"/> No, not limited</p> <p>09 <input type="radio"/> Yes, limited</p>
<p><b>19.</b> Does this person have any long-term disabilities or handicaps?</p> <p>See Guide.</p>	<p>10 <input type="radio"/> No</p> <p>11 <input type="radio"/> Yes</p>

### Why We Ask these Questions

Questions 18 and 19 provide new information on the numbers of mentally and physically disabled Canadians as well as those with chronic health problems which limit activity. The results will be used to help Statistics Canada design new surveys to find out more about the barriers persons who are disabled face in their everyday lives.

### Guide Information

A long-term physical condition, mental condition, health problem, disability or handicap is one that has lasted or is expected to last six or more months. Measure the period of time from the time the condition or problem began.

Wherever possible, the answer to this question should be provided by the adult to whom the information refers.

The answer for persons less than 15 years of age should be provided by a parent or guardian.

### Additional Information

A postcensal survey on health and activity limitation will be conducted in 1991. Questions 18 and 19 will be used to identify a sample of people with and without activity limitations for the postcensal survey which will take place a short time after the census. This survey will address questions on health and activity which are not covered in sufficient detail in the census.

**STEP 10:**

Answer questions 20 to 45 for each person aged 15 and over, that is, for each person born before June 4, 1976.

**Question 20: MOBILITY - PLACE OF RESIDENCE 1 YEAR AGO**

**From Questionnaire**

<p><b>MOBILITY</b></p> <p><b>20.</b> Where did this person live 1 year ago, that is, on June 4, 1990?</p> <p><i>Mark one circle only.</i></p>	<p>12 <input type="radio"/> Lived at the same address as now</p> <p>13 <input type="radio"/> Lived in the same province/territory, but at a different address</p> <p>14 <input type="radio"/> Lived in a different province/territory in Canada <i>Print name of province/territory.</i></p> <p>15 <input type="text"/></p> <p>16 <input type="radio"/> Lived outside Canada <i>Print name of country.</i></p> <p>17 <input type="text"/></p>
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**Why We Ask this Question**

We ask Questions 20 to 22 to get a picture of where Canadians are moving to and from, and who is moving in terms of age, sex, education, occupation, etc. The information, which is important to all levels of government, to municipal planners, as well as to various private sector businesses, is used in a variety of areas such as determining future needs for housing, education and social services.

**Guide Information**

In these three questions, the term "address" refers to the address of residence, not the mailing address (P.O. box, etc.). Please be sure to base all answers on the address of residence.

Mark only one of the four circles provided to indicate each person's usual place of residence one year ago (on June 4, 1990), even if the person was not at home on that date.

For persons who lived at the same residence on that date, mark **Lived at the same address as now**. For persons who lived at a different residence but within the same province or territory, mark **Lived in the same province/territory, but at a different address**. For persons who lived in a different province or territory in Canada on that date, mark that circle and print the name of the province or territory in the box provided.

For persons whose usual residence was outside Canada on that date, mark that circle and enter the name of the country according to present boundaries.

**Additional Information**

None

## Question 21: MOBILITY - SAME OR DIFFERENT ADDRESS 5 YEARS AGO

### From Questionnaire

<p><b>21.</b> Did this person live at this present address 5 years ago, that is, on June 4, 1986?</p>	<p><b>25.</b></p> <p>01 <input type="radio"/> Yes, lived at the same address as now Go to Question 23</p> <p>02 <input type="radio"/> No, lived at a different address</p>
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### Why We Ask this Question

We ask Questions 20 to 22 to get a picture of where Canadians are moving to and from, and who is moving in terms of age, sex, education, occupation, etc. The information, which is important to all levels of government, to municipal planners, as well as to various private sector businesses, is used in a variety of areas such as determining future needs for housing, education and social services.

### Guide Information

Mark only one of the two circles provided to indicate each person's usual residence five years ago, even if the person was away temporarily on June 4, 1986.

For persons who currently live at the same address of residence as they did five years ago (on June 4, 1986), mark **Yes, lived at the same address as now** and skip to Question 23. For persons who do not live at the same address of residence now as they did five years ago, mark **No, lived at a different address** and go to Question 22.

### Additional Information

This question is intended to measure actual movements of population within Canada, and not changes in address which are simply the result of boundary or name changes of a municipality or of name and number changes of streets, etc. Therefore, consider your address of residence five years ago in terms of **present** boundaries, names and numbers.

On the other hand, if your address did not change, even though you had lived at a different residence five years ago, (e.g., in the same rural route) then check off **No, lived at a different address** to indicate that you lived at a different residence and proceed to Question 22.

## Question 22: MOBILITY - PLACE OF RESIDENCE 5 YEARS AGO

### From Questionnaire

<p><b>22.</b> Where did this person live <b>5 years ago</b>, that is, on June 4, 1986?</p> <p><i>Some large cities are made up of smaller cities or towns called municipalities. Where applicable, distinguish between the municipality and the large city, such as Anjou and Montréal, Scarborough and Toronto, Burnaby and Vancouver, Saanich and Victoria.</i></p> <p><i>Mark one circle only.</i></p>	<p><b>03</b> <input type="radio"/> Lived in the same city, town, village, township, municipality or Indian reserve</p> <p style="text-align: center;"><b>OR</b></p> <p><b>04</b> <input type="radio"/> Lived in a different city, town, village, township, municipality or Indian reserve in Canada <i>Print below.</i></p> <p>City, town, village, township, municipality or Indian reserve</p> <p><b>05</b> <input style="width: 150px; height: 15px;" type="text"/></p> <p>County (if known)</p> <p><input style="width: 150px; height: 15px;" type="text"/></p> <p>Province/territory</p> <p><input style="width: 150px; height: 15px;" type="text"/></p> <p style="text-align: center;"><b>OR</b></p> <p><b>06</b> <input type="radio"/> Lived outside Canada <i>Print name of country.</i></p> <p><b>07</b> <input style="width: 150px; height: 15px;" type="text"/></p>
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### Why We Ask this Question

We ask Questions 20 to 22 to get a picture of where Canadians are moving to and from, and who is moving in terms of age, sex, education, occupation, etc. The information, which is important to all levels of government, to municipal planners, as well as to various private sector businesses, is used in a variety of areas such as determining future needs for housing, education and social services.

### Guide Information

Only answer this question for persons who do not currently live at the same address of residence as they did five years ago. Mark only one of the three circles provided.

For persons who lived at a different residence five years ago in the **same** city, town, village, township, municipality or Indian reserve, mark that circle and go to Question 23.

For persons who lived in a **different** city, town, village, township, municipality or Indian reserve, mark that circle and print the name of the place in which they lived five years ago in the boxes provided. Enter the name of the city, town, village, etc.; county, regional municipality or district; and province or territory. For persons who lived in an area where the same name was used for both the city, town or village as for the parish,

**Question 22 (Concluded)**

township or municipality, indicate which is correct by specifying the type (e.g., St. Andrew's **town** or St. Andrew's **parish**; Granby **city** or Granby **municipality**; or Kingston **city** or Kingston **township**).

For persons who lived outside Canada five years ago, mark that circle and enter the name of the country in which they lived **according to present boundaries**.

**Additional Information**

Consider your residence five years ago in terms of present municipal boundaries and names. If you lived in a "different city, town, village, township, municipality or Indian reserve" five years ago, please print the name of the place, including county (or regional municipality or district) **according to current names and boundaries**.

You are not required to enter street names or numbers when entering the name of the place you lived in five years ago.



### Question 23: NUMBER OF BIRTHS

From Questionnaire

**23. For WOMEN only:**

How many children were ever born to this person?

*Count all children including those who may have died since birth or who may now be living elsewhere. Do not include stillbirths.*

08 ☐ None

OR

09  ◀ Number of children

#### Why We Ask this Question

Information on the number of children born to women is used to estimate the long-term growth of the population. Such information is also needed for understanding the differences in childbearing patterns between various social and economic groups.

#### Guide Information

Only complete this question for women who are 15 years of age or older. Mark the circle labelled **None** if the woman has never given birth to a liveborn infant. Otherwise, enter the number of children born to her in the box provided. Do not count stillbirths, stepchildren, foster children or adopted children, but include children who are not now living, and those who are currently living somewhere else.

#### Additional Information

This question is to be answered for all women aged 15 and over including those who are single (never married).

Include also babies born prior to the present marriage.

Stillbirths refer to babies who showed no sign of life at birth.

## Question 24: HIGHEST LEVEL OF ELEMENTARY OR SECONDARY SCHOOLING

### From Questionnaire

<p><b>EDUCATION</b></p> <p>24. What is the highest grade (or year) of secondary (high school) or elementary school this person ever attended?</p> <p><i>Enter highest number (1 to 13) of grades or years, excluding kindergarten.</i></p>	<p>10 <input type="text"/> ◀ Enter number (1 to 13) of grades or years of secondary and/or elementary school</p> <p>OR</p> <p>11 <input type="radio"/> Never attended school or attended kindergarten only</p>
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### Why We Ask this Question

We ask Questions 24 to 29 because finding out the educational qualifications of Canadians helps us to understand the make-up of the labour force (whether we have an abundance or a lack of human resources in a particular area). The results are used to plan schools and training programs in response to the changing technological needs of our work-force.

Information on the trends in college and university attendance by those 15 and over is vital for the planning and financing of postsecondary and adult education in both full-time and part-time programs.

### Guide Information

In the box provided, enter the highest grade or level ever attended according to the province where school was attended.

For persons who now live in a province where the educational systems are different, do not attempt to convert to the system of the province where they now live.

For persons who obtained their education outside Canada, estimate the equivalent level of schooling according to the educational system of the province where they now live.

For persons who studied in the classical colleges of Quebec, equate **Versification** with Grade 11.

For persons who are currently completing a regular school grade by private instruction or correspondence, or who are attending school part time during the day or evening, use the equivalent grade in the regular daytime program.

For persons who attended special education classes, or an institution where classes were ungraded, estimate as closely as possible the equivalent level in the mainstream school system of the province where they now live.

**Question 24 (Concluded)**

**Additional Information**

For persons who skipped or repeated grades, the highest grade attended should be marked, regardless of the number of years it took to achieve this grade or year.

Do not report years of attendance in trade schools, institutes of technology, community colleges or CEGEPs (Quebec). Information relating to education other than secondary or elementary education should be reported in Question 25 and 26 as applicable.

## Question 25: YEARS OF SCHOOLING (UNIVERSITY)

### From Questionnaire

<b>25. How many years of education has this person completed at university?</b>	<b>12</b> <input type="radio"/> None <b>13</b> <input type="radio"/> Less than 1 year (of completed courses) <b>14</b> <input type="text"/> ◀ Number of completed years at university
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### Why We Ask this Question

We ask Questions 24 to 29 because finding out the educational qualifications of Canadians helps us to understand the make-up of the labour force (whether we have an abundance or a lack of human resources in a particular area). The results are used to plan schools and training programs in response to the changing technological needs of our work-force.

Information on the trends in college and university attendance by those 15 and over is vital for the planning and financing of post-secondary and adult education in both full-time and part-time programs.

### Guide Information

Indicate the number of academic years successfully completed regardless of the length of time it may have taken. For persons who attended a university on the semester system, consider two semesters with a regular course load the equivalent of one academic year.

For persons who received university training by correspondence, or attended classes part time during the day or evening, convert their accumulated credits to the equivalent number of years in the full-time regular program.

For persons who studied in the classical colleges of Quebec, do not include Belles-Lettres and Rhétorique with university education; however, consider Philo I and Philo II as first and second year equivalents to university, respectively.

For persons who received teacher training at a faculty of education associated with an accredited university, indicate this as university education. Otherwise, this type of training should be included in Question 26.

### Additional Information

Total number of academic years at university are to be reported, that is, if two degrees were obtained, the total number of years required to obtain both degrees should be entered.

## Question 26: YEARS OF SCHOOLING (OTHER)

### From Questionnaire

26. How many years of schooling has this person ever completed  
■ at an institution other than a university, a secondary (high school)  
or an elementary school?

*Include years of schooling at community colleges, institutes  
of technology, CEGEPs (general and professional), private trade  
schools or private business colleges, diploma schools of nursing, etc.*

31.

01 ☐ None

02 ☐ Less than 1 year  
(of completed courses)

03  ◀ Number of completed years  
at community colleges,  
trade schools, CEGEPs, etc.

### Why We Ask this Question

We ask Questions 24 to 29 because finding out the educational qualifications of Canadians helps us to understand the make-up of the labour force (whether we have an abundance or a lack of human resources in a particular area). The results are used to plan schools and training programs in response to the changing technological needs of our work-force.

Information on the trends in college and university attendance by those 15 and over is vital for the planning and financing of post-secondary and adult education in both full-time and part-time programs.

### Guide Information

Include schooling in all institutions other than university, secondary or elementary schools — including non-university teachers colleges, or police colleges — whether or not a high school diploma was required for entrance.

Do not include any courses taken for leisure, recreation or personal interest.

Indicate the number of academic years successfully completed, regardless of the length of time it may have taken. For persons who received non-university training by correspondence, or attended classes part time during the day or evening, convert their accumulated credits to the equivalent number of years in a full-time regular program.

CEGEP (general) or pre-university courses and CEGEP (professional) or career-terminal technical-vocational courses are postsecondary programs in the province of Quebec and are similar to community college programs in other provinces.

For persons who studied in the classical colleges of Quebec, consider Belles-Lettres and Rhétorique first and second year equivalents to other non-university training.

### Additional Information

Include formal training at the Canadian Coast Guard College, the Banff Centre School of Fine Arts, the Alberta Petroleum Industry Training Centre and similar institutions.

## Question 27: SCHOOL ATTENDANCE

### From Questionnaire

27. In the past nine months (that is, since last September), was this person attending a school, college or university?

*Include attendance at elementary or secondary schools, business or trade schools, community colleges, institutes of technology, CEGEPs, etc., for courses which can be used as credits towards a certificate, diploma or degree.*

*Mark one circle only.*

04 ☐ No, did not attend in past nine months

05 ☐ Yes, full time

06 ☐ Yes, part time, day or evening

### Why We Ask this Question

We ask Questions 24 to 29 because finding out the educational qualifications of Canadians helps us to understand the make-up of the labour force (whether we have an abundance or a lack of human resources in a particular area). The results are used to plan schools and training programs in response to the changing technological needs of our work-force.

Information on the trends in college and university attendance by those 15 and over is vital for the planning and financing of postsecondary and adult education in both full-time and part-time programs.

### Guide Information

**Do not include any courses taken for leisure, recreation or personal interest.**

For persons who have been enrolled in school at any time since September 1990, even if they were registered but subsequently dropped out, report their attendance. The same thing applies for persons who have been enrolled in any educational institution (including seminaries, schools of nursing, private business schools, technical institutes or colleges, private or public trade schools, vocational schools or schools for the blind or deaf) which provide a general education.

Mark the circle labelled **Yes, full time** for persons who were taking 75% or more of the regular course load in the grade or year in which they were registered. Consider any short-term course of six weeks or less taken during the day as part-time attendance. For persons who attended both full time and part time since last September, mark only the circle labelled **Yes, full time**.

### Additional Information

Attendance in correspondence courses such as university television courses taken for credit should be reported as part-time attendance.

## Question 28: DEGREES

### From Questionnaire

**28.** What certificates, diplomas or degrees has this person ever obtained?

*Include all qualifications obtained from secondary (high) schools, or trade schools and other postsecondary educational institutions.*

*Mark as many circles as applicable.*

- 07 ☐ None  
Go to Question 30
- 08 ☐ Secondary/high school graduation certificate or equivalent
- 09 ☐ Trades certificate or diploma
- 10 ☐ Other non-university certificate or diploma (obtained at community college, CEGEP, institute of technology, etc.)
- 11 ☐ University certificate or diploma below bachelor level
- 12 ☐ Bachelor's degree(s) (e.g., B.A., B.Sc., LL.B.)
- 13 ☐ University certificate or diploma above bachelor level
- 14 ☐ Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)
- 15 ☐ Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.M., O.D.)
- 16 ☐ Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)

### Why We Ask this Question

We ask Questions 24 to 29 because finding out the educational qualifications of Canadians helps us to understand the make-up of the labour force (whether we have an abundance or a lack of human resources in a particular area). The results are used to plan schools and training programs in response to the changing technological needs of our work-force.

Information on the trends in college and university attendance by those 15 and over is vital for the planning and financing of postsecondary and adult education in both full-time and part-time programs.

Mark the circle labelled **Secondary/high school graduation certificate or equivalent** for persons who graduated from high school, or obtained sufficient credits to constitute the equivalent of high school graduation.

**Question 28 (Concluded)**

Mark the circle labelled **Trades certificate or diploma** for persons who received a certificate or diploma through apprenticeship or journeyman training and/or in-school training, trades-level vocational and pre-vocational courses at community colleges, institutes of technology and similar institutions where the minimal entrance requirement was less than secondary/high school, junior or senior matriculation, or equivalent.

Mark the circle labelled **Other non-university certificate or diploma** for persons who received a certificate or diploma (other than a trade certificate or diploma) granted by a community college (both transfer and semi-professional career programs), CEGEP (both general or professional), institute of technology, or any other non-degree-granting educational institution.

Mark the circle labelled **University certificate or diploma below bachelor level** for persons who have a teaching certificate awarded by a provincial department of education at an approved institution such as normal school or college of education. For persons who earned their teaching qualifications at an accredited university's faculty of education, mark the circle labelled **Bachelor's degree(s)**.

For persons who have a diploma, certificate or license awarded by a professional association and whose course of study was conducted through a university, mark the circle labelled **University certificate or diploma below bachelor level** (provided that a bachelor degree was not a prerequisite). Mark **University certificate or diploma above bachelor level** if a bachelor degree was a prerequisite.

**Additional Information**

Honorary degrees should not be included.



## Question 29: FIELD OF SPECIALIZATION

### From Questionnaire

29. What was the major field of study or training of this person's highest degree, certificate or diploma (excluding secondary or high school graduation certificates)?

*For example, accounting, carpentry, civil engineering, history, legal secretary, welding*

37.

Major field of study or training

01

OR

02 ☐

This person's highest qualification is a secondary/high school graduation certificate.

### Why We Ask this Question

We ask Questions 24 to 29 because finding out the educational qualifications of Canadians helps us to understand the make-up of the labour force (whether we have an abundance or a lack of human resources in a particular area). The results are used to plan schools and training programs in response to the changing technological needs of our work-force.

Information on the trends in college and university attendance by those 15 and over is vital for the planning and financing of postsecondary and adult education in both full-time and part-time programs.

### Guide Information

For persons who earned more than one highest degree (e.g., two bachelor's degrees or two master's degrees), indicate the field of study for the degree most recently earned.

For persons who specialized in more than one field of study while earning their degrees, indicate the area in which the greatest number of credits or courses were earned.

Wherever possible, indicate the subfield of specialization within a broad area of training — especially in the case of graduate studies or other advanced training.

### Additional Information

None

### Question 30: NUMBER OF HOURS WORKED

#### From Questionnaire

<p><b>WORK</b></p> <p><b>30.</b> Last week, how many hours did this person work (not including volunteer work, housework, maintenance or repairs for his/her own home)?</p> <p><i>Include as work:</i></p> <ul style="list-style-type: none"><li>• <i>working without pay in a family farm or business (e.g., assisting in seeding, doing accounts);</i></li><li>• <i>working in his/her own business, farm or professional practice, alone or in partnership;</i></li><li>• <i>working for wages, salary, tips or commission.</i></li></ul>	<p><b>03</b> <input type="text"/> ← Number of hours (to the nearest hour) <b>Go to Question 36</b></p> <p><b>OR</b></p> <p><b>04</b> <input type="radio"/> None <b>Continue with the next question</b></p>
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#### Why We Ask this Question

(From guide)

We ask Questions 30 to 34 because labour force data are useful in the development of social and economic programs. Information on the labour force, its composition and characteristics is one of the most widely requested blocks of census data.

The census is recognized as a valuable source of detailed labour information and the only source of this information for small geographic areas. For example, federal, provincial and local day care programs require data (for small areas) on the employment of persons in households and families so that they can assess the need for such services and plan for their delivery.

(Additional)

This question is designed to measure the work-oriented activities of persons 15 years of age and over. Such a measurement is necessary for studies of labour markets in Canada.

The census is the only source of such data on employment and hours worked for local areas that may require these data to develop programs for manpower training as well as other social and educational needs.

Information on the availability of human resources is also used by industrial organizations for relocation or expansion planning.

The degree of labour force participation by members of the household provides data on the need for special services such as day care centres.

## Question 30 (Concluded)

### Guide Information

Enter the total number of hours worked last week. Remember to include the following situations:

- **Working without pay in a family farm or business;**

This means working without regular money wages for a spouse or a relative who is a member of the same household, at tasks which contribute to the operation of a farm or business run by the relative (e.g., bookkeeping for a farm or business owned by a spouse).

- **Working in his/her own business, farm or professional practice, alone or in partnership (i.e. self-employed with or without paid help);**

Include any fishing, trapping or hunting for profit or for the maintenance of family or community, undertaken with his/her own or rented equipment or with the equipment in which he/she has a share.

The hours worked should include all time spent preparing, maintaining and administering the operation of a farm, business or professional practice. Farmers should include hours spent maintaining farm fences, buildings or machinery, as well as cultivating, sowing or milking. Fishermen should include time spent preparing and maintaining boats, nets, etc. If the number of hours is not known, enter the best estimate.

- **Working for Wages, Salaries, Tips or Commission.**

Turn to Question 41 in this guide for more complete definitions of these three situations.

### Additional Information

#### Do not include (mark none):

- work done around your own home such as housework, maintenance or repairs to your home;
- volunteer work done without pay.

### Question 31: WORK ABSENCE

#### From Questionnaire

- 31.** Last week, was this person on temporary lay-off or absent from  
his/her job or business?

*Mark one circle only.*

- 05 ☐ No
- 06 ☐ Yes, on temporary lay-off from  
a job to which this person  
expects to return
- 07 ☐ Yes, on vacation, ill, on strike  
or locked out, or absent for other  
reasons

#### Why We Ask this Question

(From guide)

We ask Questions 30 to 34 because labour force data are useful in the development of social and economic programs. Information on the labour force, its composition and characteristics is one of the most widely requested blocks of census data.

The census is recognized as a valuable source of detailed labour information and the only source of this information for small geographic areas. For example, federal, provincial and local day care programs require data (for small areas) on the employment of persons in households and families so that they can assess the need for such services and plan for their delivery.

(Additional)

It is necessary to know how many people are absent from work, but still employed, in order to determine the number of persons with jobs.

It is necessary to know the number of people in the labour market who are not currently working but are available to work. Persons on temporary lay-off form a portion of this population.

#### Guide Information

This question should be answered only for persons 15 and over who did not work in the week prior to Census Day (June 4, 1991).

Mark the circle labelled **Yes, on temporary lay-off** for persons who expect to return to the job from which they were laid off, regardless of how long ago the lay-off occurred.

**Question 31 (Concluded)**

**Mark Yes, on vacation, ill, on strike or locked out, or absent for other reasons** for persons who had a job or business last week from which they were absent for the whole week (with or without pay) because of vacation, illness, a strike or lock-out at their place of work; or for such other reasons as maternity leave, bad weather, fire, personal or family responsibilities; etc. For paid workers, only report absences on training courses if they are receiving wages or salary from their employer.

**Additional Information**

Persons who are not on strike or lock-out but who were laid off because of strike or lock-outs, should mark **"Yes, on temporary lay-off"**

## Question 32: NEW JOB ARRANGEMENTS

### From Questionnaire

**32.** Last week, did this person have definite arrangements to start  
■ a new job within the next four weeks?

08 ☐ No

09 ☐ Yes

### Why We Ask this Question

(From guide)

We ask Questions 30 to 34 because labour force data are useful in the development of social and economic programs. Information on the labour force, its composition and characteristics is one of the most widely requested blocks of census data.

The census is recognized as a valuable source of detailed labour information and the only source of this information for small geographic areas. For example, federal, provincial and local day care programs require data (for small areas) on the employment of persons in households and families so that they can assess the need for such services and plan for their delivery.

(Additional)

Knowledge of the number of persons who have found jobs to which they will report within the next four weeks assists in the analysis of the composition of the unemployed population.

### Guide Information

This question should be answered only for persons 15 and over who did not work in the week prior to Census Day (June 4, 1991).

### Additional Information

None

### Question 33: RECENT JOB SEARCH

From Questionnaire

**33.** Did this person look for work during the past four weeks?

■ *For example, did this person contact a Canada Employment Centre, check with employers, place or answer newspaper ads?*

*Mark one circle only.*

10 ☐ No

**Go to Question 35**

11 ☐ Yes, looked for full-time work

12 ☐ Yes, looked for part-time work  
(less than 30 hours per week)

#### Why We Ask this Question

(From guide)

We ask Questions 30 to 34 because labour force data are useful in the development of social and economic programs. Information on the labour force, its composition and characteristics is one of the most widely requested blocks of census data.

The census is recognized as a valuable source of detailed labour information and the only source of this information for small geographic areas. For example, federal, provincial and local day care programs require data (for small areas) on the employment of persons in households and families so that they can assess the need for such services and plan for their delivery.

(Additional)

It is necessary to know how many people are looking for work in order to determine the number of people who are unemployed.

#### Guide Information

This question should be answered only for persons 15 and over who did not work in the week prior to Census Day (June 4, 1991).

#### Additional Information

None

### Question 34: AVAILABILITY FOR WORK

From Questionnaire

<p><b>34.</b> Could this person have started work last week had a job been available?</p> <p>■</p> <p><i>Mark one circle only.</i></p>	<p><b>43.</b></p> <p>01 <input type="radio"/> Yes, could have started work</p> <p>02 <input type="radio"/> No, already had a job</p> <p>03 <input type="radio"/> No, temporary illness or disability</p> <p>04 <input type="radio"/> No, personal or family responsibilities</p> <p>05 <input type="radio"/> No, going to school</p> <p>06 <input type="radio"/> No, other reasons</p>
--	--

#### Why We Ask this Question

(From guide)

We ask Questions 30 to 34 because labour force data are useful in the development of social and economic programs. Information on the labour force, its composition and characteristics is one of the most widely requested blocks of census data.

The census is recognized as a valuable source of detailed labour information and the only source of this information for small geographic areas. For example, federal, provincial and local day care programs require data (for small areas) on the employment of persons in households and families so that they can assess the need for such services and plan for their delivery.

(Additional)

This question assists in determining if persons looking for work were available for work in the reference week.

#### Guide Information

This question should be answered only for persons 15 and over who did not work in the week prior to Census Day (June 4, 1991) and who had actively looked for work in the four weeks prior to Census Day.

Mark the circle labelled **No, personal or family responsibilities** for persons who could not have started work last week because of family illness, child care difficulties, jury duty, etc.

Mark **No, other reasons** only for persons who did not already have a job; were not temporarily ill or disabled; did not have personal or family responsibilities; or were not going to school (e.g., if they were no longer interested in working or if they were out of town last week).

#### Additional Information

None



### Question 35: LAST DATE OF WORK

#### From Questionnaire

<p><b>35.</b> When did this person last work, even for a few days (not including volunteer work, housework, maintenance or repairs for his/her own home)?</p>	<p>07 <input type="radio"/> In 1991 Continue with the next question</p> <p>08 <input type="radio"/> In 1990 Continue with the next question</p> <p>09 <input type="radio"/> Before 1990 Go to Question 45</p> <p>10 <input type="radio"/> Never worked in lifetime Go to Question 45</p>
---	--

#### Why We Ask this Question

(From guide)

Information on the last period of work is used to identify persons with recent job experience. This information can be combined with other data such as industry and occupation to provide a profile of Canada's labour supply.

(Additional)

Information on the last date of work is used to identify persons with recent job experience. This information can be combined with other data such as industry and occupation to provide a profile of Canada's labour supply.

#### Guide Information

For this question, only include work done in order to obtain compensation, that is, work for wages, salaries, tips, commissions, piece-rate payment, payment in kind or the net income from self-employment. Also include work done without formal pay arrangements, by family members for family businesses, farms or professional practices. Do not include volunteer activities, housework, or other activities such as home maintenance that people do for themselves.

#### Additional Information

"Never worked in lifetime" should only be marked if this person has never worked at any kind of job or business either full time or part time, has never been in military service, or has never worked as an unpaid worker in the operation of a family farm or business.

Recent immigrants who have not yet found a job in Canada, but who have worked previously in another country, should mark the box opposite the period when they last worked in that country.

### Question 36: NAME OF EMPLOYER

#### From Questionnaire

**Note:**

Questions 36 to 42 refer to this person's job or business last week. If this person held no job last week, answer for the job of longest duration since January 1, 1990. If this person held more than one job last week, answer for the job at which he/she worked the most hours.

**36.** For whom did this person work?

Name of firm, government  
agency, etc.


Department, branch, division,  
section or plant


#### Why We Ask this Question

(From guide)

We ask Questions 36, 37, 39 and 40 because detailed information on industry and occupation make it possible for us to analyze and look ahead to the future demand for jobs based on industry growth trends. This information is essential for developing and evaluating programs such as those concerned with education, human resource training and affirmative action.

(Additional)

As an aid to classifying the industry, the employer's name is compared to a previously-prepared list of Canadian companies that have already been assigned industry codes.

The employer's name (Question 36), together with a description of the type of business, industry or service (Question 37), will make it possible to identify more specifically the type of industry in which the employee works. This provides information as to the numbers of persons working in each of the many classes of industry. In addition to the broader classifications such as agriculture, mining, manufacturing, retail trade, government, it will also be possible to distinguish the particular types of manufacturing, retailing, etc.

**Question 36 (Concluded)**

This information is essential to a meaningful analysis of the economic and industrial growth of the country and the utilization of manpower resources, as well as in the planning of regional and industrial support programs.

**Guide Information**

For persons who are self-employed, enter the name of their business in the boxes provided. If the business does not have a name, enter their name.

For persons whose wages are paid by an agency which hires out their services, enter the name of the agency.

For persons who work as employees in a private household, enter the name of the family for whom they work and enter **private household**.

**Additional Information**

The full name of the employer should be entered, including the department, branch or section, etc. where the person works. Different branches of one company may fall within different industry classes and it is necessary in these cases that enough information be supplied.

If the respondent is not sure what to answer, he/she should enter the most complete and detailed information that will fit in the space available, or, if there is not enough space, he/she should record the question number, the person number and a full response in the Comments section on the last page of the questionnaire. A clear and complete response is needed to ensure that the person's industry is classified correctly.

### Question 37: KIND OF BUSINESS

#### From Questionnaire

<p><b>37. What kind of business, industry or service was this?</b></p> <p><i>Give full description. For example, wheat farm, trapping, road maintenance, retail shoe store, secondary school, temporary help agency, municipal police.</i></p>	<p>Kind of business, industry or service</p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table> <p>11 <table border="1"><tr><td> </td><td> </td><td> </td><td> </td></tr></table></p>							

#### Why We Ask this Question

(From guide)

We ask Questions 36, 37, 39 and 40 because detailed information on industry and occupation make it possible for us to analyze and look ahead to the future demand for jobs based on industry growth trends. This information is essential for developing and evaluating programs such as those concerned with education, human resource training and affirmative action.

(Additional)

The description of the type of business, industry or service (Question 37), together with the employer's name (Question 36), will make it possible to identify more specifically the type of industry in which the employee works. This provides information as to the numbers of persons working in each of the many classes of industry. In addition to the broader classifications such as agriculture, mining, manufacturing, retail trade or government, it will also be possible to distinguish the particular types of manufacturing, retailing, etc.

This information is essential to a meaningful analysis of the economic and industrial growth of the country and the utilization of manpower resources, as well as in the planning of regional and industrial support programs.

**Question 37 (Concluded)**

**Guide Information**

Provide as much detail as possible to accurately describe the type of business.

**For example,  
rather than:**

- agriculture
- auto parts
- furniture
- school
- aluminum
- police

**A more complete response  
would be:**

- wheat farm
- motor vehicle parts manufacturing
- retail household furniture and appliance store
- secondary school
- aluminum rolling, casting and extruding
- municipal police department

**Additional Information**

The description of the business, industry or service should be as precise as possible. Usually more than one word is required, one indicating the general nature of the business by using such terms as manufacturing, wholesale, service, and the other indicating the specific commodity or service such as motor vehicle, hardware, hospital. It should not be assumed that the name of firm from Question 36 identifies the exact nature of the industrial activity.

If the respondent is not sure what to answer, he/she should enter the most complete and detailed information that will fit in the space available, or, if there is not enough space, he/she should record the question number, the person number and a full response in the Comments section on the last page of the questionnaire. A clear and complete response is needed to ensure that the person's business, industry or service is classified correctly.

# **Question 38: PLACE OF WORK**

## **From Questionnaire**

**38. At what address did this person usually work?**

*If street address is unknown, print the name of the building or nearest street intersection. Some large cities are made up of smaller cities or towns called municipalities. Where applicable, distinguish between the municipality and the large city, such as Anjou and Montréal, Scarborough and Toronto, Burnaby and Vancouver, Saanich and Victoria.*

**49.**

- 01 ☐ Worked at home  
(including farms)
- 02 ☐ Worked outside Canada
- 03 ☐ Worked at the address  
specified below

Street address


City, town, village, township,  
municipality or Indian reserve

County (if known)

Province/territory

Postal code

04 ☐

05 ☐☐☐☐☐☐

## **Why We Ask this Question**

Information on a person's place of work can be used to show local and regional commuter patterns and to evaluate what transportation networks would be needed to service the demand.

## **Guide Information**

Indicate the regular places of work for all household members who are working, even if they are away from work temporarily on assignment, training or holidays.

If Worked at the address specified below was marked, give as complete an address as possible. For persons who worked in an area where the same name is used for both the city, town or village as for the parish, township or municipality, indicate which is correct by including the type (for example, St. Andrew's town or St. Andrew's parish; Granby city or Granby municipality).

**Question 38 (Concluded)**

Mark **Worked at home** for persons whose place of work was in the same building or residence as where they lived. Examples might include dressmakers, apartment building superintendents or business owners who live above their store.

**For persons who work in a different job site or location every day, or travel as part of their job, enter:**

- (a) the address or name of their headquarters or depot if they report there before starting work each day;
- (b) the address or building name if they work part of the time at a fixed address;
- (c) **no usual place** in the space for address if they go directly from their home to various work locations.

**Additional Information**

None

## Questions 39 and 40: KIND OF WORK and MOST IMPORTANT DUTIES

### From Questionnaire

<p><b>39.</b> What kind of work was this person doing?</p> <p><i>For example, medical lab technician, accounting clerk, manager of civil engineering department, secondary school teacher, supervisor of data entry unit, food processing labourer, fishing guide (If in the Armed Forces, give rank only.)</i></p>	<p>Kind of work</p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>										
<p><b>40.</b> In this work, what were this person's most important duties or activities?</p> <p><i>For example, analysing blood samples, verifying invoices, co-ordinating civil engineering projects, teaching mathematics, organizing work schedules and monitoring data entry systems, cleaning vegetables, guiding fishing parties</i></p>	<p>Most important duties or activities</p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table> <p>08 <table border="1"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table></p>										

### Why We Ask this Question

(From guide)

We ask Questions 36, 37, 39 and 40 because detailed information on industry and occupation make it possible for us to analyze and look ahead to the future demand for jobs based on industry growth trends. This information is essential for developing and evaluating programs such as those concerned with education, human resource training and affirmative action.

(Additional)

Information derived from occupational data is used extensively by educational institutions and vocational counsellors in planning courses and providing guidance to students with respect to career opportunities, income possibilities and prospects for employment and advancement.

When related to industry growth, trends can be plotted so that training programs and facilities can be planned in anticipation of future needs.

Data can be provided to plot the geographic distribution of the work-force by occupation for more efficient use of skilled manpower resources.

This information combined with similar information from previous censuses, is essential for analyzing future job market requirements and for preparing people for future jobs.



**Questions 39 and 40 (Concluded)**

**Guide Information**

Descriptions should be as precise as possible. Two or more words may be needed in both questions. Rather than using the terms **employee** or **worker**, use specific descriptions of the kind of work done. Be sure to indicate supervisory or management responsibilities if they apply.

**For example,  
rather than:**

- maintenance
- repair work
- office work
- clerical
- inspecting
- supervising

**A more complete response  
would be:**

- maintaining electrical equipment
- repair and maintenance of electrical motors
- typing, general office work
- typing and filing
- inspecting electronic equipment
- supervising assembly of electronic equipment

For persons who are members of a religious order engaged in teaching or nursing for example, report these secular\* activities rather than the religious activities.

**Additional Information**

Use as many words as needed in Question 40 to give more precision to the description of the kind of work performed. Main duties should be identified and, where applicable, the exact level of supervision should be specified.

If the respondent is not sure what to answer, he/she should enter the most complete and detailed information that will fit in the space available, or, if there is not enough space, he/she should record the question number, the person number and a full response in the Comments section on the last page of the questionnaire. A clear and complete response is needed to ensure that the person's occupation is classified correctly.

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\* non-religious

## Question 41: CLASS OF WORKER

From Questionnaire

<p>41. In this job, was this person mainly:</p>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">55.</div> <p>01 <input type="radio"/> working for wages, salary, tips or commission? Go to Question 43</p> <p>02 <input type="radio"/> working without pay for his/her spouse or another relative in a family farm or business? Go to Question 43</p> <p>03 <input type="radio"/> self-employed without paid help (alone or in partnership)? Continue with the next question</p> <p>04 <input type="radio"/> self-employed with paid help (alone or in partnership)? Continue with the next question</p>
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### Why We Ask this Question

(From guide)

We ask Questions 41 and 42 to learn about the contribution of paid and self-employed workers in various industry and occupation groups. The dependence of industries such as agriculture and retail trade on unpaid family workers can also be determined.

(Additional)

This question makes it possible to compile separate information on such key economic groups as wage and salary earners, the self-employed and unpaid family workers. For instance, it provides information that illustrates the extent to which industries such as agriculture depend on unpaid family workers, and the strong growth in the number of the self-employed workers in industries traditionally dominated by small family businesses.

### Guide Information

Mark the circle labelled **Working for wages, salary, tips or commission** for persons who reported that in the job they worked:

**Question 41 (Concluded)**

- for wages and/or salary;
- or tips;
- on commission as a salesperson for only one company and did not maintain an office or staff;
- for payment in kind (room, board) in a non-family enterprise (e.g., as a member of a religious order);
- for piece-rates;
- as a member of the Armed Forces;
- an hour or more for pay, in a job such as cleaning or baby-sitting (in another person's home);
- as a "paid" housekeeper or nanny.

**Mark Working without pay for his or her spouse or another relative in a family farm or business** for persons who reported that they worked without money wages for a spouse or relative who is a member of this household at a task which contributed to the operation of the spouse's or relative's farm or business.

Do not include volunteer work, housework, or home maintenance or repairs.

**Mark Self-employed without paid help or Self-employed with paid help** for persons who reported that they:

- operated their own business, farm or professional practice (alone or in partnership) even if no goods or services were sold or rendered;
- operated their own business, farm or professional practice (alone or in a partnership) whether it made a profit or suffered a loss;
- operated a farm, whether or not they owned or rented the land;
- worked on a free-lance or contract basis;
- provided meals and/or room or day care services in their own home for boarders, roomers or neighbours' children;
- operated a direct distributorship selling and delivering products such as cosmetics, newspapers, brushes, soap products;
- fished, trapped or hunted for profit or for the maintenance of family or community, with their own equipment or with equipment in which they had part ownership;
- were setting up a business, farm or professional practice.

**Additonal Information**

None

## **Question 42: INCORPORATION STATUS**

**From Questionnaire**

<p><b>42. If self-employed, was this person's farm or business incorporated?</b></p> <p>■</p>	<p><b>05</b> <input type="radio"/> No</p> <p><b>06</b> <input type="radio"/> Yes</p>
---	--

### **Why We Ask this Question**

(From guide)

**We ask Questions 41 and 42 to learn about the contribution of paid and self-employed workers in various industry and occupation groups. The dependence of industries such as agriculture and retail trade on unpaid family workers can also be determined.**

(Additional)

**This question is useful in identifying the changing corporate structure of farms and small businesses.**

### **Guide Information**

**Specify whether or not a business is incorporated only for persons who indicated in Question 41 that they were self-employed.**

### **Additional Information**

**None**

### Question 43: WEEKS WORKED

From Questionnaire

<p><b>43.</b> In how many weeks did this person work in 1990?</p> <p>■</p> <p><i>Include those weeks in which this person:</i></p> <ul style="list-style-type: none"><li>• was on vacation or sick leave with pay;</li><li>• worked full time or part time;</li><li>• worked for wages, salary, tips or commission;</li><li>• was self-employed or an unpaid worker in a family farm or business.</li></ul>	<p>07 <input type="radio"/> None Go to Question 45</p> <p style="text-align: center;"><b>OR</b></p> <p>08 <input type="text"/> ← Number of weeks Continue with the next question</p>
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#### Why We Ask this Question

(From guide)

We ask Questions 43 and 44 because information on the number of weeks worked full time or part time is important in evaluating trends in such areas as seasonal or part-time work.

(Additional)

Reporting the number of weeks in which persons worked during the same one-year period for which income is reported provides not only data on the extent of employment, but allows for a better measure of employment income.

#### Guide Information

Count as a week **any week** in which a person worked, even if only for a few hours.

Report 52 weeks for persons who were **paid** for the full year or who operated a farm, business or professional practice for the full year, even if they may have worked less than a full year (for example, a school teacher paid on a 12-month basis).

Include weeks on paid vacation but exclude weeks on leave without pay.

#### Additional Information

This question is not concerned with the amount of time worked within a week but rather the number of weeks in which persons did any work. Although a full year should be indicated by 52 weeks, the simple conversion of 4 weeks for one month is acceptable for short periods.

If an employee was paid by the employer while on job-related training, those weeks should be considered as weeks worked.

**Question 44: FULL TIME / PART TIME**

**From Questionnaire**

44. During most of those weeks, did this person work full time or  
■ part time?

*Mark one circle only.*

09 ☐ Full time (30 hours or  
more per week)

10 ☐ Part time (less than  
30 hours per week)

**Why We Ask this Question**

We ask Questions 43 and 44 because information on the number of weeks worked full time or part time is important in evaluating trends in such areas as seasonal or part-time work.

**Guide Information**

For persons who worked 30 hours or more per week, mark **Full time (30 hours or more per week)**. For persons who worked less than 30 hours per week, mark **Part time (less than 30 hours per week)**.

**Additional Information**

For persons who worked both full-time and part-time during the year answer for the job at which they worked the most number of weeks.

For persons who worked at more than one job during the same time period mark **Full-time** if the total number of hours worked at all jobs was 30 hours or more per week.

**Question 45: INCOME IN 1990**

**From Questionnaire**

INCOME IN 1990		61.	
<p><b>45.</b> During the year ending December 31, 1990, did this person receive any income or suffer any loss from the sources listed below?</p> <ul style="list-style-type: none"> <li>• Answer "Yes" or "No" for all sources.</li> <li>• If "Yes", also enter the amount; in case of a loss, also mark "Loss".</li> <li>• Do not include Family Allowances and Child Tax Credits.</li> <li>• Consult the Guide for details.</li> </ul>			
(a) Total wages and salaries including commissions, bonuses, tips, etc., before any deductions		01 <input type="radio"/> Yes ▶	Dollars Cents
(b) Net income from unincorporated non-farm business, professional practice, etc., on own account or in partnership (gross receipts minus expenses)		02 <input type="radio"/> No	
(c) Net farm self-employment income from agricultural operations on own account or in partnership (gross receipts minus expenses)		03 <input type="radio"/> Yes ▶	
(d) Old Age Security Pension and Guaranteed Income Supplement from federal government only (provincial income supplements should be reported in (g))		05 <input type="radio"/> No	04 <input type="radio"/> Loss
(e) Benefits from Canada or Quebec Pension Plan		06 <input type="radio"/> Yes ▶	
(f) Benefits from Unemployment Insurance (total benefits before tax deductions)		08 <input type="radio"/> No	07 <input type="radio"/> Loss
(g) Other income from government sources including provincial income supplements and grants and social assistance, e.g., veterans' pensions, workers' compensation, welfare payments (do not include Family Allowances and Child Tax Credits)		09 <input type="radio"/> Yes ▶	
(h) Dividends and interest on bonds, deposits and savings certificates, and other investment income, e.g., net rents from real estate, interest from mortgages		10 <input type="radio"/> No	
(i) Retirement pensions, superannuation and annuities		11 <input type="radio"/> Yes ▶	
(j) Other money income, e.g., alimony, scholarships		12 <input type="radio"/> No	
(k) TOTAL INCOME from all of the above sources		13 <input type="radio"/> Yes ▶	
		14 <input type="radio"/> No	
		15 <input type="radio"/> Yes ▶	
		16 <input type="radio"/> No	
		17 <input type="radio"/> Yes ▶	
		19 <input type="radio"/> No	18 <input type="radio"/> Loss
		20 <input type="radio"/> Yes ▶	
		21 <input type="radio"/> No	
		22 <input type="radio"/> Yes ▶	
		23 <input type="radio"/> No	
		24 <input type="radio"/> Yes ▶	
		26 <input type="radio"/> No	25 <input type="radio"/> Loss

## Question 45 (Continued)

### NOTE TO TAS OPERATOR: SUPPLEMENTARY INSTRUCTIONS FOR COMPLETING QUESTION 45

A respondent may seek your help in using his/her 1990 income tax return to answer census income questions. If the respondent makes this request, refer to Appendix G, Telephone Assistance Service Manual (Form 80) to assist the respondent.

### Why We Ask these Questions

(From guide)

Information on income provides the most important indicator of the well-being of Canadians: of men and women, young and old, of trades and office workers, artists and scientists and of families and households. No other source — not even income tax records — can provide this level of detail.

Governments use the detailed analysis made possible by the census to develop income support programs, welfare provisions and social services.

Businesses use census income data in marketing products, in locating retail and wholesale sites near the appropriate groups of consumers, and in developing new products and services.

(Additional)

#### 1. Q. Why doesn't Statistics Canada get the income information from tax forms?

- A. Not all individuals are required to file income tax returns, but the Census collects income information from all individuals 15 years and over. In the last census, more than a million persons reported income on the census questionnaire but did not file an income tax return.

Several income sources (e.g., veterans' allowances, welfare payments, Guaranteed Income Supplement and workers' compensation benefits) are excluded from income tax returns but are included in the census form.

It is not possible for Statistics Canada to calculate family and household income information from tax returns that are filed by individuals.

### Guide Information

Statistics Canada does not publish personalized income information. The information collected from these questions is used to look at general trends and does not in any way identify individuals.

Information on this census questionnaire is strictly confidential by law and no individual, government department or agency outside of Statistics Canada has access to it. The Statistics Act prohibits Statistics Canada from disclosing any information that can be related to any individual person or company.



**Question 45 (Continued)**

Answer every part of this question whether or not a person was working. For each part, the income reported should be the total money income received during the calendar year 1990. For persons who had no income, mark the circle labelled **No**. In the case of a loss, report the amount in the box provided and mark the circle labelled **Loss**.

If unsure of an answer, consult relevant documents such as income tax returns. Otherwise, make your best estimate.

For persons who received income from abroad, report this income in Canadian dollars. However, for persons who immigrated to Canada after January 1, 1990, do not report any income received before arrival in Canada.

Do not report either the Family Allowances (baby bonuses) received from the federal and provincial governments or the Child Tax Credits. These allowances and credits will be estimated for each family from the number of children shown on this questionnaire.

Do not include as income: gambling gains and losses, lottery prizes, money inherited during the year in a lump sum, capital gains or losses, receipts from the sale of property, income tax refunds, loan payments received, lump-sum settlements of insurance policies, rebates received on property taxes or refunds of pension contributions.

**Part (a): Total Wages and Salaries**

Report total wages and salaries from all jobs before deductions for income tax, pensions, hospital insurance, etc. (do not report take-home pay).

Include military pay and allowances.

Include tips and cash bonuses received during 1990. Also include all types of casual earnings whether or not T4 slips for income tax have been issued.

Include commissions. However, for salespersons who worked for more than one company, or who maintained their own office or staff, report such income in part (b). Also, for persons who baby-sit in their own home or who are newspaper delivery persons, report their income in part (b).

Do not include the value of taxable allowances and benefits provided by employers such as free lodging, free automobile use, bursaries, travelling expenses of a spouse, or contributions towards medical insurance.

If consulting T4 slips to answer this question, report employment income shown in box 14, less the value of taxable allowances and benefits shown in boxes 30 to 40.

For persons who own an unincorporated business or farm, report the net income from that business or farm in part (b) or (c), whichever is appropriate.

**Question 45 (Continued)**

**Part (b): Net Income from Unincorporated Non-farm Business, Professional Practice.**

Report an amount in the box provided for persons who owned and operated a non-farm, unincorporated business or professional practice during 1990, alone or in partnership. In the case of a partnership, report only their share of the net income. Report receipts from incorporated businesses in part (a) and/or part (h).

Report net income (gross receipts minus expenses of operation such as wages, rents, or depreciation). Do not subtract personal deductions such as income tax and pensions.

Report net income from employment activities for self-employed fishermen, trappers and hunters in this part.

Report net income for persons who baby-sit in their own home, operate a direct distributorship such as selling and delivering cosmetics, newspapers, or obtain contracts or agreements to do odd jobs.

Report net income from free-lance activities (for example, artists, writers, music teachers).

In the case of a loss, report the amount and mark the circle labelled **Loss**.

**Part (c): Net Farm Self-employment Income**

In the box provided, report an amount only for persons who operated a farm in 1990, alone or in partnership. In the case of a partnership, report only their share of the net income.

Report net income (gross receipts from farm sales minus depreciation and cost of operation). Include cash advances in gross receipts for the year in which they are received. Also include government supplementary payments. In the case of a loss, report the amount and mark the circle labelled **Loss**.

Exclude the value of income "in kind" (for example, agricultural products produced and consumed on the farm).

For persons who employed a manager to run their farm, deduct the manager's salary as expenses. For persons who rented out their farm, report the net rent in part (h). Similarly, report income from incorporated farms in part (a) and/or part (h).

Agricultural operations include the production of field crops, vegetables, fruits, greenhouse/nursery products and seeds, maple products, poultry and livestock, animal products such as eggs, milk and wool, fur farming, and beekeeping.

**Question 45 (Continued)**

**Part (d): Old Age Security Pension and Guaranteed Income Supplement**

In the box provided, report Old Age Security Pension and Guaranteed Income Supplement (for persons 65 years and over) received from the federal government only. For persons who are 60 to 64-year-old spouses/widow(er)s of Old Age Security Pension recipients, report Spouse's Allowance received from the federal government.

Report provincial income supplements in part (g). Report retirement pensions of civil servants, RCMP and military personnel in part (i). Report old age, retirement and war pensions and other similar payments received from foreign governments in part (j).

**Part (e): Benefits from Canada or Quebec Pension Plan**

Report benefits received under the Canada or Quebec Pension Plan (such as retirement pensions, survivors' benefits and disability pensions) in the box provided.

Do not report lump-sum death benefits.

Do not report contributions to the plan, but report the benefits from it.

Report retirement pensions of civil servants, RCMP and military personnel in Part (i).

**Part (f): Benefits from Unemployment Insurance**

Report total unemployment insurance benefits before income tax deductions in the box provided. Include benefits for sickness, maternity, work sharing, fishing, retraining and retirement received under the Federal Unemployment Insurance program.

**Part (g): Other Income from Government Sources Including Provincial Income Supplements and Grants and Social Assistance**

In the box provided, report payments received from provincial or municipal programs for people in need such as mothers and/or fathers with dependent children, persons temporarily or permanently unable to work, elderly individuals, blind individuals and disabled individuals. Include cash benefits covering basic needs such as food, fuel, shelter and clothing, plus cash benefits for special needs.

Include provincial income supplements such as payments to seniors to supplement Old Age Security and Guaranteed Income Supplement as well as payments to seniors to help offset accommodation costs.

Include any amounts received in 1990 for refundable provincial tax credits, federal sales tax credit and federal Goods and Services Tax Credit. Quebec residents should report "Real Estate Tax Refund".

**Question 45 (Continued)**

Include all other transfer payments such as worker's compensation, veterans' pensions, war veterans' allowances, pensions to widows and dependants of veterans, or benefits under the Canadian Jobs Strategy.

Do not include Family Allowances and federal Child Tax Credits.

Report retirement pensions to career military personnel, civil servants, etc. in part (i).

**Part (h): Dividends and Interest on Bonds, Deposits and Savings Certificates, and Other Investment Income**

For dividends received from Canadian corporate stocks, report the actual amount if dividends received, not just the taxable amount.

Report dividends received from foreign stocks.

Report interest from deposits in banks, trust companies, co-operatives, credit unions, caisses populaires, as well as interest on savings certificates, bonds and debentures.

Report net rents from real estate (including farm land), mortgage and loan interest received, regular income from an estate or trust fund, and interest from insurance policies.

Include investment income received from abroad.

If total investment income is a loss, report the amount and mark the circle labelled **Loss**.

**Part (i): Retirement Pensions, Superannuation and Annuities**

In the box provided, report any income received as a result of having been a member of a pension plan of one or more employers; payments received from all annuities, including payments from a matured registered retirement savings plan (RRSP) in the form of a life annuity, a fixed term annuity, a registered retirement income fund or an income-averaging annuity contract; pensions paid to widow(er)s or other relatives of deceased pensioners; pensions of retired civil servants, Armed Forces personnel and RCMP officers; and annuity payments received from the Canadian Government Annuities Fund, or from an insurance company.

Do not include lump-sum death benefits, lump-sum benefits and withdrawals from a pension plan or RRSP, or refunds of overcontributions. Enter severance pay and retirement allowances and pensions from outside Canada in part (j).

**Question 45 (Concluded)**

**Part (j): Other money income**

Include all other regular cash income not covered in the questions above.

**Examples:**

- alimony;
- child support;
- periodic support from persons not in the household;
- net income from roomers and boarders;
- income from abroad (e.g., pensions) except dividends and interest which should go into part (h);
- non-refundable scholarships and bursaries;
- severance pay and retirement allowances;
- royalties;
- strike pay.

**Do not include:**

- Family Allowances (baby bonuses) and federal Child Tax Credits;
- cash refund of pension fund contributions;
- lump-sum death benefits or any other one time lump-sum payment.

**Additional Information**

None

## STEP 11: HOUSING

Answer Questions H1 to H8 about this dwelling.

### Question H1: Household Maintainer(s)

From Questionnaire

STEP 11		Answer Questions H1 to H8 about this dwelling.	
87.	H1.	Print the name(s) of the person(s) who pay the rent or mortgage, taxes, electricity, etc., for this dwelling.	
		<i>A dwelling is a separate set of living quarters with a private entrance from the outside or from a common hallway or stairway inside the building. This entrance should not be through someone else's living quarters.</i>	
		Note: One of these persons should answer Questions H2 to H8. If no one living here makes such payments, mark here ..... and answer these questions yourself.	
			01 <input type="checkbox"/> <input type="checkbox"/> <input type="text"/>
			02 <input type="checkbox"/> <input type="checkbox"/> <input type="text"/>
			03 <input type="checkbox"/> <input type="checkbox"/> <input type="text"/>
			04 <input type="checkbox"/> <input type="checkbox"/> <input type="text"/>
			05 <input type="checkbox"/> <input type="checkbox"/> <input type="text"/>
			06 <input type="checkbox"/> <input type="checkbox"/> <input type="text"/>
			07 <input type="radio"/>

### Why We Ask this Step

(From guide)

Shelter is one of the basic necessities of life and these questions are asked in order to evaluate present conditions and future housing needs. The data compiled from these questions are used by municipal planners, provincial housing ministries, developers, and members of the construction and real estate industries.

(Additional)

This question is asked to ensure that a household member who is knowledgeable about both the financial and structural characteristics of the dwelling answers the housing questions. Accurate information on the nation's housing stock is necessary to monitor and predict trends in housing needs.

**STEP 11, Question H1 (Concluded)**

**Guide Information**

If more than one household member contributes to living expenses such as rent or mortgage, taxes, electricity, etc., enter the name of the person who usually pays the largest amount first, followed by the name(s) of the other household members who make such payments. If two or more household members contribute equal amounts, list their names in the order in which they were listed in STEP 5 of the census form.

**Additional Information**

If more than six household members contribute to living expenses such as rent or mortgage, taxes, electricity, enter the names of the six persons who usually pay the largest amount.

The name(s) listed should NOT be that of a lodger or an employee.

## STEP 11: HOUSING

### Question H2: Tenure

#### From Questionnaire

**H2. Is this dwelling:**

*Mark one circle only.*

**08** ☐ owned by you or a member of this household  
(even if it is still being paid for)?

**09** ☐ rented (even if no cash rent is paid)?

#### Why We Ask this Question

Shelter is one of the basic necessities of life and these questions are asked in order to evaluate present conditions and future housing needs. The data compiled from these questions are used by municipal planners, provincial housing ministries, developers, and members of the construction and real estate industries.

#### Guide Information

Mark the circle labelled **owned** if you and/or another member of this household own or are buying the dwelling in which you live, even if the dwelling is on rented or leased land, or if it is part of a condominium.

For census purposes, a condominium is a multi-unit residential complex in which dwellings are owned individually while land is held in joint ownership with others.

Mark the circle labelled **rented** in all other cases, even if the dwelling you occupy is provided without cash rent or at a reduced rent (for example, a minister's residence or a superintendent's dwelling in an apartment building). Also mark the circle labelled **rented** if the dwelling is part of a co-operative.

For census purposes, a co-operative is jointly owned by all members who occupy their dwelling units under a lease agreement.

#### Additional Information

Include a dwelling as "owned", if it is owned by you and/or another household member even if somebody else in the household is paying rent.



## STEP 11: HOUSING

### Question H3: Number of Rooms and Bedrooms

From Questionnaire

H3. (a) How many rooms are there in this dwelling?

10  ← Number of rooms

*Include kitchen, bedrooms, finished rooms in attic or basement, etc. Do not count bathrooms, halls, vestibules and rooms used solely for business purposes.*

(b) How many of these rooms are bedrooms?

11  ← Number of bedrooms

#### Why We Ask this Question

Information on the number of rooms/bedrooms in houses across Canada, when combined with data on the number of persons in households as well as shelter costs, provides another dimension for measuring the economic situation of Canadian families and; in particular, for measuring crowding and the quality of life.

#### Guide Information

##### Part (a): Number of Rooms in Dwelling

Do not enter half-rooms (for example, instead of  $1\frac{1}{2}$ , enter either 1 or 2, depending on which best describes the dwelling).

Include as separate rooms, partially divided rooms which you consider to be separate because of fixed or movable partitions or because of their use (for example, L-shaped living and dining-rooms).

##### Part (b): Number of Bedrooms

Include all rooms designed and furnished as bedrooms and used mainly for sleeping purposes, even though the use may be occasional, as in the case of a spare bedroom.

Do not include rooms used for one purpose during the day and for bedrooms at night (for example, a living-room used as a bedroom during the night).

**STEP 11, Question H3 (Concluded)**

Enter a zero in the box provided if the dwelling has no rooms used primarily for sleeping purposes.

Also enter a zero for one-room dwellings or bachelor apartments.

**Additional Information**

Count all rooms suitable for year-round living (including those occupied by employees, lodgers, and their families).

Do not count laundry rooms, furnace rooms or unfinished rooms, bathrooms or other space used solely for business or storage.

## STEP 11: HOUSING

### Question H4: Period of Construction

#### From Questionnaire

H4. When was this dwelling originally built?

*Mark the period in which the building was completed, not the time of any later remodelling, additions or conversions. If year is not known, give best estimate.*

12 ☐ 1920 or before

16 ☐ 1971-1980

13 ☐ 1921-1945

17 ☐ 1981-1985

14 ☐ 1946-1960

18 ☐ 1986-1990

15 ☐ 1961-1970

19 ☐ 1991

#### Why We Ask this Question

We ask Questions H4 and H5 because specific details such as period of construction and state of repair are important for evaluating the quality of Canada's housing stock and for identifying the need for neighbourhood improvement programs.

#### Guide Information

It is only necessary to know whether older structures were constructed in 1920 or before.

If you can recall how old the building was when you moved in, it may help to estimate its age.

In condominiums, large apartment blocks or other rented dwellings, the manager or superintendent may know the building's age.

In owned dwellings, insurance policies and documents pertaining to the purchase of the dwelling may indicate a dwelling's age.

If a single house was constructed in 1925 and remodelled in 1947, mark the circle labelled 1921-1945 not 1946-1960. Similarly, in the case of an apartment building where some units were added later, the date for all units would be the earlier one.

#### Additional Information

None

## STEP 11: HOUSING

### Question H5: Need for Repairs

From Questionnaire

H5. Is this dwelling in need of any repairs?  
(Do not include desirable remodelling or additions.)

- 20 ☐ No, only regular maintenance is needed (painting, furnace cleaning, etc.)
- 21 ☐ Yes, minor repairs are needed (missing or loose floor tiles, bricks or shingles, defective steps, railing or siding, etc.)
- 22 ☐ Yes, major repairs are needed (defective plumbing or electrical wiring, structural repairs to walls, floors or ceilings, etc.)

#### Why We Ask this Question

We ask Questions H4 and H5 because specific details such as period of construction and state of repair are important for evaluating the quality of Canada's housing stock and for identifying the need for neighbourhood improvement programs.

#### Guide Information

**Regular maintenance** includes only those activities that must be performed on an ongoing basis to prevent the house from deteriorating (for example, painting, furnace cleaning, electrical fuse replacement, and hinge oiling).

**Minor or major repairs** indicate that some part of the dwelling is damaged, defective or not operating properly. **Minor repairs** include replacing missing or loose floor tiles, bricks or shingles, repairing broken windows and waterproofing bath-tubs. **Major repairs** include structural repairs to walls, floors or ceilings, the installation of a new roof, and the replacement of deteriorated external siding.

If a dwelling is in need of both minor and major repairs, mark only the **Yes** category for major repairs (do not mark both circles).

#### Additional Information

Include in "major repairs" any work required to correct serious deficiencies in the structural condition of the dwelling, as well as in the plumbing, electrical and heating systems. Examples would include sagging floors, bulging walls, damp walls and ceilings, crumbling foundation, rotting porches and steps, corroded pipes and damaged electrical wiring.

Include in "minor repairs" work such as repairing small cracks in interior walls and ceilings, broken light fixtures and switches.

## STEP 11: HOUSING

### Question H6: Yearly Payments

#### From Questionnaire

<b>68.</b> Answer Questions H6 to H8 for only the dwelling that you now occupy, even if you own or rent more than one dwelling. If the exact amount is not known, please enter best estimate. <b>Note:</b> If you are a farm operator living on the farm you operate, mark here ..... 01 <input type="radio"/> and go to Step 12.							
<b>H6.</b> For this dwelling, what are the YEARLY payments (last 12 months) for:							
(a) electricity?	02 <input type="radio"/> None 03 <input type="radio"/> Included in rent or other payments	OR	04 <table border="1"><tr><td>Dollars</td><td>Cents</td></tr><tr><td></td><td></td></tr></table> per year	Dollars	Cents		
Dollars	Cents						
(b) oil, gas, coal, wood or other fuels?	05 <input type="radio"/> None 06 <input type="radio"/> Included in rent or other payments	OR	07 <table border="1"><tr><td>Dollars</td><td>Cents</td></tr><tr><td></td><td></td></tr></table> per year	Dollars	Cents		
Dollars	Cents						
(c) water and other municipal services?	08 <input type="radio"/> None 09 <input type="radio"/> Included in rent or other payments	OR	10 <table border="1"><tr><td>Dollars</td><td>Cents</td></tr><tr><td></td><td></td></tr></table> per year	Dollars	Cents		
Dollars	Cents						

#### Guide Information

Parts (a) to (c): If you have occupied this dwelling for less than a year, estimate and report the yearly amounts based on either your payments up to this date or on other available information.

For condominium owners, if electricity or other service charges are included in the condominium fee, mark the circle labelled **Included in rent or other payments**.

Part (b): If uncertain about the total annual cost of fuel, multiply the amount consumed (such as litres of oil, containers of propane gas, cords of wood or tons of coal) by the per unit price.

#### Additional Information

If two or more utilities are billed together, the yearly cost of each should be estimated and entered accordingly.

**STEP 11, Question H6 (Concluded)**

Amounts reported are for the respondent's present dwelling, not for any previous dwelling.

Where the tenant pays only part of the amount billed (e.g., one part is paid by the landlord and one part is paid by the tenant), only the part paid by the tenant should be reported.

In the case of joint tenancy (shared dwelling) the full amount should be reported.

**STEP 11: HOUSING**

**Question H7: Shelter Costs — Renter**

**From Questionnaire**

**H7. For RENTERS only:**

▪ What is the monthly cash rent paid for this dwelling?

11 ☐ Rented without  
payment of  
cash rent

OR

12 

Dollars	Cents

 per month

**Guide Information**

Enter the total rent paid by all household members for the dwelling you now occupy. Include parking fees paid with rent, if any.

**Additional Information**

If the cash rent is paid on your behalf by a relative or friend not living in the same dwelling, enter the amount paid by the other person.

If cash rent is paid for a building containing more than one dwelling, only the cash rent paid for the person's dwelling should be reported.

If no cash rent is paid, or if the dwelling is provided in return for services, or by friends, relatives or anyone else, including a government agency, "Rented without payment of cash rent" should be marked.

If the structure contains both business and residential premises, enter the amounts relating to the residential portion only.

## STEP 11: HOUSING

### Question H8: Shelter Costs — Owner

#### From Questionnaire

<b>H8. For OWNERS only, answer parts (a) through (f):</b>					
(a) What are the total regular monthly mortgage or loan payments for this dwelling?	13 <input type="radio"/> None Go to part (c)      OR      14 <table style="display: inline-table; border: 1px solid black; text-align: center; width: 100px;"> <tr> <td style="border-right: 1px solid black; width: 60px;">Dollars</td> <td style="width: 40px;">Cents</td> </tr> <tr> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> </tr> </table> per month	Dollars	Cents		
Dollars	Cents				
(b) Are the property taxes (municipal and school) included in the amount shown in part (a)?	15 <input type="radio"/> Yes — Go to part (d) 16 <input type="radio"/> No				
(c) What are the estimated yearly property taxes (municipal and school) for this dwelling?	17 <input type="radio"/> None      OR      18 <table style="display: inline-table; border: 1px solid black; text-align: center; width: 100px;"> <tr> <td style="border-right: 1px solid black; width: 60px;">Dollars</td> <td style="width: 40px;">Cents</td> </tr> <tr> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> </tr> </table> per year	Dollars	Cents		
Dollars	Cents				
(d) If you were to sell this dwelling now, for how much would you expect to sell it?	Dollars 19 <table style="display: inline-table; border: 1px solid black; width: 100px; height: 20px;"> </table>				
(e) Is this dwelling part of a registered condominium?	20 <input type="radio"/> Yes — Continue with part (f) 21 <input type="radio"/> No — Go to Step 12				
(f) What are the monthly condominium fees?	22 <input type="radio"/> None      OR      23 <table style="display: inline-table; border: 1px solid black; text-align: center; width: 100px;"> <tr> <td style="border-right: 1px solid black; width: 60px;">Dollars</td> <td style="width: 40px;">Cents</td> </tr> <tr> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> </tr> </table> per month	Dollars	Cents		
Dollars	Cents				

#### Guide Information

- Part (a):** Mortgage payments are sometimes made in other than monthly instalments (for example, once a year, twice a year, every three months or weekly). In such cases, to obtain the average monthly amount paid, add all payments made in the last 12 months and divide the total by 12.
- Part (b):** If the regular monthly mortgage payments shown in Part (a) include municipal property taxes but exclude school taxes, mark the circle labelled **No** in Part (b) and enter the amount of annual school taxes paid directly to school tax collectors in Part (c).
- Part (c):** Include local improvement taxes with property taxes, even if they are billed separately.
- Part (d):** For single dwellings, state the value of the entire property (including the value of the land it is on) and the value of any other structure on the property (for example, a garage).



**STEP 11, Question H8 (Concluded)**

If this dwelling is located in a building which contains several dwellings or includes both residential and business premises, estimate and report the portion of the market value that applies only to the dwelling in which you live.

**Part (e):** Include as condominiums those dwellings which are in the process of becoming registered condominiums.

**Part (f):** Condominium fee payments are sometimes made in other than monthly instalments. In such cases, to obtain the average monthly amount paid, add all payments made in the last 12 months and divide the total by 12.

**Additional Information**

Include a dwelling as "owned" if it is owned by you and/or another household member even if somebody else in the household is paying rent.

If the structure contains both business and residential premises, enter the amounts relating to the residential portion only.

**STEP 12**



**You have now completed your questionnaire. Please mail it today.**

**Thank you for your co-operation.**

If you have any comments, please enter them on the back cover.

(From guide)

Please mail your form back promptly. Thank you for making the census a success.

## **APPENDIX A 1991 CENSUS QUESTIONS AND ANSWERS**

### **NOTE TO TAS OPERATOR:**

Refer also to the Telephone Assistance Service Manual, Form 80, Chapter V, Questions Frequently Asked by Respondents.

#### **1. What is a census?**

The Canadian census is a complete inventory of the country's population and housing and of its agriculture.

The word "census" stems from the Latin word "censere" which means to assess. In early civilizations, censuses were usually taken to collect taxes and to identify young men who were eligible for army conscription or forced labour.

Today, the purpose of a census is entirely different. It provides information for federal and provincial legislation and plays a vital role in planning for Canada's future. The census is Canada's only national survey that is truly comprehensive. It collects basic information about each person and every farm at a specific point in time.

The next census will take place Tuesday, June 4, 1991.

Governments, business, industry, social organizations and countless other agencies use census information to learn more about the basic structure of society, establish policies and evaluate current programs.

The census is one of the largest operations undertaken in this country. Information will be compiled from over 10 million households and almost 300,000 farms.

Nearly 45,000 census representatives will be hired and trained for this national undertaking. In the course of their work, they will cover an area of over 9.4 million square kilometres and collect information on more than 26 million people.

#### **2. Why is the census important?**

The census is the most fundamental source of information about our country. Here are some examples of how census data are used:

- **Representation in Parliament:** The boundaries and number of federal electoral districts in each province and territory are determined with the aid of census data.
- **Provinces:** Federal transfer payments of about \$24 billion that are made to provinces and territories are based on population counts from the census. It was calculated that in the five years following the 1986 Census, these governments lost an average of \$600 each year for every person who was not counted.
- **Municipalities:** Some provincial/territorial governments use census data to tell them how much money they should allocate to municipalities. These local authorities often use the same data to assess the need for community programs and services.

**APPENDIX A**  
**1991 CENSUS QUESTIONS AND ANSWERS - Continued**

- **Business and industry:** Businesses use census data to develop employment plans, select new retail or manufacturing sites and analyze markets for their products and services.
- **Health care:** Planners use census data to forecast health care needs and costs, select sites for hospitals and clinics, and measure the need for medical research programs.
- **Labour markets:** The census measures the number, location and skills of Canadian workers. Information about their characteristics — age, education, income, sex, marital status, ethnic origin and disabilities — contribute to a profile of Canada's labour market. This information helps economists, union negotiators and manpower planners develop informed employment policies and programs.
- **Social service agencies:** Information from the census provides the framework necessary to develop programs such as day care, subsidized housing and services for disabled persons.
- **Women:** The census measures the number of women participating in the workforce, as well as their income, education and marital status. This information is used to develop affirmative action employment programs and provides researchers with data to analyze the expanding role of women in the economy.
- **Education:** School boards use population figures by age groups and ethnic origin to project school enrolments and determine the need for new schools. The data are also used to develop special programs such as minority group language instruction.
- **Agriculture:** The census of agriculture has been measuring food production, farm income and the area of land devoted to agriculture for over 300 years. In 1991, information will also be collected on the use of computers and soil conservation practices.

This type of information keeps organizations like the Canadian Federation of Agriculture informed about trends in the agricultural sector. The information is also used by the government and private industry to plan and administer farm programs.

Substantial cost savings (well over \$10 million) are achieved by conducting the census of agriculture concurrently with the census of population.

- **Disability:** In 1991, for the second time, the census will ask people about disabilities that limit them in their work or lifestyle activities. This information is used by all levels of government to plan and evaluate support programs and services.
- **Law enforcement agencies:** Many communities depend on census data to calculate the number of workers they will need to serve and protect neighbourhoods.

## **APPENDIX A**

### **1991 CENSUS QUESTIONS AND ANSWERS - Continued**

- **News media:** The census provides the accurate background material needed to report about economic activity, income, housing, education, language, immigration, ethnic origin and family composition at local and national levels. The news media also uses census information to market their services. Census data are used to define circulation areas, develop advertising, design market surveys, evaluate publicity campaigns, estimate reader reaction and plan sales campaigns.

#### **3. What is the legislative authority for the census?**

The 1991 Census is conducted under the authority of the Constitution Act, formerly known as the British North America Act. In 1867 this Act set out the requirement to take the census in 1871 and at 10-year intervals thereafter. Its main use was to determine representation in the House of Commons.

Specific details for taking the Canadian census were included in the Statistics Act of 1971. In addition to the decennial census (like that of 1991), this Act also calls for quinquennial censuses — those conducted mid-way between decennial censuses. The last quinquennial census was conducted in 1986.

The census is still used to determine representation in Parliament. It is also legally required to provide information for other federal government programs such as the War Veterans Allowance Act (1955), the Old Age Security Act (1966) and the Official Languages Act (1968). As well, the Established Programs Financing Act calls for the census to determine the population of each province to allocate transfer payments.

#### **4. How did the census originate in Canada?**

The first census, in what is now Canada, was taken in 1666 in New France by the French King's Intendant, Jean Talon. This was the first time in modern history that a census was used as a source of economic and social information.

Talon's census listed 3,215 persons with details on age, sex, marital status and occupation. Later censuses added questions on livestock, crops, buildings, churches, grist mills, firearms and swords. By 1739, there had been 37 full censuses and nine partial ones.

Under the British North America Act of 1867, provisions were made for a census to be taken in 1871 and every 10 years thereafter. This decennial census was extended to the territories and provinces as they joined Confederation.

The west was growing rapidly in the latter part of the 19th century. To measure these changes, a quinquennial (five-year) census was introduced for Manitoba in 1896. This was extended to all three Prairie provinces in 1906. By 1956 rapid economic growth and urbanization led to the creation of the first national quinquennial census.

**APPENDIX A**  
**1991 CENSUS QUESTIONS AND ANSWERS - Continued**

**5. Why is Census Day June 4?**

The census has been taken in early June since 1911. This time of the year was selected mainly to accommodate the census of agriculture — farm operators found it easier to determine the areas sown to crops in early June.

Other advantages of conducting the census in June include more moderate weather (better suited for door-to-door visits) and a greater likelihood of finding people at home (many families hold off on their holidays until the children finish school in late June). The June date is also reflected in the Statistics Act where it is officially stipulated that the census be conducted in this month.

In 1981, Census Day was changed from a fixed date of June 1 to the first Tuesday in June. This change made it easier for people who were moving at the first of the month to ensure they were counted at their new residence. In 1991, the first Tuesday in June falls on the 4th.

**6. Why is it important that everyone be counted?**

The census is designed and used as a complete inventory of Canada's population, housing stock and agriculture. In order for census information to be useful, it must measure the country's complete social and economic reality. Every questionnaire is important. Any that are not completed are followed up by census representatives in the field, adding to the overall costs of this national undertaking.

The census of population provides unique, detailed statistical data, at a single point in time, on the demographic, social and economic conditions of the population. The census tells us not only about Canada but about the cities, communities and people that make up each province. Because the census measures such a wide range of standardized and nationally comparable statistics, it is a unique source of cross-classified data. This means the census can provide information such as employment by industry and occupation. It can also provide information about special target groups such as women, young adults and lone parent families.

In monetary terms, each person counted results in annual transfer payments from the federal government to the provinces. In 1986 this amounted to an average of \$600 per person per year. In the same way, provinces and territories can make grants to local and municipal governments calculated on the basis of the population counts.

**7. What is the difference between the census and municipal enumeration / Ontario 1991 enumeration?**

The census is a complete inventory of the country's population and agriculture. Data collected by the census supports planning on a nation-wide basis, that can be used by individuals, businesses, communities and all levels of government.

## **APPENDIX A**

### **1991 CENSUS QUESTIONS AND ANSWERS - Continued**

Municipal enumeration collects information that supports only basic municipal needs. It is used to prepare voters' lists for municipal and school board elections; to direct school taxes and to prepare lists of prospective jurors. Like the national census, the information also helps municipalities and school boards in planning for services and facilities.

The information requested in municipal enumerations varies from province to province. It is not possible for the census form to include all the questions that each province requires.

In Ontario, municipal enumeration has taken place every three years since 1982. 1991 is one of the rare times that it will be conducted in the same year as a national census. This will not happen again until 2006.

Ontario's municipal enumeration will take place between May 1 and June 30. These dates ensure that information needed for voters' lists can be compiled in time for the province-wide municipal elections that will be held in November.

**8. Why do we take a census at all? Why don't you take it from administrative records and other sources such as sample surveys?**

Administrative records cannot provide data of the same quality, refinement or consistency as the census of Canada. This is partly because of provincial differences in the definitions and concepts used to collect the information.

As well, most levels of government have taken special measures to ensure that different administrative files cannot be linked together. Safeguards in the form of legal and technical barriers have been established to protect individuals so that "master files" cannot be compiled.

Sample surveys, although very effective in providing information about Canada and the provinces, cannot provide reliable information for small areas. Many communities must depend on census data to plan and administer local programs and budgets.

Many sample surveys use the census as a framework for sample selection and to ensure that the results are truly representative of the population.

**9. Why do we take a census every five years?**

Decisions and policies must be based on sound, up-to-date information. Canada's statistical system and many of the country's programs depend on a comprehensive census to be conducted every five years.

In recent years Canada has been a fast changing country. Between 1981 and 1986, although the census recorded the lowest growth rate in 25 years, Canada's population still grew by over a million people. In 1986, almost 42% of Canadians

**APPENDIX A**  
**1991 CENSUS QUESTIONS AND ANSWERS - Continued**

over 5 years of age were living in dwellings different from the ones they had lived in during the 1981 Census. The number of families continued to grow while the number of family members continued to decline. There was also a marked growth in the number of persons living alone, and women continued to enter the labour force in unprecedented numbers.

It follows that the quickening pace of Canada's change will be paralleled by requests for more information. Although the time, money and response burden imposed by a census restrict their frequency to once every five years, census results will continue to provide the framework for Statistics Canada's sample surveys.

Canada has conducted a national census every five years since 1956. This enables users of census data to make comparisons over time. Statutory requirements for a census at five-year intervals are included under the Statistics Act.

**10. How is the decennial census (taken every 10 years) different from the quinquennial census (taken every 5 years)?**

Canada's decennial census has been conducted every 10 years since 1871 when it was set out as a constitutional requirement under the British North America Act.

The quinquennial census is a mid-decade census that has been conducted half-way between decennial censuses, on a national scale, since 1956.

The national quinquennial census was introduced to monitor the rapid economic growth and urbanization that took place during the post-war years. It was originally considered to be an "additional" census, and as such was deemed to be of less importance than the decennial one. In the past, some quinquennial censuses collected less information than the more extensive decennial censuses.

Today, Canada's statistical system and many of the country's programs depend on a comprehensive census to be conducted every five years. Statutory requirements for both censuses have therefore been included under the Statistics Act and both collect basically the same type of information.

**11. After the last census there was criticism about inaccurate counts. Could this happen again?**

Estimates have put the number of persons "missed" from the 1986 Census at about 800,000. Undercoverage in 1986 was 3.21% compared with 2.01% in 1981.

Research has shown that a significant portion of this increase in undercoverage resulted from cost-cutting measures that were introduced during the 1986 Census. These included the cancellation of paid advertising and of a quality check on the coverage of dwellings.



**APPENDIX A**  
**1991 CENSUS QUESTIONS AND ANSWERS - Concluded**

In 1991 Statistics Canada will improve coverage by:

- using paid advertising;
- reducing the ratio of enumerators to supervisors;
- using other available information sources such as address lists in urban areas to ensure that dwellings are not missed. In British Columbia, where undercoverage was the highest, the use of address registers is also being investigated for non-urban areas; and
- targeting special collection efforts at hard-to-enumerate segments of the population, like those living on Indian reserves, the elderly, those living in institutions, the homeless and selected ethnic minorities.

**12. Is the census of Canada the same as those of other countries?**

Yes. Basically, it is the same. There are differences in technology and methodology, but all censuses are essentially an enumeration of selected characteristics of a population.

While some developing countries restrict the census to a very basic count of characteristics like age, sex and marital status, others like Britain, Australia and the United States conduct a census that closely resembles our own.

In the 1990 census conducted by the United States, for example, one out of six households received a longer questionnaire — differing only slightly from our sample of one in five.

**13. How many countries take a census?**

Most countries conduct a census. The United Nations Statistical Office recently documented the official national census dates for over 85% of all countries.

**14. What other countries are involved in a census in 1990 and 1991?**

Between January 1990 and December 1991, censuses will be conducted in about 100 countries. While the United States conducted their census in 1990, Britain, New Zealand and Australia will — like Canada — conduct their censuses in 1991.



## **APPENDIX B ENVIRONMENTAL ISSUES QUESTIONS AND ANSWERS**

### **1. How much paper is used in the production of census questionnaires?**

Approximately 21 million questionnaires are produced for the census. To appreciate how much paper this represents, visualize the following:

the printed questionnaires, when boxed and placed on skids for shipment would require 71 tractor trailers to deliver;

or from a different angle:

if all the questionnaires were laid to length along the ground they would stretch for 3,645 miles or 5,867 kilometres. This is enough to cover three quarters the length of the 4,730 mile (7,615 kilometres) Trans-Canada highway.

### **2. Are census questionnaires printed on recycled paper?**

Actively committed to a policy of encouraging environmentally sound choices, Statistics Canada investigated the use of recycled paper for the 1991 Census questionnaires. This option, however, proved impractical for several reasons.

The physical properties of the paper used for the Census questionnaires must conform to very specific standards. To reduce postal costs the paper has to be light weight. As well, in order to keep the questionnaire clear and easy-to-read, the opacity (or the degree to which you can see through the paper) must be limited. When the 1991 Census questionnaires were sent to print, recycled paper did not meet either of these criteria.

Aside from these issues, the large volume of recycled paper needed for the questionnaires was simply not available when the printing of 1991 Census questionnaires began.

However, the questionnaires are printed on good quality recyclable paper. The paper being used for questionnaires is recommended by recycling firms because of its ability to produce paper of a high quality after being recycled.

Many advances continue to be made in the recycling process. As the quality of recycled paper improves and quantities grow, Statistics Canada will endeavour to use recycled paper.

### **3. What is done with the questionnaires after they have been processed?**

After the information is entered into the computer, all questionnaires are microfilmed for archival purposes, then shredded and finally recycled. This process is carried out during the five years between consecutive censuses. All questionnaires are printed on paper that subsequently produces good quality recycled paper.

**APPENDIX B**  
**ENVIRONMENTAL ISSUES QUESTIONS AND ANSWERS - Continued**

- 4. Plastic is not friendly to the environment. Why are plastic bags used for the delivery and storage of the census questionnaires?**

Plastic bags are not always used for the delivery of census questionnaires. Census representatives will use them only when they cannot contact a home-owner in person and the questionnaires will not fit into the mailbox or when the residence has no mailbox. In the past, when questionnaires were left on the doorstep without adequate protection against wind or rain, some of these questionnaires were lost or damaged.

Therefore in 1991, for the reasons stated above, census questionnaires will be placed in plastic bags and hung on doorknobs. This will protect them from inclement weather conditions.

The plastic bags used will be made from biodegradable plastic and will be labelled as such to ensure that the public is aware of this important fact.

- 5. Has Statistics Canada introduced any environmental conscious measures for the census?**

Whenever feasible, material produced by Statistics Canada is printed on recycled paper. For instance, 80% of all envelopes for census questionnaires are made from recycled paper - this amounts to 192 tons of recycled paper. In cases where the use of recycled paper was not feasible, the next best option, recyclable paper, has been used.

The companies that are meeting Statistics Canada's printing requests have demonstrated their concern for the environment in various ways.

The English versions of the Form 2B questionnaire and the guides will be printed by St. Joseph Printing Ltd. of Toronto. This company sponsors a reforestation program that is conducted jointly with the Boy Scouts of Canada. The program, called "Partners in Growth" replants trees used in paper production. For the 1991 Census questionnaires, "Partners in Growth" will plant 1,670 trees on Statistics Canada's behalf.

Printing of the bilingual Form 2A questionnaires, the French Forms 2B and 2D questionnaires and the Form 3 will take place in Elmvale, Ontario by a company called Bayweb. Bayweb has recently made the move to switch all its presses to the use of ink manufactured from vegetable-based oil.

Other environmental measures undertaken by Statistics Canada include:

- using paper recycling containers in all buildings to reduce waste;
- collecting data on environmental issues (acid rain, ozone) on an ongoing basis;

**APPENDIX B**  
**ENVIRONMENTAL ISSUES QUESTIONS AND ANSWERS - Concluded**

- developing conceptual models to evaluate the quality of the Canadian environment (Environmental Information System Project);
- co-funding with Environment Canada and the University of Ottawa the "Institute for Research on Environment and Economy";
- providing leadership in development of environmental statistics in the Third World.





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