

Part VII: Development of Data

CHAPTER 33

**A SOCIAL CENSUS QUESTIONNAIRE
FOR LATIN AMERICAN NATIONS**

by

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INTRODUCTION

During the past several decades countries of the developing world generally have come to measure development in terms of gross national product (GNP). Since aggregate economic indicators may have little to do with the conditions of individual citizens, and since social development is as important as economic growth, new indicators are needed by which we may establish bench marks for change in standards and quality of life. It is our contention here that national censuses need to be expanded and improved to offer a wider variety of data that reveal social aspects of national development.

In proposing questions for a national-level "social census," we may distinguish our work from that of a national "population census," which generally enumerates population for the sake of finding out how many persons exist (in relation to such topics as rural and urban distribution and occupation) rather than in determining how people live. National economic censuses (including agricultural, industrial, transport, commerce, and service censuses) are excluded from discussion here.

Recently some countries have combined their national population census with a "housing census," or taken a separate census of houses which tends to yield data on the number of edifices with a certain condition and not on the number of persons affected by such a statistic. While information about buildings may be interesting, it is our view that it is important only insofar as it also reveals the condition in which people live.

Two limitations in this paper may be noted. First, although we originally conceived of including in the questionnaire items on attitudinal issues, we have since concluded that we can make a better case for implementation of a social census if we limit our profile of society to one that is objective rather than subjective. Second, we are concerned not with the construction of questionnaires per se, but with the types of items which should be included in a questionnaire. Because items that can be included in censuses vary from country to country, and because various formats and

question sequences must meet very different requirements in national censuses in each country, selection, organizational design, and wording of a social census must be left to the potential user.

This study is offered in the hope that examination of the questionnaire will lead to modification, deletion, or added topics having relevance for scholars in various fields. Many of the questions given here also may be used to advantage in subnational surveys by researchers even as they test specific hypotheses. Indeed had the famous anthropologist Robert Redfield and his students approached their Mexican community studies more openly,¹ those studies would be of greater use long after the original hypotheses have ceased to interest scholars.

Preparation of this social questionnaire was undertaken in three stages. The first stage was the development of the idea conceived in James W. Wilkie's graduate seminar "Latin American Historical Statistics" at the University of California, Los Angeles.² Special assistance was provided by Diego Delgado Vega (who drew upon his experience in conducting the 1950 Mexican population census and participating in the 1967 UCLA Ethnographic Field School published study entitled *Tecate: An Industrial Town on the Mexican Border* to coordinate our 1969 testing in Tecate of an early draft of this questionnaire. Former President of Bolivia Víctor Paz Estenssoro visited the seminar to discuss at length development of our questionnaire. Following his advice, we eventually decided to include the potentially problematic questions on politics and religion in the social census.

The second stage was presentation of a draft of the

¹Work of the Redfield School got under way with Redfield's research reported in his *Tepoztlán: A Mexican Village* (Chicago: University of Chicago Press, 1930).

²Seminar members who participated in the initial stages of determining topics to be included in the census were Eugene F. Sofer, Raymond Aramburu, Adolfo Bermeo, Yong Bom Lee, and Robert K. Chidester. Funding of the Seminar to teach "New Methods in History" was originally provided under a grant to Professor Wilkie and Nikki Keddie, University of California Innovative Program in Instruction.

questionnaire to a social census conference held October 24-25, 1969 in Los Angeles.³ Much discussion centered upon Javier Bonilla's 1970 population census questionnaire. Dr. Bonilla, director of the 1970 Mexican population census, analyzed technical problems in carrying out one of the most advanced population assessments ever undertaken on the national level. In addition, Father Benjamín Núñez (now Rector of the National University of Costa Rica) represented a Catholic point of view as well as the view of a Latin American scholar who was formerly his country's Minister of Labor and Ambassador to the United Nations.

The third stage involved redrafting the questionnaire in order to incorporate suggestions discussed at the conference as well as to take into account an emergent body of literature on social conditions and attitudes. Of special interest at the conference was a migration-oriented questionnaire presented by Richard W. Wilkie.⁴ Subsequently the politically oriented questionnaire prepared by Wayne A. Cornelius also proved to be quite useful.⁵ Important aspects of life to be included in questionnaires also are found, for example, in studies by Kenneth L. Karst, Murray L. Schwartz, and Audrey J. Schwartz;⁶ and by Peter A. Doherty and John M. Ball.⁷ Teresa Joseph edited the final draft to develop clarity of presentation.

Developing a Social Census Questionnaire

Since "superficial" national censuses generally vary in nature from time to time and from one country to another,

³We greatly appreciate comment and criticism from the following persons who attended the conference: Javier Bonilla (now Mexico's Under-Secretary of Education); Robert Butler (Economics, UCLA); Kenneth H. Craik (Psychology, University of California, Berkeley); Susan Evans (Latin American Studies, UCLA); John Freeman (Sociology, Long Beach State University); Edward Gonzalez (Political Science, UCLA); Bruce Herrick (Economics, UCLA); Benjamín Núñez (Sociology, University of Costa Rica); James Posner (Sociology, Princeton University); Clark W. Reynolds (International Economics, Stanford University); C. Paul Roberts (Graduate School of Management, UCLA); Jane R. Wilkie (now Sociology, University of Connecticut); Richard W. Wilkie (Geography, University of Massachusetts, Amherst).

Funds to sponsor the population census conference were provided to James Wilkie by the UCLA Committee on International and Comparative Studies. Gratitude for this support is hereby acknowledged.

⁴For example, see his ideas (used in all of our drafts) in "On the Theory of Process in Human Geography: A Case Study of Migration in Rural Argentina" (Seattle: Ph.D. diss. in geography, University of Washington, 1968).

⁵See *Politics and the Migrant Poor in Mexico City* (Stanford: Stanford University Press, 1975), pp. 237-265.

⁶*The Evolution of Law in the Barrios of Caracas* (Los Angeles: UCLA Latin American Center Publications, 1973), pp. 89-119.

⁷"Central Functions of Small Mexican Towns," *Southeastern Geographer* 11:1 (1971), pp. 20-28.

and since "in-depth" sample surveys conducted by scholars tend not to duplicate one another (each scholar may feel that he has his own project and must contribute a new approach) great quantities of available data lack comparability by which to draw historical generalizations. Whereas both the United Nations⁸ and the Inter-American Statistical Institute of the Pan American Union sponsored development of a program for the 1970 census of the Americas,⁹ their efforts were dedicated to formulating a minimum standard which could realistically be followed by member countries having various degrees of funding and experience. Our work here is aimed at suggesting a comprehensive program that may be adapted for inclusion in any existing national population census or even subnational survey research.

Not only do authors of national and subnational censuses need to be encouraged to develop social questionnaires that have explicit historical value for time and space, but authors of the subnational or "microcensuses" which deal with attitude surveys might well consider relating opinion to quality of life. Thus, such important attitude surveys as those conducted by Joseph A. Kahl and Gabriel Almond and Sidney Verba could have included expanded data for developing a social profile of society.¹⁰ Also, authors of Mexican community studies such as Oscar Lewis and Michael Bleshaw would have not only gathered data of anthropological and economic significance, respectively, but also contributed comparable results on the social situation in Tepoztlán, Morelos, in the 1940s and Huecorio, Michoacán, in the early 1960s.¹¹

We do not mean to suggest that population censuses at any level should be over ridden by a model (or that hypotheses should not be tested). Rather, since each census generally has to take into account particular questions according to special characteristics investigated and the population concerned, basic

⁸United Nations, Department of Economic and Social Affairs, *Principles and Recommendations for the 1970 Population Census*, Statistical Papers Series M, Number 44 (New York, 1967), and *idem*, *Principles and Recommendations for the 1970 Housing Census*, Statistical Papers Series M, Number 45 (New York, 1967).

⁹Instituto Interamericano de Estadística, *Informe de la IX Sesión de la Comisión de Mejoramiento de las Estadísticas Nacionales (COINS)*, Caracas, Venezuela, 17 al 20 de Octubre de 1967 (Washington, D.C.: Unión Panamericana, 1968), pp. 20-221.

¹⁰See Joseph A. Kahl, *The Measurement of Modernism: A Study of Values in Brazil and Mexico* (Austin: University of Texas Press, 1968); and Gabriel A. Almond and Sidney Verba, *The Civic Culture* (Princeton: Princeton University Press, 1963). See also, e.g., Alex Inkeles, "Making Men Modern: On the Causes and Consequences of Individual Change in Six Developing Countries," *American Journal of Sociology*, 75 (September 1969), pp. 209-25; and David H. Smith and Alex Inkeles, "The OM Scale: A Comparative Socio-Psychological Measure of Individual Modernity," *Structure* (New York: Free Press, 1961), pp. 353-377.

¹¹See Oscar Lewis, *Life in a Mexican Village: Tepoztlán Restudied* (Urbana: University of Illinois Press, 1957); and Michael Bleshaw, *A Village Economy: Land and People of Huecorio* (New York: Columbia University Press, 1967).

social questions could supplement specifically oriented questions. In this manner, we might assure wider and longer use of one-time surveys and consistency in recurring censuses. If the Mexican Statistical Agency had not suppressed important questions in 1950 in order to conform to U.N. standards for worldwide comparability of population censuses for that year, it would not now have broken time series for important data gathered in 1940 and 1960.

Inconsistency in inclusion and phrasing of questions from census to census has afflicted many countries, including the United States, which has not learned that it is inadvisable to drop questions from a census, or to substantially change them. If questions have been asked in censuses extending far back into time, they should be retained because time series that give an indication of national historical development are needed. It is far better to add new and perfected questions to a census rather than substitute them for older questions which may not be in vogue this year. The U.S. census, for example, might have retained its definition of "metropolitan districts" and added "standard metropolitan areas" in 1950 and "standard metropolitan statistical areas" in 1960 instead of developing a new definition every 10 years thus causing the census to lack historical comparability.¹²

Problems of improvement in national censuses may be exemplified by the senior author's experience in Bolivia in 1966. In suggesting to Bolivian officials in charge of developing a projected national population census to be financed by the U.S. Agency for International Development (USAID) that they include questions on level of living which have proved useful in formulating a Poverty Index based upon Mexico's decennial census data since 1910,¹³ he encountered the view that since no authoritative scholarly guidelines exist to specifying the kinds of questions needed to assess the spectrum of social conditions, this idea could not seriously be considered. If a "model" social census could have been supplied, or if USAID could have made financial support contingent at least upon consideration of a questionnaire developed by scholars for research as well as for policy-making purposes, the project might have been undertaken with deeper value for all concerned.¹⁴

Although some might claim that an expanded national census is not necessary, given the possibility of using social questionnaires in sample surveys that can be conducted relatively inexpensively with a small percentage of the population, we argue that it is not always possible to develop reliable

samples until a variety of new data are gathered for entire national populations.¹⁵ In this light, the cost of expanding the coverage of national censuses may be justified not only as leading to statistics necessary for planning and research but as gathering data with historical validity that may be used for developing reliable criteria needed to establish the geographical areas and dimensions of human affairs to be included in survey research.

The Mexican general population census of 1970,¹⁶ which we have used here as the best guide to Latin American population censuses, had about 110 questions, some of which were restricted to certain age groups or positions in the family. We have used that approach of restricting questions in order to develop 259 items in our social census. Thus, as discussed before, even if all items were to be used by a country such as Mexico, the time necessary to administer the questionnaire would not much increase because not all questions need be put to all household members. Presumably the major cost of expanding the number of questions in macrocosmic or microcosmic censuses would come in manipulating and publishing the data and in archiving it in such a way as to aid research projects seeking to correlate diverse categories. While published presentation generally will facilitate use of aggregate data, the archival format should permit analysis of responses for individual variation. In this manner we might correlate, for example, not only how many persons are illiterate but also which of those persons have voted.

The present study, while recognizing a plan for programming and presenting data is a necessary concomitant of preparing a census,¹⁷ is limited to developing the kinds of questions in which we are interested and with which we may measure change. The tremendous variation in correlations which individual scholars might examine means that we can

¹⁵ In regard to a less developed group in the United States, a protest by Mexican-American leaders that their numbers were undercounted in a 25 percent sample in the 1960 U.S. population census led the U.S. Census Bureau to include a nationwide enumeration of the national origin of all Spanish-speaking persons in the 1970 census. Mexican-American leaders successfully pointed out that there are "pockets" of minority groups which cannot be enumerated by samples without basic criteria, and a reliable count is necessary because "many of the funds allocated by governmental agencies for social and economic revitalization programs in the lower income communities are based on size of the affected population." See the *Los Angeles Times*, May 13 and May 28, 1969.

Serious problems in the use of sample data are illustrated in analysis of U.S. cancer death statistics. Based on a 10 percent sample for the first seven months of 1975, analysis indicated an alarming 5.2 percent increase in deaths from cancer. This sharp surge never happened, however, according to a complete analysis of all data which showed cancer death rate actually dropped by .7 percent. See *Los Angeles Times*, April 2, 1977.

¹⁶ Mexico, Dirección General de Estadística, *IX Censo General de Población; con Datos sobre la Vivienda, 28 de Enero de 1970: Cuestionario para Una Vivienda*.

¹⁷ See nn. 8 and 9 above, for works that discuss standards on tabulation of published data for the limited number of questions suggested

¹² For a discussion of this problem see Frank L. Sweetser, Jr., "Population, Area, and Density of Comparable Metropolitan Districts and Standard Metropolitan Areas," *American Sociological Review*, 20 (1955), pp. 414-419.

¹³ The Poverty Index is developed in James W. Wilkie, *The Mexican Revolution: Federal Expenditure and Social Change Since 1910* (2d ed.; Berkeley: University of California Press, 1970), Part II.

¹⁴ Bolivia projected the census for 1968 but did not carry it out until 1976, and even then limited national finances kept to a minimum the number of questions included.

do little more here than suggest a range of questions that should be asked in order to encourage gathering basic statistics for social investigation.

Preparation of the questionnaire was undertaken as an exercise in the theory of history. We have assumed that historians have tried implicitly to answer many of the items in our questionnaire when they write about the social and economic causes of revolution. In attempting to make questions explicit, we consulted a large body of literature in the social sciences and examined contemporary Latin American population and housing censuses. With regard to bibliography on national population censuses, the Population Research Center's *International Population Census Bibliography: Latin America and the Caribbean* (Austin: Bureau of Business Research, University of Texas, 1965) was very helpful. In addition to the U.N. standards (cited in n. 8 above), the following draft documents of the Program for the 1970 Census of the Americas developed in Caracas at the 1967 IX Session of the Committee on Improvement of National Statistics were useful: "Census of Housing: Proposed Standards" (Document 5424a); and "Census of Population: Proposed Standards" (Document 5392a). The Institute also made available other significant documents prepared under its sponsorship.¹⁸

by the United Nations and Inter-American Statistical Institute. Proper programming, for example, can resolve the problem of lack of comparability in literacy data by age group from country to country. (Though Bolivia and Argentina use population over age 5 and age 14, respectively, in order to calculate percentage of illiterate population, cross tabulation of literacy with all ages would permit uniform comparisons.)

Presentation of data involves several considerations. First, for example, data on school-age population 6-14 may be related to students actually enrolled by presenting together responses from two different parts of the questionnaire. In the same manner, income and employment for nonemployment and unemployment should be linked in presentation as well as population affected by household conditions.

In regard to the problem of aggregate tabulations, greater detail should be provided, for example, in published occupational classifications. We need to know especially the number of clergymen functioning by region (and their religion) in order to assess the quality of religious activity in general.

It is interesting to note that whereas in Mexico an item on religious affiliation traditionally has been included in national censuses, the U.S. Bureau of the Census has omitted such a question because officials have concluded that it would create so much opposition as to "endanger the whole census operation"; see "How Secret is the Census: Interview with Associate Director of Census Bureau [Conrad Taeuber]," *U.S. News and World Report*, January 12, 1970, p. 38.

¹⁸ E.g., see papers from (a) the IX Meeting of the Commission on Improvement of National Statistics, Caracas, 1967: "Census of Agriculture: Proposed Standards" for 1970 (Document 5397a); and from (b) the V General Assembly of Members, Caracas, 1967: "Measurement of Economic and Social Development" by Emilio G. Barreto (Document 5428a) and "Programming Statistical Activities for the American Region: Background and Bases by the General Secretariat of the Inter-American Statistical Institute (Document 5420a).

The 1970 Mexican population census (see n. 9) provided a valuable guide; and the following studies by the Mexican Government contributed ideas:

Dirección General de Muestreo, *La Población Económicamente Activa de México en Junio de 1964*; and *Investigación Demográfica, Económica y Social en el Distrito Federal, Agosto de 1963*.

Instituto Nacional de la Vivienda, *Investigación Nacional de la Vivienda Mexicana, 1961-1962*.

U.S. population censuses offered a comparative view, and the U.S. Department of Health, Education, and Welfare's *Toward a Social Report* (1969), a summary of ideas developed by a panel of social scientists established in 1966 regarding development of social indicators, presented a number of interesting measures of social conditions, including items ranging from noise level to "participation and alienation."

By 1975 the United Nations was working toward a revised system of social and demographic statistics (SSDS),¹⁹ seeking to organize and present selected data in a framework with explicit internal links and predicated on a common definition of concepts. The SSDS goes beyond the census, however, to integrate data series gathered by various methods, including reporting of services rendered by government agencies and of household surveys. The SSDS categories are:

- 1 Size and structure of the population, birth, deaths, and migration
- 2 Family formation, families, and households
- 3 Social class, stratification, and mobility
- 4 Distribution of income, consumption, accumulation, and net worth
- 5 Housing and environment
- 6 Allocation of time and uses of leisure
- 7 Social security and welfare services
- 8 Learning activities and educational services
- 9 Earning activities, employment services, and the economically inactive population
- 10 Health and health services
- 11 Public order and safety, offenders and their victims.

With the growing and ongoing discussion of measurement of social change in the *Journal of Social Indicators Research* (1974—), scholarly focus turned by 1976 to *The Use of Socio-Economic Indicators in Development Planning*

¹⁹ See U.N., Department of Economic and Social Affairs, *Towards a System of Social and Demographic Statistics*, Studies in Methods Series F, Number 18 (New York, 1975). Cf. U.N., Economic and Social Council, Economic Commission for Africa, "Demographic Indicators of the Level of Living," a discussion paper by Bernard Benjamin for the U.N. Seminar on Evaluation of Basic Demographic Data, Accra, Ghana, July 1973 (Document E/CN.14/POP/99, 22 June 1973); and *idem*, "List of Household Data Requirements" (Document E/CN.14/CAS.9/10/Rev.1, 30 March 1976). See also U.S., Bureau of the Census, *Atlántida: A Case Study in Sample Household Surveys*, Series ISPO 1 (Washington, D.C., 1965), 14 vols.

(Paris: UNESCO Press, 1976), a work that contained criticism of the U.N. level of living index.²⁰

After examining the questionnaire that draws upon and goes beyond the above literature, one may wonder if politicians, who authorize censuses really want to know so much about the state of human affairs for which they are responsible. They might find it less easy to say that they represent or speak for "the people." Also, an unpopular leader who has just won a "landslide" election might be reluctant to find out that only a small percentage of the voting age population knows his name. Perhaps one of the most important problems of our questionnaire is that its implementation might encourage unscrupulous politicians to attempt to alter results. We may be comforted in this regard, however, by noting that a check on census reliability is provided by comparing census items over a period of two or three decades; discrepancy or contradictions in data will show up, especially in national statistics presented for the local level. In addition, data gathered in our questionnaire ideally would be only one part of a comprehensive statistical program related to regular published series, for example, on educational enrollment, and such data could be crosschecked at regular intervals with data gathered in an expanded national social census.

Regardless of theoretical problems in reliability of data suggested in this questionnaire for use in national censuses, as historians who use published censuses, we must note that our experience in developing and testing a questionnaire has given us a true appreciation of the magnitude of problems encountered by survey researchers in other disciplines, and we are now much more aware of problems of meanings, reliability in the construction and wording of census materials, and limits in use of census materials for historical analysis.

Organizing a Social Census Questionnaire

The questionnaire is organized according to the system given in Table 3300. Since several families often live together,

Table 3300

ORGANIZATIONAL SYSTEM OF THE SOCIAL CENSUS QUESTIONNAIRE

Section	Title	Number of questions
1	Characteristics of Household and Diet	89
2	Personal Identification	5
3	Present Residence and Past Movement	12
4	Health and Well Being	23
5	Religion	10
6	Language and Education	8
7	Societal Participation	20
8	Procreation	9
9	Marital Status	11
10	Non-Employment and Unemployment	14
11	Employment and Underemployment	27
12	Income and Expenditure	31
		259

²⁰ U.N., Research Institute for Social Development, *The Level of Living Index* (Geneva, 1976).

the head of the household can answer section 1 (89 questions) for all heads of families and their dependents and servants.

Questions in all sections are keyed to Table 3301, which lists those in the family responsible for responses.²¹

Table 3301

NUMBER OF QUESTIONS KEYED TO PARTICULAR PERSONAL ROLE

Key	Definition	Number of questions
A	All persons	28
H	Head of household	89
L	Persons of legal voting age	32
S	Persons over 6 years of age	15
T	Persons over 12 years of age	95
		259

Of the 259 questions, only 28 would apply to a child aged 5; less than 100 questions would apply to a single, dependent female who is a full-time student aged 17; and a maximum of 240 questions would apply only to a fully employed male head of household.²²

Many of the questions, however, depend for inclusion or elimination upon responses to a master question as listed in Table 3302. Thus it is highly unlikely that any employed

Table 3302

MEANING OF SYMBOLS FOR NUMBERS OF ITEMS DEPENDENT UPON MASTER QUESTION¹

Symbol	Meaning	Number of dependent questions
***	Ask only if response to master question is yes	33 ^a
†††	Ask only if response to master question is no	5 ^b
...	Ask only if answer to master question makes item relevant	10
- -	Depending upon previous answer, series of questions may be skipped	39 ^c
		Total 87

1. Master question immediately precedes item(s) with symbol (e.g., item 1H6 is a master question).

a. Excludes items 10T12-10T14. Includes 12T4-12T12.

b. Excludes item 10T11.

c. Includes items 5T5-5T10, 10T9-10T14, and 11T1-11T27.

²¹ Responses to questions should include provision for "unknown," "not applicable," or "other."

²² A fully employed male head of household would not answer questions on nonemployment and unemployment (10T1-10T14), questions asked only of females (8T6-8T9), or about age in months (2A5).

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male head of household would have to answer 240 questions because 87 of them depend upon response to a master question; the maximum number of questions in the schedule could be as few as 153. If this census had been taken in Mexico in 1960, persons under 12, constituting 38.4 percent of all ages, could have answered a maximum of only 43 questions.²³

THE QUESTIONNAIRE²⁴

Characteristics of Household and Diet

- 1H1 Address
 1H2 Number of families in the household
 1H3 Number of persons living in the household (father, mother, children, parents-in-law, grandparents, other relatives, maids, renters, friends) and in each nuclear family
 1H4 Number of inhabitable rooms (not including kitchen, baths, or hallways)
 1H5 Is there a room in the dwelling that is used exclusively as a living room?
 1H6 Does the household have access to a bathroom with running water and toilet?
 1H7 *** (a) inside the dwelling; (b) outside the dwelling but in the building; (c) outside the building
 1H8 ††† Does the household have access only to a latrine?
 1H9 Are there sewer pipes inside the dwelling?
 1H10 During the cold weather, does the dwelling need heating?
 1H11 *** Does it have any heating system?
 1H12 Is the dwelling usually damp?
 1H13 Is there a room in the dwelling used exclusively for cooking?
 1H14 *** Is there piped water?
 1H16 What type of fuel is used for cooking?
 1H17 . . . Is there electricity in the dwelling?
 1H18 How many bedrooms are there in the dwelling?
 1H19 How many persons do not sleep in a bedroom?
 1H20 How many persons sleep in beds?
 1H21 How many persons sleep on the floor?
 1H22 Are there any windows in the dwelling?
 1H23 *** Do the windows have panes?
 1H24 Is there a chimney in the dwelling?
 1H25 Does the dwelling often become too hot because of poor circulation of air?
 1H26 Does the household keep breeding animals (e.g., fowl, hogs) inside the dwelling?
 1H27 " on the grounds of the dwelling?

- 1H28 Does the dwelling have a roof that effectively keeps out sun, wind, and water?
 1H29 " walls that completely keep out sun, wind, and water?
 1H30 Does the dwelling have a dirt floor?
 1H31 Do you (a) rent your dwelling from somebody else? (b) Are you buying the dwelling or (c) Are you the owner? (d) Do you live in it without paying rent?
 1H32 . . . If you rent or are buying, what is monthly payment?
 1H33 Does the household have the service of a maid or servant?
 1H34 Does the dwelling have garbage collection service? Does the dwelling have a
 1H35 " refrigerator?²⁵
 1H36 " a vacuum cleaner?
 1H37 " an electric toaster?
 1H38 " aluminum pots and pans?
 1H39 " a water heater?
 1H40 " a radio?
 1H41 " a sewing machine?
 1H42 " a telephone?
 1H43 " an electric blender?
 1H44 " a television?
 1H45 " an electric iron?
 1H46 " a record player?
 1H47 " a piano?
 1H48 " an automatic clothes washer?
 1H49 " an automatic clothes dryer?
 1H50 " an automatic dishwasher?
 1H51 " a typewriter?
 1H52 " an encyclopedia or dictionary?
 1H53 " a camera?
 Do you have at your disposal for everyday needs the services of a
 1H54 " medical doctor?

meaning of these questions as a function of scholarly research, see items included in the Poverty Index for Mexico since 1910 and the Health, Education, Communication Index for Latin America since 1940 in works by James Wilkie, *The Mexican Revolution* (cited in n. 13, above), and *idem*, *The Narrowing Social Gap: Latin America and the United States, 1940-1970* (Los Angeles: Statistical Abstract of Latin America Supplement 8, University of California, forthcoming in 1977).

Tables 3301 and 3302 explain letters and symbols.

All questions are addressed directly to respondent even though other members may have to give the answers.

²⁵ For discussion of such items as 1H35 through 1H53 as social indicators, see Marcus Felson, "The Differentiation of Material Life Styles [in the United States]: 1925-1966," *Social Indicators Research*, 3:3/4 (1976), pp. 397-421.

For an example of interpretive use of these items to assess historically the peasants before and after the Bolivian land reform growing out of the Revolution of 1952, see Jeff Dorsey, "Comparative Study of Land Reform in Latin America: Background Paper, Bolivia Country Report," Studies in Employment and Rural Development Number 16 (Washington, D.C.: Department of Development Economics, International Bank for Reconstruction and Development, 1975), mimeo.

²³ Mexico, Dirección General de Estadística, *IX Censo General de Población, 1970, Resumen General*, pp. 3 and 101.

²⁴ Wording of questions (and the organization) are not intended to be exact. They must be rephrased according to use and user needs (and sophistication) — see text. Questions should not be considered as exhaustive but as suggesting the dimensions of inquiry. For use and

- 1H55 " professional dentist?
 1H56 " pharmacy?
 1H57 " hospital?
 1H58 " police?
 1H59 " fire department?
 1H60 " carpenter?
 1H61 " plumber?
 1H62 " tailor or seamstress?
 1H63 " lawyer?
 1H64 " clergyman?
 1H65 " bank?
 1H66 " general store?
 1H67 " post office?
 1H68 " telephone?
 1H69 " telegraph?
 1H70 " bus?
 1H71 " library?
 1H72 What is the approximate usual monthly household food cost?
 1H73 Do you grow or raise part of household food (vegetable, meat)?
 1H74 Is there enough food for the household in all seasons of the year? Does the household regularly
 1H75 " eat meat?²⁶
 1H76 " eat chicken?
 1H77 " eat eggs?
 1H78 " eat fish?
 1H79 " eat sugar?
 1H80 " drink milk?
 1H81 " drink coffee?
 1H82 " drink tea?
 1H83 " eat wheat bread?
 1H84 " eat tortillas (or foodstuff that substitute for wheat bread in country or region)?
 1H85 " eat vegetables?
 1H86 " eat starchy foods (such as potatoes, sweet potatoes, yuca, beans, rice)?
 1H87 " eat citrus fruits (orange, lemon, sweet lime, grapefruit, tangerine)?
 1H88 " drink wine?
 1H89 " drink other alcoholic beverages?

Personal Identification

- 2A1 Name of respondent?
 2A2 Position in family:
 (a) head of family; (b) spouse or companion; (c) son or daughter; (d) other relation; (e) unrelated; (f) person living alone?
 2A3 Is respondent (a) male or (b) female?
 2A4 How many years old on last birthday?
 2A5 ... If less than one year old, how many weeks or months since birth?

Present Residence and Past Movement

- 3A1 Were you born in this state?
 3A2 ††† In what state or foreign country were you born?
 3A3 How long have you resided in this state?
 3A4 ... What was your previous state or foreign country of residence?
 3S5 How long have you resided in this community?
 3S6 ... Did you move from (a) smaller community; (b) larger community?
 3S7 ... Why was the move made?
 3S8 If not residing in capital of the country, have you lived there in the past?
 3S9 ... Have you visited the capital?
 3S10 Have you traveled outside the state?
 3S11 ***Have you traveled outside the country?
 3S12 ***Have you traveled outside the state or country (a) because of business or work; (b) as a tourist; (c) as a student; (d) with family?

Health and Well-Being

- 4A1 Are you covered by social security health benefits?
 4A2 Do you normally enjoy good health?
 4A3 When ill, who do you consult for a cure?
 (a) medical doctor; (b) pharmacist; (c) nurse; (d) midwife; (e) *curandero*; (f) other?
 4A4 ... Have you ever been examined by a medical doctor?
 4A5 Have you ever been vaccinated?
 4A6 Do you have adequate clothing to protect you from cold, wind, rain or sun?
 4A7 Customarily, do you
 (a) go barefoot; (b) wear sandals or *huaraches*; (c) wear shoes?
 4A8 Normally how many meals to you eat every day?
 4A9 Do you usually take vitamins?
 4A10 How many days has your longest illness lasted?
 4A11 ... Have all of your serious illnesses been completely cured?
 4A12 Are you deaf?
 4A13 Are you a mute?
 4A14 Are you blind?
 4A15 ††† Do you need corrective lenses?
 4A16 ††† Do you wear glasses or contact lenses?
 4T17 Have you had your teeth examined by a professional dentist during the last five years?
 4T18 Have you lost any permanent teeth?
 4T19 ***Have you had your lost teeth replaced by dentures?
 4T20 Do you customarily smoke?
 4T21 Do you usually take a siesta?
 4T22 Have you ever been robbed?
 4T23 Have you ever been assaulted?

Religion

- 5A1 What is your religious affiliation?
 5A2 Have you ever been baptized?

²⁶ For discussion of some of items 1H75 through 1H89, see James Wilkie, "On Quantitative History: The Poverty Index for Mexico," *Latin American Research Review*, 10:1 (1975), pp. 63-75.

- 5T3 Have you ever changed your religious affiliation?
- 5T4 ***What was your previous affiliation?
--If answer to 5A1 is none, go directly to section 6.
Do you usually participate in your church's
 - 5T5 " obligatory ritual services?
 - 5T6 " nonobligatory ritual services?
 - 5T7 " apostolic services?
 - 5T8 " social welfare services?
 - 5T9 " fund raising?
- 5T10 Do you belong to any religious association?

Language and Education

- 6A1 Do you speak the national language?
- 6A2 What was principal language spoken at home during childhood?
- 6A3 What Indian languages, if any, do you speak now?
- 6S4 Which foreign languages do you speak?
- 6S5 Do you know how to read and write?
- 6S6 If you are in school, what year?
- 6S7 ... How many years of school did you successfully complete?
- 6S8 What is the highest educational degree that you have received?

Societal Participation

- 7L1 In general, do you prefer to read
 - (a) comic strips; (b) magazines; (c) books; (d) newspapers?
 How many days a week do you
 - 7L2 " read a newspaper?
 - 7L3 " watch television?
 - 7L4 " go to a movie or to the theater?
- 7L5 What is the name of one of the nations bordering your country?
- 7L6 What is the name of the Secretary General of the United Nations?
- 7L7 What is the name of the President of this country?
- 7L8 What is the name of one Senator from this state?
- 7L9 Have you ever voted?
 - 7L10 ***Have you always voted for the same party?
 - 7L11 Are you affiliated with a political party?
 - 7L12 ***Do you contribute time to your party?
 - 7L13 ***Do you contribute money to your party?
- Do you belong to a
 - 7L14 " social club?
 - 7L15 " sports club?
 - 7L16 " parental association?
 - 7L17 " service club (for example, Lions Club, Rotary Club)?
 - 7L18 " cooperative association?
- 7L19 (For Men Only) Have you done or are you now doing full-time compulsory military service?
- 7L20 (For Men Only) Have you done or are you now doing part-time compulsory military service?

Procreation

- 8T1 If you do not (or did not ever) have any children, how many would you like to have?
- 8T2 If you would not want (or do not want more) children, would you practice birth control?
- 8T3 (For Men Only) How many children have you fathered?
- 8T4 ***How old were you when the first child was born?
- 8T5 ***Do you contribute to the support of all your minor children?
- 8T6 (For Women Only) How many pregnancies have you had?
- 8T7 ***Of these pregnancies, how many children were born?
- 8T8 ***How old were you when your first child was born?
- 8T9 ***If you have living minor children, do they all reside with you?

Marital Status

- 9T1 Are you or have you ever been married legally?
How many marriages have been
 - 9T2 *** by both civil and religious authorities?
 - 9T3 *** by only civil authorities?
 - 9T4 *** by only religious authorities?
 - 9T5 *** terminated by separation?
 - 9T6 *** terminated by legal divorce?
 - 9T7 *** terminated by death?
- 9T8 Are you now or have you ever lived in free union?
- 9T9 *** How many times?
- 9T10 *** If more than one answered of items 9T2-9T9, which of them answers your latest change in status?
- 9T11 *** How old were you when you first married or lived in free union?

Nonemployment and Unemployment

- In regard to full-time activity, are you now as:
 - 10T1 " nonsalaried worker in family business?
 - 10T2 " nonsalaried houseworker?
 - 10T3 " student?
 - 10T4 " retired individual?
 - 10T5 " disabled or crippled person unable to work?
 - 10T6 " beggar?
 - 10T7 " prisoner?
 - 10T8 " person with no financial need to work and not working (e.g., investor)?
 If any answer to 10T1 through 10T8 is yes, go directly to section 12.
- 10T9 In regard to full-time activity, are you unemployed?
If answer to 10T9 is "no", go directly to section 12.
- 10T10 Are you now actively seeking employment?
- 10T11 ††† Do you have any immediate plans for seeking employment?
- 10T12 *** How many weeks have you been unemployed?

- 10T13 *** How many times have you been unemployed?
 10T14 *** Have you ever worked before?

Employment and Underemployment

- 11T1 How many jobs do you hold?
 What is the level of your position? Answer one or more and mark according to primary job ("1"), secondary job ("2"), and so on:
 11T2 " *patrón, empresario, or empleador*
 11T3 " day laborer or peon
 11T4 " worker or employee
 11T5 " self-employed
 11T6 " *ejidatario* or communal farmer
 11T7 What is your primary job?
 11T8 " Specify type of place (e.g., oil field, grocery store)
 11T9 " How long have you worked at this job?
 11T10 " How long have you worked with the same organization?
 11T11 " Is this seasonal work?
 11T12 " How many hours do you normally work per week at this job?
 11T13 " How many times have you changed your principal occupation?
 11T14 " What is your secondary job?
 11T15 " Specify type of place
 11T16 " How long have you worked at this job?
 11T17 " How long have you worked with the same organization?
 11T18 " Is this seasonal work?
 11T19 " How many hours do you normally work per week at this job?
 11T20 How much time do you spend going to and from your job(s) each day?
 11T21 How do you normally go to work:
 (a) walk; (b) private transportation; (c) public transportation?
 11T22 How many days vacation did you take from work during the last 12 months?
 11T23 Do you belong to a labor union?
 11T24 How many days of work did you lose directly or indirectly because of strikes during the last 12 months?
 11T25 " as a result of sickness?
 11T26 " as a result of job injury?
 11T27 Does your previous education, training, or experience directly apply to your present job?

Income and Expenditure

- 12T1 Are you a dependent?
 12T2 How many dependents do you have (including self, financially dependent extended family and god-children, and maids who do not receive a salary)?
 12T3 Do you have any income?
 *** What is the amount of your income (specify per week, month, or year) from:

- 12T4 " real estate, stocks, interest, rent, investments?
 12T5 " unemployment compensation?
 12T6 " disability coverage?
 12T7 " retirement funds or old age security?
 12T8 " scholarships?
 12T9 " begging?
 12T10 " primary job?
 12T11 " secondary job?
 12T12 " other?
 12T13 Does your extended family help you with living expenses (money, clothes, housing)?
 12T14 Do friends help to support you?
 Do you own
 12T15 " an auto?
 12T16 " a bicycle?
 12T17 " a motorbike?
 12T18 " a truck?
 12T19 " a riding animal?
 12L20 Do you buy merchandise in installments or have a charge account?
 12L21 How often did you borrow money during the last 12 months?
 12L22 *** Did you borrow from a friend?
 12L23 *** pawnbroker?
 12L24 *** bank?
 12L25 *** cooperative society?
 12L26 *** other?
 12L27 *** Do you presently have anything pawned?
 12L28 *** How much interest have you usually paid for the money you borrow (specify per month or year)?
 12L29 Do you have a checking account?
 Do you have a savings account?
 12L30 Do you usually pay for goods which you purchase
 (a) with money; (b) with exchange of other articles;
 (c) both money and barter?

CONCLUSION

Although innumerable other questions could be asked (e.g., Does respondent suffer from parasitical infections?²⁷ Or from lack of privacy? With what social class does respondent identify self?), this questionnaire offers a basic inventory of social data needed by future social scientists to interpret better the social history of today. Many of these questions might well be asked throughout the world, depending upon funds available to nations for census taking. If it is sometimes argued that countries with scarce resources can little afford to take an adequate population census, government officials, businessmen, and scholars especially in underdeveloped areas cannot effectively establish policy priorities for national development and expenditure of public and private funds unless

²⁷ The Ministry of Health of Costa Rica estimates that 85 percent of the population of Latin America suffer from intestinal parasites. See *El Día* (Mexico City), October 2, 1976.

they can at regular intervals measure change in living conditions.

Scholars can no longer simply wait to see what data accidentally become available years later. We hope to have

met our obligation as historians by offering this questionnaire as a contribution to thought about the kind of information that ought to be included to make population censuses more socially comprehensive.