



**TECHNICAL MATERIALS
FOR AN
INTERVIEW-SURVEY OF THE AGING**

Bernard S. Phillips

Research Report 62-3

**UNIVERSITY OF ILLINOIS
SMALL HOMES COUNCIL—
BUILDING RESEARCH COUNCIL**

TABLE OF CONTENTS

TECHNICAL MATERIALS
FOR AN
INTERVIEW-SURVEY OF THE AGING

I.	INTRODUCTION	1
II.	INTERVIEW SCHEDULE	3
III.	INTERVIEWER'S REPORT	27
IV.	QUESTIONNAIRE MAILED TO PHYSICIANS	34
V.	INSTRUCTIONS FOR INTERVIEWING	35
VI.	INTERVIEWER QUALIFYING EXAMINATION	37
VII.	INSTRUCTIONS FOR LISTING	39
VIII.	COVER SHEET	41
IX.	ADDRESS SHEET	42
X.	LISTERS DAILY WORK REPORT	44

Bernard Phillips, Ph. D.

Formerly of

Department of Sociology

University of Illinois

September, 1962

Copyright, ©, 1962 by the University of Illinois. All rights reserved.
No part of this publication may be reproduced in any form without per-
mission in writing from the publishers.

Price: \$2.50

TABLE OF CONTENTS

The materials presented in this report were utilized in an interview-survey of the aging in Decatur, Illinois, conducted during the spring of 1967. It is hoped that by making these materials available, the following purposes will be served:

	<u>Page</u>
I. INTRODUCTION	1
II. INTERVIEW SCHEDULE	3
III. INTERVIEWER'S REPORT	47
IV. QUESTIONNAIRE MAILED TO PHYSICIANS	50
V. INSTRUCTIONS FOR INTERVIEWING	52
VI. INTERVIEWER QUALIFYING EXAMINATION	73
VII. INSTRUCTIONS FOR LISTING	80
VIII. COVER SHEET	91
IX. ADDRESS SHEET	93
X. LISTERS DAILY WORK REPORT	94

3. Questionnaire mailed to physicians. Aged respondents were requested to sign the last page of the questionnaires, giving their physicians permission to answer questions about their health. These releases were then mailed to physicians and, with the active aid of the Macon County Medical Society, almost 300 of the approximately 270 signed releases resulted in completed questionnaires.

4. Instructions for interviewing. While a portion of this document is devoted to particular aspects of the Decatur study, much of it applies to interviewing techniques in general. Without a document such as this it is very difficult to train individuals to be effective interviewers.

1. For a report on the results of this study, see *THE AGING IN A CENTRAL ILLINOIS COMMUNITY*, available from the Small Homes Council-Residing Research Council, University of Illinois, Mansford House, Urbana, Illinois.

2. Detailed acknowledgements to those who contributed to the Decatur study are presented in *THE AGING IN A CENTRAL ILLINOIS COMMUNITY*. It should be noted that Mrs. Laura S. Hauck, field director of the study, was chiefly responsible for the development of documents 2, 4, 5, 8, and 9. Bernard Laskerwitz (Department of Sociology, University of Illinois) was responsible for developing documents 7 and 8.

INTRODUCTION

The materials presented in this report were utilized in an interview-survey of the aging in Decatur, Illinois, conducted during the spring of 1961.¹ It is hoped that by making these materials available, the following purposes will be served.

1. A more thorough understanding of the Decatur study will be possible.
2. Individuals or organizations interested in research or applied programs dealing with the aging in other localities will be provided with examples of the types of instruments which it is necessary to develop.
3. The methodology of a multiple-purpose probability-sample survey will be recorded, aiding in an effective utilization of this tool for the solution of problems in a variety of populations.

The documents included are:²

1. Interview schedule: This document was developed to fulfill a variety of research purposes, basic and applied. It is, of course, the most important document developed for the Decatur study since it determines the types of data collected. The schedule was pre-coded in order to simplify the subsequent coding operation. The average interview time was 1 3/4 hours, where interviewers utilized were fairly skilled.

2. Interviewer's report: In addition to obtaining responses from interviewees, interviewers were expected to make a number of observations and to record these data immediately after the interview on the separate sheets provided.

3. Questionnaire mailed to physicians: Aged respondents were requested to sign the last page of the questionnaire, giving their physicians permission to answer questions about their health. These releases were then mailed to physicians and, with the active aid of the Macon County Medical Society, almost 200 of the approximately 270 signed releases resulted in completed questionnaires.

4. Instructions for interviewing: While a portion of this document is devoted to particular aspects of the Decatur study, much of it applies to interviewing techniques in general. Without a document such as this it is very difficult to train individuals to be effective interviewers.

1. For a report on the results of this study, see THE AGING IN A CENTRAL ILLINOIS COMMUNITY, available from the Small Homes Council-Building Research Council, University of Illinois, Mumford House, Urbana, Illinois.

2. Detailed acknowledgements to those who contributed to the Decatur study are presented in THE AGING IN A CENTRAL ILLINOIS COMMUNITY. It should be noted that Mrs. Laura S. Hauck, field director of the study, was chiefly responsible for the development of documents 2, 4, 5, 6, and 9. Bernard Lazerwitz (Department of Sociology, University of Illinois) was chiefly responsible for developing documents 7 and 8.

5. Interviewer qualifying examination: This device was developed as part of the training program for interviewers. The program consisted of three 3-hour sessions and a qualifying examination. Several initial interviews were assigned between the second and third sessions, and interviewers were required to mail in their completed examinations so that these could be graded prior to the third session.

6.-9. Listing; instructions, cover sheet, address sheet, daily work report: These documents were developed in connection with the sampling phase of the study, which preceded the interviewing phase. In order to obtain a probability sample of individuals 60 or over in Decatur, it was necessary to select a cluster sample of residences from the street directory portion of the Decatur City Directory. It was then necessary to locate those residences which contained one or more aged individuals, and this was accomplished in the listing or enumeration phase of the study. Instructions stressed the definition of a dwelling unit, which excluded institutionalized individuals from the study, techniques for locating all of the dwelling units assigned, and organizational matters such as filling out the cover sheet, address sheet, and work report. The cover and address sheets refer, respectively, to single and multiple dwelling unit situations, while the work report was needed as an organizational device. Note that although individuals aged 58 and 59 were listed, together with those 60 and over, the former group were not included in the study.

II. INTERVIEW SCHEDULE

HOUSING

1. On the whole, how satisfied are you with your present housing?

- (1) Not at all. (2) Somewhat. (3) A great deal. (4) Very. (5) Extremely.

2. (If 'Not at all' or 'Somewhat') If you are not very satisfied, why don't you move?

3. Suppose that some housing was designed especially to satisfy your own needs, that is, housing which would be ideal from your own point of view. Describe the most important things about this ideal housing.

(Probe) What else?

4. Let's go over a number of specific things about your ideal housing. How much do you want each of the following things? (1) Not at all, (2) Somewhat, (3) A great deal, (4) Very much, or (5) Extremely much.

	Not at all.	Some- what.	Great deal.	Very much.	Extremely much.
a) No stairs to climb	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
b) A dwelling which is easy to clean and to take care of	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
c) A large amount of room	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
d) A large amount of storage space	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
e) A dwelling which has a pleasant appearance from the outside	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
f) Low payments for the housing	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
g) A good deal of privacy	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
h) A dwelling where I can feel independent	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
i) A dwelling where there is not much noise from the outside	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

HOUSING

	Not at all.	Some- what.	Great deal.	Very much.	Extremely much.
j) A place where the neighborhood is nicely kept up	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
k) A pleasant and well arranged interior	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
l) A place where the people in the neighborhood are friendly	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input checked="" type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
m) A place close to the downtown area	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
n) A place close to your doctor	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
o) A place close to eating facilities	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
p) A place close to facilities for social activities	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
q) A place close to stores and shopping facilities	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
r) A place close to a bus stop	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
s) A place close to a park	(1) <input checked="" type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
t) A place close to relatives or friends	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>

5. About your living arrangements, does anyone else live with you here? (Indicate as many as apply.)

- | | | |
|---|--|--|
| (1) <input type="checkbox"/> No, lives alone. | (5) <input type="checkbox"/> Son or Daughter-in-law. | (8) <input type="checkbox"/> Brother(s). |
| (2) <input type="checkbox"/> With spouse. | (6) <input type="checkbox"/> Grandchildren. | (9) <input type="checkbox"/> Other relative.
<u>Specify</u> |
| (3) <input type="checkbox"/> With son. | (7) <input type="checkbox"/> Sister(s). | (0) <input type="checkbox"/> Other. |
| (4) <input type="checkbox"/> Daughter. | | |

6. Which of the following are you (is your wife) able to take care of in the way of housework? (Read Alternatives).

	Yes	W/Difficulty	No
a) Cooking	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>
b) Day-to-day cleaning, making up beds, etc.	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
c) Weekly house cleaning, washing floors, windows, etc.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>
d) Laundry	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>

HOUSING

7. Do you own or rent this place?
 (1) Own. (2) Rent. (3) Rent-free.
8. (Indicate present accomodation. Ask questions, if necessary.)
 (1) A one (1)-family house. (5) A room in a rooming or boarding house.
 (2) A two (2) to four (4)-family house. (6) A hotel or motel room.
 (3) An apartment. Other (Specify) _____
 (4) Trailer.
9. Do you have the following types of rooms?
- | | No | Yes | | |
|---|---|------------------------------|---|---|
| a) Separate bedrooms. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | # | ? |
| b) Separate kitchen with dining space. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | | |
| c) Separate kitchen without dining space. | (4) <input type="checkbox"/> | (5) <input type="checkbox"/> | | |
| d) Living room (Separate room, combined with dining space, or combined with bedroom.) | (7) <input type="checkbox"/> | (8) <input type="checkbox"/> | | |
| e) All areas combined (Living room, dressing closet, kitchenette, Dining space.) | (0) <input checked="" type="checkbox"/> | (X) <input type="checkbox"/> | | |
| f) Other rooms, not including bathrooms | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | # | ? |
10. Which of these describes your bathroom facilities?
 (1) Bathroom shared.
 (2) One private bathroom.
 (3) One and one-half private bathrooms.
 (4) Two or more private bathrooms.
 (5) No indoor bathroom.
11. Do you have any flights of stairs within your living quarters?
 (1) No. (2) Yes. How many flights of stairs do you have within your living quarters, including half-flights?
 (4) 1/2 flight. (5) 2 half flights.
 (6) 1 flight. (7) 1 and 1/2 flights.
 (8) 2 flights. (9) 2 and 1/2 flights.

HOUSING

12. Do you have a basement?

(0) No. (X) Yes.

13. We are interested in the equipment that people have in their homes. Do you have any of these items?

<u>Yes</u>		<u>No</u>		<u>Yes</u>		<u>No</u>	
(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	Refrigerator.	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	TV.		
(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	Stove.	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>	Dishwasher.		
(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	Washing machine.	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	Vacuum cleaner.		
(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	Radio.	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>	Freezer.		
(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	Clothes dryer.	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	Air conditioner.		

14 - 16. (For each of the following, read all three questions, and then go on to the next.)
 How far is it from here to _____? Are you satisfied or dissatisfied with how close you are? Do you generally get there by walking, car, bus, or taxi?

	<u>-Distance (miles, blocks)</u>			<u>Satisfaction</u>		<u>Transportation</u>			
	<u>Under 1/2</u>	<u>1/2 - 1</u>	<u>or more</u>	<u>Sat.</u>	<u>Dis.</u>	<u>Walk</u>	<u>Car</u>	<u>Taxi</u>	<u>Bus</u>
	<u>(1 - 4)</u>	<u>(5 - 9)</u>	<u>10 plus</u>						
a) The down-town area.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
b) Your doctor.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
c) A place where you can eat.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
d) A place for social activities.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
e) Stores and shopping facilities.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
f) A bus stop.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
g) A park.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
h) Relatives or friends.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>

HOUSING

17. I would like to get a picture of how you would rate different things about your present housing. Imagine you are rating it for a friend who is thinking about moving into exactly the same housing you are now occupying. How highly would you rate it: (1) Not at all good, (2) Somewhat good, (3) A great deal, (4) Very good, or (5) Extremely good?

	Perception:				
	Not at all good	Some- what good	A great deal	Very good	Extremely good
a) How much you have to climb stairs	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
b) How easy it is to clean and take care of the dwelling	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
c) The amount of room you have	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
d) How much storage space there is	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
e) The outside appearance of the place	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
f) The amount you pay for the place	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
g) The amount of privacy you have	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
h) The amount of independence you have	(7) <input checked="" type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
i) The amount of noise there is outside	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
j) How well the neighborhood is kept up	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input checked="" type="checkbox"/>	(X) <input type="checkbox"/>
k) How pleasant and well arranged the interior is	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
l) How friendly the people in the neighborhood are	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>

18. How long have you lived at this address?

- (1) Less than 1 year. (3) 3 to 4 years. (5) 10 or more years.
 (2) 1 to 2 years. (4) 5 to 9 years.

19. (If 9 years or less). In how many different dwellings have you lived during the past 10 years?

- (7) 2 dwellings. (9) 4 dwellings. (X) 8 or more dwellings.
 (8) 3 dwellings. (0) 5 to 7 dwellings.

HOUSING

20. Which letter indicates how much your housing costs you, on the average, including:

(Renters) rent, heat, utilities, and anything else you pay?

(Owners) mortgage, taxes, insurance, heat utilities, upkeep, and so on?

		<u>Monthly</u>	<u>Yearly</u>
(1)	<input type="checkbox"/> A	Less than \$25.00	Less than \$300.00
(2)	<input type="checkbox"/> B	\$ 25.00 - \$ 39.00	\$ 300.00 - \$ 479.00
(3)	<input type="checkbox"/> C	40.00 - 54.00	480.00 - 659.00
(4)	<input type="checkbox"/> D	55.00 - 69.00	660.00 - 839.00
(5)	<input type="checkbox"/> E	70.00 - 84.00	840.00 - 1,019.00
(6)	<input type="checkbox"/> F	85.00 - 99.00	1,020.00 - 1,199.00
(7)	<input type="checkbox"/> G	100.00 - 114.00	1,200.00 - 1,379.00
(8)	<input type="checkbox"/> H	115.00 - 134.00	1,380.00 - 1,619.00
(9)	<input type="checkbox"/> I	135.00 - 159.00	1,620.00 - 1,919.00
(0)	<input type="checkbox"/> J	160.00 - 199.00	1,920.00 - 2,399.00
(X)	<input type="checkbox"/> K	200.00 - or more	2,400.00 - or more

21. As far as you can tell now, do you expect to stay here for the next two years, is there a fifty-fifty chance of your moving, or will you definitely move in that time? (Get present expectations. Discourage vague fatalism: "At my age, who knows where I'll be in two years?")

- (1) Expect to stay.
- (2) Fifty-fifty.
- (3) Definitely move.

22. Let us suppose that you did move from here. What location would you probably move to: Same neighborhood, other neighborhood, suburbs in Decatur, or outside of Decatur?

- (1) Insists no move (Try to get R to imagine he moved.)
- (2) Same neighborhood.
- (3) Other neighborhood.
- (4) Suburbs in Decatur.
- (5) Outside of Decatur.

HOUSING

23. (Owners) Could your house be remodeled or could things be changed around at all to make it easier or better for you to live here?

- (1) Not necessary to make any changes.
- (2) No.
- (3) Possibilities too expensive; cannot afford.
- (4) Yes, maybe.

24. If yes, maybe, or possibilities too expensive). What kinds of changes do you think might help?

25. In general, do you prefer to live in a dwelling unit which has its own cooking and dining facilities, or would you prefer living in housing where central dining facilities are available.

- (1) Own cooking facilities.
- (2) Central dining facilities.

26. (If own cooking facilities) If you had the choice, which of the following would you choose? (Indicate first and second choices.)

<u>First</u>	<u>Second</u>	
(1) <input type="checkbox"/>	(7) <input type="checkbox"/>	A single-family house with a yard to be kept up by you.
(2) <input type="checkbox"/>	(8) <input type="checkbox"/>	One of two attached units each with a yard to be kept up.
(3) <input type="checkbox"/>	(9) <input type="checkbox"/>	One of a group of attached units, each with a separate entrance and backyard and with a yard to be kept up by you.
(4) <input type="checkbox"/>	(0) <input type="checkbox"/>	A walkup apartment in an apartment house.
(5) <input type="checkbox"/>	(X) <input type="checkbox"/>	An apartment in a building with an elevator.
(6) <input type="checkbox"/>	(Y) <input type="checkbox"/>	A trailer or mobile house.

27. (If central dining facilities). If you had the choice, which of the following would you choose? (Indicate first and second choices.)

<u>First</u>	<u>Second</u>		<u>First</u>	<u>Second</u>	
(1) <input type="checkbox"/>	(6) <input type="checkbox"/>	Boarding house.	(3)	(8)	Residential hotel.
(2) <input type="checkbox"/>	(7) <input type="checkbox"/>	Special housing for older people.	(4)	(9)	Hotel or motel.

HOUSING

28. Suppose that you were considering moving from your present dwelling. How much would you like the idea of living in each of the following kinds of housing? Not at all, somewhat, a great deal, very much, or extremely much?

- | | Not at
all | Some-
What | A great
deal | Very
much | Extremely
much |
|--|------------------------------|------------------------------|---|------------------------------|------------------------------|
| a) Living in specially constructed housing several stories high, with an elevator, designed for people of your age. The housing would have a central dining room, a recreation and hobby rooms, single rooms, and housekeeping services. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | (3) <input type="checkbox"/> | (4) <input type="checkbox"/> | (5) <input type="checkbox"/> |
| b) Living in a specially constructed apartment house with an elevator, designed for people of your age, each apartment having its own kitchen or kitchenette. Recreational and hobby facilities would be located in the same building. | (7) <input type="checkbox"/> | (8) <input type="checkbox"/> | (9) <input type="checkbox"/> | (0) <input type="checkbox"/> | (X) <input type="checkbox"/> |
| c) The same housing as the previous one, except that all of the tenants would not necessarily be in your age group. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | (3) <input checked="" type="checkbox"/> | (4) <input type="checkbox"/> | (5) <input type="checkbox"/> |
| d) Living in a newly constructed one-story house specially designed for people of your age. It would be one of a group of attached units, each with a separate entrance and backyard. Recreational and hobby facilities would be located nearby. | (7) <input type="checkbox"/> | (8) <input type="checkbox"/> | (9) <input type="checkbox"/> | (0) <input type="checkbox"/> | (X) <input type="checkbox"/> |
| e) The same as just described, except that some of your neighbors are not of your age. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | (3) <input type="checkbox"/> | (4) <input type="checkbox"/> | (5) <input type="checkbox"/> |

29. Would you prefer to live in any of these types of housing over your present living quarters?

- (1) Yes. (2) No.

HOUSING

30. How important is it to you to have your living unit all on the same floor?
(1) Not at all. (2) Some-what. (3) A great deal. (4) Very much. (5) Extremely.
31. How important is it to you to be able to reach your living unit without climbing any stairs?
(7) Not at all (8) Some-what (9) A great deal (0) Very (X) Extremely
32. How important is it to you to have more than one bedroom: Not important, important, absolutely essential?
(1) Not important. (2) Important. (3) Absolutely essential.
33. How much would you want more than a combination living room - bedroom of reasonable size plus kitchen and bath?
(1) Not at all. (2) A good deal. (3) Absolutely necessary.
34. Would you (and your Husband - Wife) rather live by yourself or with somebody else?
(5) Independently. (6) With somebody else.
35. (If with somebody else). Who would you want to live with? (Indicate one)
(1) Children. (5) Others in private home.
(2) Friends. (6) Congregate residence (Specify type).
(3) Relatives. _____
(4) Paid companion, nurse, housekeeper, etc. (7) Nursing home, institutional facility.

- Other: _____
36. Would you need a full kitchen, a small kitchenette, or no kitchen at all?
(9) Full kitchen.
(0) Kitchenette.
(X) No kitchen.
37. How about children - would you rather live where the children are close and can be seen and heard; where children are separated enough to keep out noises; or where there are no children at all?
(1) Close. (2) Separated. (3) No children.

HOUSING

38. If given a choice, which of the following would you choose?

First choice Second choice

- | | | |
|------------------------------|------------------------------|--|
| (1) <input type="checkbox"/> | (6) <input type="checkbox"/> | Living with children in the same building and using the same hall. |
| (2) <input type="checkbox"/> | (7) <input type="checkbox"/> | Living with children in adjacent building, but with separate entrance. |
| (3) <input type="checkbox"/> | (8) <input type="checkbox"/> | Living with no children in nearby dwellings. |
| (4) <input type="checkbox"/> | (9) <input type="checkbox"/> | Living with only elderly persons in nearby dwellings. |

39. If you moved, would you rather buy or rent?

- (1) Buy. (2) Rent. (3) Rent-free.

40. If you moved into a place for rent, which letter indicates how much you could afford to pay, including rent, heat, utilities, and anything else you would have to pay?

		Monthly	Yearly
(1) <input type="checkbox"/>	A	Less than \$25.00	Less than \$300.00
(2) <input type="checkbox"/>	B	\$ 25.00 - \$ 39.00	\$ 300.00 - \$ 479.00
(3) <input type="checkbox"/>	C	40.00 - 54.00	480.00 - 659.00
(4) <input type="checkbox"/>	D	55.00 - 69.00	660.00 - 839.00
(5) <input type="checkbox"/>	E	70.00 - 84.00	840.00 - 1,019.00
(6) <input type="checkbox"/>	F	85.00 - 99.00	1,020.00 - 1,199.00
(7) <input type="checkbox"/>	G	100.00 - 114.00	1,200.00 - 1,379.00
(8) <input type="checkbox"/>	H	115.00 - 134.00	1,380.00 - 1,619.00
(9) <input type="checkbox"/>	I	135.00 - 159.00	1,620.00 - 1,919.00
(0) <input type="checkbox"/>	J	160.00 - 199.00	1,920.00 - 2,399.00
(X) <input type="checkbox"/>	K	200.00 - or more	2400.00 - or more

41. If you decided to buy a house, which letter indicates how much you could afford to pay for it?

- | | |
|--|---|
| (1) <input type="checkbox"/> A Under \$8,000 | (6) <input type="checkbox"/> F \$16,000 - 17,999 |
| (2) <input type="checkbox"/> B 8,000 to 9,999 | (7) <input type="checkbox"/> G 18,000 - 19,999 |
| (3) <input type="checkbox"/> C 10,000 to 11,999 | (8) <input type="checkbox"/> H 20,000 - 24,999 |
| (4) <input type="checkbox"/> D 12,000 to 13,999 | (9) <input type="checkbox"/> I 25,000 - 29,999 |
| (5) <input type="checkbox"/> E 14,000 to 15,999 | (0) <input type="checkbox"/> J 30,000 - or more |

RECREATION

I'm now going to ask you some questions about your recreational activities.

1. How much do you know about the activities conducted by each of the following?

	Not at all	Some- what	A great deal	Very much	Extremely much
a) The Senior Citizens' Resources Center.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
b) The Golden Age Club of the Salvation Army.	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
c) Adult education classes held by the Decatur Public Schools.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
d) Adult education classes held by Millikin University.	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
e) The Decatur Public Library.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
f) The Decatur Playground and Recreation Department.	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
g) The Decatur Park Board.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
h) The YMCA or YWCA.	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
i) Church or other religious organizations.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

2. On the average, about how much free time do you have each day?

- | | |
|--|---|
| (1) <input type="checkbox"/> None. | (4) <input type="checkbox"/> 3 to 4 hours. |
| (2) <input type="checkbox"/> 1 hour or less. | (5) <input type="checkbox"/> 5 to 6 hours. |
| (3) <input type="checkbox"/> 2 hours. | (6) <input type="checkbox"/> More than 6 hours. |

3. Do you belong to any clubs or organizations?

- (1) No.
- (2) Yes. (Ask) Which ones? (List) Do you attend meetings most of the time, sometimes, or never?

Name of club	Most of the time	Some- times	Hardly ever
_____	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
_____	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
_____	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
_____	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>

RECREATION

(For each club "Sometimes" or "never" attended, ask): Is there any special reason why you don't attend meetings more often?

Name of Club: _____

Reason: _____

4. I'm going to read a list of different activities. Tell me which of these you do fairly regularly now. (After each question, ask): Do you do it less now than at age 50?

	Regularly now		Less now than at 50	
	Yes	No	Yes	No
a) Read newspapers, magazines, or books.	(1)	(2)	(4)	(5)
b) Spend time in the library.	(1)	(2)	(4)	(5)
c) Listen to the radio or watch television.	(1)	(2)	(4)	(5)
d) Visit with friends or neighbors.	(1)	(2)	(4)	(5)
e) Take walks or rides.	(1)	(2)	(4)	(5)
f) Play card, checkers, chess, or other games.	(1)	(2)	(4)	(5)
g) Go shopping, go downtown.	(1)	(2)	(4)	(5)
h) Go to the movies.	(1)	(2)	(4)	(5)
i) Visit with relatives, (children).	(1)	(2)	(4)	(5)
j) Go to a tavern.	(1)	(2)	(4)	(5)
k) Go to ball games, sporting events.	(1)	(2)	(4)	(5)
l) Go to parks, sit around outdoors.	(1)	(2)	(4)	(5)
m) Go to church, religious activities.	(1)	(2)	(4)	(5)
n) Work around the house.	(1)	(2)	(4)	(5)
o) (If R has yard), Work in the garden.	(1)	(2)	(4)	(5)
p) Participate in meetings, clubs, organizations.	(1)	(2)	(4)	(5)
q) Work on hobbies.	(1)	(2)	(4)	(5)
r) Attend adult education courses.	(1)	(2)	(4)	(5)
s) Participate in sports like fishing, hunting, golf, or croquet.	(1)	(2)	(4)	(5)
t) Participate in community, state, or national affairs.	(1)	(2)	(4)	(5)
u) Anything else you can think of?	(1)	(2)	(4)	(5)

RECREATION

5. From the list of activities which I just read to you, what are the two activities which give you the most enjoyment and satisfaction now? (Exclude anything mentioned in Part 'U'. Reread list only if necessary.)

- | | | | | | | | |
|-------------------------------|---|-------------------------------|---|-------------------------------|---|-------------------------------|---|
| (11) <input type="checkbox"/> | a | (16) <input type="checkbox"/> | f | (21) <input type="checkbox"/> | k | (26) <input type="checkbox"/> | p |
| (12) <input type="checkbox"/> | b | (17) <input type="checkbox"/> | g | (22) <input type="checkbox"/> | l | (27) <input type="checkbox"/> | q |
| (13) <input type="checkbox"/> | c | (18) <input type="checkbox"/> | h | (23) <input type="checkbox"/> | m | (28) <input type="checkbox"/> | r |
| (14) <input type="checkbox"/> | d | (19) <input type="checkbox"/> | i | (24) <input type="checkbox"/> | n | (29) <input type="checkbox"/> | s |
| (15) <input type="checkbox"/> | e | (10) <input type="checkbox"/> | j | (25) <input type="checkbox"/> | o | (20) <input type="checkbox"/> | t |

6. Are there any activities you would like to do but can't because you lack transportation?

- (1) No.
- (2) Yes. → (Ask): What are they? _____

7. Are there any activities you would like to do but can't because you are unable to travel readily?

- (1) No.
- (2) Yes. → (Ask): What are they? _____

8. Are there any activities that you would like to do but don't do because they are too expensive?

- (1) No.
- (2) Yes. → (Ask): What are they? _____

9. Would you be willing to pay a small fee to participate in your favorite recreational activities?

- (1) Yes.
- (2) No.

10. Did you have any special assistance from anyone to help prepare you for recreational activities after retirement?

- (1) No.
- (2) Yes. → (Ask): Who? What kind of assistance? _____

RECREATION

11. How much would you like to have each of the following recreational facilities in Decatur for your own possible use: Not at all, somewhat, a great deal, very much, or extremely much?

	Not at all	Some- what	A great deal	Very much	Extremely much
a) More shuffleboard courts.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
b) More croquet courts.	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
c) More access to the lake for fishing.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
d) An easy nine-hole golf course.	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
e) Craft or hobby rooms.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
f) Game rooms for cards, chess, checkers, pool, and the like.	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
g) More reading rooms.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
h) Television rooms.	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>

12. Are there any other recreational facilities which you would be interested in having provided here in Decatur for your own possible use? (Specify) _____

13. If new recreation buildings are constructed in Decatur, what programs or services would you be interested in for your own possible use? _____

14. What special facilities would you like to see included in such recreation buildings for your own possible use? _____

EMPLOYMENT

Now, I have some questions about your working experiences.

1. First, have you done any work for an income during the past year?

(1) No. (Skip to question #8)

(2) Yes. (Continue)

2. (Employed only) What kind of work did you do during the past year? (Record answer, getting enough information to accurately classify R in one of the categories. Then indicate the most appropriate category, but do not read them) _____

(1) Professional, technical.

(6) Unskilled, laborer, casual worker.

(2) Owner, manager, official.

(7) Service (e.g., janitor, watchman porter).

(3) White collar, clerical, sales.

(8) Farm owner.

(4) Skilled worker, foreman, craftsman.

(9) Farm laborer, tenant.

(5) Semi-skilled, operator.

3. (Employed only) On the average, about how many hours a week did you work during the past year?

(1) Less than 5 hours.

(5) 31 to 40 hours.

(2) 5 to 10 hours.

(6) 41 to 50 hours.

(3) 11 to 20 hours.

(7) Over 50 hours.

(4) 21 to 30 hours.

4. (Employed only) During the past year, have you been working at your regular adult occupation, that is, the one you had during your 30's and 40's?

(1) Yes.

(2) Didn't have regular occupation.

(3) No. (Ask): What was your regular work during your 30's and 40's?

(1) Professional, technical.

(6) Unskilled, laborer, casual worker.

(2) Owner, manager, official.

(7) Service (e.g. janitor, watchman, porter).

(3) White collar, clerical, sales.

(8) Farm owner.

(4) Skilled worker, foreman, craftsman

(9) Farm laborer, tenant.

(5) Semi-skilled, operator.

EMPLOYMENT

5. (Employed only) Do you consider yourself to be partly retired?

- (1) Yes. (2) No.

6. (Employed only) How much do you like your present job?

- (1) Not at all (2) Somewhat (3) A great deal (4) Very much (5) Extremely much

7. (Employed only) How much do you look forward to the time when you will retire?

- (1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much

(Non-employed only: Employed, skip to question 18)

8. (Non-employed) In terms of working for an income, which of the following best describes your situation (Read).

- (1) Fully retired. (3) Looking for full-time work.
(2) Partly retired. (4) Looking for part-time work.
(5) (Housewife): (If housewife, skip rest of Employment Section.)

9. (Non-employed: If fully or partly retired) Did you stop working all at once, or gradually by working fewer and fewer hours?

- (1) Stopped at once. (2) Gradually.

10. (Non-employed: If fully or partly retired) If there were more opportunity for part-time work, would you go back to work?

- (1) Yes. (2) No. (3) Depends (Specify) _____

11. (Non-employed: If fully or partly retired) How satisfied are you with being retired?

- (1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much

12. (Non-employed: If fully or partly retired) How much would you say you keep occupied now as compared to when you were working?

- (1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much

EMPLOYMENT

13. (All non-employed, except housewives) Which kind of work did you do during most of your life? _____

- (1) Professional, technical. (6) Unskilled, laborer, casual worker
(2) Owner, manager, official (7) Service (e.g., janitor, watchman, porter)
(3) White collar, clerical, sales. (8) Farm owner.
(4) Skilled worker, foreman, craftsman. (9) Farm laborer, tenant.
(5) Semi-skilled, operator.

14. (All non-employed, except housewives) How long has it been since you stopped working?

- (1) 1 year or less. (3) 3 to 5 years. (5) 11 to 20 years.
(2) 2 years. (4) 6 to 10 years. (6) Over 20 years.

15. (All non-employed, except housewives) In general, how satisfied were you with your job? (Jobs held during most of life.)

- (1) Not at all (2) Somewhat (3) A great deal (4) Very much (5) Extremely much

16. (All non-employed, except housewives) As you think back, how much have you looked forward to retirement?

- (1) Not at all (2) Somewhat (3) A great deal (4) Very much (5) Extremely much

17. (All non-employed, except housewives) How much would you say your total income has been reduced since you stopped working?

- (1) Not at all (2) Somewhat (3) A great deal (4) Very much (5) Extremely much

18. (All except, housewives) Most people have some idea of the kinds of things that are important to them about working, things they want to obtain from their work. How important (is) (was) each of these things to you: Not at all important, somewhat important, a great deal of importance, very important, or extremely important? (R is not to think of any particular job, but just the things wanted out of any job)

EMPLOYMENT

	<u>Not at all</u>	<u>Some- what</u>	<u>A great deal</u>	<u>Very</u>	<u>Extremely</u>
a) Friendships with others in the work situation.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
b) The feeling of doing useful work.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
c) The money you receive.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
d) The respect from others you get from the job.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
e) The opportunity to make use of your abilities and skills.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
f) The feeling of independence you get.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
g) Doing the actual work itself. (The things specifically involved in the work as distinct from money, friendships, etc.)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

19. (All, except housewives)
(Employed: your present work)

(Non-employed: The work you did during most of your life) How much of each of these things (do) (did) you actually get: Not at all, somewhat, a great deal, very much, or extremely much?

	<u>Not at all</u>	<u>Some- what</u>	<u>A great deal</u>	<u>Very much</u>	<u>Extremely</u>
a) Friendships with others in the work situation.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
b) The feeling of doing useful work.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
c) A comfortable income.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
d) Respect from others for working on the job.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
e) Opportunities to make use of your abilities and skills.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
f) A feeling of independence.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
g) Being able to do the kind of work which was, in itself, enjoyable.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

EMPLOYMENT

20. (Non-employed): Fully or partly retired; employed: those who consider themselves partly retired in question. Now that you are (retired) (partly retired), how much of each of these things do you feel you get.

	Not at all	Some- what	A great deal	Very much	Extremely much
a) Friendships with others.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
b) The feelings of doing useful things.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
c) A comfortable income.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
d) Respect from others for the things you do.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
e) Opportunities to make use of your abilities and skills.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
f) A feeling of independence.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
g) Being able to do the kinds of things which are, in themselves enjoyable.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

FAMILY, SOCIAL

Now I have some questions about your family and friends.

1. Are you now single, married and living with your husband/wife, widowed, divorced, or separated?

- (1) Single. (4) Divorced.
(2) Married and living with spouse. (5) Separated.
(3) Widowed.

2. (All females who are not single) What kind of work did your husband do during most of his life? (If R was married more than once, give information on most recent mate).

-
- (1) Professional, technical. (5) Semi-skilled, operator.
(2) Owner, manager, official. (6) Unskilled, laborer, casual worker.
(3) White collar, clerical, sales. (7) Farm owner.
(4) Skilled worker, foreman, craftsman. (8) Farm laborer, tenant.

3. (All females who are not single) How many years of school did your husband finish? (If married more than once, most recent husband).

- (1) 0 to 3 years grammar (grade) school. (5) High school graduate (12 years).
(2) 4 to 7 years grammar (grade) school. (6) Some college.
(3) 8 years grammar school (graduated). (7) College graduate.
(4) Some high school (up to 12 years). (8) Some post-graduate or professional work.
(9) Completed, post-graduate or professional work.

4. (Females married and living with husband) Is your husband retired, either completely or partially?

- (1) Yes.
(2) No.

FAMILY, SOCIAL

5. What kind of work did your father do during most of his life? _____

- | | |
|--|---|
| (1) <input type="checkbox"/> Professional, technical. | (5) <input type="checkbox"/> Semi-skilled, operator. |
| (2) <input type="checkbox"/> Owner, manager, official. | (6) <input type="checkbox"/> Unskilled, laborer, casual worker. |
| (3) <input type="checkbox"/> White collar, clerical, sales. | (7) <input type="checkbox"/> Farm owner. |
| (4) <input type="checkbox"/> Skilled worker, foreman, craftsman. | (8) <input type="checkbox"/> Farm laborer, tenant: |

6. Where was your father born? (If U.S.A., specify state).

7. Where was your mother born? (If U.S.A., specify state). _____

8. (All except single) Do you have any living children?

- (1) Yes. (2) No. (Skip to question #16)

9. (If living children) Do you feel that your children should do the following things:
(Record under "should").

	Should		Actually		
	Yes	No	Yes	No	
a) Take care of you when you get sick, even if it is not convenient?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	<input type="checkbox"/>
b) Take you along sometimes when they go out with their own friends?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	<input type="checkbox"/>
c) Live near enough so that you can see them, even if it means giving up a better job somewhere else?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	<input type="checkbox"/>
d) Help you with money when you need it, even if they cannot spare much?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	<input type="checkbox"/>
e) Take you into their own home if you need a place to live?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	<input type="checkbox"/>

10. (If living children) Now, which of these things do your children actually do, or would they do if the need arose? (Record under "actually", question #9)

FAMILY, SOCIAL

11. (If living children) How satisfied are you with the way you are treated by your children?
- (1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much
12. (If living children) Which one of these statements fits you best? (Read)
- (1) I enjoy seeing my children more than almost anything else.
- (2) I like to see my children, but if I don't see them for a time, I don't miss it too much.
- (3) Visits with my children can be a strain, and I am often glad when it is time to leave.
13. (If living children) How often do you get to see any of your children? (Those outside the household).
- (1) More than once a week. (4) Monthly.
- (2) Weekly. (5) Holidays, occasionally, but at least once a year.
- (3) Couple of times a month. (6) Less than annually.
14. (If living children) How often would you like to see them? (The one(s) already seen most often)
- (1) More than once a week. (4) Monthly.
- (2) Weekly. (5) Holidays, occasionally, but at least once a year.
- (3) Couple of times a month. (6) Less than annually.
15. (If living children) Do you see less of your children now compared with age 50, about the same, or more now?
- (1) Less now. (2) Same. (3) More now.
16. Now, about your very close friends, how often do you get to see any of them?
- (1) More than once a week. (4) Monthly.
- (2) Weekly. (5) Holidays, occasionally, but at least once a year.
- (3) Couple of times a month. (6) Less than annually.
17. How often would you like to see them? (The one(s) already seen most often).
- (1) More than once a week. (4) Monthly.
- (2) Weekly. (5) Holidays, occasionally, but at least once a year.
- (3) Couple of times a month. (6) Less than annually.

FAMILY, SOCIAL

18. Do you see less of your very close friends now compared with age 50, about the same, or more now?

- (1) Less now. (2) Same. (3) More now.

19. In comparison to when you were 50 years of age, do you feel that at the present time you are treated with less respect, about the same, or more respect than you were then by each of the following:

	Less now	Same	More now
a) Your family.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>
b) Your very close friends.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input checked="" type="checkbox"/>
c) Your acquaintances.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>
d) People in general with whom you come into contact.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>

HEALTH

1. Do you think it's a good idea to have periodically a complete physical examination by a doctor even if there's nothing wrong?

(1) No. → (Ask) Why not? _____

(2) Yes → (Ask) How often do you have such an examination?

(1) Twice a year or more. (3) Less than once a year.

(2) Once a year. (4) Never.

1A. How long (does) (do you think) such an examination take(s)?

(1) Less than 10 minutes (5) 30 to 44 minutes.

(2) 10 to 14 minutes. (6) 45 to 59 minutes.

(3) 15 to 19 minutes. (7) 60 or more minutes.

(4) 20 to 29 minutes.

1B. How much (does) (do you think) such an examination cost(s)?

(1) \$2.00 or less. (4) \$7.00 to \$10.00 (7) \$25.00 to \$49.00

(2) \$3.00 to \$4.00 (5) \$11.00 to \$15.00 (8) \$50.00 or more.

(3) \$5.00 to \$6.00 (6) \$16.00 to \$24.00

2. If, in an emergency, you could not contact your regular physician, what would you do? (Indicate one)

(1) Call any other doctor. (7) Call Fire Department.

(2) Call physician's exchange. (8) Call Senior Citizens Resources Center.

(3) Call hospital. (9) Call relative or neighbor.

(4) Call ambulance. (0) Call minister.

(5) Call Health Department. (X) Do nothing.

(6) Call police. Other _____

2A. Have you ever had such an emergency situation while living here in Decatur where you needed help quickly?

(1) No.

(2) Yes → (Ask) What happened? Who were you able to reach? How long did it take to get help? _____

HEALTH

3. Do you have any health insurance coverage for yourself at the present time?

(1) Yes. (2) No. (Ask) Have you ever had any such insurance?

Yes. No. (Skip to question #4)

3A. (Has or had health insurance) For how many years (have you carried) (did you carry) health insurance?

(1) 1 year or less. (3) 4 to 5 years. (5) 11 to 20 years.

(2) 2 to 3 years. (4) 6 to 10 years. Over 20 years.

3B. (Has or had health insurance) Which of the following costs (are) (were) covered: (Read)

	-Yes	-No
a) Hospital costs?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>
b) Surgical costs?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>
c) Physician's visits at home or your visits to his office?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>
d) Major medical costs for unusually long illness?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>

3C. (Has or had health insurance) How much (does) (did) your own insurance cost you every month? (If policy covers 2, divide by 2)

(1) \$1.00 or less (4) \$4.00 to \$5.00 (7) \$10.00 to \$12.00

(2) \$2.00 (5) \$6.00 to \$7.00 (8) \$13.00 or more.

(3) \$3.00 (6) \$8.00 to \$9.00

4. (Has no health insurance: 'No' on question #3, first part) Why don't you carry such insurance (now)? _____

4A. If you were considering the purchase of health insurance, which of the following three would you purchase, if you had to choose?

(1) Complete coverage of hospital, surgical, and physician expenses that has a higher priced premium?

(2) Coverage which provides for 70 to 80% of the hospital, surgical, and physician expense that has a medium priced premium?

(3) Coverage which provides for medical expenses in excess of \$500.00 that has a lower priced premium?

HEALTH

5. If you needed to go to a hospital or nursing home, and were faced with \$500.00 in expenses which you could not afford to pay, what financial arrangements would you try to make? _____

5A. If you needed the services of a physician and could not afford to pay for them, what would you do? _____

6. During the year 1960, about how much did all of your own (and your husband's/wife's) medical expenses come to?

- (1) Less than \$25.00. (4) \$ 75.00 to \$ 99.00. (7) \$200.00 to \$299.00.
(2) \$25.00 to \$49.00. (5) \$100.00 to \$149.00. (8) \$300.00 to \$499.00.
(3) \$50.00 to \$74.00. (6) \$150.00 to \$199.00. (9) \$500.00 to \$799.00.
(0) \$800.00 or more.

7. Would you see your doctor or dentist or use other health services more frequently if you had more money?

- (1) Yes. (2) No.

8. During the year 1960 did you need any medical or dental services which you did not get because of the cost?

- (1) No. (2) Yes. (Ask) What services? Approximate cost? _____

(If Yes) → (Ask) Did you try to make use of any established community services or other sources of help?

- (1) No. (2) Yes → (Ask) Which ones? What happened? _____

9. Have you ever been hospitalized here in Decatur?

- (1) No. (2) Yes. (Ask) Which hospital(s)? _____

(If Yes) (Ask) Did you experience any difficulty in being admitted to the hospital(s)?

- (1) No. (2) Yes → (Ask) Please explain _____

HEALTH

9A. Based on your personal experience or knowledge, are you satisfied with the hospital facilities in Decatur?

(1) Yes. (2) No. →(Ask) Why not? _____

10. Have you ever visited one of the nursing homes in Decatur?

(1) Yes. (2) No.

10A. Based on your personal experience or knowledge, are you satisfied with the nursing home facilities in Decatur?

(1) Yes. (2) No. →(Ask) Why not? _____

11. If you had an illness which required little expert medical or nursing care but where you had to remain in bed much of the time, where would you arrange to be cared for? (What kind of facility, e.g., hospital, visiting nurses at home, etc.) _____

12. Do you have a regular doctor who usually takes care of your illness?

(1) Yes. →(Ask) Would you tell me his name?

Dr. _____
 First Name Last Name

(2) No. →(Ask) Would you tell me the name of the doctor here in town who knows you best?

Dr. _____
 First Name Last Name

13. For how long a period have you been using the services of Dr. _____?

- | | |
|--|---|
| (1) <input type="checkbox"/> Less than 6 months. | (4) <input type="checkbox"/> 2 to 4 years, 11 months. |
| (2) <input type="checkbox"/> 6 to 11 months. | (5) <input type="checkbox"/> 5 to 9 years, 11 months. |
| (3) <input type="checkbox"/> 12 to 23 months. | (6) <input type="checkbox"/> 10 years or more. |

HEALTH

14. (If 12 months or more) How many times have you seen Dr. _____ regarding your health in the past 12 months?

- (1) Not at all. (4) 3 to 4 times. (7) 11 to 20 times.
(2) Once. (5) 5 to 6 times. (8) 21 to 40 times.
(3) Twice. (6) 7 to 10 times. (9) Over 40 times.

15. Is Dr. _____ a general practitioner or a specialist?

- (1) General Practitioner. (2) Specialist. (Ask) What kind?

16. About how old would you say he is?

- (1) Under 30 (3) 40 to 49 (5) 60 to 69
(2) 30 to 39 (4) 50 to 59 (6) 70 or over.

17. How satisfied are you with your doctor?

- (1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much

17A. (If 'Not at all' or 'Somewhat') Why aren't you more satisfied? _____

18. How much do you get this feeling that your doctor is interested in you as a person as well as a medical case?

- (1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much

19. How much do you feel you have things in common with your doctor?

- (1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much

20. How free do you feel to talk about non-medical matters with your doctor?

- (1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much

21. How close would you say your friendship with your doctor is?

- (1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much

HEALTH

I'm now going to ask you a number of questions which can be answered by these alternatives: Never, sometimes, most of the time, almost always, or always.

22. How often do you follow the treatment advised by your doctor if you think it involves a great deal of difficulty and strain for you?
- (1) Never (2) Some-
times (3) Most of (4) Almost (5) Always
the time always
23. When your doctor asks you to return for a checkup at some future time, how often do you actually return as early as he suggests?
- (7) Never (8) Some- (9) Most of (0) Almost (X) Always
times the time always
24. How often do you do something which your doctor thinks is not good for your health?
- (1) Never (2) Some- (3) Most of (4) Almost (5) Always
times the time always
25. How often do you feel you give your doctor a very complete picture of what your difficulties are?
- (7) Never (8) Some- (9) Most of (0) Almost (X) Always
times the time always
26. How often do you feel you are misunderstood when you try to explain your difficulties to your doctor?
- (1) Never (2) Some- (3) Most of (4) Almost (5) Always
times the time always
27. How often would you say you receive basic instructions about how to take care of your condition?
- (7) Never (8) Some- (9) Most of (0) Almost (X) Always
times the time always
28. How often would you say you understand exactly what your doctor wants you to do?
- (1) Never (2) Some- (3) Most of (4) Almost (5) Always
times the time always
29. How often would you say your doctor goes into the medical details of your condition?
- (7) Never (8) Some- (9) Most of (0) Almost (X) Always
times the time always
30. How often does your doctor tell you what you want to know about your condition?
- (1) Never (2) Some- (3) Most of (4) Almost (5) Always
times the time always

HEALTH

31. How often would you say your doctor is able to relieve your worries about your health?
 (7) Never (8) Some-times (9) Most of the time (0) Almost always (X) Always
32. How often after leaving your doctor have you felt that he has done everything you could have expected him to do?
 (1) Never (2) Some-times (3) Most of the time (4) Almost always (5) Always
33. When you are ill, how often do you get medical advice from friends, relatives, or neighbors?
 (7) Never (8) Some-times (9) Most of the time (0) Almost always (X) Always
34. When you are ill, how often do you try to cure yourself?
 (1) Never (2) Some-times (3) Most of the time (4) Almost always (5) Always
35. How often would you say your doctor is able to permanently cure your ailments?
 (7) Never (8) Some-times (9) Most of the time (0) Almost always (X) Always
36. For each of the following circumstances, state whether you would never, sometimes, most of the time, almost always, or always see a physician.

	Own behavior					Physician's expectations	
	Never	Some-times	Most of the time	Almost always	Always	Yes	No
a) If you ran a temperature for two days?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
b) If you found blood in your stools?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
c) If you had not seen a physician for one year and presently had no discomfort?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
d) If you had a severe headache for three days?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
e) If you had a sore which didn't heal for weeks?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
f) If you were so tense and nervous that you couldn't relax during a 3-day period?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>

HEALTH

37. This time I want you to tell me, yes or no, whether you think your doctor would want you to see him under each of these situations. (Read list again recording answers under 'Physician's Expectations')

I'm now going to ask you some questions which can be answered by these alternatives: Not at all, somewhat, a great deal, very, or extremely.

38. How closely would you say you follow your physician's advice?

(1) Not at all (2) Some-what (3) A great deal (4) Very closely (5) Extremely closely

39. How cooperative would you say you generally are as a patient?

(7) Not at all (8) Some-what (9) A great deal (0) Very (X) Extremely

40. How free have you felt about talking to your doctor about medical costs?

(1) Not at all (2) Some-what (3) A great deal (4) Very (5) Extremely

41. How effective would you say that today's medical knowledge is for curing illness in general?

(7) Not at all (8) Some-what (9) A great deal (0) Very (X) Extremely

42. How well-informed are you about new developments in the field of medicine?

(1) Not at all (2) Some-what (3) A great deal (4) Very (5) Extremely

43. How interested are you in learning more about health and illness?

(7) Not at all (8) Some-what (9) A great deal (0) Very (X) Extremely

44. How good do you think home remedies generally are for curing illness?

(1) Not at all (2) Some-what (3) A great deal (4) Very (5) Extremely

45. If your doctor ever advises you to completely change your diet, cutting out the foods you like most, how closely do you think you would follow his advice?

(7) Not at all (8) Some-what (9) A great deal (0) Very (X) Extremely

The following questions can be answered by these alternatives: Not at all, somewhat, a great deal, very much, or extremely much.

46. About how much would you say you ask your doctor for information about your condition when you see him?
- (1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much
47. When you see your doctor, how much information do you volunteer yourself as distinct from answering questions which he asks?
- (7) Not at all (8) Some-what (9) A great deal (0) Very much (X) Extremely much
48. How much would you say you show your doctor that you are interested in learning about the medical details of your condition?
- (1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much
49. How much encouragement to ask questions about your condition do you receive from your doctor?
- (7) Not at all (8) Some-what (9) A great deal (0) Very much (X) Extremely much
50. How much do you feel your doctor encourages you to fully explain your difficulties?
- (1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much
51. How much would you say your doctor generally is able to help you in the relief of pain and discomfort?
- (7) Not at all (8) Some-what (9) A great deal (0) Very much (X) Extremely much
52. How much are you generally comforted and reassured by your doctor?
- (1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much
53. How much would you say illness is caused by sinning?
- (7) Not at all (8) Some-what (9) A great deal (0) Very much (X) Extremely much
54. How much do you believe that prayer can substitute for medical attention by a doctor?
- (1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much
55. How much do you believe in faith-healing?
- (7) Not at all (8) Some-what (9) A great deal (0) Very much (X) Extremely much

HEALTH

56. In your relationship with your doctor, how much do you want each of the following things?

How much do you:	Not at all	Some- what	A great deal	Very much	Extremely much
a) Want to feel free to talk with him about your problems?	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
b) Want your doctor to talk to you about your condition and how to take care of it?	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
c) Want your doctor to be willing to accept payment in installments?	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
d) Want to be able to have complete confidence in your doctor?	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
e) Want your doctor to treat you as a friend as well as a patient?	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)

57. Now, how much of each of these things do you actually receive in your relationship with your doctor?

	Not at all	Some- what	A great deal	Very much	Extremely much
a) A feeling of freedom to talk about your problems.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
b) Information about your condition and how to take care of it	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
c) Your doctor's willingness to accept payment in installments.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
d) Complete confidence in your doctor.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)
e) Being treated as a friend as well as a patient.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)

58. Generally speaking, how good would you say your health is at the present time? (Read)

(1) Excellent. (2) Good. (3) Fair (4) Poor. (5) Very poor.

59. Do you have any chronic illness or disabilities, things that you have had for some time?

(1) No. (2) Yes. → (Ask) What are they? _____

(If Yes) → (Ask) (Have they all) (has it) been taken care of by a doctor?

(1) Yes. (2) No. → (Ask) Why not? _____

HEALTH

60. Which of these things are you healthy enough to do? Please answer yes or no.

- | | Yes | No |
|---|------------------------------|------------------------------|
| a) Heavy work around the house, like shoveling snow or washing walls. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> |
| b) Walk 5 blocks. | (4) <input type="checkbox"/> | (5) <input type="checkbox"/> |
| c) Walk up and down 1 flight of stairs. | (7) <input type="checkbox"/> | (8) <input type="checkbox"/> |
| d) (Women) Do the ordinary work around the house. | (0) <input type="checkbox"/> | (X) <input type="checkbox"/> |

61. How often are you troubled by the following: Most of the time, sometimes, or never?

- | | Most of
the time | Sometimes | Never |
|--|------------------------------|------------------------------|------------------------------|
| a) Nervousness. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | (3) <input type="checkbox"/> |
| b) Headaches. | (5) <input type="checkbox"/> | (6) <input type="checkbox"/> | (7) <input type="checkbox"/> |
| c) Not being able to sleep | (9) <input type="checkbox"/> | (0) <input type="checkbox"/> | (X) <input type="checkbox"/> |
| d) Upset stomach | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | (3) <input type="checkbox"/> |
| e) Cold sweats of hands or forehead. | (5) <input type="checkbox"/> | (6) <input type="checkbox"/> | (7) <input type="checkbox"/> |
| f) Shortness of breath not related to exercise | (9) <input type="checkbox"/> | (0) <input type="checkbox"/> | (X) <input type="checkbox"/> |

62. How much of the time does your health worry you: Never, sometimes, or most of the time?

- (1) Never. (2) Sometimes. (3) Most of the time.

63. Do you think your health is better or worse than that of most people your own age?

- (1) Better than others. (2) Same. (3) Worse than others.

64. Has your health become any better or worse in the last five years, or is it about the same?

- (1) Better now. (2) Same. (3) Worse now.

65. Would you say that your physical vigor and vitality is better or worse than it was five years ago, or is it about the same?

- (1) Better now. (2) Same. (3) Worse now.

HEALTH

66. How much medical information have you gained from each of the following:

	Not at all	Some- what	A great deal	Very much	Extremely much
a) Health columns in newspapers?	(1) <input checked="" type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
b) Books?	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
c) Magazines?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
d) Radio?	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>
e) T.V.?	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
f) Organizational meetings (Specify) _____	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>	(0) <input type="checkbox"/>	(X) <input type="checkbox"/>

67. Has any of this information ever prompted you to see a doctor?

(1) Yes. (2) No.

68. Has any of this information ever prompted you to avoid seeing a doctor when you might have otherwise done so?

(4) Yes. (5) No.

69. Which of these is true about your experience with the following services in Decatur: You know nothing about it, you have heard of it, you are familiar with its functions, or you have used its services?

	Know Nothing	Heard of it	Familiar	Used
a) Community clinics and indigent clinics.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input checked="" type="checkbox"/>	(4) <input type="checkbox"/>
b) Illinois Public Aid Commission.	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>
c) Hospital emergency room services.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
d) Heart Association.	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>
e) Tuberculosis Sanitorium Clinics	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
f) State Chest Survey Bases	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>
g) City Public Health Department.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
h) Community Mental Health Clinic.	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>
i) Red Cross Services.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
j) Illinois Division of Vocations Rehabilitation.	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>
k) Hospital physical-medicine services.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
l) Nursing Homes.	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>
m) Township Relief Office Services.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
n) Visiting Nurses Association	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>	(9) <input type="checkbox"/>
o) Cancer Society	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>

HEALTH

70. (Medical Release) The last part of our study of the health of Decatur's Senior citizens has to do with information to be filled out by your doctor. We would like to have your O.K. to mail a questionnaire of a few pages to him. It will cover such things as his ratings of your health and the things he wants patients to do about their health. Meetings have already been held with representatives of the Macon County Medical Society, so that they are aware of the situation. Everything you have said here and everything your doctor writes will, of course, be kept strictly confidential. The information will be used in order to obtain a more complete picture of the health of Decatur's senior citizens and is very important for the purposes of this study. (Remove bottom sheet of questionnaire and give with pen or pencil to Respondent. After R. signs, sign after 'Witnessed By' and fill in Doctor's full name and date if not already done by R).

BACKGROUND AND GENERAL

The final section of this questionnaire has to do with some background and general questions.

1. In what year were you born? (If R doesn't know, ask how old he/she is) _____
2. Where were you born? (If U.S.A., indicate state) _____
3. Which of these best describes the place where you spent most of the first 20 years of your life: (Read)
 - (1) A farm or rural area with a population under 2500?
 - (2) A village or small town with a population under 10,000?
 - (3) A town or city with a population under 100,000?
 - (4) A city with a population of 100,000 or more?
4. How many years of school did you finish?
 - (1) 0 to 3 grammar (grade) school.
 - (2) 4 to 7 years grammar school.
 - (3) 8 years grammar school (graduated).
 - (4) Some high school (9 to 11 years).
 - (5) High school graduate (12 years).
 - (6) Some college.
 - (7) College graduate.
 - (8) Some post-graduate or professional work.
 - (9) Completed post-graduate or professional work.
5. What are all the sources from which you (and your wife) got your 1960 income? Tell me which numbers apply.
 - (1) Own salary or wage.
 - (2) Salary or wage of husband/wife).
 - (3) Income from relatives, children.
 - (4) Social Security (Old Age and Survivor's Insurance)
 - (5) Pension (from private industry, union, etc.)
 - (6) Unemployment insurance or workmen's compensation.
 - (7) Welfare or relief payments.
 - (8) Insurance annuities.
 - (9) Stocks, bonds, investments, savings account.
 - (0) Profits from rents collected.
6. Which one of these sources provided the greatest amount of income? (Read the numbers mentioned by R) _____
Which one provided the second greatest amount? _____
(If more than one source)

BACKGROUND AND GENERAL

7. Considering all your (and your wife's) income, which number on this card best describes your total income in 1960?

- | | |
|---|---|
| (1) <input type="checkbox"/> Less than \$1,000 | (6) <input type="checkbox"/> \$5,000 to \$5,999 |
| (2) <input type="checkbox"/> \$1,000 to \$1,999 | (7) <input type="checkbox"/> \$6,000 to \$7,999 |
| (3) <input type="checkbox"/> \$2,000 to \$2,999 | (8) <input type="checkbox"/> \$8,000 to \$9,999 |
| (4) <input type="checkbox"/> \$3,000 to \$3,999 | (9) <input type="checkbox"/> \$10,000 to \$14,999 |
| (5) <input type="checkbox"/> \$4,000 to \$4,999 | (0) <input type="checkbox"/> \$15,000 to \$24,999 |
| | (X) <input type="checkbox"/> \$25,000 or more. |

8. Including yourself, how many people are dependent on this income? (Their major source of income)

- | | | | | |
|---------------------------------|----------------------------|----------------------------|----------------------------|-------------------------------------|
| <input type="checkbox"/> R only | <input type="checkbox"/> 3 | <input type="checkbox"/> 5 | <input type="checkbox"/> 7 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 4 | <input type="checkbox"/> 6 | <input type="checkbox"/> 8 | <input type="checkbox"/> 10 or more |

9. Is your standard of living better today, that is, are you better off now, or is it worse than during most of your lifetime?

- (1) Better today. (2) Same. (3) Worse today.

10. Would you say it is better, or worse, than the standard of living of most of your friends and acquaintances?

- (1) Better than theirs. (2) Same. (3) Worse than theirs.

11. Which one of these groups would you say you belong to? Would you say you are in the upper class, middle class, working class, or lower class?

- (1) Upper. (2) Middle. (3) Working. (4) Lower. (5) Other _____
(Specify) _____

12. Which class would you say you belonged to at age 50; the upper class, middle class, working class, or lower class?

- (1) Upper. (2) Middle. (3) Working. (4) Lower (5) Other _____
(Specify) _____

13. (If R indicates a change in class) Why do you feel your class has changed? _____

14. What is your religious preference or affiliation?

- (1) Protestant (Specify) _____
(2) Catholic. (3) Jewish. (4) Other (Specify) _____

BACKGROUND AND GENERAL

15. How often do you attend religious services?

- (1) At least once a week. (4) At least twice a year.
(2) 2 to 3 times a month. (5) At least once a year.
(3) At least once a month. (6) Less than once a year.

16. About how often did you attend religious services when you were 50 years of age?

- (1) At least once a week. (4) At least twice a year.
(2) 2 to 3 times a month. (5) At least once a year.
(3) At least once a month. (6) Less than once a year.

17. Did you vote in the 1960 presidential election?

- (1) Yes. (2) No.

18. How interested were you in the 1960 presidential election? Would you say that you were: (Read)

- (1) Very interested? (2) Fairly interested? (3) Not interested?

19. Would you say that you are now more interested in political affairs than you were at age 50, less interested now, or about the same?

- (1) More interested now (2) Less now. (3) Same.

20. Do you feel that there's no sense in your being interested in politics because there's not much you can do about it?

- (1) Yes. (2) No.

21. How do you think of yourself as far as age goes; do you think of yourself as middle-aged, elderly, old, or what?

- (1) Middle-aged. (2) Elderly. (3) Old.
(4) Other (Specify) _____

22. (If elderly or old) About how old were you when you first began to think of yourself as (elderly) (old)? _____ Years.

22A. (If elderly or old) What happened that made you feel that way? _____

23. If you were to think of how you feel as distinct from how old you actually are, how many years old would you say you feel? _____ (Number of years)

24. Would you say that other people generally think of you as middle-aged or old?

- (1) Middle-aged. (2) Old. (3) Other (Specify) _____

BACKGROUND AND GENERAL

25. Would you say you feel older or younger than most people your age?

- (1) Older than others. (2) Younger than others. (3) Same.

26. Here are some statements about older people. Do you agree or disagree with these statements?

- | | Agree | Disagree |
|---|------------------------------|---|
| a) In some ways, old age is the best time of life. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> |
| b) When you get old, your life isn't very useful. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> |
| c) In later years people have more chances to do some of the things they've always wanted to do but couldn't. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> |
| d) When a person gets old, it becomes very difficult for him to have a happy life. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> |
| e) Older people are expected to dress more conservatively than younger people. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> |
| f) Older people are expected to go around friends their own age rather than with younger people. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> |
| g) You've got to expect lots of aches and pains when you get older. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> |
| h) The increased amount of leisure time is one of the best things in the life of an older person. | (1) <input type="checkbox"/> | (2) <input checked="" type="checkbox"/> |

27. We've talked about five different areas of life: housing, recreation, employment, relationships with family and friends, and health. If you had to choose, would you tell me which of these is most important to you?

- (1) Housing. (2) Recreation. (3) Employment.
(4) Relationships with family and friends. (5) Health.

27A. Now, would you rank the others in order of importance to you? Which is second in importance, third, fourth, and fifth?

- Second: (1) Housing. (2) Recreation. (3) Employment.
(4) Relationships with family and friends. (5) Health.
- Third: (1) Housing. (2) Recreation. (3) Employment.
(4) Relationships with family and friends. (5) Health.

BACKGROUND AND GENERAL

27A. Continued.

- Fourth: (1) Housing. (2) Recreation. (3) Employment.
 (4) Relationships with family and friends. (5) Health.
- Fifth: (1) Housing. (2) Recreation. (3) Employment.
 (4) Relationships with family and friends. (5) Health.

28. How important is each of the following things to you?

a) Being treated with respect by other people?

- (1) Not at all (2) Some-what (3) A great deal (4) Very (5) Extremely

b) Being free to act as young as you please without having to act your age?

- (1) Not at all (2) Some-what (3) A great deal (4) Very (5) Extremely

29. Here are some general statements. Do you agree or disagree with each?

- | | Agree | Disagree |
|---|---|------------------------------|
| a) There's little use writing to public officials because often they aren't really interested in the problems of the average man. | (1) <input checked="" type="checkbox"/> | (2) <input type="checkbox"/> |
| b) Nowadays a person has to live pretty much for today and let tomorrow take care of itself. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> |
| c) In spite of what some people say, the lot of the average man is getting worse, not better. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> |
| d) It's hardly fair to bring children into the world with the way things look for the future. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> |
| e) These days a person doesn't really know whom he can count on. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> |

30. How often do you find yourself doing the following things. Would you say often, occasionally, or hardly at all?

- | | Often | Occasionally | Hardly |
|--|------------------------------|------------------------------|------------------------------|
| | at all | | |
| a) Day-dreaming about the past. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | (3) <input type="checkbox"/> |
| b) Being absent minded. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | (3) <input type="checkbox"/> |
| c) Having thoughts of death. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | (3) <input type="checkbox"/> |
| d) Postponing things that have to be done. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | (3) <input type="checkbox"/> |
| e) Day-dreaming about the future. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | (3) <input type="checkbox"/> |
| f) Worrying about things. | (1) <input type="checkbox"/> | (2) <input type="checkbox"/> | (3) <input type="checkbox"/> |

BACKGROUND AND GENERAL

31. In general, how much are you satisfied with your way of life today?
(1) Not at all (2) Some-what (3) A great deal (4) Very (5) Extremely
32. When you get up in the morning, how much do you generally look forward to the day's activities?
(1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely
33. All in all, how much unhappiness would you say you find in life today?
(1) Not at all (2) Some-what (3) A great deal (4) Very much (5) Extremely much
34. As you get older, would you say things seem to be better or worse than you thought they would be?
(1) Better than I thought. (2) Worse than I thought. (3) Same.
35. How often do you find yourself feeling better about the way things turned out for you? (Read)
(1) Often. (2) Sometimes. (3) Hardly ever.
36. How often do you feel that there's just no point in living? (Read)
(1) Often (2) Sometimes. (3) Hardly ever.
37. How often do you have difficulty saying 'no' to people who want you to do something you don't want to do?
(1) Never (2) Some-times (3) Most of the time (4) Almost always (5) Always
38. How often do you feel hurt because people aren't considerate enough of your feelings?
(1) Never (2) Some-times (3) Most of the time (4) Almost always (5) Always
39. How often do you feel that other people impose on you?
(1) Never (2) Some-times (3) Most of the time (4) Almost always (5) Always
40. In general, how hard is it for you to make up your mind?
(1) Not at all (2) Some-what (3) A great deal (4) Very (5) Extremely
41. How confident do you generally feel about the decisions that you make?
(1) Not at all (2) Some-what (3) A great deal (4) Very (5) Extremely

12. How much are you generally able to explain your own point of view when discussing things with others?
(1) Not at all (2) A little (3) A great deal (4) Very well (5) Extremely well

I give Dr. _____ permission to answer questions about my general health situation in response to a questionnaire to be mailed to him by the Director of the Decatur Senior Citizens Study. I understand that the information will be used only for the research purposes of this study and will be kept confidential.

(Date) _____ (Signed) X _____

(Witnessed by) _____

13. How often do you feel that other people impose on you?
(1) Never (2) Sometimes (3) Most of the time (4) Almost always (5) Always

14. How often do you feel that other people impose on you?
(1) Never (2) Sometimes (3) Most of the time (4) Almost always (5) Always

15. How often do you feel that other people impose on you?
(1) Never (2) Sometimes (3) Most of the time (4) Almost always (5) Always

16. In general, how hard is it for you to get up in the morning?
(1) Not at all (2) A little (3) A great deal (4) Very hard (5) Extremely hard

17. How confident do you feel about your health?
(1) Not at all (2) A little (3) A great deal (4) Very confident (5) Extremely confident

**STUDY OF THE SENIOR CITIZENS OF DECATUR
III. INTERVIEWER'S REPORT**

Int'er _____

Respondent No. _____

Name _____ Age _____

Address _____ Sex M F

1. Contact Report (Every attempt must be recorded)

When					Who talked to		Results of contact					Time in interview						
Date	Day	Time	AM	PM	Senior citizen	Other (relationship)	Int.	R. not home	Ref.	Appt. made	Other (explain)	- 15	15 30	30 45	45 60	60 90	90 120	120 +
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IF NOT INTERVIEWED: Explain circumstances in detail.

2. Were there any other people present while you were interviewing the senior citizen or were there any interruptions? No
 Yes → Explain: _____

3. How would you describe the senior citizen's general interest in the study? Excellent Good Fair Poor Very Poor

4. Do you feel that the interview itself was an aid in helping the respondent to think more clearly about his problems? No
 Yes → Explain: _____

5. The senior citizen impressed me as follows: (check all those that apply).

- | | | |
|---|---|--|
| <input type="checkbox"/> Quiet | <input type="checkbox"/> Nice person to talk to | <input type="checkbox"/> Sincere |
| <input type="checkbox"/> Neat | <input type="checkbox"/> Senile | <input type="checkbox"/> Overly-friendly |
| <input type="checkbox"/> Well-dressed | <input type="checkbox"/> Not very bright | <input type="checkbox"/> Intelligent |
| <input type="checkbox"/> Tactful | <input type="checkbox"/> Insincere | <input type="checkbox"/> Reminisce about old times |
| <input type="checkbox"/> Aggressive | <input type="checkbox"/> Too reserved | <input type="checkbox"/> Untidy appearance |
| <input type="checkbox"/> Very weak & feeble | <input type="checkbox"/> Strong & steady | <input type="checkbox"/> (Other) _____ |

6. Did you have the impression that any information was being withheld or suppressed?

- Yes Not sure No

Explain: _____

7. Please indicate below the pace at which the interview moved.

- Slow, leisurely pace, with the senior citizen taking plenty of time to think.
- Fairly rapid pace, but the senior citizen seemed to give all information requested.
- Fairly rapid pace, with senior citizen occasionally taking little time in order to speed up the interview.
- Very rapid pace, with the senior citizen clearly interested primarily in finishing the interview.

8. Observations on exterior and interior of house: (check one box for each).

<u>Condition</u>	<u>Exterior</u> (roofing, siding, windows, screen & storm sashes)	<u>Interior</u> (ceilings, walls and floors)
a. Good condition, no need for any repairs	<input type="checkbox"/>	<input type="checkbox"/>
b. Minor repairs needed (repainting or refinishing	<input type="checkbox"/>	<input type="checkbox"/>
c. Major repairs needed	<input type="checkbox"/>	<input type="checkbox"/>
d. Replacement or extensive major repairs needed	<input type="checkbox"/>	<input type="checkbox"/>

9. Observations on condition of furnishings: (rugs, drapes, lamps, furniture, etc.)

a. Clean and in good repair

b. Clean but in poor repair

c. In good repair, but soiled

d. Soiled and in poor repair

Comments: _____

10. Is there an elevator in the building where the senior citizen lives? Yes No

11. How many flights of stairs are there outside the respondents living quarters but inside the building?

No flights

1 1/2 flights

1/2 flight

2 flights

1 flight

2 1/2 or more flights

12. Summary Comments:

Briefly summarize the senior citizen's overall reaction to the interview. Please include any information which you feel may be helpful in understanding and analyzing the data of this person.

IV. QUESTIONNAIRE MAILED TO PHYSICIANS
PATIENT NUMBER: GENERAL APPRAISAL

(1) Mental alertness or tendency to senility:

- 1 Very alert, sharp
2 Slight blunting of mental acuity
3 Moderate blunting
4 Definite senility
5 Marked senility

(2) How often do you believe this patient worries about his (her) health?

- 1 Never
2 Rarely
3 Often
4 Most of the time

(3) How effective would you say your treatments of this particular patient have been as compared to your treatments of other patients with similar conditions?

- 1 Much less effective
2 Less effective (slightly)
3 About the same
4 Slightly more effective
5 Much more effective

(4) General health:

- 1 Excellent
2 Good
3 Fair
4 Poor
5 Very poor

(5) Propensity to neurotic manifestations:

- 1 None
2 Slight
3 Moderate
4 Marked tendency

(6) On the whole, how satisfied with life would you say this patient seems to be?

- 1 Not at all
2 Somewhat
3 A great deal
4 Very
5 Extremely

(7) How old, in years, does this patient appear to be (distinct from actual chronological age)?

- 1 49 or under
2 50 - 4
3 55 - 9
4 60-4
5 65 - 9
6 70 - 4
7 75 - 9
8 80 - 4
9 85 or over

(8) Do you think of this patient as middle-aged or old?

- 1 Middle-aged
2 Old
3 Other (Specify) _____

(9) How much would you say this patient believes in home remedies and self-cures?

- 1 Not at all
2 Somewhat
3 A great deal
4 Extremely much

(10) How cooperative is this individual as a patient?

- 1 Not at all
2 Somewhat
3 A great deal
4 Very
5 Extremely

(11) How often does this patient give a complete picture of his (her) difficulties?

- 1 Never
2 Sometimes
3 Most of the time
4 Almost always
5 Always

(12) How much does this patient generally ask questions about his (her) condition?

- 1 Not at all
2 Somewhat
3 A great deal
4 Very much
5 Extremely much

(13) How much do you believe you have things in common with this patient (other than pertaining to health)?

1 Very little 2 A fair amount 3 Very much 4 Extremely much

(14) In explaining things to this patient, how much do you go into the medical details of his (her) condition?

1 Not at all 2 Somewhat 3 A great deal 4 Very much 5 Extremely much

(15) How completely do you believe this patient generally understands your description of his (her) condition and the indicated course of therapy?

1 Slightly 2 To a fair degree 3 Almost completely 4 Completely

Any Additional Comments? _____

IV. QUESTIONS
PATIENT
DECATUR SENIOR CITIZENS STUDY

V. INSTRUCTIONS FOR INTERVIEWING

OUTLINE

Purpose of the Study

Purpose

Sponsorship

Reason for the Project

Value of Such a Study

Phases of the Study

Interviewing

The Interviewer

Securing the Interview

Pre-interview Publicity

Credentials

Contacting the Senior Citizen

Motivating the Senior Citizen

Contact Situations and How to Handle

Non-contact Situations and How to Handle

The Interview

Introduction and Explanation

Creating and Maintaining Rapport

Control of Bias

Refusals of Information

"Don't Know's"

Completing the Interview

After the Interview is Complete

Editing the Questionnaire

Completing the Interviewer's Report

Mailing in of Completed Interview

Explanation of Individual Forms

Questionnaire

Broad General Instructions

Types of Questions Used in the Questionnaire

Interviewer's Report

Field Procedures

Time Schedule

Role of Field Director

Office Editing

Spot Checking

Compensation

Interviews

Meetings

Check List of Interviewer's Activities

A. Purpose of the Study

1. Purpose

The aim of the study is to provide a scientific basis for long-range and comprehensive planning to meet the needs of the Senior Citizen. Particular areas to be covered are Housing, Recreation, Employment, Health and Welfare. Descriptively, the project would provide reliable information on living arrangements, employment status, use of recreational facilities, use of medical facilities and the use of social services.

2. Sponsorship

The study is being conducted co-operatively by the City of Decatur and the University of Illinois. The headquarters for the study are at the University and Dr. Bernard S. Phillips of the Sociology Department is the Project Director.

3. Reason for the Project

Nation-wide there has been a wide-spread and growing concern with helping solve the problems of the aged. Many studies have been made and there are a variety of recommendations for improving the lot of the senior citizen. It is felt that these recommendations may not be adequate for planning a realistic program for the particular problems of the aged in Decatur. This study is an attempt to determine these needs.

4. Value of Such a Study

The value of this project is two-fold. First, it will provide information to aid in planning a co-ordinated and comprehensive program for meeting the specific needs of Decatur's senior citizens. Secondly, it will serve as a model for studies in other communities in Illinois which wish to help this segment of their population.

B. Phases of the Study

There are three major phases: Sampling, Interviewing, and Analysis. The success of the project depends upon the care taken in each of these phases. Every phase must be thorough and complete so that the overall study will be successful.

Sampling was completed last month and a representative group of people 60 years of age or older was located. Approximately 2500 addresses were chosen randomly from the City Directory: these were representative of all age groups in the city. Each senior citizen selected represents approximately 25 other senior citizens. A personal contact was made at each address and the names of all people 60 or over were obtained. From these a sample has been picked and this represents the group to be interviewed. The sampling phase laid the ground-work for interviewing by locating those 60 or over and making them aware that they may be interviewed.

C. Interviewing

1. The Interviewer

The interviewer's manner should be friendly, courteous, conversational, and unbiased. He should not be effusive, neither too talkative nor too timid. The idea should be to put the respondent at ease, so that he will talk freely and fully, a brief remark about the weather, family pets, flowers or children will

often serve to break the ice. Above all, an informal conversational interview is dependent upon a thorough mastery by the interviewer of the actual questions of the study. He should be familiar enough with them to ask them conversationally rather than read them stiffly and he should know what questions are coming next, so there are no awkward pauses.

The interviewer's job is fundamentally that of a reporter. He should take all opinions in stride and never show surprise or disapproval of a respondent's answer. He should assume an interested manner toward his respondent's opinions and never divulge his own. If he should be asked for his views he should laugh off the request with the remark that his job at the moment is to get opinions and not to have them.

The interviewer must keep the direction of the interview in his own hands, discouraging irrelevant conversation and endeavoring to keep the respondent on the point. Fortunately, he will usually find that the rambling, talkative respondents are the very ones who least resent a firm insistence on attention to the actual business of interviewing.

2. Securing the Interview

a. Pre-interview Publicity

The study has been given a good deal of publicity through newspaper, radio and TV. To be sure that the Senior Citizen had knowledge of the study the Lister on the sampling phase gave the following statement when he left a column long newspaper article:

"I would like to leave this newspaper clipping with you, as it gives information on the Decatur Senior Citizens Study. I would appreciate your showing it to (Name of senior citizen(s)). The general aim of the study is to obtain information on the needs of Decatur's older citizens so as to make plans for meeting some of these needs. We may return for an interview with (one of) the senior citizen(s) in this household within the next three months, and cooperation would be greatly appreciated."

The article gave a detailed description of the project so that prospective respondents would be motivated to cooperate. When interviewing begins, there will be another newspaper article to keep up the interest of the senior citizen. There will also be radio and TV coverage at the beginning of interviewing and during the progress of the study. This pre-interview publicity will pave the way and make your job of interviewing easier.

b. Credentials

Each interviewer will be given either a letter or a card identifying him as a legitimate representative of the Decatur Senior Citizen Study. This identification should be carried at all times. It will generally not be necessary to show this identification but you should have it on hand just in case the need arises.

If the respondent should question your right to interview him or if he is reluctant, have him call the Police Department, the City Manager's Office or the Association of Commerce. The names of all interviewers are on file at these places. These organizations have been informed of the nature of the project and can assure the respondent that anything he gives will be kept in confidence. They will also urge him to co-operate. It is suggested that you have with you the telephone numbers of these organizations.

c. Contacting the Senior Citizen

In that people living alone are sometimes afraid to answer the door late at night, it is suggested that all attempts be made during daylight hours or early dusk. It is not advisable to ring a doorbell after 8:00 p. m. at the latest. This is especially true of male interviewers where the respondent is female and may be hesitant about talking to strange men.

All contacts are to be made by a personal visit at a time when it is most likely that the senior citizen will be home. The respondent is never to be contacted by telephone. You will be given the name and address of each person to be interviewed and you will interview only that particular individual. The person to be interviewed and his address will be filled in the Interviewer Report for each assignment. Try not to get into discussion with other members of the household; ask to talk to the person whose name appears on your assignment.

In any study, interviewers tend to develop their own most effective approaches to individual respondents. The type of approach described here is illustrative only, but contains ingredients which should be present in every case. The interviewer introduces himself approximately as follows, allowing time for replies and comments on the part of the respondent.

"May I speak to Mr. (s) _____?" (Wait to speak to respondent) "Hello" "My name is Mr. (s) _____ I'd like to talk to you in connection with the Decatur Senior Citizens Study which is being conducted by the City of Decatur and the University of Illinois. You probably have heard about the study on radio or TV or from the newspapers. If this is a convenient time perhaps I could talk with you now."

For the majority of the respondents, a brief introduction is all that is necessary. It is best not to go into detail on the doorstep unless the respondent asks questions or raises objections.

Check to see if any assignments have the same number followed by a letter (A, B, C, or D). All those that have the same number each followed by a different letter, are senior citizens who live relatively close to each other. It is strongly suggested that all such respondents be interviewed as close together as possible, preferably on the same day. This will eliminate one respondent discussing the questions with another respondent, thus invalidating the second respondent's answers.

Before any assignments are given you will have a chance to go over the names to see if you know any of them or if they know you. If so, do not interview any of these people. After making contact, if you realize that you are acquainted with the respondent it would be best to send in the assignment. Past experience has shown that people are more willing to give the required data to a stranger.

d. Motivating the Senior Citizen

Following are some broad areas which can be used to motivate the respondent to co-operate.

(1). Importance of the Study

Stress the fact that information obtained in these interviews will aid in filling a major gap in the knowledge of the needs of the senior citizen. This knowledge will be of great value in understanding the problems and facilitating the planning of specific programs to meet these needs. Such data could be used to make life more enjoyable for this segment of the population. As one example: What kind of recreational programs would be best suited and used by the senior citizen. Another example: What types of housing facilities would best meet the needs of these people.

(2). Importance of Each Senior Citizen in the Sample

If each person questioned co-operates the study can be a near perfect sampling of the needs of the aged in Decatur. The study may not be representative of what the majority of the older citizens need in the way of housing, health and recreation if co-operation is not obtained from each individual.

The selection of those to be interviewed was done by statistical probability methods, therefore, we cannot substitute another respondent to take the place of any persons now on our list. To do so might alter the balance of our sample. Thus, each senior citizen who refuses will reduce the amount of information on which we base our conclusions, thereby rendering the study correspondingly less valuable.

(3). Confidential Treatment of the Data

Only a number, not the name and address of the senior citizen, appears on the questionnaire. You can guarantee to respondents that all information supplied will only be used for research purposes and precautions are being taken to insure its confidentiality.

The information given by a respondent is combined with data furnished by other respondents. At no time is reference made to, or data used, concerning a particular individual. For analytical purposes all data is grouped together, no information of one person is used by itself.

e. Contact Situations and How to Handle

This section covers the principle problems which you may occasionally encounter at the door and how they should be handled.

(1). Refusals and Excuses

In some instances, the senior citizen may be reluctant to cooperate and you will be more likely to obtain the interview if you are prepared in advance to handle this reluctance.

Respondents seldom if ever say, "I refuse to be interviewed." They offer excuses which in most instances are merely a form of refusal. Following are some types of refusals and how to handle them.

Case 1

Respondent: "I don't want anything to do with the Study."

Interviewer: "I'm sorry you feel that way. Pardon me for asking, but just why would you rather not be interviewed?"

(Probe for a reason and handle it according to some of the following reasons given. It will probably fall into one of these categories.)

Case 2

Respondent: "This doesn't apply to me. I'm not representative."

Interviewer: "All those who are picked are representative of many others in the same situation." (i. e. : widowed, divorced, separated, etc. Refer to the instructions on sampling, explain how the sampling was done and why they are representative.)

Case 3

Respondent: "It won't help me. I'm independent." (either financially, socially or emotionally independent.)

Interviewer: There are still things we can find out from this individual that will help them to some small degree or that will help others who aren't so independent. "In that you have solved your problems so well, the information that you give would be invaluable in helping others adjust."

Case 4

Respondent: "It won't help me, no-one could possibly help me."

Interviewer: "You could be the person who would benefit most by the results of this study. There are many others who feel exactly as you do and if we find out what the problems are then we'll be in a much better position to solve them maybe by contributing here the results of this study may help you in the long run."

Case 5

Respondent: "I don't want to get involved. Nothing ever comes of these surveys anyway."

Interviewer: "It is true that for many surveys the results are never acted upon or followed through. The problem when confronted by a survey is to decide whether the survey is serving a useful purpose and then to decide whether or not to participate. This study was developed specifically to provide the basis for planning by the City of Decatur and success in this venture will enable a program to be developed which will help meet these needs."

Case 6

Respondent: "I'm too busy."

Interviewer: "I didn't mean to interrupt you at an inconvenient time. It seems that we're all rather busy these days. I will be as brief as I possibly can so perhaps we could do it right now."
(If the respondent replies "no" to this suggestion.)
"Perhaps tomorrow night at 7:30 would be better."

Case 7

Respondent: "It is a waste of the taxpayer's money."

Interviewer: "I agree that many expenditures of the taxpayers money are not worthwhile. The question that a person has to ask himself is whether this study will serve a useful purpose.... (refer to Case 5 above.)"

Case 8

Respondent: "I'd rather not give any information. It's my own business."

Interviewer: "I agree with you that we're each entitled to a personal life and although some of the information we are seeking might seem a bit personal, it is always grouped with the information given by others and is never studied as an individual case. All information obtained is for research purposes only and precautions are taken to insure its confidential treatment."

Case 9

Respondent: "This is probably another one of those sales gimmicks."

Interviewer: If the respondent intimates that we are selling something you had better review the purpose and value of the study to convince them otherwise. Have them call the Police Dept., the City Manager's Office or the Association of Commerce. Also, you can show your identification card.

The following is the general technique for handling any refusals or excuses.

Never face a refusal defensively, this simply antagonizes the respondent and tends to reinforce the refusal. Don't argue with the senior citizen. Agree with him, and point out that he does have a good reason. Next, reword the refusal in a way which incorporates all his reasons but puts it in a frame of reference where you can give a rebuttal. If after giving rebuttals you are still not able to obtain an interview, leave the door open for another try later on, perhaps by a different interviewer. Do not antagonize the respondent to the point where he slams the door in your face.

Please keep the following in mind: Acceptance of a refusal is giving confirmation to the respondent's assumption that this study is not important enough to bother with.

(2). **Sickness or Serious Illness**

In that you are dealing with older people you may encounter sickness, serious illness or deaths in the family.

Respondent: "I'm sorry but I can't help you. I'm not feeling well."

Interviewer: "I'm sorry to hear that you are not well. The only reason I dropped by now was to see when would be the best time to see you. Would it be more convenient if I made it tomorrow night?"
(Refer to p. 4 on the Importance of Each Senior Citizen in the Sample.)

In some cases the sickness may be so serious that it is impossible to get an early interview. In these cases, obtain a firm appointment.

Interviewer: "I'm sorry to have interrupted you at this time. Perhaps it would be best if I dropped back later on. I expect to be in the neighborhood Saturday afternoon and will stop by then. Maybe we will be able to talk. Will you be home around 3:00?"

There may be some cases in which an immediate interview or a firm appointment may be completely out of the question because of serious illness or death in the family. For these cases (after you are sure of their sincerity) express your sympathy and understanding and leave. Send the assignment in as soon as possible explaining the situation. Do not interview anyone else in the family even if they assure you that they could answer all the questions.

If the senior citizen is in the hospital find out the name and the address of the hospital, how serious the illness is and how long he will be there. Give a complete explanation and send in the assignment.

(3). Appointments

Never accept appointments if it is at all possible to obtain an immediate interview. If it is necessary to make an appointment, be sure to set a definite date and time. Always keep appointments.

A firm appointment means an agreement between the respondent and the interviewer on the place, day and time of the planned interview. (Home, Saturday, at 5:00 p. m.)

Repeat the appointment arrangements to the respondent as the last thing when you leave.

If you are asked to call before coming again do not make any such arrangement because there is too great a chance of getting a refusal by telephone. Instead, say that you plan on being in the neighborhood on another call and you will drop by again. Try to set a definite appointment. Avoid making appointments with other members of the family for an interview with the senior citizen in that he might not be available for such an appointment.

(4). General Problems on Contact Results

Once a respondent has been contacted, an interview or a firm appointment are the only acceptable courses of action except for serious illness or death in the family. The interviewer should never leave the respondent with statements like:

"I'll stop by sometime next week."

"I'll try again sometime."

"When I'm out this way again, I'll try and catch you at home."

The chance of obtaining an interview is reduced after each contact that does not end in an interview.

The respondent may ask you how long the interview will take. It is wise to tell him that you do not know exactly but you will be as brief as you possibly can. Do not tell the respondent that the interview will last $1\frac{1}{2}$ or 2 hours. This may not be true and it could lead to a refusal.

To repeat, if an interviewer accepts refusals, half-hearted excuses, or indefinite appointments, he is adding to the respondents suspicions that this study may not be what it claims to be.

If you encounter a respondent who apparently speaks only a foreign language, try to determine the language. Leave the door open (figuratively speaking) and immediately send the assignment back to the Field Director with a detailed explanation.

f. Non-contact Situations and How to Handle

(1). Moved, Deceased, or Not There

You may not be able to interview a senior citizen for any of the following reasons:

- (a.) Moved out of the city of Decatur
Send the assignment in immediately with an explanation stating where he moved.
- (b.) Moved to another address within the city limits. Obtain the new address, put the correction on all forms along with an explanation and send it in to the University.
- (c.) Moved to a Nursing Home or Institution
Obtain name and address and extent of incapacitation and send assignment in.
- (d.) Deceased
Record date deceased and send in assignment.
- (e.) Not There
If the senior citizen is not at the address on the assignment, explain in detail and send in the assignment.

(2). Not Home

If there is no answer, go around the house to the side or back door. Make every attempt to talk to someone.

Once an assignment has been attempted and contact with anyone (including the neighbors) has been made, the assignment should be cleared up in the following three or four days. The neighbors may mention your attempt to the respondent and he may be curious, so the assignment should be finished up as soon as possible.

If after two or three attempts you have not been able to find anyone at home, go to the neighbors and inquire if they know when the senior citizen may be at home.

We cannot drop a respondent until we have adequate explanation to his whereabouts -- moved, deceased, on vacation, etc.

3. The Interview

a. Introduction and Explanation

Before starting the questionnaire be sure that the senior citizen understands the following:

- (1). Who you are and who you are working for.
- (2). The purpose of the study as previously outlined.
- (3). The need for thorough and complete answers. It must be made clear to the senior citizen that the value of this study is dependent upon his taking care to do a thorough job in answering the questions.

b. Creating and Maintaining Rapport

By rapport we mean a meeting of minds between the interviewer and the interviewee. A relationship of friendly understanding must be present. The respondent understands what we are doing and why we are doing it. The interviewer understands the problems the respondent may have in supplying the information. Rapport also extends to general subjects, such as personal interests of the respondent.

With some senior citizens little or no rapport can be developed at the start, while with others it is established with little conscious effort by the interviewer.

You can do much to create this state of understanding. After the respondent says his first few words, try to get in step with him. For example some senior citizens may prefer to complete the interview in the shortest length of time with little conversation. On the other hand, you may be required to interview a slow talking respondent who is more interested in general chit-chat. Then, you have to go slow and easy, still maintaining control over the interview situation. Let the senior citizen talk but maneuver him gently back to the questionnaire.

In the interview situation where rapport does not come easily, you may have to extend yourself to find common subjects to develop harmony between yourself and the respondent. This may be especially true in that we are interviewing people 60 and over. The very nature of this study demands all the rapport it is possible to create.

After a degree of understanding has been achieved, the interview should move smoothly. However, there will be times when rapport may be temporarily lost. If you feel you are getting out of step with the respondent, take a few minutes to change pace, to get back in step. For example, during the middle of the interview the respondent may get restless. It is then appropriate to say something like, "I'll try to complete this as quickly as possible since it is taking more time than we expected."

c. Control of Bias

There are a number of ways in which you as an interviewer can unknowingly interject some form of bias. By bias we mean projected information which is not the respondent's own answer. This can happen in a number of ways.

(1). Preparatory Remarks Before the Question is Asked

- (a.) A lead-in statement or comment before asking the question.
- (b.) Mention of possible answers.
- (c.) Negative introduction, "You might not know this but....."

- (2). The Way in Which a Question Is Asked
 - (a.) The inflection in the voice.
 - (b.) Emphasis of particular words.
 - (c.) Ending the question with a hesitancy or rise in the voice or lowering the voice.
 - (d.) Changing one or more words in the question.

- (3). Remarks of Elaboration or Explanation
 - (a.) Giving the respondent a limited number of possible answers.
 - (b.) Attempting to interpret the question for the respondent.
 - (c.) Expanding a question without justification.

- (4). Recording the Answer
 - (a.) Changing the wording of the respondent's answer.
 - (b.) Recording only part of what he says.
 - (c.) Expanding his answers to include what other people you have interviewed have said.
 - (d.) Reporting incorrectly (complete misinterpretation).

In order to help control bias keep in mind these basic rules:

- - - Never suggest an answer - - -
- - - Ask all questions exactly as worded - - -
- - - Never show surprise at a response (either approval or disapproval) - - -
- - - Never reveal your own opinions - - -

d. Refusals of Information

During the interview the senior citizen may at any time refuse to give some of the information requested.

First find out the reason(s) why he refused:

- "May I ask why you had rather not give that information?" or
- "Is there something about the study which I did not make clear?"

Get the respondent to talk and explain his reasons for not wanting to give the information. To satisfy his objections use one or more of the rebuttals under Contact Situations and How to Handle. If you cannot get him to verbalize his reasons for refusing, or if it does not seem advisable to press for a reason, again explain the purpose of the study and the value of the data that is being given.

The term "refused" (Ref.) should not be written in the questionnaire unless the respondent says "I refuse" and every attempt has been made to change this.

If the respondent refuses using other words, record what he says verbatim.

e. "Don't Know"

For the majority of assignments you will probably encounter few "don't know", however, when the respondent does give this answer, it will be necessary to identify what type of "don't know" it is and handle it accordingly. For example:

- (1). Respondent does not want to take the time to recall the correct answer and uses "don't know" as an easy way of answering. In these cases encourage the respondent to take time to remember the correct answer. Some forms of encouragement, which will not inject bias, are:
 - (a.) Re-read the question verbatim
 - (b.) Ask, "Just in general....."
 - (c.) Say, "Taking everything into consideration...."
 - (d.) Ask, "Which answer comes closest to your own opinion or impression?"
- (2). If the "don't know" seems to be a refusal, probe to find out the reason and handle as you would a refusal above.
- (3). Respondent really has no idea of the answer and "don't know" is the only possible response. In these cases write DK in the questionnaire. DK is to mean only one thing; the respondent does not know the answer. If the "don't know" falls in one of the previous categories DK is not applicable.

f. Completing the Interview

Before leaving the interview situation, review the questionnaire to catch any details which may have been overlooked. Be sure you have obtained answers to all questions. It is better to take time now than to find information missing later while editing and then have to return to obtain it. The respondent is often flattered that the information he has given is important enough for you to take time to review it. In fact during this review you may obtain additional information not reported previously or be able to correct some of the information already given.

4. After the Interview is Complete

a. Editing the Questionnaire

Immediately after the interview, thoroughly edit the questionnaire. This job of editing is very important since blanks and unclear information cannot be used in analyzing the data. If, while editing, you do encounter blanks or answers that are unclear it will be necessary for you to go back and obtain this missing information from the respondent. To do a good job of editing you must take time to go through the questionnaire question by question and be sure all responses satisfactorily answer each question. Be prepared to spend enough time to do a thorough editing job. At the University the questionnaire will be edited again by the Field Director and if there are any questionable areas, the assignment will be returned to you for a re-interview.

b. Completing the Interviewer's Report

With each interview assignment you will be given an Interviewer's Report. This form is for reporting your observations and experiences with this particular respondent. The data will be used to assist in the analysis of the questionnaire. Feel free to use the Interviewer's Report for any unusual situations or further explanations about the senior citizen. Only you are capable of providing this first-hand information. If you are unsure as to whether something is important enough to record or not, record it anyway. The content of the Interviewer Report will be explained on the following pages.

c. Mailing in of Completed Interview

After an interview is completed and all forms edited they should be sent, along with a bill, to the Field Director. The assignment should be mailed in immediately or by 9 a. m. of the day following the interview. The reason prompt action is important is that the information is being punched immediately into I B M cards for the analysis. Under no circumstances are completed interviews to be held in the field. A stamped self-addressed envelope will be included with each assignment, and all that is necessary for you to do is to include all edited forms, seal and mail.

In case the assignment results in a non-interview (moved, not there, deceased, refused, etc.) the blank questionnaire, a blank bill and a completed interviewer's report should be sent to the University. The reason for the non-interview must be explained in the Interviewer's Report.

D. Explanation of Individual Forms

The Questionnaire and the Interviewer's Report are to be filled in with pencil (#2.5 or 3). The billing forms are to be filled in ink.

1. Questionnaire

The questionnaire is separated into several areas and in the interview these areas should be covered in the following order:

- Housing ---
- Recreation ---
- Employment ---
- Family, Social ---
- Health ---
- Background ---
- Adjustment ---

All the questions under each area must be asked in the order given.

a. Broad General Instructions

- (1). Some questions will have instructions in capital letters set off by parenthesis. These instructions are for the interviewer and are not to be read to the respondent. They must be followed exactly with no exception.
- (2). Possible answers should not be suggested to the respondent for those questions without specific instructions (READ) in capitals and parenthesis. Read the question only and be careful not to inject bias.
- (3). In the left hand margin on each page of the questionnaire there are IBM coding numbers. Coding numbers also appear next to the answers. These are to be ignored by the interviewer, they are for analysis purposes only.
- (4). If at any time the respondent gives you a response which does not answer the question, you could say, "Perhaps I haven't made myself clear...." then repeat the question exactly as worded without trying to interpret it. Do not re-word it even if you think he might understand it better that way.
- (5). During the interview if the respondent gives any voluntary information which you feel would be helpful in analyzing the data, be sure to record these comments.

b. Types of Questions Used in the Questionnaire

- (1). Observation questions
Question need not be asked of respondent unless you cannot obtain the answer by observation.
- (2). Yes, no questions
Answer to be recorded is simply "Yes" or "No," "X" the appropriate box, no explanation is needed.

- (3). Yes, no questions with explanation

If the "yes" box or the "No" box is followed by an arrow or other instruction, you may have to either explain or ask other questions. Some of these contingent questions will be boxed in with appropriate instructions given.

- (4). Questions where the respondent selects answer(s) from a Card

If there is an instruction indicating the use of Card A, B, C, etc., this card must be handed to the respondent. Do not give respondent the card until after you have finished asking the question, otherwise his attention will be on reading the card and not on the question you are asking him.

After the question is answered take back the card, unless the same card is needed for the following question.

- (5). Questions where choices of answers are read to the respondent

This type of question will be identified by (READ) as a written instruction for that question. Do not suggest any answers other than those on the questionnaire. However, if the respondent gives you an answer other than these, attempt to get him to fit his answer into one of the choices. If this is not possible, record the senior citizen's answer verbatim.

- (6). Questions where choices of answers are not read to the respondent

Every attempt should be made to record the respondent's answer in one of the categories listed. Do not read these answers to the respondent. If the answer does not logically fit into these choices, record the response verbatim.

- (7). Open-end questions

There are some questions where the respondent's answers are recorded verbatim and no choices are given.

With this type of question you may also be instructed to (PROBE). Types of possible probes are:

- - - "Would you explain that further?" - - -
- - - "What do you mean by that?" - - -
- - - "Would you clarify that point?" - - -
- - - "What else?" - - -

If at any time during the interview you are faced with problems which you are not sure how to handle, use your own best judgment based upon the verbal and written instructions that were given you in training. Please explain the problem and the decision you made.

2. Interviewer's Report (IR)

An Interviewer's Report is to be completed for each senior citizen who is assigned to you whether or not an interview is carried out.

If an interview is carried out, the completed IR should be turned in with the completed questionnaire and billing forms for that assignment.

If the interview is not obtained, a completed IR should be handed in with the other blank forms when it is clear that an interview is out of the question. The reason for the non-interview should be explained.

At the top of this form the respondent's number, name and address will be filled in at the office. Correct if this is in error. In some cases the name of the senior citizen will be blank. We do know that someone 60 or over is living at this address so it will be necessary for you to fill in the name when you interview him (her). For all assignments record the respondent's age and sex. Be sure that your own initials are in the upper right hand corner. The result of every visit should be recorded on the IR immediately after the contact, while the details are still fresh in your mind.

In the following instructions the underlined numbers in the left hand margin pertain to the question numbers on the IR.

1. Each contact should be entered on a separate line with the following in the appropriate spaces:

Date -- The month and the day of the month. Thus, May 9 would be recorded as 5/9.

Day -- The day of the week--Mon., Tues., etc.

Time -- The time when you first made contact at that address, to the nearest five minutes, indicating AM or PM afterward; e.g.
7:25 PM

Who talked to -- If you talk to the senior citizen "X" the box. If you talk to anyone else, state the relationship of that person to the senior citizen; e.g. son, son-in-law, grand-daughter, etc. Note if others are talked to, such as maid, neighbor, etc.

Results of contact -- For each attempt "X" the box to indicate whether the respondent was interviewed (Int.) not at home (R. not home), refused (Ref.), appointment was made (Appt. made), or whether there was another outcome. If the latter, explain under "Other (explain)".

Time in interview -- "X" the box that comes closest to the time you spent with the respondent (0 to 15 min., 15 to 30 min., etc.) This is from the time you arrive until the time you leave regardless if you are collecting data all the time or building rapport with general conversation.

If not interviewed -- Explain the circumstances in detail. This should be filled out completely after you are reasonably certain an interview is not possible. This section must be completed if for any reason an interview is not obtained.

2. The "No" box should be "X" if you were alone with the senior citizen throughout the complete interview and there were no interruptions. Under any other circumstances "X" the "Yes" box and explain.
3. We want to obtain a rating of the senior citizen's general interest in the study. "X" the box which best describes this interest. By general interest we mean a rating of the respondent's willingness to be interviewed, his cooperativeness, and his desire to see that the study is successful.
4. Do you believe that the respondent received any therapeutic value out of the study itself? That is, in answering the questions was he able to solve some of his own problems or think about them more clearly?
5. We are interested in the impression the R. made on you. Go through the complete list and "X" all the boxes which best describe the senior citizen.
6. If any information seems to be withheld or suppressed or if you have the feeling that the R. was not being completely honest in his responses "X" the "Yes" or "Not sure" box and explain.
7. We hope to obtain a rough idea of the pace at which the interview moved. If a respondent does not logically fall into one of the four choices, explain why under "Comments". If an answer only partly describes the pace of the interview, explain in the comments. Do not check more than one box.
8. In the column headed "Exterior" "X" one of the four boxes which best describes the condition of the roofing, siding, etc. Also "X" one of the four boxes under "Interior". If the choices do not adequately describe the condition of the exterior or interior explain under "Comments".
9. As was done in the previous question "X" the box which best describes the condition of the furnishings (rugs, drapes, etc.) Explain unusual cases under "Comments".
10. Indicate whether there is an elevator at this address. If you have any doubt about this, check it with the respondent while you are in the interview situation.
11. In buildings where there is only one family, the answer would probably be "no flights". In buildings where more than one family is living, you may have to climb a flight, or part of a flight, of stairs inside the building before you actually get to the senior citizen's front door. How many flights of stairs were there inside the building, excluding any stairs inside the living quarters of the senior citizen?
12. Include under this heading any comments or impressions that you feel will help us evaluate the information given by the senior citizen and the extent of cooperation obtained. Please be explicit.

E. Field Procedures

1. Time Schedule

Monday, April 17	Initial Training Session
Wednesday, April 19	Second Training Session
Thursday, April 20	Start Trial Interviews
Sunday, April 23	All Trial Interviews and Qualifying Exam to be in the mail by midnight.
Wednesday, April 26	Final Training Session
Thursday, April 27	Interviewing Begins
Thursday, April 27	Bills Prepared for Payment
Thursday, May 11	Bills Prepared for Payment
Sunday, May 21	Interviewing completed and in the mail by midnight
Thursday, May 25	Bills Prepared for Payment
Wednesday, May 31	End of Wave Meeting
Thursday, June 1	Bills Prepared for Payment

2. Role of Field Director

The Field Director is in control of all field operations. It is her job to see that all deadlines are reached, that the quality and quantity of work is up to standard, and to handle any situations which may arise during the course of field operations. She has complete control over the hiring, firing, and supervising of all interviewers.

Each interviewer will be expected to be his own supervisor and to report directly to the Field Director. If any unusual problems arise which have not been covered in the instructions or training do not hesitate to call her.

The Field Director is: Mrs. Laura Hauck
University of Illinois
346 Lincoln Hall
Urbana, Illinois

She can be reached at any time at FLeetwood 9-1291, Champaign, Illinois. Place your calls station-to-station collect. Do not call person-to-person. Feel free to call this number at any time during the day or night whenever necessary.

3. Office Editing

As soon as each completed interview is received quality will be checked carefully and a tabulation made covering: blanks, "don't know's", refusals of information, inconsistencies, and interviewer bias. The interview will be sent back to the interviewer if it is deemed incomplete, and it will be necessary for the interviewer to go back to the senior citizen for the information. Each interviewer will be kept informed of the quality of his work.

A record will also be kept on the quantity of work completed by each interviewer. This takes into consideration completed interviews, refusals, not at homes, moved, deceased or ill. If the quantity in any of these areas is not close to the average of other interviewers further investigation will be made. Assignments are expected from each interviewer every two or three days. Let the Field Director know if for any reason your field work is delayed.

4. Spot Checking

All completed assignments will be given a spot check to verify some information. This spot check will be done by phone and some of the information obtained during the interview will be reviewed with the senior citizen. Some of each interviewer's assignments will be checked. The spot check serves three purposes:

- a. To spot weaknesses in the interview forms where questions were misinterpreted.
- b. To discover any misunderstanding that the respondent may have about the study.
- c. To catch any erroneous or false data.

F. Compensation

1. Interviewers

Interviewers will be paid on a contract basis by the completed interview. A completed interview covers all questions sought in the study and contains no unexplained blanks. If any unusual situations relating to interviewer compensation arise they will be handled on an individual assignment basis. With each assignment there will be two blank forms for you to bill us when the interview is completed. These two bills are stapled together and both copies should be filled in completely with your name, address, city, date completed and the bill signed and return both copies with the completed interview. Do not send bills in separately, they must accompany the completed interview. If an interview has to be returned to you because it is incomplete or unclear, the bills will also be returned. When the interview is accepted in the office your bill (in duplicate) will be held until the specified dates shown below. On these dates all bills received for completed interviews and meetings will be processed. One copy of the bill will be included with a voucher sent to the University, the other copy the Field Director will retain. Bills will be processed on Thursday, April 27, May 11, May 25, and June 1. The rate paid per completed interview takes into consideration and includes expenses and mileage which may be incurred in obtaining the interview.

2. Meetings

All time spent at organized meetings will be paid at the rate of \$1.50 per hour. These meetings will take the form of three training sessions and a final review session when the study is completed.

Always fill out two copies of the meeting bill and turn them in at the end of each session. Be sure that both copies of the meeting bill are signed. These meeting bills will be processed on the dates stated previously.

G. Check List of Interviewer's Activities

1. Before the interview

- a. Attempt contact soon after you receive your assignments and at a time when you can reach people.
- b. Before leaving home, plan route of addresses to be contacted.
- c. Have all interviewing forms: questionnaire, cards, pencils.

2. During the interview

- a. Only interview person named in Interviewer's Report.
- b. Ask all questions and record all answers in questionnaire.
- c. Before leaving interview situation, review questionnaire.

3. After the interview

- a. Complete Interviewer's Report.
- b. Edit questionnaire thoroughly.
- c. Complete and sign two copies of billing form.
- d. Send to the office immediately: questionnaire, Interviewer's Report and signed bill.

Decatur Senior Citizens Study

VI. INTERVIEWER QUALIFYING EXAMINATION

1. In your own words, explain the objective(s) of this study, i. e., what we hope to gain from it. _____

2. Which, if any, of the following is the correct approach to be used in contacting the Senior Citizen?

- a. Telephone the respondent and make an appointment to see him.
- b. Go to the respondent's house and attempt either to get an immediate interview or a firm appointment.
- c. Go to the respondent's house and if he is not at home, interview another member of the family.
- d. Go to the respondent's house and interview him only if the entire adult family is present; otherwise, make an appointment to return when they are all present.
- e. None of the above.

3. In each of the following situations, briefly explain how you would overcome the objections.

a. A respondent feels he is different from others and that we should interview the people down the street who are more typical of senior citizens. _____

b. The respondent refuses to be interviewed because there have been several "surveyors" around recently who have turned out to be salesmen. _____

c. The senior citizen does not want to be interviewed because he is financially independent and the study cannot help him. _____

d. The senior citizen does not want to get involved because these studies are "a waste of money and nothing worthwhile ever comes out of them." _____

e. The respondent doesn't want to be interviewed because he says it is none of our business. _____

f. A harried-looking respondent says, "I'm busy." _____

4. Which of the following would you do if the respondent's wife said the respondent was in the hospital: (CHECK ONE OR MORE)

- a. Interview the wife
- b. Find out how serious he is and how long he will be in the hospital.
- c. Obtain the name and address of the hospital and interview the respondent there.
- d. Say, "I'm sorry," leave and turn in your report.
- e. Obtain the name and address of the hospital.
- f. None of the above.

5. What would you do if the respondent said he had a cold and didn't feel like being interviewed but to telephone him for an appointment in a few days. _____

6. The respondent's daughter answers the door and says that her mother is unable to be interviewed and she insists that she can answer the questions. (Daughter seems sincere and well-informed.) What would you do? _____

7. What general techniques would you use to handle any refusals or excuses? _____

8. What should you do if the respondent has moved to another address in Decatur?

- a. Call the Field Director and ask for specific instructions.
- b. Indicate on Interviewer's Report that the respondent has moved and send in the assignment.
- c. Obtain the new address and interview the respondent there.
- d. Interview the person now living at that address, if he is 60 or over.
- e. Obtain the new address, correct all forms, explain, and send in the assignment.

9. During the interview the respondent digresses and goes into a long story about his youth. You should:

- a. Change the subject quickly back to the interview.
- b. Say, "Yes, that's very interesting, but I know your time is precious so to get back to the interview....."
- c. Listen attentively and then ask whatever questions may be pertinent to this study.
- d. None of the above.

10. What would you do if, in the middle of the interview the senior citizen became restless and obviously anxious for you to leave:
- a. Cut the interview short and leave, giving a complete explanation in the Interviewer's Report.
 - b. Ignore the respondent and continue with the interview, taking as much time as you need to obtain the information.
 - c. Speed up the interview to complete quickly.
 - d. Comment that it is taking a long time and you will be as brief as possible.

11. If a respondent does not comprehend the importance of the study, which of the following is (are) the correct way(s) to continue?
- a. Explain the fact that this study will bring to light important problems of the aged.
 - b. Restate the fact that his name will not be used.
 - c. Stress the importance of each senior citizen in the sample and how he cannot be replaced.
 - d. Ignore the senior citizen and go on with the interview to obtain the answers to all questions.
 - e. None of the above.

12. What are the four basic rules for controlling interviewer bias, and why are they important? _____
- _____
- _____
- _____

13. If the respondent says he doesn't know the answer and you think he is using this just as an excuse to rush through the interview what would you do?
- a. Write DK as the response and hurry through the remaining questions.
 - b. Politely let the respondent know that you are aware he is lying.
 - c. Encourage him to take time to give the correct answer.
 - d. Tell the respondent to find out and you'll come back later to pick up the information.
 - e. None of the above.

14. What procedures do you follow after you leave the interview situations? _____
- _____
- _____
- _____

Questions 15 through 29 are true or false questions

15. During the interview, if the R. refuses to answer a question, leave that question blank and continue to the next question. T F
16. It is necessary for you to use cards where indicated, do not read the choices to the respondent. T F
17. If R. gives an honest "Don't know" answer write in DK. T F
18. If the interview has lasted for an hour or more do not review the questionnaire before leaving. T F
19. Hold the billing forms for all completed interviews until the end of the week and mail them all in at once. T F
20. If someone comes in during the interview, do not continue with the questions, point out that it is necessary to interview the respondent alone. T F
21. During the interview if the respondent suggests you leave and come back the next evening at 7:00 p.m., do so. T F
22. If the senior citizen is away on vacation explain this in the IR and send in. T F
23. It is all right to read choices of answers if the indicated card (A, B, C, etc.) is not immediately available. T F
24. A billing form should be sent in with each completed interview. T F
25. If you forget to ask a question "X" the answer which you think would be closest to the R. reply so there will be no blanks. T F
26. R. has just had a death in his family and is quite upset when you arrive for the interview. You should express your sympathy and tell the respondent that you will stop by sometime next week. T F
27. It is all right to interview the senior citizen's son because he is 61 years old and the respondent (his father) is on vacation for a month. T F
28. It is 8:45 p.m. and you have not gotten any interviews this evening. You are in the neighborhood of another senior citizen try to contact this last respondent. T F
29. A few blanks in the questionnaire will be acceptable in the office because no questionnaire can be perfect. T F

30. If you encounter the following field problems you should:

- a. Leave the section blank and continue on with the questionnaire.
- b. Use your own best judgement and give a complete explanation.
- c. Call the Field Director at Champaign (FLetwood 9-1291).
- d. It is not important enough to warrant an explanation, therefore use your own judgement on how to handle it.
- e. Write a letter to the Field Director and hold the assignment until you hear from her.
- f. None of the above.

(PLACE THE APPROPRIATE LETTER, a, b, c, d, e, or f IN THE SPACE PROVIDED AFTER EACH OF THE FOLLOWING SITUATIONS.)

Field Problems

- 1. You have tried three or four times to reach a senior citizen and he has never been at home. _____
- 2. The respondent is unemployed but looking for work. _____
- 3. You find a situation which has not been covered in either verbal or written instructions. _____
- 4. A respondent is on vacation and will return in three weeks. _____
- 5. The respondent is irrational and gives answers but they have no relationship to the question asked. _____
- 6. The senior citizen speaks German only. _____

31. The senior citizen is ill and is now living in a nursing home. What would you do?

32. Do you think it is more important to have rapport with the respondent or to obtain answers in the questionnaire? _____

33. If R. does not understand the question or if he does not give a response which answers the question what would you do? _____

34. During the middle of the interview you might encounter the following problems, how would you handle them?

a. R. decides the interview is too long. _____

b. R. does not understand some of the questions. _____

c. R. feels that some of the questions are repetitious and thinks he has already answered them. _____

d. R. does not know the answer to a question, he has not thought about that before. _____

e. R. feels that some questions are too personal. _____

35. What problems do you anticipate in interviewing senior citizens (60 years of age or over)? _____

Name _____
Address _____

DECATUR SENIOR CITIZENS STUDY

VII. Instructions for Listing

Table of Contents

Purpose of the Study

Phases of the Study

Sampling

A Description of Listing

Locate and classify addresses

Talk to someone at the dwelling unit

Information on those 58 or over

Leave newspaper article

Field Procedures

Time schedule

Role of Field Supervisor

Editing and spot checking

Lister's Daily Work Report

Compensation

Handling Reluctant Respondent

Check List of Listers Activities

STUDY OF THE SENIOR CITIZENS OF DECATUR

Instructions for Listing

1. Purpose of the Study

The City of Decatur and the University of Illinois are conducting a study on the senior citizens of Decatur. The purpose of the study is to determine the needs of this segment of the population so as to make plans for meeting some of these needs. Particular areas to be covered are: Housing, Recreation, Health and Welfare.

All information obtained is for research purposes only and precautions are being taken to insure its confidentiality.

2. Phases of the Study

The study is broken down into three major parts: Sampling, interviewing, analysis and reports. The success of the study depends upon the care taken in each of these phases. Each phase must be thorough and complete so that the overall study will be successful.

3. Sampling

This study is concerned with people 58 and over. Needless to say, the most thorough study would include a personal interview with all people 58 or older in the city of Decatur. To do this, however, would be prohibitive from a cost and time viewpoint.

Probability sampling is a method of locating a representative sample of the whole population who are 58 or older. Therefore, in locating this sample, extreme care must be taken so they will retain the characteristics of the whole population. The procedures used to select this smaller representative group are as follows:

- a. Approximately 2500 addresses were chosen randomly from the City Directory. These 2500 are representative of all age groups of Decatur.
- b. Next, it is necessary to locate all of these chosen addresses and determine if there is anyone 58 years of age or older at each address. These are then representative of all those in Decatur 58 or over.
- c. The third step is to select those over 58 who are to be interviewed.

The sampling phase then is one of the most important parts of the whole study. If the sample of people 58 or over are not representative of the total population then later on when we interview the results obtained will be invalid.

4. A Description of Listing

Your duties will be to (a) locate and classify addresses, (b) talk to someone at the dwelling unit, (c) if anyone there is 58 or over obtain information about each such person, and (d) leave a newspaper article.

a. Locate and classify addresses

Each cluster assigned to you may have both white Cover Sheets and pink Address Sheets. The cluster is identified as "City Directory Page" and may be one or a two page number.

1. Filled in on the white Cover Sheet will be your name (Screening Interviewer), the City Directory Page, and the Address or (description). If there are addresses with 4 or less dwelling units you will fill in extra white Cover Sheets for each of these dwelling units. You will fill in the Cover No., on all white sheets, this Cover No. is a running account of all the work the Lister has done in the field.
2. First of all make certain that your address is within the survey boundaries. These boundaries are marked on the map. If the address is outside the survey boundary indicate on the back of the Cover Sheet and do not contact anyone at that address. If there is some doubt whether the address is in the survey boundary handle as if it were within the survey boundary and explain in explicit detail why there is some question.
3. Our next step is to classify the address. There are three distinct possibilities: A single dwelling unit, a multiple dwelling unit, a non-dwelling unit.

a. Single dwelling unit

If it is a single family dwelling unit proceed with the rest of the questions. In general, a single family dwelling unit consists of a group of related or unrelated people living together at one address and sharing the same cooking facilities. A dwelling unit may be a house, apartment, or flat. It may also be a trailer, boat, tent or railroad car if occupied as living quarters. A dwelling unit may be located in a structure devoted primarily to business or other non-residential use (watchmen's quarters in a warehouse or a merchants quarters back of his store.)

A single room is a dwelling unit if it is occupied or intended for occupancy as a separate living quarters and (a) has separate cooking equipment, such as a regular stove for the exclusive use of the occupants, gas hot-plate, electric plate, etc. (b) Is the only living quarters in the structure. (c) Is a one-room apartment in a regular apartment house. A group of two or more rooms is a dwelling unit if it is occupied or intended for occupancy and it has (a) separate cooking equipment or (b) a separate entrance directly through an outside door or a common hall without passing through anyone else's rooms.

b. Multiple dwelling units

1. White Cover Sheets

For the white cover sheet there are two ways of determining if you are at a multiple dwelling unit: (a) by observation, (b) by asking question #1 from the white cover sheet and getting an affirmative answer.

Types of possible multiple dwelling units are:

- Apartment buildings
- Rooming houses
- Hotels
- Motels
- Trailer camps or parks

If it is a multiple dwelling unit with 5 or more households for that Cover Sheet return this Cover Sheet to the Field Supervisor indicating the exact number of dwelling units at that address. Do not ask any of the other questions on the sheet.

If there are two, three, or four dwelling units for a Cover Sheet it will be necessary for you to make up an additional Cover Sheet for each one and contact each one.

2. Pink Address Sheets

A pink Address Sheet may be included with the cluster. It should be handled in the following manner. The Screening Interviewer, City Directory Page, and the Address (or description) will be filled in. On this pink

address sheet you will list all dwelling units at that address and you will contact only those sample line numbers listed at the bottom of the sheet. Refer to the pink Address Sheet for more detailed instructions.

- a. Each dwelling in the multiple dwelling unit is to be listed on a separate line in the following order.
 1. List by floors from basement to attic.
 2. List by number or letter if any.
 3. If not numbered or lettered list systematically, front before back, clock-wise, etc. and describe location.
- b. It is now necessary for you to decide which dwelling unit(s) you are going to contact. You may be contacting none, one, two, three, etc. of these. The line numbers of sample dwelling units appear at the bottom of the pink sheet and if the pink sheet that you have happens to have a dwelling unit on that line it will be necessary for you to complete a white cover sheet for each of your sample line numbers.
- c. A non-dwelling unit

When it is definitely established that there is no dwelling unit(s) at the address on the white Cover Sheet record this on the back of the white Cover Sheet under Non-Interview Form. Possible answers are house vacant, or address not a dwelling such as commercial building, house burned down, vacant lot, etc. Types of commercial or other non-residential addresses are (a) church (b) store (c) office building (d) hospital (e) mental or penal institutions (f) rest or convalescent homes (g) homes for the aged or dependent (h) orphanages (i) convents or monasteries (j) dormitories or barracks for students or workers (k) bunk houses (l) missions, flophouses, salvation army shelters, and similar places (m) fraternity and sorority houses (n) residential clubs, YMCA, YWCA, etc. (o) nurses homes.

In any of the above places dwelling units occupied or intended for occupancy by people who maintain or run these places are to be listed.

Living quarters on military reservations are not listed.

Do not jump to the conclusion that there are no dwelling units in a commercial building. Private residence are often located above or in back of commercial establishments such as churches, garages, etc.

b. Talk to someone at dwelling unit

Up to this point we have been pinpointing the family to talk to. The next step is to talk to someone at that address. If no one is home mark in the upper left hand corner of the white cover sheet "not at home" and "day", "date" and "time." In that these dwelling units are representative of the total population every effort must be made to talk to some one at that dwelling unit. If after two attempts you have not been able to talk to anyone, contact a neighbor to get this information. If there is someone 58 or over make arrangements to obtain the needed information. Indicate on the white Cover Sheet if you talked to a neighbor.

It would be best not to ask any questions of anyone under 16 years of age. Once you do talk to an adult at a dwelling unit the following introductory statement should be used (needless to say this could be worded to fit the situation but all of these elements must be included).

"The City of Decatur and the University of Illinois are conducting a study of the Senior Citizens of Decatur. The purpose of the study is to obtain information on the needs of Decatur's senior citizens so as to make plans for meeting some of these needs. The first step is to locate people in different age groups."

Proceed with question 1. We want to know if there are any other dwelling units at this address. Since the respondent may not understand the term dwelling unit it might be best not to use it here. Instead ask such questions as "How many people are living at this address?" "Are they all in one family?" "Do they all share the same cooking facilities?" (A thorough description of the dwelling unit was given on page 2 and cooking facilities were described on page 3.)

If anyone there is 58 or over, obtain information about each such person. Once you are positive that you are dealing with only a single household then ask question 2. If the answer is "no" mark "0" in the box, thank them and go to the next address.

c. Information on those 58 or over.

If there is anyone living there 58 or older obtain the following information about each individual. Obtain the information in the order listed.

1. Age
2. Sex
3. Date of birth (month and year)
4. Full name (record in box headed "Relationship to head of dwelling unit")
5. Check box if you talked to a person 58 or over
6. Under comments indicate race: (W) for white, N for negro, O for other.)

If there is any reluctance or hesitancy on the part of the respondent to give any of this information it will be necessary for you to explain some of the details of the study to allay any of their doubts. If there is any doubt about the accuracy or the completeness of the information you have received describe in detail at the bottom of the white Cover Sheet. Also describe any unusual situation which might be helpful to the follow-up interviewers. Such information as there is a large dog will be greatly appreciated.

d. Leave newspaper article

If there is one or more individual of age 58 or over, leave a newspaper clipping with the following closing statement,

"I would like to leave this newspaper clipping with you, as it gives information on the Decatur Senior Citizens Study. I would appreciate your showing it to (Name of Senior Citizen(s)). The general aim of the study is to obtain information on the needs of Decatur's older citizens so as to make plans for meeting some of these needs. We may return for an interview with (one of) the senior citizens in this household within the next three months, and cooperation would be greatly appreciated."

5. Field Procedures

a. Time schedule

1. Assignments will be given tonight and field work will start tomorrow.
2. As assignments are completed they are to be given to the Field Supervisor daily with a completed Listers Daily Work Record which will be described in the following pages.
3. As the assignments are satisfactorily completed, more addresses will be assigned to you by the Field Supervisor.

4. On February 28th and March 7th you are to submit a completed Time and Mileage Report to the Field Superior. (This report is explained under compensation.)
5. All Listing must be completed by March 7th.

b. Role of Field Supervisor

The Field Supervisor is in complete charge of the field operation of listing. It is her responsibility to see that the job is done accurately and completed by the deadline date. To achieve this end she has full authority in the field.

c. Editing and Spot Checking

1. All work and reports will be edited, both at a field and an office level, and if any work is unclear or unsatisfactory, it will be the Lister's responsibility to either make the corrections or go back to an address to obtain complete information.
2. All field work will be checked to spot any erroneous information. Take time to report the information clearly and concisely to eliminate any questions about the data.

6. Lister's Daily Work Report

This report is to be filled out for each day that you work. Each cluster that you work will have to be filled in on a new line; only one cluster on a line.

- a. Record exact time you "left home" to start to work, indicating a. m. or p. m.
- b. Record time you "arrive at cluster."
- c. The "cluster #" is the same as the "City Directory Page" on the white Cover Sheet.
- d. The "# of du's to be contacted" is the same as the number of white Cover Sheets that will be used within that cluster.
- e. When you are leaving the cluster, record:

1. "# of du's not at home"
2. "# of du's contacted"
3. "Other"--this will include the count of houses vacant (HV), addresses not a dwelling (AND) and, if the case should arise, a refusal (R)

The total of these three will be the same as the total of the "# of du's to be contacted."

- f. Of those dwelling units contacted in the cluster record the number that had senior citizens 58 years of age or older in box marked "# of du's 58 or older."
- g. Record exact time you "left cluster."
- h. Record time you "arrive home or next cluster."

7. Compensation

Two copies of the Time and Mileage Record are to be given to the Field Supervisor for each week that you work. It should cover your time and mileage for a calendar week ending Tuesday and be turned in with your Lister's Daily Work Report for that day.

- a. There are seven days listed, one line for each day in the week. The total time and mileage for a particular day should be entered on the lines corresponding to that day. The date should be recorded as 3/9 for March 9, or 4/25 for April 25.
- b. "Total Hours Worked"
 - 1. Time spent in travel on assignments, i. e., time spent in going from your house to the cluster, from one cluster to another, and then back to your house (portal to portal). Do not include time spent in coming from or going to training sessions, meetings with supervisors, or any other travel time not connected with this study.
 - 2. Time spent within the cluster, taking into account time spent talking to neighbors or others in trying to locate a sample member. Do not include time spent on personal business.
 - 3. Time spent in the training session.
- c. It is extremely important that this Time and Mileage Record be filled in daily for each day you work. Do not leave it blank until the end of the week and then try to recall the time you worked throughout the week.
- d. At the end of the week total the hours worked and the mileage traveled. Multiply by the appropriate amount for a grand total.
- e. Sign your full name (not just initials) and print your full address at the bottom of the sheet.

- f. Allow two to three weeks from the time you turn in a sheet for payment to reach you.

8. Handling Reluctant Respondents

At some time during your field work you may encounter reluctant respondents. Although we do not anticipate many problems in this area it would be wise for you to be prepared to handle any situations which may arise. You could:

- a. Explain to them that it is important to retain every sample member and the loss of even one could reduce the overall value and success of the study.
- b. Describe the study in greater detail.
- c. Stress the confidentiality of the material.

If the respondent claims he is too busy ask your questions and he will be completed before he realizes he doesn't have time.

9. Check List of Lister's Activities

- a. Work at a time when you can reach people - 9 a. m. to 9 p. m.
- b. Record on Lister's Daily Work Report the time when you leave home, also note your mileage.
- c. Record on Lister's Daily Work Report when you arrive at the cluster. (Do not start work until you are sure you have the time to work a complete cluster.)
- d. Work each assignment in the cluster. (Include any white Cover Sheets that you had to make out for multiple-dwelling units.)
 - 1. Locate and classify addresses.
 - 2. Talk to someone at the dwelling unit.
 - 3. Obtain information on those 58 or over.
 - 4. Leave newspaper article.
- e. Edit and complete each cover sheet before starting a new one.
- f. When cluster is finished:
 - 1. Go back to see those not at home if enough time has elapsed to make this worthwhile.
 - 2. Record time you left cluster area.

g. Go to next cluster and proceed from c. above.

h. Complete days work:

1. Fill out Lister's Daily Work Record

2. Enter days work in Time and Mileage Record

3. Turn in Lister's Daily Work Sheet and all completed work to the Field Supervisor.

i. At end of week on Tuesday turn in Time and Mileage Record to Field Supervisor.

VIII.
COVER SHEET
(for single dwelling unit addresses)

Screening Interviewer _____

Cover No. _____ City Directory Page _____

Address (or description) _____

ASK AT ALL ADDRESSES:

1. Are there any other dwelling units at this specific address?

Yes _____ No _____

IF YES:

Fill out an extra white cover sheet and interview at each additional dwelling unit. Also, please supply a dwelling unit identification for each dwelling unit, i. e. , apartment number, "up", "down", "right", "left", etc.

2. Can you tell me if anyone here is 58 years old or older? (Include both family and non-family members.)

IF NO PEOPLE OF AGE 58 OR OLDER:

Conclude screening and mark a zero here _____

3. IF YES, there are people 58 years old or older, list each such person below by relationship to head of dwelling unit. Then leave information about the Decatur Senior Citizen Study.

	Relationship to head of dwelling unit	Date of birth	Sex	Age	Check if talked to	Comments
1						
2						
3						
4						
5						
6						
7						

NON-INTERVIEW FORM

To be filled out for every dwelling unit for which no information can be obtained or addresses which are not dwelling units.

- _____ House vacant, not now being lived in (HV). Please describe situation.
- _____ Address not a dwelling (AND). Please describe situation; e.g., commercial, house burned down, etc.
- _____ No one at home after required number of calls, and neighbors unable to give needed information (NAH).
- _____ Refusal (R). Please give a detailed accounting below. Indicate in account whether you think dwelling unit has anyone 55 years old or over in it.
- _____ Address outside survey boundary.
- _____ No interview for other reason. (Please specify.)

Use This Space Only for Comments on Non-Interviews

Relationship to head of dwelling unit	Year of birth	Sex	Age	Check if talked to	Comments

IX.
ADDRESS SHEET
(for multiple dwelling unit addresses)

Screening Interviewer _____

Sheet No. _____ City Directory Page _____

Address (or description) _____

INTERVIEWER: We expect more than one dwelling unit at the above address. Therefore, it will be necessary for you to assign cover sheets to certain of the dwelling units, depending on how many you find. Proceed as follows:

1. In the listing space below, list all dwelling units at this address, recording the apartment number or description of each dwelling unit on a separate line.
2. Then refer to the sample line numbers appearing at the bottom of this sheet.
3. Assign cover sheets to those dwelling units appearing on those lines corresponding to the sample line numbers. Note that some dwelling units may not be included in the sample.

Line No.	Apartment Number or Description of Dwelling Unit	Comments (or reason why no dwelling units at the address)
1		
2		
3		
4		
5		
6		
7		

YOUR SAMPLE LINE NUMBERS ARE:

(Use additional sheets of this form as continuation sheets, if needed. If you do, please number such sheets; for example, 1 of 2 and 2 of 2, as required.)

X. LISTERS DAILY WORK REPORT

Day _____

Lister _____

Date _____

TIME		CLUSTER						TIME	
left home	arrive at cluster	cluster #	# of du's to be contacted	# of du's not at home	# of du's contacted	other	# of du's 58 or older	left cluster	arrive home or next cluster

- HV = house vacant
- AND = address not a dwelling
- R = refusal