



Statistics
Canada

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FOR INFORMATION ONLY

Canada



1986 Census of Canada

Please complete your questionnaire on
Tuesday, June 3, 1986

Prov.	FED No.	EA No.	VN	2A	1.
Hhld. No.	Form type 1	No. of persons	Quest. No. of		2.
				TD 1 <input type="checkbox"/> M 3 <input type="checkbox"/> TR <input type="checkbox"/>	
				UD 2 <input type="checkbox"/> DC 4 <input type="checkbox"/> FR <input type="checkbox"/>	

CONFIDENTIAL WHEN COMPLETED

Only persons sworn to secrecy under the Statistics Act will have access to your completed questionnaire. Information derived from this questionnaire will be treated in accordance with the confidentiality provisions of the Act. Persons who have been sworn to secrecy under the Act are subject to prosecution if they violate these provisions.

Legal requirement

The information sought in this questionnaire is collected under the authority of the Statistics Act. Everyone is required to provide this information.

Please complete address or exact location:

Street and No. or lot and concession	
City, town, village, municipality, Indian reserve	
Province or territory	Postal code
Telephone number:	

To Temporary Residents

If **all** members of this household are **Temporary Residents** (that is, persons staying here temporarily who have a usual home elsewhere in Canada), enter the total number of temporary residents in this box.....
and do **not** complete this questionnaire. Follow the **return instructions** indicated on the envelope which contained this questionnaire.

To Foreign Residents

If **all** members of this household are **Foreign Residents** (see below), mark here.....
and do **not** complete this questionnaire. Follow the **return instructions** indicated on the envelope which contained this questionnaire.

Foreign Residents are persons in any of the following categories:

- government representatives of another country attached to the legation, embassy or other diplomatic body of that country in Canada, and their families;
- members of the Armed Forces of another country, and their families;
- students from another country attending school in Canada, and their families;
- workers from another country in Canada on Employment Visas, and their families; and
- residents of another country visiting in Canada temporarily.

NOTE: Please mark ☒ or print all your answers clearly with a dark pencil or pen.

The Question Guidelines on this questionnaire include reasons why questions are asked and should provide the answers to any problems that may arise. If not, do not hesitate to call our Telephone Assistance Service. The numbers to dial are listed on page 4 and long-distance calls are free of charge.

A message to all Canadians....

On June 3, 1986, something happens in Canada that is very important for you and your future. It's Census Day, the day on which Canada takes a look at its population and its social and economic life. Without your co-operation, we cannot have a successful census.

The census is important for you in many ways. With census results, better plans can be made for your health care, for improved day care facilities, for such things as roads, businesses and schools. The census means better planning for pensions, youth employment and for the needs of the disabled. Census results also help determine just what provincial grants should go to your community and what federal grants should come to your province.

The information you give is kept secret. It is used only to produce statistics. The Statistics Act ensures that no one will know the answers you give except for sworn employees of Statistics Canada. No other individual and no other government department is permitted access to your census form. At the same time, as defined by the Statistics Act, you have a legal responsibility to fill out this questionnaire.

For a census to work, all of us must count ourselves in. On June 3, 1986, a census happens in Canada. Do your part, by filling in this questionnaire, as accurately as possible, as of June 3.

Thank you for your co-operation.

QUESTION GUIDELINES and reasons why questions are asked

Question 1. Refer to the instructions on the left of Question 1 when considering whom to (or not to) include as members of your household. If you have doubts as to whether a person should be listed, enter the person's name and the reason for your uncertainty in the space provided in Question 8(c).

If there are more than six persons in your household and you do not have a second questionnaire, note this in the "Comments" section of your questionnaire, complete the questionnaire for six persons in your household and return as instructed. A Census Representative will contact you later.

Names are required to contact the household for missing information.

Question 2. To enable us to identify family groups within the household, it is necessary to select a reference person (Person 1), and to state the relationship of each household member to that person. For example, if John Smith lives with his father Thomas Smith, and Thomas Smith has been entered as Person 1, John Smith would mark "Son or daughter of Person 1".

There may be a member or members of your household whose relationship to Person 1 is not described in Question 2. In such cases, mark either "Other relative of Person 1" or "Other non-relative", and also print the exact relationship to Person 1 in the space provided.

"Other relative" includes persons such as uncles, aunts, cousins, grandfathers, grandmothers and so on. "Other non-relative" refers to household members who are not related to Person 1 by blood, marriage, adoption or common-law. Some examples are employee's wife, employee's daughter, room-mate's son, landlord, and so on.

The term "common-law", as used in "Common-law partner of Person 1" or as may be used to describe any other such partnership in the household (for example, "Lodger's common-law partner"), applies to any case of a couple living together in this type of union.

Note that stepchildren, adopted children, and children of a common-law partner should be considered as sons and daughters. Foster children, wards and guardianship children who are not related to Person 1 by blood, marriage, adoption or common-law should be listed as lodgers.

This question is needed to identify family and non-family groups and persons living alone. Information on the numbers and characteristics of these groups is essential for planning of social programs such as old age security and family allowance. These data are also used in identifying future needs for housing and community services from health and education to recreation and transportation.

Question 3.

Information on age is essential in projecting future population trends and in better understanding social and economic changes. It is a key element in planning for a community's needs such as day care facilities, schools and senior citizens' housing.

Question 4.

This question is vital in studying population trends. Data classified by sex are needed to understand the changing social and economic roles of men and women.

Question 5. Mark "Now married" if you have a husband or wife who is now living, even if you are temporarily living apart because one of you is employed away from home, hospitalized, etc., but not if you are actually separated or have obtained a divorce.

Mark "Separated", if you are separated from your husband or wife due to causes such as desertion or marriage breakdown, or because you no longer want to live together, provided that no divorce has been obtained.

Mark "Divorced" if you have obtained a divorce and have not remarried.

Persons in a common-law type of relationship should mark one of the boxes "separated", "divorced", "widowed" or "never married" according to the guidelines provided above.

Marital patterns of the population can affect family laws and social programs geared to such groups as single-parent families, the elderly living alone, etc.

Question 6. You should report the first language you learned in childhood, that is, before you went to school. If you no longer understand that language, report the second language you learned. If you are answering for someone else, report the first language that he/she learned in childhood.

If you understand more than one language, report the one you learned first. If you learned two languages at the same time, report the language you **yourself** spoke **most often at home**. If you used the two languages **equally often**, report both.

For a child who has not yet learned a language, report the language he/she will first be learning **at home**. If he/she is learning two languages at the same time, report the one in which he/she is spoken to **most often**. If the two languages are used **equally often**, report both.

Persons who speak an **Indian** language (**from India**) should not report Indian but rather Hindi, Urdu, Punjabi or some other language as applicable. Persons who speak an **Amerindian** language (North American Indian) should report Cree, Ojibway or some other Amerindian language as applicable.

Mother tongue data are used in programs which protect and promote rights and privileges established by the Canadian Charter of Rights and Freedoms and the Official Languages Act.

Question 7. It is essential that **everyone** answer this question regardless of whether or not he/she is an aboriginal person of North America. Whenever possible, the answer to this question should be provided by the person to whom the information refers.

Anyone who feels he/she is an aboriginal person (for example, Inuit, Métis, treaty or non-treaty status Indian) should respond to the categories beginning with "Yes. . .", as appropriate. Aboriginal children, even if adopted by non-aboriginal families, should also have a "Yes. . ." response.

Any person who considers him/herself to be **East Indian** or **Asian Indian** or **Asiatic Indian**, or who feels he/she has ethnic roots on the sub-continent of India should mark "No. . ." to this question. Any other person who considers him/herself **not** to be an aboriginal person of North America should also mark "No. . .".

The purpose of this question is to obtain counts of Canada's aboriginal population, its characteristics and its geographical distribution.

Question 8.

Part (a): If more than one person is responsible for such payments, enter the name of the person who usually pays the largest amount.

Part (b): If your household has more than six persons you will require more than one questionnaire. Please see the Guidelines for Question 1 (second paragraph), on the preceding page. If you are using more than one questionnaire, please answer this question on the first questionnaire only.

Part (c): If you have difficulty determining if a person should be included on your questionnaire, please refer to the WHOM TO INCLUDE item in the column adjacent to Question 1 and to the Guidelines for Question 1, on the preceding page.

Part (d): Every Canadian or landed immigrant should be enumerated as either a permanent or temporary resident of the dwelling he/she occupied overnight between June 2/3, 1986. Visitors, students or married workers with another usual home are examples of temporary residents.

Mark either "None" or enter the number of temporary residents

Part (a) is used to determine the person who can best answer the dwelling questions. Parts (b), (c) and (d) help to ensure that no one is left out who should be counted.

Question 9.

Mark "Owned" if the dwelling you occupy is owned or being bought by you and/or a member of this household even if (a) it is situated on rented or leased land or (b) it is part of a condominium (whether registered or unregistered). For census purposes, a **condominium** is a multi-unit residential complex in which dwellings are owned individually while land is held in joint ownership with others.

Mark "Rented" in all other cases, even if the dwelling you occupy is (a) provided without cash rent or at a reduced rent, such as a clergyman's residence, a superintendent's dwelling in an apartment building, etc., or is (b) part of a co-operative. For census purposes, a **co-operative** is jointly owned by all members who occupy their dwelling units under a lease agreement.

This information is important both in assessing housing markets and in the development of housing programs.

INSTRUCTIONS FOR QUESTION 1

WHOM TO INCLUDE

Include all persons who **usually live here**, even if they are temporarily away (such as on business, at school, or on vacation).

Also include any persons staying or visiting here who have **no usual home elsewhere**.

As a further guide, include

- a husband, wife or common-law partner who stays elsewhere while working but who returns to this home periodically;
- **unmarried sons or daughters who are postsecondary students, unless** they are financially independent and living elsewhere;
- **unmarried persons** who live here while working, even if they return to another home periodically;
- persons who usually live here but are now in an **institution** (such as a hospital or correctional centre), if they have been there **less than six months**;
- infants born on or before June 2, 1986;
- persons now deceased who were still alive at midnight between June 2 and 3, 1986.

Do not include

- **unmarried sons or daughters who live elsewhere** most of the time while working, even if they return to this home on weekends or holidays;
- persons who are now in an **institution** and have been there for the **past six months or longer**;
- **foreign residents** (see front cover).

ORDER OF LISTING OF HOUSEHOLD MEMBERS

To ensure that all persons in the same family group are listed together, the following order should be used when printing the names of all members of the household in Question 1:

(a) Person 1;

Choose one of the following as Person 1:

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

If none of the above applies, choose any adult member of this household.

(b) husband or wife (or common-law partner) of Person 1;

(c) never-married children or stepchildren of Person 1;

(d) other children of Person 1, and their families;

(e) other relatives of Person 1 (whether related by blood, marriage, adoption or common-law), and their families;

(f) persons not related to Person 1, and their families.

HOUSEHOLDS WITH MORE THAN SIX PERSONS

If there are more than six persons in this household, enter the first six on one questionnaire and continue with the seventh person on a second questionnaire, starting in the row marked "Person 2".

If you need additional questionnaires, see the Question Guidelines for Question 1 (second paragraph), on the preceding page.

1. NAME

Using the instructions given on the left, **print below** the names of all persons usually living here as of Tuesday, June 3, 1986.

0139 ☐ A**Person 1**

Last name

Given name and initial

0239 ☐ A**Person 2**

Last name

Given name and initial

0339 ☐ A**Person 3**

Last name

Given name and initial

0439 ☐ A**Person 4**

Last name

Given name and initial

0539 ☐ A**Person 5**

Last name

Given name and initial

0639 ☐ A**Person 6**

Last name

Given name and initial

2. RELATIONSHIP TO PERSON 1

For each person in this household, mark ☒ **one box only** to describe his or her relationship to Person 1. If you mark the box "Other relative" or "Other non-relative", print in the relationship to Person 1.

Some examples of the "Other" relationships are:

grandmother

room-mate's daughter

common-law partner of son or daughter

uncle

employee's husband

(See Question Guidelines)

01 ☒ Person 1

- 02 ☐ Husband or wife of Person 1
 03 ☐ Common-law partner of Person 1
 04 ☐ Son or daughter of Person 1
 05 ☐ Father or mother of Person 1
 06 ☐ Brother or sister of Person 1
 07 ☐ Son-in-law or daughter-in-law of Person 1
 08 ☐ Father-in-law or mother-in-law of Person 1

- 09 ☐ Brother-in-law or sister-in-law of Person 1
 10 ☐ Grandchild of Person 1
 11 ☐ Nephew or niece of Person 1
☐ Other relative of Person 1 (print below)

- 12 ☐ Lodger
 13 ☐ Lodger's husband or wife
 14 ☐ Lodger's son or daughter
 15 ☐ Room-mate
 16 ☐ Employee
☐ Other non-relative (print below)

17 ☐

- 04 ☐ Son or daughter of Person 1
 05 ☐ Father or mother of Person 1
 06 ☐ Brother or sister of Person 1
 07 ☐ Son-in-law or daughter-in-law of Person 1
 08 ☐ Father-in-law or mother-in-law of Person 1

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 16 ☐ Employee
☐ Other non-relative (print below)

17 ☐

<p>3. DATE OF BIRTH Print day, month and year. Example: If you were born on the 10th of February, 1945, you would enter</p> <p style="text-align: center;">10 Day</p> <p style="text-align: center;">02 1945 Month Year</p> <p>If exact date is not known, enter best estimate.</p>	<p>4. SEX</p> <p>20 <input type="checkbox"/> Male</p> <p>21 <input type="checkbox"/> Female</p>	<p>5. MARITAL STATUS What is your marital status? (See Question Guidelines)</p> <p style="text-align: center;">Mark one box only</p>	<p>6. What is the language you first learned in childhood and still understand? (See Question Guidelines)</p>	<p>7. Do you consider yourself an aboriginal person or a native Indian of North America, that is, Inuit, North American Indian or Métis? (See Question Guidelines)</p>
<p style="text-align: center;">Day</p> <p>18 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p style="text-align: center;">Month Year</p> <p>19 <input type="checkbox"/> D</p>	<p>20 <input type="checkbox"/> Male</p> <p>21 <input type="checkbox"/> Female</p>	<p>22 <input type="checkbox"/> Now married (excluding separated)</p> <p>23 <input type="checkbox"/> Separated</p> <p>24 <input type="checkbox"/> Divorced</p> <p>25 <input type="checkbox"/> Widowed</p> <p>26 <input type="checkbox"/> Never married (single)</p>	<p>27 <input type="checkbox"/> English</p> <p>28 <input type="checkbox"/> French</p> <p>29 <input type="checkbox"/> Italian</p> <p>30 <input type="checkbox"/> German</p> <p>31 <input type="checkbox"/> Ukrainian</p> <p>32 <input type="checkbox"/> <input type="text"/></p> <p style="text-align: center;">Other (specify)</p>	<p>33 <input type="checkbox"/> No, I do not consider myself Inuit, North American Indian or Métis</p> <p>34 <input type="checkbox"/> Yes, Inuit</p> <p>35 <input type="checkbox"/> Yes, status or registered Indian</p> <p>36 <input type="checkbox"/> Yes, non-status Indian</p> <p>37 <input type="checkbox"/> Yes, Métis</p> <p style="text-align: right;">38 <input type="checkbox"/></p>
<p style="text-align: center;">Day</p> <p>18 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p style="text-align: center;">Month Year</p> <p>19 <input type="checkbox"/> D</p>	<p>20 <input type="checkbox"/> Male</p> <p>21 <input type="checkbox"/> Female</p>	<p>22 <input type="checkbox"/> Now married (excluding separated)</p> <p>23 <input type="checkbox"/> Separated</p> <p>24 <input type="checkbox"/> Divorced</p> <p>25 <input type="checkbox"/> Widowed</p> <p>26 <input type="checkbox"/> Never married (single)</p>	<p>27 <input type="checkbox"/> English</p> <p>28 <input type="checkbox"/> French</p> <p>29 <input type="checkbox"/> Italian</p> <p>30 <input type="checkbox"/> German</p> <p>31 <input type="checkbox"/> Ukrainian</p> <p>32 <input type="checkbox"/> <input type="text"/></p> <p style="text-align: center;">Other (specify)</p>	<p>33 <input type="checkbox"/> No, I do not consider myself Inuit, North American Indian or Métis</p> <p>34 <input type="checkbox"/> Yes, Inuit</p> <p>35 <input type="checkbox"/> Yes, status or registered Indian</p> <p>36 <input type="checkbox"/> Yes, non-status Indian</p> <p>37 <input type="checkbox"/> Yes, Métis</p> <p style="text-align: right;">38 <input type="checkbox"/></p>
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