

# Census Racial, Economic and Population Trends 1790-2020

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# Why Have a Census?

- ▶ Article 1, Section 2 Paragraph 3 of the US Constitution- “Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct.”



1790

- ▶ Census asks the name of each head of household, how many men and boys are in the house based on age(+/-16 years).
- ▶ Number of free white females are separate category from men, regardless of age they are seen as having the same status.

*Race by Percentage of Total Population (rounded to closest tenth of a percent)*

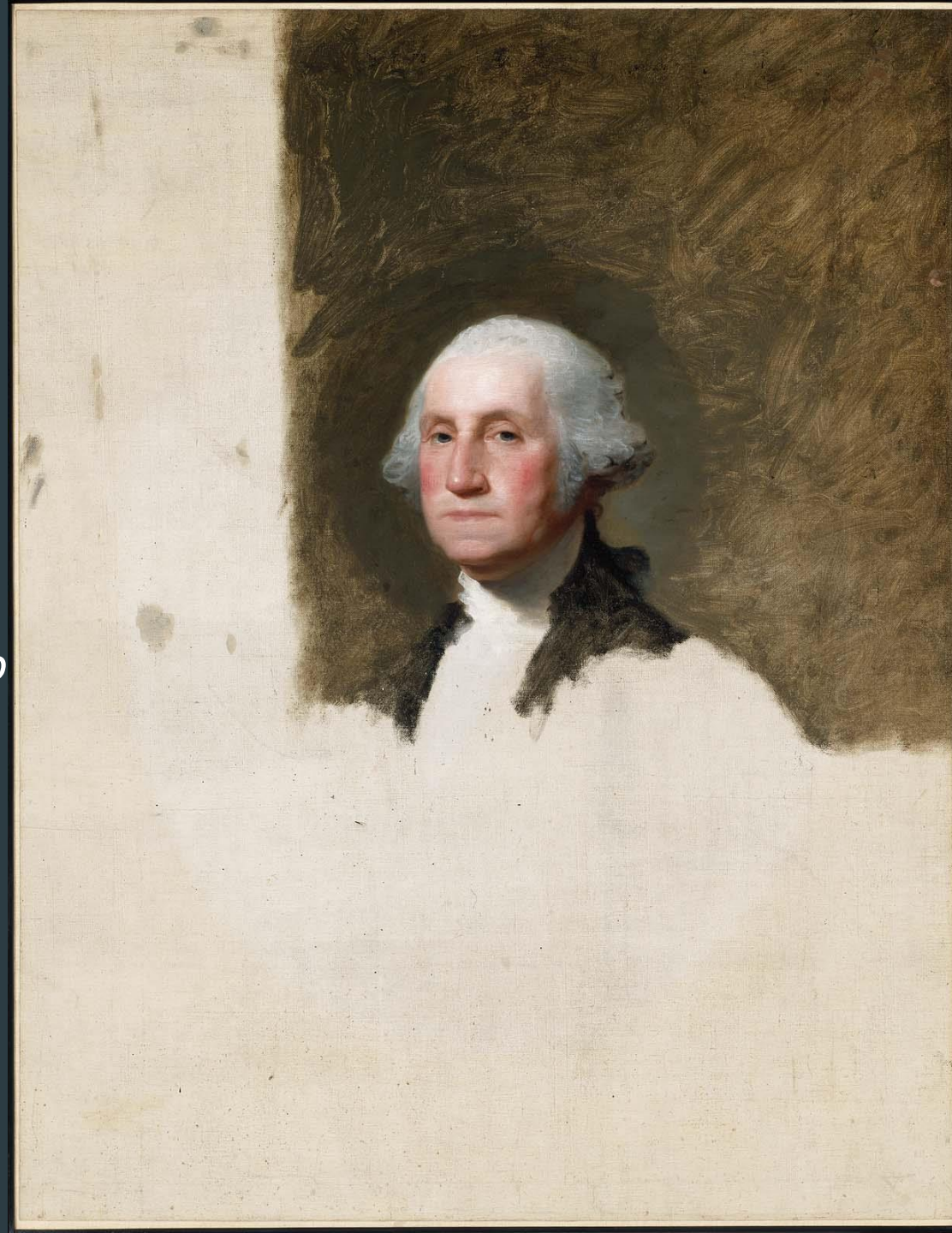
White- 80.7%

Black- 19.3%

Of those who are Black...

Free- 7.9%

Slave- 92.1%





## Famous People You Didn't Know Worked for the Census Bureau

Thomas Jefferson- Famous as the third president of the United States and the author of the Declaration of Independence, also served Washington as the first secretary of state. Thomas Jefferson was the nominal director of the first census in 1790, as well as certified the combined local results reported by each marshal.

1800

- ▶ Census now records the county, parish, township, town or city each family resides in.
- ▶ More specific about what age the residents are.

*Race by Percentage of Total Population (rounded to closest tenth of a percent)*

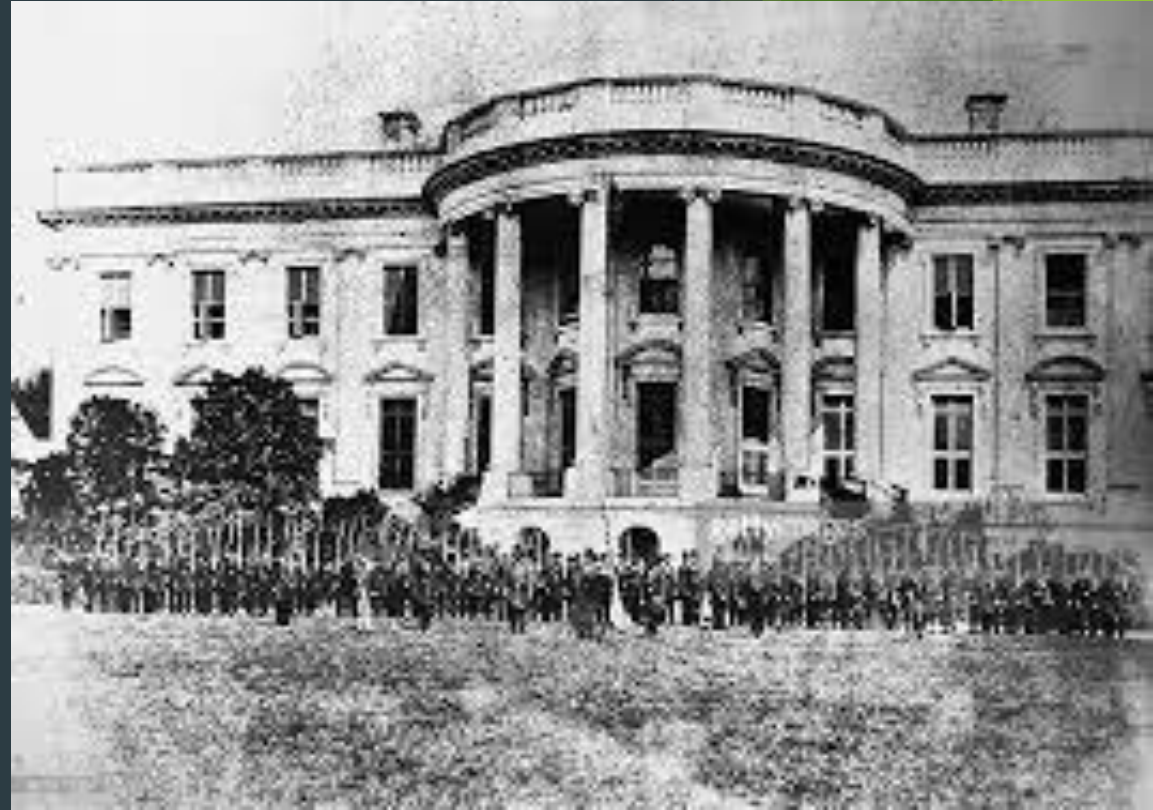
White- 81.1%

Black- 18.9%

Of those who are Black...

Free- 10.8%

Slave- 89.2%



1810

- ▶ Questions asked identical to the 1800 census.
- ▶ Number of slaves each household is a question throughout. Doesn't ask about free colored peoples.
- ▶ Started to collect data about the nation's manufacturers, dividing manufactured products into 25 broad categories, encompassing more than 220 kinds of goods.
- ▶ Congress provided funds to the Treasury Department to prepare a statistical report of manufactured goods.

*Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 81%

Black- 19%

Of those who are Black...

Free- 13.5%

Slave- 86.5%



## 1820

- ▶ 1820 Census built on the questions asked in 1810, more specific when asking age of white males/females.
- ▶ Now asks how many slaves are female and male, and their ages.
- ▶ Also asks how many free colored males and females there are, and their age.
- ▶ Asks number of people (including slaves) engage in agriculture, commerce and manufactures.
- ▶ First time asking about foreigners, specifically foreigners not naturalized.

### *Race by Percentage of Total Population (rounded to closest tenth of a percent)*

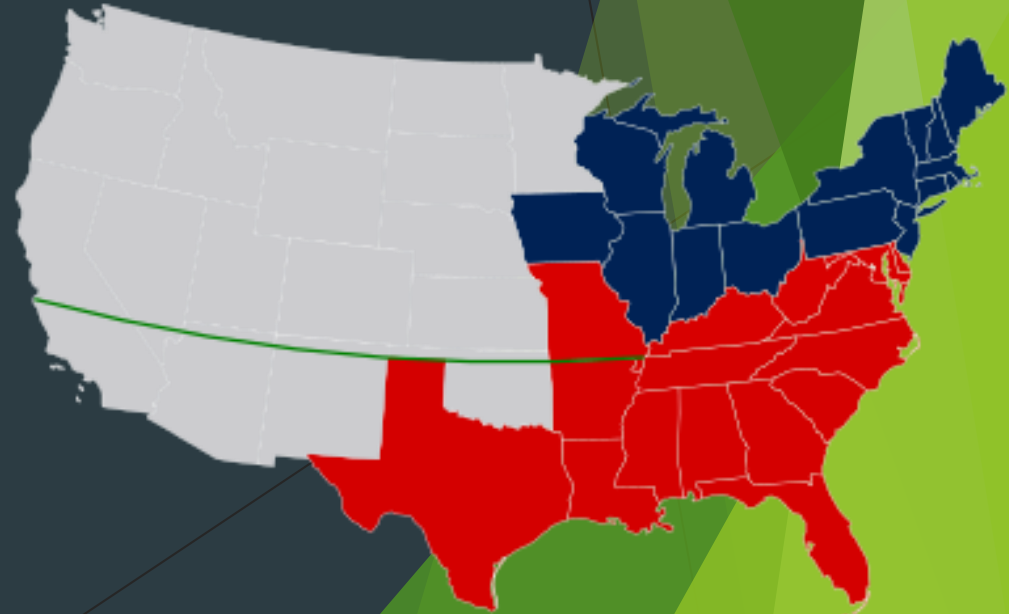
White- 81.6%

Colored Persons- 18.4%

Of those who are Colored...

Free- 13.2%

Slave- 86.8%





1830

- ▶ Census asks more specifically about age in all categories.
- ▶ Now asks number of people who were deaf and dumb and blind, as well as the race and age of anybody who may be so.
- ▶ Census asks number of White persons who were foreigners not naturalized

*Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 81.9%

Total Number of Slaves or Free Colored Persons- 18.1%

Of those who are Colored or Enslaved...

Free- 13.7%

Slave- 86.3%



## Alexis de Tocqueville

French sociologist and political theorist who traveled to the United States in 1831 to study its prisons, wrote “Democracy in America”.

1840

- ▶ Census asks number of slaves and free colored persons. Those used to be separate categories but they are now one.
- ▶ Name and age of pensioners for Revolutionary war or military service.
- ▶ Census asks the number of educational institutes nearby, as well as how many people in the household are associated with each institution.
- ▶ Number of White people age 20 years and older that cannot read or write.

*Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 83.2%

Total Number of Slaves or Free Colored Persons- 16.8%

Of those who are Colored or Enslaved...

Free- 13.4%

Slave- 86.5%



## 1850

- ▶ Free people were listed individually instead of by family. There were two different questionnaires now, one for free peoples and one for slaves to be filled out by the head of household.
- ▶ When asked color of free peoples, column was to be left blank if a person was White, “B” if a person was Black and “M” if a person was Mulatto.
- ▶ Instead of asking if foreign, or naturalized, the census asks what state a person was born in and if not born in the United States, what their native country was.
- ▶ Slaves were assigned a number.
- ▶ Also asks the number of uncaught escaped slaves in the past year, as well as slaves freed in the past year.

### *Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 84.3%

Total Number of Black or Mulatto- 15.7%

Of those who are Black or Mulatto...

Free- 11.9%

Slave- 88.1%

**CAUTION!!**

**COLORED PEOPLE**

**OF BOSTON, ONE & ALL,**

You are hereby respectfully CAUTIONED and advised, to avoid conversing with the Watchmen and Police Officers of Boston,

For since the recent ORDER OF THE MAYOR & ALDERMEN, they are empowered to act as

**KIDNAPPERS**

AND

**Slave Catchers,**

And they have already been actually employed in KIDNAPPING, CATCHING, AND KEEPING SLAVES. Therefore, if you value your LIBERTY, and the Welfare of the Fugitives among you, Show them in every possible manner, as so many HOUNDS on the track of the most unfortunate of your race.

Keep a Sharp Look Out for KIDNAPPERS, and have TOP EYE open.

APRIL 24, 1851.

Fugitive Slave Act of 1850- Law enforcement officials were required to arrest people suspected of being a runaway slave on as little as a claimant's sworn testimony of ownership.

**Fugitive Slaves**  
**ATTENTION.**

**The Slave-hunter is among us!**

**BE ON YOUR GUARD!**

**AN ARREST IS PLANNED FOR TO-NIGHT.**

**BE READY TO RECEIVE THEM,**

**WHENEVER THEY COME!**

1860

- ▶ Census asks marital status in the past year.
- ▶ Asks if a person attended school within the last year.
- ▶ Still used separate questionnaire for slaves.
- ▶ Census no longer assumes one was native to the United States and now asks the person's place of birth.
- ▶ Asks if a person's father or mother were of foreign birth.
- ▶ Asks if a person is a male citizen of 21 years or older and if their right to vote is denied on the grounds other than "rebellion or other crime".

*Race by Percentage of Total Population (rounded to closest tenth of a percent)*

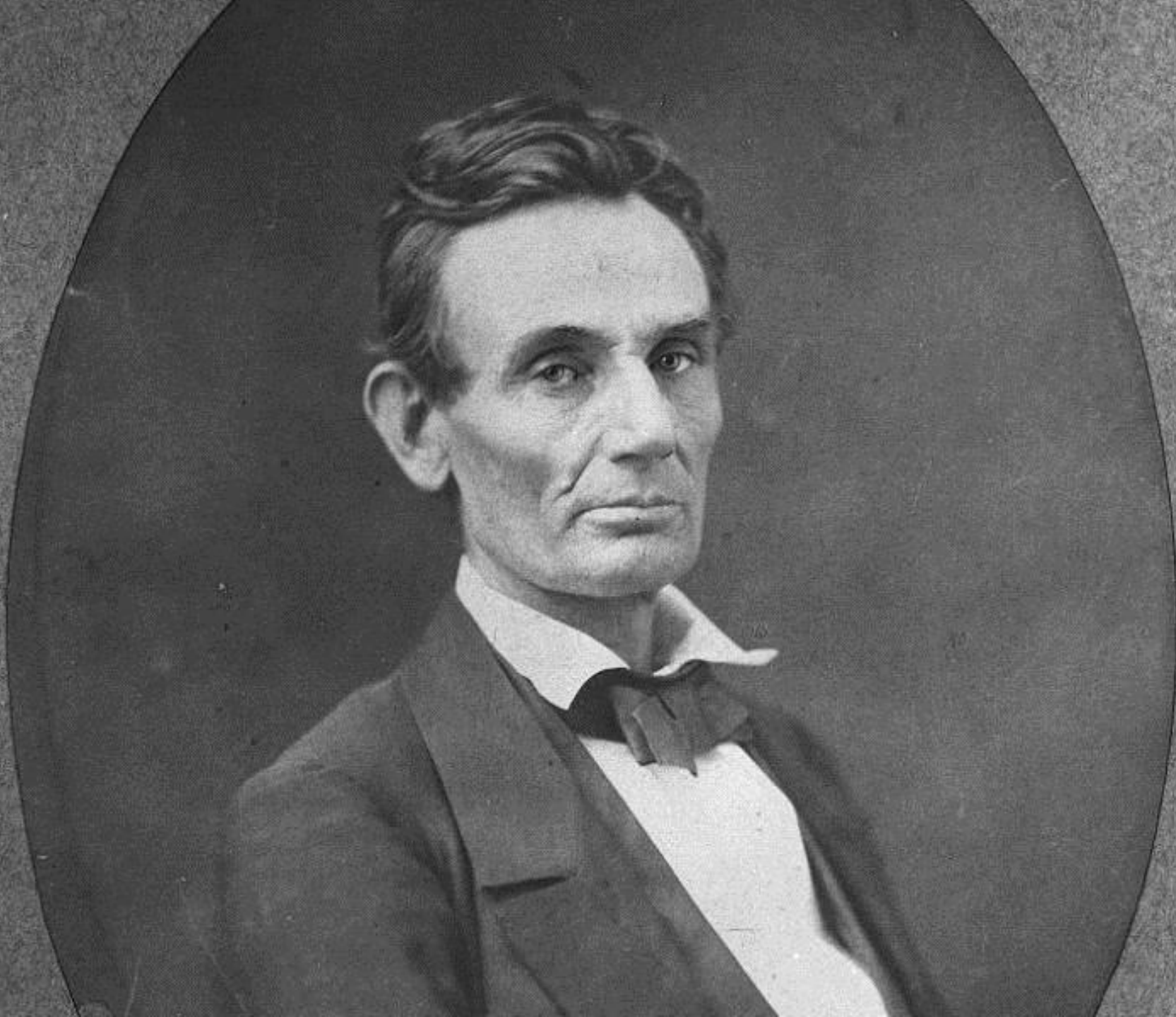
White- 85.6%

Black or Mulatto- 14.1%

Of those who are Black or Mulatto...

Free- 10.9%

Slave- 89.1%



Abraham Lincoln- A week after delivering a speech in Milwaukee, Lincoln posed for this portrait.

(Library of Congress)

September 30, 1859



1870

- ▶ Where the census asks for race, it is no longer just asking if you are White, Black or Mulatto, but now includes “C” for Chinese and “I” for American Indian. Note that when regarding Chinese, they are speaking about all east Asians.
- ▶ Census asks a person if they are a male citizen of 21 years or older.
- ▶ Census asks if a person is a male citizen 21 years or older, whose right to vote is denied on grounds other than “rebellion or other crime”.

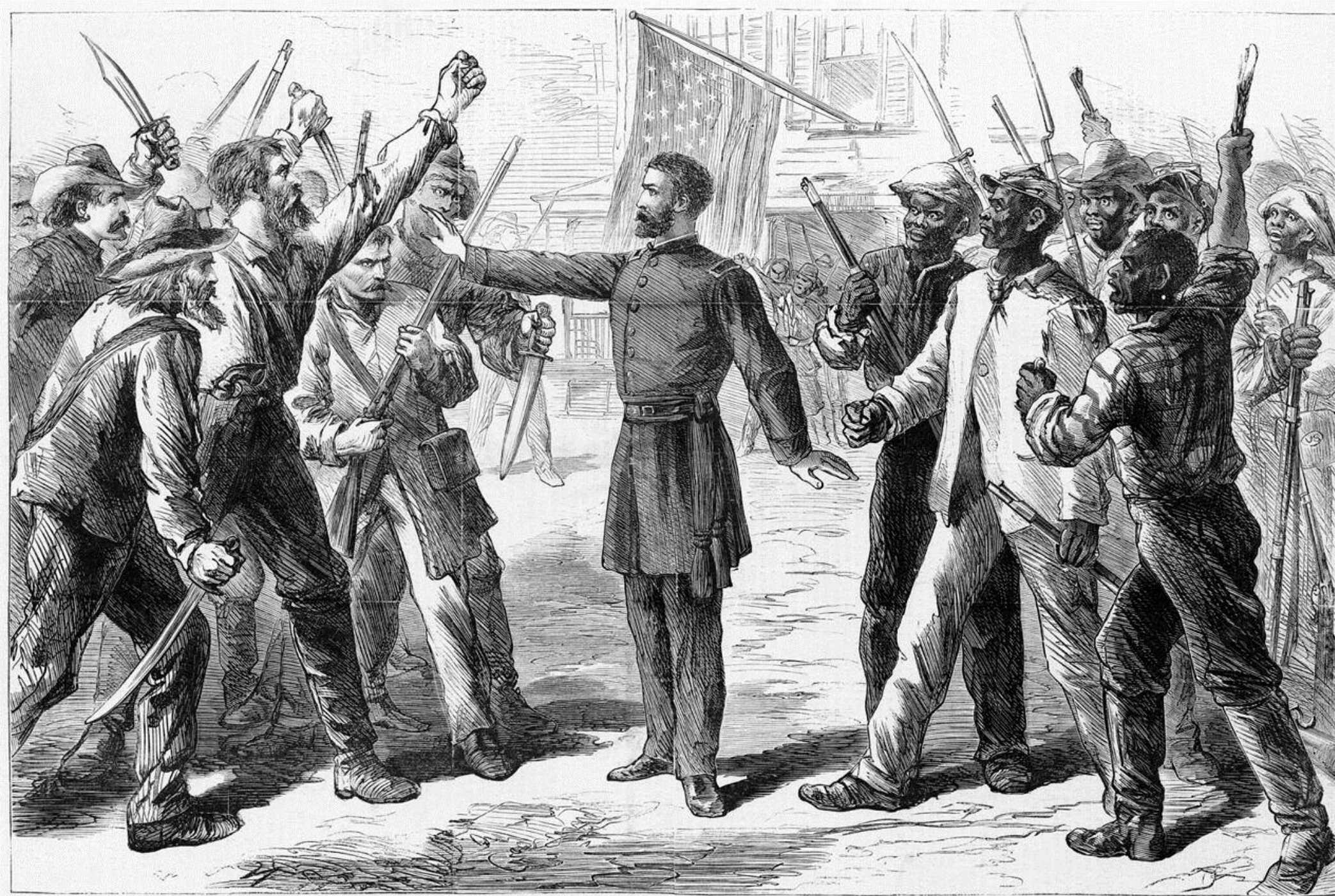
*Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 87.1%

Black or Mulatto- 12.7%

American Indian- .07%

Chinese [a category which includes all east Asians]- 0.2%



Freedman's Bureau-Agency of the Department of War, initiated by President Abraham Lincoln to provide relief to recently freed people.

Bureau agent standing between armed group of whites and freedmen.

1880

- ▶ Now asks people their relationship to the head of the family, as well as if the person is single or divorced/widowed.
- ▶ Census asks how many months a person has been employed within the census year.
- ▶ Asks a person's health on the day of the enumerator's visit, if they were too sick to attend their ordinary business.
- ▶ Write in what your race is, White, Black, Mulatto, Chinese or Indian.

*Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 86.5%

Black or Mulatto- 13.1%

American Indian- 0.1%

Chinese [a category which included all east Asians]- 0.2%

## 1890

- ▶ First year that the census distinguished between different East Asian races.
- ▶ Asks race, which now, in addition to White Black, Mulatto and Chinese, includes Quadroon, Octoroon, Japanese or Indian. Quadroon is a person having one-fourth black ancestry, with one black grandparent; the offspring of a mulatto and a white person.
- ▶ Octoroon is a person having one-eighth black ancestry, with one black great-grandparent; offspring of a quadroon and a white person.
- ▶ One drop rule very apparent here, if a person has one drop of African blood in their genealogy, they are considered Black unless accepted as White by the community.
- ▶ Asks if the person was naturalized and if they had taken naturalization papers out.
- ▶ First attempts to enumerate all American Indians.
- ▶ This was at the peak of the Jim Crow era, where segregation was codified with the conclusion of the Plessy vs Ferguson case in 1896.
- ▶ Most of the 1890 census' population schedules were badly damaged by a fire in the Commerce Department Building in January 1921.

### *Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 87.5%

Black or Mulatto or Quadroon or Octoroon- 11.9%

Indian [a category referring to American Indians]- 0.09%

Chinese or Japanese- 0.2%

Disclaimer: Anybody identifying as Octoroon or Quadroon in 1890 was counted as Black. One drop of African blood was considered Black



Tabulating Machine invented by Herman Hollerith, developed to help process data for the 1890 U.S. Census.

## Census Bureau and “Whiteness”

- ▶ For a large chunk of the 19th century – and a good deal of the 20th – America’s intellectual energy was devoted to policing the boundaries of “whiteness.”
- ▶ Others used these supposedly objective factors to exclude a variety of different groups – Irish, Italians, Eastern Europeans – from the American racial category, envisioned as a white person of British or German stock. “White race taxonomy,” writes Nell Irvin Painter in *The History of White People*, “was evolving into notions of immigration restriction and eugenics.”

1900

- ▶ Enumerators required to use a special expanded questionnaire for American Indians living on or off reservations.
- ▶ When asked question regarding race, no longer given the option of “Octoroon” or “Quadroon”, now individuals that fall into both of these categories are to be classified as Black, unless accepted in the community as White.
- ▶ Asks what year the person immigrated to the United States.
- ▶ Asks if a person lives in a farm or house, and if they rent or own a home.
- ▶ Asked if Indian was polygamous.
- ▶ Asked if Indian was taxed.
- ▶ Asked Indian what fraction of persons lineage is white.
- ▶ Indians also asked if they were dependent on government aid and to what extent they were dependent on government aid.
- ▶ Asked if the American Indians house was “movable” or “fixed”. Enumerators were to mark “movable” if they lived in a tent, tepee, or other temporary structure, and fixed if they lived in any kind of permanent dwelling.

*Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 87.9%

Black- 11.6%

American Indian- 0.3%

Chinese or Japanese- 0.2%

**NO**

**DOGS  
NEGROES  
MEXICANS**

LONESTAR RESTAURANT ASSN.  
Dallas, Texas

**WAITING ROOM  
FOR COLORED ONLY**



**BY ORDER  
POLICE DEPT.**

**WE SERVE  
WHITE'S *only*  
NO  
SPANISH *or* MEXICANS**





## Famous People You Didn't Know Worked for the Census Bureau

Alexander Graham Bell- Known worldwide as the first person to patent the telephone in 1876. In 1889 Bell made recommendations to the Superintendent of the Census Office, Robert Percival Porter regarding proper enumeration of the deaf and blind in the census.

## 1910

- ▶ Asks the same questions to the general population as the 1900 census with some additions.
- ▶ Asks specifically if a person was in their second or subsequent marriage, on the general questionnaire and the American Indian questionnaire.
- ▶ Asks if a person is a survivor of the Union or Confederate Army or Navy.
- ▶ Asks more specific questions on the American Indian special questionnaire, like what portion of the person's lineage is black, as well as white.
- ▶ Enumerators were to enter "Ot" if you belonged to an unlisted race, records of other races were not kept.
- ▶ Asks American Indian if they graduated from an educational institution.
- ▶ Asks American Indian, if in a polygamous relationship, if his wives are sisters.
- ▶ Asks American Indian if they had received an allotment of land from the government, and what year it was received if so.
- ▶ Asks American Indian if they are living in a "civilized" or "aboriginal" dwelling.

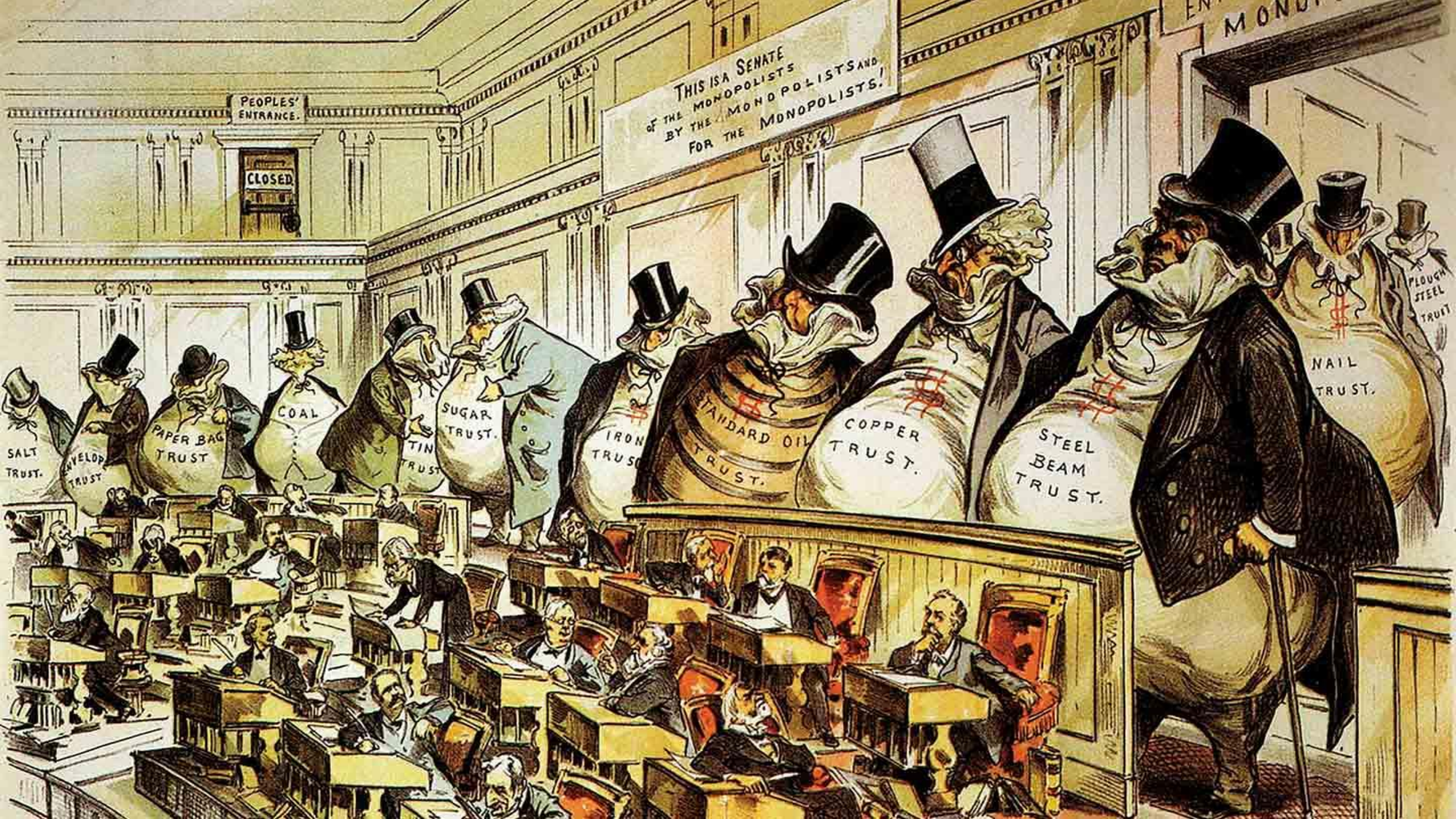
### *Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 88.9%

Black or Mulatto- 10.7%

American Indian- 0.3%

Chinese or Japanese- 0.2%



THIS IS A SENATE  
OF THE MONOPOLISTS  
BY THE MONOPOLISTS AND  
FOR THE MONOPOLISTS!

PEOPLES'  
ENTRANCE.

CLOSED

SALT  
TRUST.

PAPEL  
BAG  
TRUST

COAL  
TRUST

SUGAR  
TRUST.

IRON  
TRUST

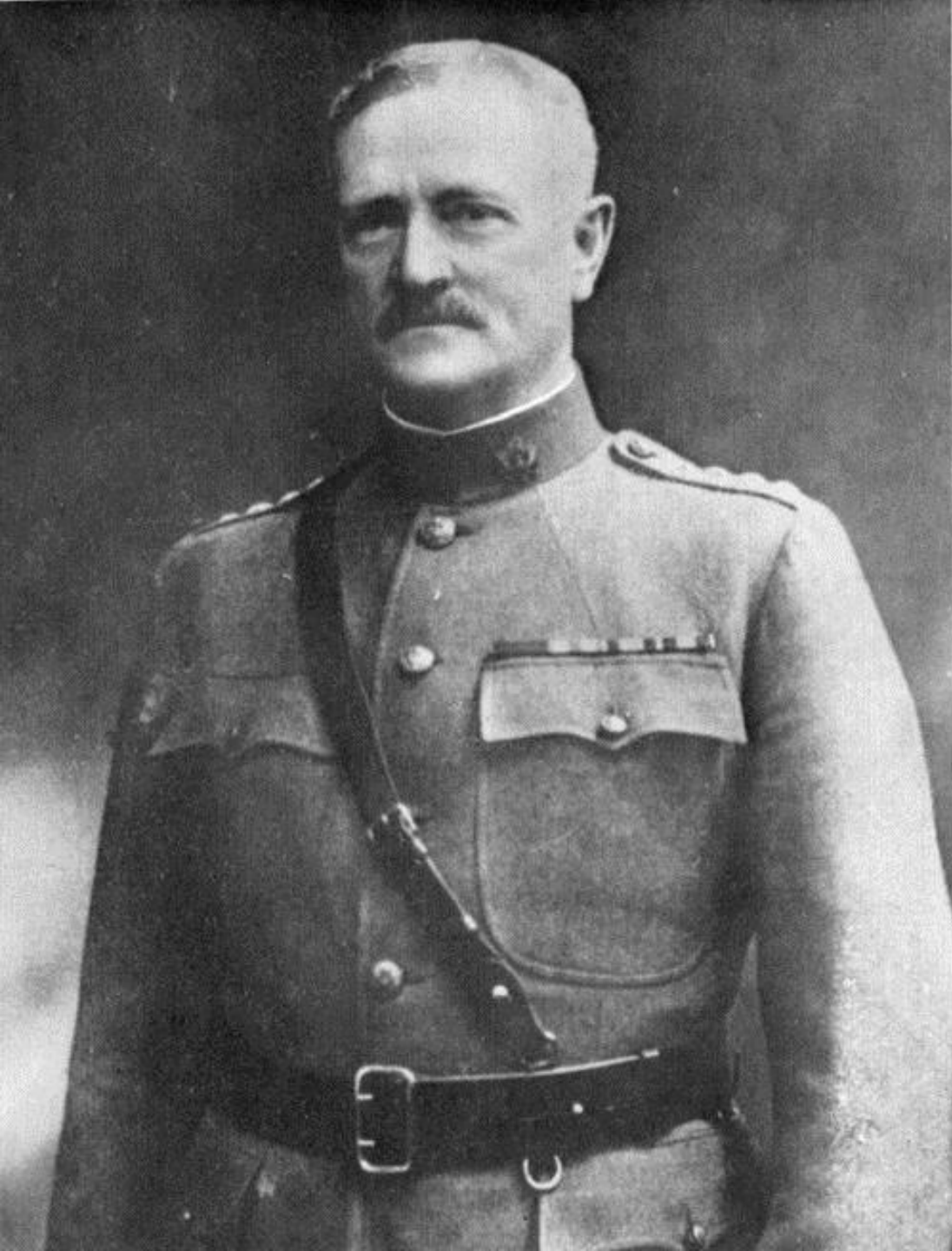
STANDARD OIL  
TRUST.

COPPER  
TRUST.

STEEL  
BEAM  
TRUST.

NAIL  
TRUST.

PLOUGH  
STEEL  
TRUST



## Famous People You Didn't Know Worked for the Census Bureau

John Joseph "Black Jack" Pershing- Famous for being a General in the U.S. Army, served in many campaigns from the Spanish-American War to World War I. Served as a Census supervisor for his district in the Philippines during 1903, as well as helped ease the transition from a Spanish census to an American one, which could be potentially dangerous for enumerators as they weren't quite accepted by most of the people yet.

## 1920

- ▶ Similar to 1910 Census.
- ▶ Census asks what a person's father's and mother's mother tongue.
- ▶ Census asks if a person is an employer, a salary or wage worker, or working on his own account.
- ▶ Specifically asks a person's age at last birthday, instead of just age.
- ▶ "Dwelling house" as a general term replaced with "Place of abode".
- ▶ No separate questionnaire for American Indians anymore.
- ▶ "Ot" for other races not listed, records were not kept.

### *Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 89.7%

Black or Mulatto- 9.9%

American Indian- 0.2%

Chinese or Japanese- 0.2%



**WOMEN OF THE WORLD UNITE**

1930

- ▶ A situation in which a person had White and some other racial lineage, was to be recorded as that other race, unless the individual was accepted as white within the community.
- ▶ If both parents were minorities, they were recorded as the race of their father.
- ▶ First and only time “Mexican” was listed as a race.
- ▶ Included Filipino, Korean and Hindu indicators, all other races were to be written out in full.
- ▶ Asked what war one participated in, if a veteran.
- ▶ Separate questionnaire for workers not at work at the day of the enumerators visit.
- ▶ Supplemental schedule for American Indian populations returned.

*Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 89.8%

Black- 9.7%

American Indian- 0.3%

Chinese or Japanese or Filipino or Korean or Hindu- 0.2%

Great Depression, Mother of 7, taken by Dorothea Lange.





## 1940

- ▶ First Census to include a statistical sample, 5% of the people were asked 16 additional questions in order to gauge the effect of the Great Depression on the nation's housing stock. Became known as the "Long Form".
- ▶ Introduction of the short-form and long-form census.
- ▶ Census included a separate questionnaire on the condition of the individuals house. Many of the questions were in regard to the families financial situation, housing questionnaires included up until 1990.
- ▶ Asked the employment status for a person of 14 years or older.
- ▶ Although not known at the time, information collected in the 1940 census was shared with the Department of War during World War II. This was not in violation of the law as written at the time. The Census Act authorized the Census Director to release information if he deemed it necessary.
- ▶ The release of this information to the Department of War led to the incarceration of Japanese Americans during World War 2. The Census Bureau's actions did not fully come to light until the early 2000s.

### *Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 89.8%

Black or African American- 9.8%

American Indian and Alaska Native - 0.3%

Asian and Pacific Islander- 0.2%

1.4% of the Total Population Identifies as Hispanic or Latino of any race



## 1950

- ▶ Not unlike previous Censuses, asked fewer questions than its predecessor.
- ▶ Includes supplemental questions regarding employment and residency for a 5 percent sample of the population.
- ▶ Asked employment status of peoples 14 years or older, questions were more specific than the previous census.
- ▶ Census asks more specific questions regarding level of education that one has received, including the highest grade they attended and highest grade they completed.
- ▶ For the first time the Census Bureau mailed out a combined population and housing questionnaire to all urban residents in the United States. The residents were to complete the questionnaire themselves and then keep it until an enumerator came to collect the form.
- ▶ Enumerators gave supplemental sample questionnaires to 25 percent of households upon collecting the population and housing questionnaire, and to mail it back to their census office.
- ▶ Rural residents were enumerated by the traditional visitation of the past.
- ▶ Asks specifically how much individual earned in profits the previous year.

### *Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 89.5%

Black or African American- 10%

American Indian and Alaska Native- 0.2%

Asian and Pacific Islander- 0.2%

Other- .03%



1960

- ▶ For the first time the Census Bureau mailed out a combined population and housing questionnaire to all urban residents in the United States. The residents were to complete the questionnaire themselves and then keep it until an enumerator came to collect the form.
- ▶ Enumerators gave supplemental sample questionnaires to 25 percent of households upon collecting the population and housing questionnaire, and to mail it back to their census office.
- ▶ Rural residents were enumerated by the traditional visitation of the past.
- ▶ Asks what mode of transportation individual used to get to work.
- ▶ Asks specifically how much individual earned in profits the previous year.

*Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 88.8%

Black or African American- 10.6%

American Indian and Alaska Native- 0.3%

Asian and Pacific Islander- 0.5%

Other- 0.3%

**PLEASE LIST:**

1. Everyone who usually lives here, whether related to you or not.
2. All persons staying here who have no other home.

**PLEASE BE SURE TO LIST—**

- All members of your family living with you, including babies.
- All other relatives living here.
- Lodgers and boarders living here.
- Servants, hired hands, others not related to you who are living here.
- Any one else staying here but who has no other home.

**ALSO LIST—**

Persons who usually live here but who are away temporarily on business, on vacation, or in a general hospital.

**DO NOT LIST—**

- College students who are away at college (or who are here only on vacation).
- Persons stationed away from here in the Armed Forces.
- Persons away in institutions, such as a sanitarium, nursing home, home for the aged, mental hospital.

*They will be counted there.*

| NAMES OF PERSONS LIVING HERE ON APRIL 1, 1960,<br>AND THOSE STAYING HERE WHO HAVE NO OTHER HOME  |            |                | What is the relationship of each person to the head of this household?<br><br>(For example, wife, son, daughter, grandson, mother-in-law, lodger, lodger's wife) | Male or Female<br>(M or F) | Is this person—<br>White<br>Negro<br>American Indian<br>Japanese<br>Chinese<br>Filipino<br>Hawaiian<br>Part Hawaiian<br>Aleut<br>Eskimo<br>(etc.)?<br><br>(P5) | When was this person born? |      | Is this person—<br>Married<br>Widowed<br>Divorced<br>Separated<br>Single (never married)?<br><br>(Leave blank for children born after March 31, 1946) |
|--|------------|----------------|--|----------------------------|--|----------------------------|------|---|
| Write names in this order<br><br>(If you need more space, please use additional sheets of paper) |            |                |  |                            |  | Month                      | Year |   |
| Last name<br><br>(P2)  | First name | Middle initial | (P3)   | (P4)                       | (P5)   | Month                      | Year | (P7)  |
|  |            |                | Head   |                            |  |                            |      |   |
|  |            |                |  |                            |  |                            |      |   |
|  |            |                |  |                            |  |                            |      |   |
|  |            |                |  |                            |  |                            |      |   |
|  |            |                |  |                            |  |                            |      |   |
|  |            |                |  |                            |  |                            |      |   |

P2. Name of

this person

(Last name)

(First name)

(Middle initial)

QUESTIONS FOR

P8. Where was this person born?

(If born in hospital, give residence of mother, not location of hospital)

If born in the United States, write name of State.

If born outside the United States, write name of country, U.S. possession, etc. Use international boundaries as now recognized by the U.S. Distinguish Northern Ireland from Ireland (Eire).

(State, foreign country, U.S. possession, etc.)

P9. If this person was born outside the U.S.—

What language was spoken in his home before he came to the United States?

P10. What country was his father born in?

United States  OR

(Name of foreign country; or Puerto Rico, Guam, etc.)

P11. What country was his mother born in?

United States  OR

(Name of foreign country; or Puerto Rico, Guam, etc.)

P12. When did this person move into this house (or apartment)?

(Check date of last move)

|                         |                          |                         |                          |
|-------------------------|--------------------------|-------------------------|--------------------------|
| In 1959 or 1960         | <input type="checkbox"/> | Jan. 1954 to March 1955 | <input type="checkbox"/> |
| In 1958                 | <input type="checkbox"/> | 1950 to 1953            | <input type="checkbox"/> |
| In 1957                 | <input type="checkbox"/> | 1940 to 1949            | <input type="checkbox"/> |
| April 1955 to Dec. 1956 | <input type="checkbox"/> | 1939 or earlier         | <input type="checkbox"/> |
|                         |                          | Always lived here       | <input type="checkbox"/> |

P13. Did he live in this house on April 1, 1955?

(Answer 1, 2, or 3)

1. Born April 1955 or later

OR

P14. What is the highest grade (or year) of regular school this person has ever attended? (Check one box)

If now attending a regular school or college, check the grade (or year) he is in. If it is in junior high school, check the box that stands for that grade (or year).

Never attended school

Kindergarten

|                           |                          |                          |                          |                          |                          |                          |                          |                          |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Elementary school (Grade) | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        |
|                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|                    |                          |                          |                          |                          |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| High school (Year) | 1                        | 2                        | 3                        | 4                        |
|                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|                |                          |                          |                          |                          |                          |                          |
|----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| College (Year) | 1                        | 2                        | 3                        | 4                        | 5                        | 6 or more                |
|                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

P15. Did he finish the highest grade (or year) he attended?

|                     |                          |                           |                          |                       |                          |
|---------------------|--------------------------|---------------------------|--------------------------|-----------------------|--------------------------|
| Finished this grade | <input type="checkbox"/> | Did not finish this grade | <input type="checkbox"/> | Never attended school | <input type="checkbox"/> |
|---------------------|--------------------------|---------------------------|--------------------------|-----------------------|--------------------------|

P16. Has he attended regular school or college at any time since February 1, 1960?

If he has attended only nursery school, business or trade school, or adult education classes, check "No".

Yes  No

P17. Is it a public school or a private school?

|                             |                          |
|-----------------------------|--------------------------|
| Public school               | <input type="checkbox"/> |
| Private or parochial school | <input type="checkbox"/> |

P18. If this person has ever been married— Has this person been married more than once?

|      |                          |                |                          |
|------|--------------------------|----------------|--------------------------|
| Once | <input type="checkbox"/> | More than once | <input type="checkbox"/> |
|------|--------------------------|----------------|--------------------------|

P19. When did he get married?

When did he get married for the first time?

Month

Month

WHITE

COLORED





1970

- ▶ First time census asked about a person's country of origin or descent.
- ▶ The first census to operate on a true mail-out mail-back system. Enumerators were not sent out to collect the questionnaires, they were only sent to collect information from non-responding residents.
- ▶ A lot of similar questions to previous censuses. Asked if a person has ever completed a vocational training program, and if so, what was the main field.
- ▶ Census asks what state individual previously lived in, never asked before, implying that they were aware of movement from rural to urban areas.
- ▶ Asks how much individual received from being employed, and also asks how much money an individual received from government relief or investments, not from being employed.

*Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 87.5%

Black or African American- 11.1%

American Indian and Alaska Native- 0.4%

Asian and Pacific Islander- 0.8%

Other- 0.3%





## Census Bureau and Hispanics

- ▶ Prior to the 1970s, the government of the United States engaged in no systematic counting of Hispanics.
- ▶ 1970 Census asked if person is of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish descent.
- ▶ Only on the 1980 Census did the term "Hispanic" begin to appear, and only during the 1990s did the now-common formula of indicating both Hispanic origin and race appear.
- ▶ American racial categories are far from fixed, and who counts as white is extremely fluid.

# EARTH DAY — APRIL 22

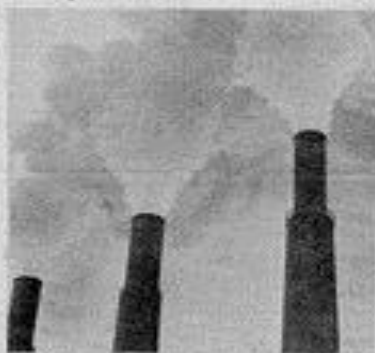
**Don't breathe yourself to death!**

*God isn't dead —  
He just can't see through the smog.*

Oh, beautiful ...



for spacious skies ...



Man, by his ignorance, impiety, and carelessness, is killing himself. His atmosphere is choking him to death; his water and food are poisoning him, and his ever-increasing numbers are reducing his chances of survival. Extinctions, that remote but terrifying word, may soon apply to mankind.

The fate of mankind is OUR problem and unless we realize the immediacy of this problem there may not be a future to enjoy. Man's environment is threatening his very existence simply because man has ignored the necessity of respecting and caring for his environment. Because of these mistakes we are now faced with the problem of saving our own lives. It is our duty and our RIGHT that we can remedy the situation. This is why we must search now for ways to cleanse and care our aging environment.

Earth Day, April 22, will provide the opportunity for us to find the means available to us for improving the world situation. Sessions are planned across the nation so that people can be enlightened to the national danger if we continue to ignore our environment. Here at Taylor College and in downtown Denver various programs are planned for Earth Day so that people all over may be made aware of the earth's condition and shown a way to help.

Earth Day is not the answer, it is the start. Each one of us is obligated to get involved with the problems of our environment and Earth Day is the best way to begin. Just keep in mind that the very detergents you use to do your laundry kill thousands of fish every day; that the nation's 85 million cars cause 60% of the air pollution in the cities; that the world's population will be doubled by the year 2000 and at that time the earth's arable land will no longer be able to feed the world; that the DDT content in the milk from the breasts of nursing mothers is 7 to 8 times the amount allowed in milk for commercial sale.

The moment for doing battle against the destructive forces that are ruining our environment is now. If we hesitate the sickle of Death may soon reap us all. — DALE GARDNER

for amber waves of grain ...



for purple mountain majesties ...



**Our Earth  
Our Country  
Our Environment  
Our Problem!**

above the fruited plain ...



America, America ...



God shed His grace on thee ...



and crown thy good with brotherhood ...



from sea to shining sea.



1980

- ▶ Note that the population of the United States' three most populated cities (NYC, Chicago, Los Angeles) experienced large population loss from 1970.
- ▶ Census now asks if a person is of Spanish or Hispanic origin or descent specifically, as well as their country of origin.
- ▶ Questionnaire prepared for sample of respondents, asking primarily questions regarding what country they were born in, their naturalization status as well as their ancestry.

*Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 83.1%

Black or African American- 11.7%

American Indian and Alaska Native- 0.6%

Asian and Pacific Islander- 1.5%

Other- 3%

6.4% of the Total Population identifies as Hispanic or Latino of any race

| Here are the QUESTIONS<br>↓   | PERSON in column 1  |                           | PERSON in column 2  |                           | PERSON in column 3  |                           | PERSON in column 4  |                           | PERSON in column 5  |                           | PERSON in column 6  |                           |   |    |   |  |
|---|---|---------------------------|---|---------------------------|---|---------------------------|---|---------------------------|---|---------------------------|---|---------------------------|---|----|---|--|
|   | Last name   | First name Middle initial | Last name   | First name Middle initial | Last name   | First name Middle initial | Last name   | First name Middle initial | Last name   | First name Middle initial | Last name   | First name Middle initial |   |    |   |  |
| <b>2. How is this person related to the person in column 1?</b><br>Fill one circle.<br><br>If "Other relative" of person in column 1, give exact relationship, such as mother-in-law, niece, grandson, etc. | START in this column with the household member (or one of the members) in whose name the home is owned or rented. If there is no such person, start in this column with any adult household member.   |                           | If relative of person in column 1:<br><input type="radio"/> Husband/wife <input type="radio"/> Father/mother<br><input type="radio"/> Son/daughter <input type="radio"/> Other relative<br><input type="radio"/> Brother/sister   |                           | If relative of person in column 1:<br><input type="radio"/> Husband/wife <input type="radio"/> Father/mother<br><input type="radio"/> Son/daughter <input type="radio"/> Other relative<br><input type="radio"/> Brother/sister   |                           | If relative of person in column 1:<br><input type="radio"/> Husband/wife <input type="radio"/> Father/mother<br><input type="radio"/> Son/daughter <input type="radio"/> Other relative<br><input type="radio"/> Brother/sister   |                           | If relative of person in column 1:<br><input type="radio"/> Husband/wife <input type="radio"/> Father/mother<br><input type="radio"/> Son/daughter <input type="radio"/> Other relative<br><input type="radio"/> Brother/sister   |                           | If relative of person in column 1:<br><input type="radio"/> Husband/wife <input type="radio"/> Father/mother<br><input type="radio"/> Son/daughter <input type="radio"/> Other relative<br><input type="radio"/> Brother/sister   |                           | If relative of person in column 1:<br><input type="radio"/> Husband/wife <input type="radio"/> Father/mother<br><input type="radio"/> Son/daughter <input type="radio"/> Other relative<br><input type="radio"/> Brother/sister   |    |   |  |
| <b>3. Sex</b><br>Fill one circle.   | <input type="radio"/> Male <input checked="" type="radio"/> Female  |                           | <input type="radio"/> Male <input checked="" type="radio"/> Female  |                           | <input type="radio"/> Male <input checked="" type="radio"/> Female  |                           | <input type="radio"/> Male <input checked="" type="radio"/> Female  |                           | <input type="radio"/> Male <input checked="" type="radio"/> Female  |                           | <input type="radio"/> Male <input checked="" type="radio"/> Female  |                           | <input type="radio"/> Male <input checked="" type="radio"/> Female  |    |   |  |
| <b>4. Is this person —</b><br>Fill one circle.  | <input type="radio"/> White <input type="radio"/> Asian Indian<br><input type="radio"/> Black or Negro <input type="radio"/> Hawaiian<br><input type="radio"/> Japanese <input type="radio"/> Guamanian<br><input type="radio"/> Chinese <input checked="" type="radio"/> Samoan<br><input type="radio"/> Filipino <input type="radio"/> Eskimo<br><input type="radio"/> Korean <input type="radio"/> Aleut<br><input type="radio"/> Vietnamese <input type="radio"/> Other — Specify<br><input type="radio"/> Indian (Amer.)<br><i>Print tribe</i> |                           | <input type="radio"/> White <input type="radio"/> Asian Indian<br><input type="radio"/> Black or Negro <input type="radio"/> Hawaiian<br><input type="radio"/> Japanese <input type="radio"/> Guamanian<br><input type="radio"/> Chinese <input checked="" type="radio"/> Samoan<br><input type="radio"/> Filipino <input type="radio"/> Eskimo<br><input type="radio"/> Korean <input type="radio"/> Aleut<br><input type="radio"/> Vietnamese <input type="radio"/> Other — Specify<br><input type="radio"/> Indian (Amer.)<br><i>Print tribe</i> |                           | <input type="radio"/> White <input type="radio"/> Asian Indian<br><input type="radio"/> Black or Negro <input type="radio"/> Hawaiian<br><input type="radio"/> Japanese <input type="radio"/> Guamanian<br><input type="radio"/> Chinese <input checked="" type="radio"/> Samoan<br><input type="radio"/> Filipino <input type="radio"/> Eskimo<br><input type="radio"/> Korean <input type="radio"/> Aleut<br><input type="radio"/> Vietnamese <input type="radio"/> Other — Specify<br><input type="radio"/> Indian (Amer.)<br><i>Print tribe</i> |                           | <input type="radio"/> White <input type="radio"/> Asian Indian<br><input type="radio"/> Black or Negro <input type="radio"/> Hawaiian<br><input type="radio"/> Japanese <input type="radio"/> Guamanian<br><input type="radio"/> Chinese <input checked="" type="radio"/> Samoan<br><input type="radio"/> Filipino <input type="radio"/> Eskimo<br><input type="radio"/> Korean <input type="radio"/> Aleut<br><input type="radio"/> Vietnamese <input type="radio"/> Other — Specify<br><input type="radio"/> Indian (Amer.)<br><i>Print tribe</i> |                           | <input type="radio"/> White <input type="radio"/> Asian Indian<br><input type="radio"/> Black or Negro <input type="radio"/> Hawaiian<br><input type="radio"/> Japanese <input type="radio"/> Guamanian<br><input type="radio"/> Chinese <input checked="" type="radio"/> Samoan<br><input type="radio"/> Filipino <input type="radio"/> Eskimo<br><input type="radio"/> Korean <input type="radio"/> Aleut<br><input type="radio"/> Vietnamese <input type="radio"/> Other — Specify<br><input type="radio"/> Indian (Amer.)<br><i>Print tribe</i> |                           | <input type="radio"/> White <input type="radio"/> Asian Indian<br><input type="radio"/> Black or Negro <input type="radio"/> Hawaiian<br><input type="radio"/> Japanese <input type="radio"/> Guamanian<br><input type="radio"/> Chinese <input checked="" type="radio"/> Samoan<br><input type="radio"/> Filipino <input type="radio"/> Eskimo<br><input type="radio"/> Korean <input type="radio"/> Aleut<br><input type="radio"/> Vietnamese <input type="radio"/> Other — Specify<br><input type="radio"/> Indian (Amer.)<br><i>Print tribe</i> |                           | <input type="radio"/> White <input type="radio"/> Asian Indian<br><input type="radio"/> Black or Negro <input type="radio"/> Hawaiian<br><input type="radio"/> Japanese <input type="radio"/> Guamanian<br><input type="radio"/> Chinese <input checked="" type="radio"/> Samoan<br><input type="radio"/> Filipino <input type="radio"/> Eskimo<br><input type="radio"/> Korean <input type="radio"/> Aleut<br><input type="radio"/> Vietnamese <input type="radio"/> Other — Specify<br><input type="radio"/> Indian (Amer.)<br><i>Print tribe</i> |    | <input type="radio"/> White <input type="radio"/> Asian Indian<br><input type="radio"/> Black or Negro <input type="radio"/> Hawaiian<br><input type="radio"/> Japanese <input type="radio"/> Guamanian<br><input type="radio"/> Chinese <input checked="" type="radio"/> Samoan<br><input type="radio"/> Filipino <input type="radio"/> Eskimo<br><input type="radio"/> Korean <input type="radio"/> Aleut<br><input type="radio"/> Vietnamese <input type="radio"/> Other — Specify<br><input type="radio"/> Indian (Amer.)<br><i>Print tribe</i> |  |
| <b>5. Age, and month and year of birth</b><br>a. Print age at last birthday.<br>b. Print month and fill one circle.<br>c. Print year in the spaces, and fill one circle below each number.                  | a. Age at last birthday: 1<br>b. Month of birth: 1<br>c. Year of birth: 1 8 0 0   |                           | a. Age at last birthday: 1<br>b. Month of birth: 1<br>c. Year of birth: 1 8 0 0   |                           | a. Age at last birthday: 1<br>b. Month of birth: 1<br>c. Year of birth: 1 8 0 0   |                           | a. Age at last birthday: 1<br>b. Month of birth: 1<br>c. Year of birth: 1 8 0 0   |                           | a. Age at last birthday: 1<br>b. Month of birth: 1<br>c. Year of birth: 1 8 0 0   |                           | a. Age at last birthday: 1<br>b. Month of birth: 1<br>c. Year of birth: 1 8 0 0   |                           | a. Age at last birthday: 1<br>b. Month of birth: 1<br>c. Year of birth: 1 8 0 0   |    |   |  |
| <b>6. Marital status</b><br>Fill one circle.  | <input type="radio"/> Now married <input type="radio"/> Separated<br><input type="radio"/> Widowed <input type="radio"/> Never married<br><input type="radio"/> Divorced  |                           | <input type="radio"/> Now married <input type="radio"/> Separated<br><input type="radio"/> Widowed <input type="radio"/> Never married<br><input type="radio"/> Divorced  |                           | <input type="radio"/> Now married <input type="radio"/> Separated<br><input type="radio"/> Widowed <input type="radio"/> Never married<br><input type="radio"/> Divorced  |                           | <input type="radio"/> Now married <input type="radio"/> Separated<br><input type="radio"/> Widowed <input type="radio"/> Never married<br><input type="radio"/> Divorced  |                           | <input type="radio"/> Now married <input type="radio"/> Separated<br><input type="radio"/> Widowed <input type="radio"/> Never married<br><input type="radio"/> Divorced  |                           | <input type="radio"/> Now married <input type="radio"/> Separated<br><input type="radio"/> Widowed <input type="radio"/> Never married<br><input type="radio"/> Divorced  |                           | <input type="radio"/> Now married <input type="radio"/> Separated<br><input type="radio"/> Widowed <input type="radio"/> Never married<br><input type="radio"/> Divorced  |    |   |  |
| <b>7. Is this person of Spanish/Hispanic origin or descent?</b><br>Fill one circle.   | <input type="radio"/> No (not Spanish/Hispanic)<br><input type="radio"/> Yes, Mexican, Mexican-Amer., Chicano<br><input type="radio"/> Yes, Puerto Rican<br><input type="radio"/> Yes, Cuban <input checked="" type="radio"/><br><input type="radio"/> Yes, other Spanish/Hispanic  |                           | <input type="radio"/> No (not Spanish/Hispanic)<br><input type="radio"/> Yes, Mexican, Mexican-Amer., Chicano<br><input type="radio"/> Yes, Puerto Rican<br><input type="radio"/> Yes, Cuban <input checked="" type="radio"/><br><input type="radio"/> Yes, other Spanish/Hispanic  |                           | <input type="radio"/> No (not Spanish/Hispanic)<br><input type="radio"/> Yes, Mexican, Mexican-Amer., Chicano<br><input type="radio"/> Yes, Puerto Rican<br><input type="radio"/> Yes, Cuban <input checked="" type="radio"/><br><input type="radio"/> Yes, other Spanish/Hispanic  |                           | <input type="radio"/> No (not Spanish/Hispanic)<br><input type="radio"/> Yes, Mexican, Mexican-Amer., Chicano<br><input type="radio"/> Yes, Puerto Rican<br><input type="radio"/> Yes, Cuban <input checked="" type="radio"/><br><input type="radio"/> Yes, other Spanish/Hispanic  |                           | <input type="radio"/> No (not Spanish/Hispanic)<br><input type="radio"/> Yes, Mexican, Mexican-Amer., Chicano<br><input type="radio"/> Yes, Puerto Rican<br><input type="radio"/> Yes, Cuban <input checked="" type="radio"/><br><input type="radio"/> Yes, other Spanish/Hispanic  |                           | <input type="radio"/> No (not Spanish/Hispanic)<br><input type="radio"/> Yes, Mexican, Mexican-Amer., Chicano<br><input type="radio"/> Yes, Puerto Rican<br><input type="radio"/> Yes, Cuban <input checked="" type="radio"/><br><input type="radio"/> Yes, other Spanish/Hispanic  |                           | <input type="radio"/> No (not Spanish/Hispanic)<br><input type="radio"/> Yes, Mexican, Mexican-Amer., Chicano<br><input type="radio"/> Yes, Puerto Rican<br><input type="radio"/> Yes, Cuban <input checked="" type="radio"/><br><input type="radio"/> Yes, other Spanish/Hispanic  |    | <input type="radio"/> No (not Spanish/Hispanic)<br><input type="radio"/> Yes, Mexican, Mexican-Amer., Chicano<br><input type="radio"/> Yes, Puerto Rican<br><input type="radio"/> Yes, Cuban <input checked="" type="radio"/><br><input type="radio"/> Yes, other Spanish/Hispanic  |  |
|   | CENSUS USE ONLY   | A.                        |   | CENSUS USE ONLY           | A.  |                           | CENSUS USE ONLY   | A.                        |   | CENSUS USE ONLY           | A.  |                           | CENSUS USE ONLY   | A. |   |  |

Name of Person 1 on page 2:  
 Last name First name Middle initial

11. In what State or foreign country was this person born?  
 Print the State where this person's mother was living when this person was born. Do not give the location of the hospital unless the mother's home and the hospital were in the same State.  
 Name of State or foreign country; or Puerto Rico, Guam, etc.

12. If this person was born in a foreign country —  
 a. Is this person a naturalized citizen of the United States?  
 b. When did this person come to the United States to stay?

13a. Does this person speak a language other than English at home?  
 b. What is this language?  
 c. How well does this person speak English?

14. What is this person's ancestry? If uncertain about how to report ancestry, see instruction guide.  
 (For example: Afro-Amer., English, French, German, Honduran, Hungarian, Irish, Italian, Jamaican, Korean, Lebanese, Mexican, Nigerian, Polish, Ukrainian, Venezuelan, etc.)

15a. Did this person live in this house five years ago (April 1, 1975)?  
 b. Where did this person live five years ago

16. When was this person born?  
 17. In April 1975 (five years ago) was this person —  
 a. On active duty in the Armed Forces?  
 b. Attending college?  
 c. Working at a job or business?

17. In April 1975 (five years ago) was this person —  
 a. On active duty in the Armed Forces?  
 b. Attending college?  
 c. Working at a job or business?

18a. Is this person a veteran of active-duty military service in the Armed Forces of the United States?  
 b. Was active-duty military service during —

18a. Is this person a veteran of active-duty military service in the Armed Forces of the United States?  
 b. Was active-duty military service during —

19. Does this person have a physical, mental, or other health condition which has lasted for 6 or more months and which . . .  
 a. Limits the kind or amount of work this person can do at a job?  
 b. Prevents this person from working at a job?  
 c. Limits or prevents this person from using public transportation?

20. If this person is a female —  
 How many babies has she ever had, not counting stillbirths?  
 Do not count her stepchildren or children she has adopted.

21. If this person has ever been married —  
 a. Has this person been married more than once?  
 b. Month and year of marriage? Month and year of first marriage?  
 c. If married more than once — Did the first marriage end because of the death of the husband (or wife)?

21. If this person has ever been married —  
 a. Has this person been married more than once?  
 b. Month and year of marriage? Month and year of first marriage?  
 c. If married more than once — Did the first marriage end because of the death of the husband (or wife)?

21. If this person has ever been married —  
 a. Has this person been married more than once?  
 b. Month and year of marriage? Month and year of first marriage?  
 c. If married more than once — Did the first marriage end because of the death of the husband (or wife)?

22a. Did this person work at any time last week?  
 b. How many hours did this person work last week (at all jobs)?  
 Hours

22a. Did this person work at any time last week?  
 b. How many hours did this person work last week (at all jobs)?  
 Hours

23. At what location did this person work last week?  
 a. Address (Number and street)  
 b. Name of city, town, village, borough, etc.

23. At what location did this person work last week?  
 a. Address (Number and street)  
 b. Name of city, town, village, borough, etc.

23. At what location did this person work last week?  
 a. Address (Number and street)  
 b. Name of city, town, village, borough, etc.

23. At what location did this person work last week?  
 a. Address (Number and street)  
 b. Name of city, town, village, borough, etc.

24a. Last week, how long did it usually take this person to get from home to work (one way)?  
 Minutes  
 b. How did this person usually get to work last week?

24a. Last week, how long did it usually take this person to get from home to work (one way)?  
 Minutes  
 b. How did this person usually get to work last week?

0  
1  
2  
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24





1990

- ▶ Only 7 questions were asked of all respondents. 3 questions fewer than the previous census.
- ▶ Additional 23 questions asked of sample respondents including questions regarding education, transportation, and income similar to the previous census.
- ▶ Asked respondents who they work for, private for profit company, non-profit or government employee and what level of government they may work for (local, state, federal).
- ▶ Changed structure of census back to what it was in the 1960 census.

*Race by Percentage of Total Population (rounded to closest tenth of a percent)*

White- 80.3%

Black or African American- 12.1%

American Indian and Alaska Native- 0.8%

Asian and Pacific Islander- 2.8%

Other- 3.9%

9% of the Total Population identifies as Hispanic or Latino

|  |   |   |
|--|---|---|
| <b>3. Sex</b><br>Fill ONE circle for each person.  | <input type="radio"/> Male <input type="radio"/> Female   | roommate      nonrelative<br><input type="radio"/> Male <input type="radio"/> Female  |
| <b>4. Race</b><br>Fill ONE circle for the race that the person considers himself/herself to be.<br><br>If Indian (Amer.), print the name of the enrolled or principal tribe. →<br><br><br>If Other Asian or Pacific Islander (API), print one group, for example: Hmong, Fijian, Laotian, Thai, Tongan, Pakistani, Cambodian, and so on. →<br><br>If Other race, print race. → | <input type="radio"/> White<br><input type="radio"/> Black or Negro<br><input type="radio"/> Indian (Amer.) (Print the name of the enrolled or principal tribe.) →<br><input type="radio"/> Eskimo<br><input type="radio"/> Aleut      Asian or Pacific Islander (API)<br><input type="radio"/> Chinese <input type="radio"/> Japanese<br><input type="radio"/> Filipino <input checked="" type="checkbox"/> <input type="radio"/> Asian Indian<br><input type="radio"/> Hawaiian <input type="radio"/> Samoan<br><input type="radio"/> Korean <input type="radio"/> Guamanian<br><input type="radio"/> Vietnamese <input type="radio"/> Other API →<br><input type="radio"/> Other race (Print race) →   | <input type="radio"/> White<br><input type="radio"/> Black or Negro<br><input type="radio"/> Indian (Amer.) (Print the name of the enrolled or principal tribe.) →<br><input type="radio"/> Eskimo<br><input type="radio"/> Aleut      Asian or Pacific Islander (API)<br><input type="radio"/> Chinese <input type="radio"/> Japanese<br><input type="radio"/> Filipino <input checked="" type="checkbox"/> <input type="radio"/> Asian Indian<br><input type="radio"/> Hawaiian <input type="radio"/> Samoan<br><input type="radio"/> Korean <input type="radio"/> Guamanian<br><input type="radio"/> Vietnamese <input type="radio"/> Other API →<br><input type="radio"/> Other race (Print race) →   |
| <b>5. Age and year of birth</b><br>a. Print each person's age at last birthday. Fill in the matching circle below each box.<br><br>b. Print each person's year of birth and fill the matching circle below each box.   | a. Age<br>0 <input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0<br>1 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 0<br>2 <input type="radio"/> 2 <input type="radio"/> 0<br>3 <input type="radio"/> 3 <input type="radio"/> 0<br>4 <input type="radio"/> 4 <input type="radio"/> 0<br>5 <input type="radio"/> 5 <input type="radio"/> 0<br>6 <input type="radio"/> 6 <input type="radio"/> 0<br>7 <input type="radio"/> 7 <input type="radio"/> 0<br>8 <input type="radio"/> 8 <input type="radio"/> 0<br>9 <input type="radio"/> 9 <input type="radio"/> 0<br><br>b. Year of birth<br>1 <input checked="" type="radio"/> 8 <input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0<br>9 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 0<br>2 <input type="radio"/> 2 <input type="radio"/> 0<br>3 <input type="radio"/> 3 <input type="radio"/> 0<br><input checked="" type="checkbox"/> 4 <input type="radio"/> 4 <input type="radio"/> 0<br>5 <input type="radio"/> 5 <input type="radio"/> 0<br>6 <input type="radio"/> 6 <input type="radio"/> 0<br>7 <input type="radio"/> 7 <input type="radio"/> 0<br>8 <input type="radio"/> 8 <input type="radio"/> 0<br>9 <input type="radio"/> 9 <input type="radio"/> 0 | a. Age<br>0 <input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0<br>1 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 0<br>2 <input type="radio"/> 2 <input type="radio"/> 0<br>3 <input type="radio"/> 3 <input type="radio"/> 0<br>4 <input type="radio"/> 4 <input type="radio"/> 0<br>5 <input type="radio"/> 5 <input type="radio"/> 0<br>6 <input type="radio"/> 6 <input type="radio"/> 0<br>7 <input type="radio"/> 7 <input type="radio"/> 0<br>8 <input type="radio"/> 8 <input type="radio"/> 0<br>9 <input type="radio"/> 9 <input type="radio"/> 0<br><br>b. Year of birth<br>1 <input checked="" type="radio"/> 8 <input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0<br>9 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 0<br>2 <input type="radio"/> 2 <input type="radio"/> 0<br>3 <input type="radio"/> 3 <input type="radio"/> 0<br><input checked="" type="checkbox"/> 4 <input type="radio"/> 4 <input type="radio"/> 0<br>5 <input type="radio"/> 5 <input type="radio"/> 0<br>6 <input type="radio"/> 6 <input type="radio"/> 0<br>7 <input type="radio"/> 7 <input type="radio"/> 0<br>8 <input type="radio"/> 8 <input type="radio"/> 0<br>9 <input type="radio"/> 9 <input type="radio"/> 0 |
| <b>6. Marital status</b><br>Fill ONE circle for each person.   | <input type="radio"/> Now married <input type="radio"/> Separated<br><input type="radio"/> Widowed <input type="radio"/> Never married<br><input type="radio"/> Divorced  | <input type="radio"/> Now married <input type="radio"/> Separated<br><input type="radio"/> Widowed <input type="radio"/> Never married<br><input type="radio"/> Divorced  |
| <b>7. Is this person of Spanish/Hispanic origin?</b><br>Fill ONE circle for each person.<br><br>If Yes, other Spanish/Hispanic, print one group. →   | <input type="radio"/> No (not Spanish/Hispanic)<br><input type="radio"/> Yes, Mexican, Mexican-Am., Chicano<br><input type="radio"/> Yes, Puerto Rican <input checked="" type="checkbox"/><br><input type="radio"/> Yes, Cuban<br><input type="radio"/> Yes, other Spanish/Hispanic (Print one group, for example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.) →   | <input type="radio"/> No (not Spanish/Hispanic)<br><input type="radio"/> Yes, Mexican, Mexican-Am., Chicano<br><input type="radio"/> Yes, Puerto Rican<br><input type="radio"/> Yes, Cuban<br><input type="radio"/> Yes, other Spanish/Hispanic (Print one group, for example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.) →   |
| <b>FOR CENSUS USE</b> →  | <input type="radio"/><br><input type="radio"/>  | <input type="radio"/><br><input type="radio"/>  |







2000

- ▶ No longer prepared two questionnaires, one for Population and one for Housing, but instead combined the two questionnaires into a single long form.
- ▶ Asks for the first time if respondent is of Spanish/Hispanic/Latino descent. Just now added Latino as a category of Spanish/Hispanic origin.
- ▶ Now asks for respondents' telephone number.
- ▶ First time recording whether a person belongs to two or more races.

### *Race by Percentage of Total Population (rounded to closest tenth of a percent)*

97.6% of the Total Population Identifies as one race

White- 75.1%

Black or African American- 12.3%

American Indian and Alaska Native- 0.9%

Asian and Pacific Islander- 3.6%

Other- 5.5%

2.4% of the Total Population Identifies as two or more races

Of those who identify as two or more races...

White and Black or African American- 11.5%

White and American Indian or Alaska Native- 15.9%

White and Asian- 12.7%

White and some other race- 32.3%

12.5% of Total Population Identifies as Hispanic or Latino

# Person

# 1



Your answers are important!  
Every person in the Census counts.

**1** What is this person's name? Print the name of Person 1 from page 2.

Last Name

First Name

MI

**2** What is this person's telephone number? We may contact this person if we don't understand an answer.

Area Code + Number

**3** What is this person's sex? Mark  ONE box.

Male

Female

**4** What is this person's age and what is this person's date of birth?

Age on April 1, 2000

Print numbers in boxes.

Month Day Year of birth

➔ **NOTE:** Please answer BOTH Questions 5 and 6.

**5** Is this person Spanish/Hispanic/Latino? Mark  the "No" box if not Spanish/Hispanic/Latino.

No, not Spanish/Hispanic/Latino

Yes, Mexican, Mexican Am., Chicano

Yes, Puerto Rican

Yes, Cuban

Yes, other Spanish/Hispanic/Latino — Print group. ↗

**6** What is this person's race? Mark  one or more races to indicate what this person considers himself/herself to be.

White

Black, African Am., or Negro

American Indian or Alaska Native — Print name of enrolled or principal tribe. ↗

Asian Indian

Chinese

Filipino

Japanese

Korean

Vietnamese

Other Asian — Print race. ↗

Native Hawaiian

Guamanian or Chamorro

Samoan

Other Pacific Islander — Print race. ↗

Some other race — Print race. ↗

**7** What is this person's marital status?

Now married

Widowed

Divorced

Separated

Never married

**8** a. At any time since February 1, 2000, has this person attended regular school or college?

Include only nursery school or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree.

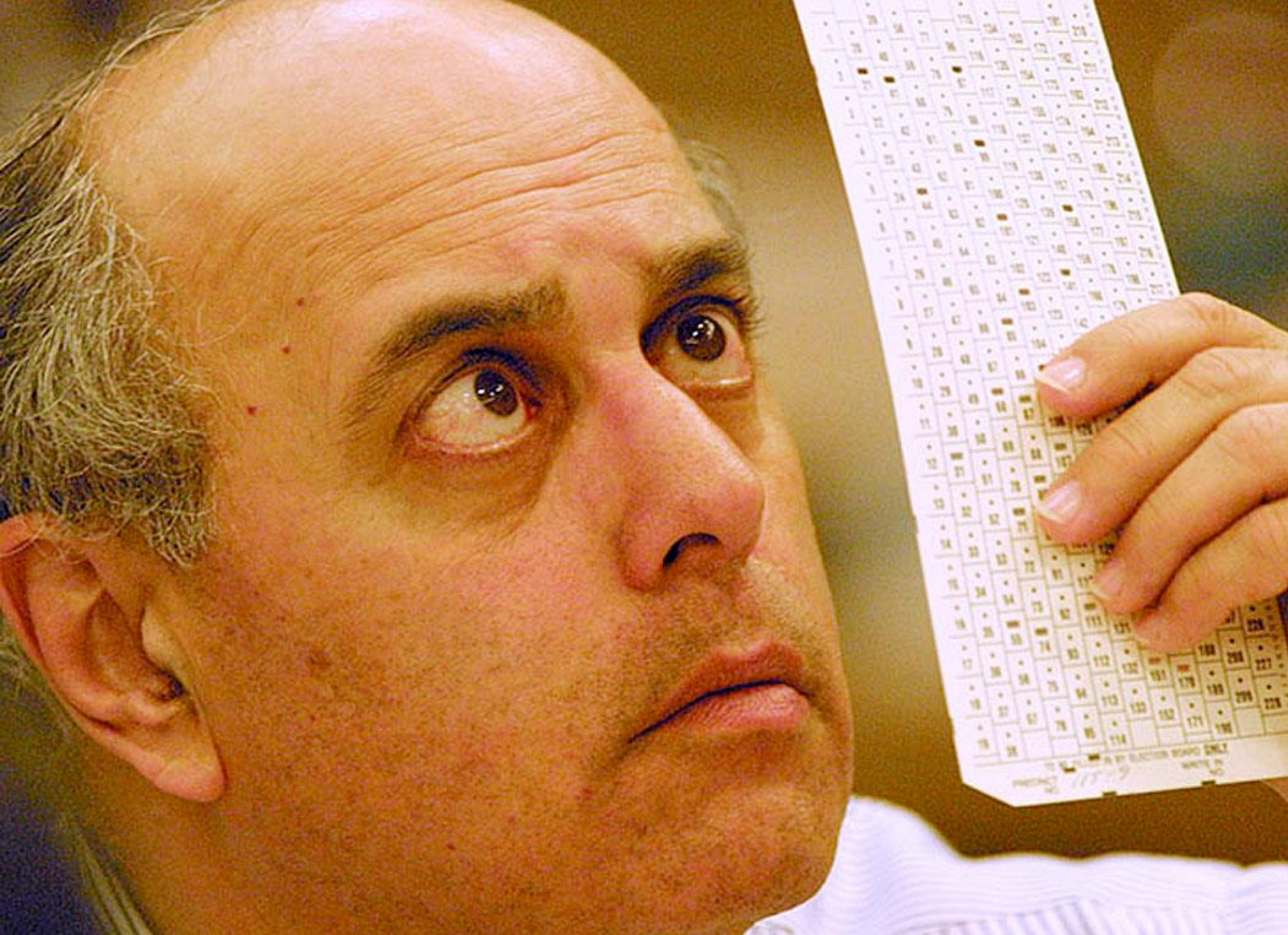
No, has not attended since February 1 → Skip to 9

Yes, public school, public college

Yes, private school, private college







Hanging Chad became popularized during the 2000 Presidential election between George W. Bush and Al Gore. A Chad is a fragment of paper left over when one punches a hole in a voting card.

## American Community Survey(ACS)

- ▶ The American Community Survey is an ongoing survey conducted by the Census Bureau that provides important information on a yearly basis about the United States and its people, first enumerated in 2005.
- ▶ The ACS is given to a small fraction of the population, asking questions of people that used to be asked on the Decennial Censuses long form.
- ▶ Ethnicity questions asked on the ACS since its creation, not on the Decennial Census.
- ▶ Hispanic and Asian ethnicity/ancestry is not recorded by the ACS but by the Decennial Census.
- ▶ Citizenship recorded on the ACS, not on the census, though the current draft for the 2020 Census aims to put this as a question, causing controversy.
- ▶ The survey is conducted online, through mail, telephone and in-person interviews.
- ▶ Information collected is used to create up-to-date statistics used by many federal, state, tribal and local leaders.
- ▶ Response to the ACS is required by law, replaces the long form of the decennial census.

2010

- ▶ Long and short-form questionnaires used from 1940 to 2000 were replaced by a single questionnaire. Questions asked to a sample of the population by the long-form questionnaire are now asked by the annual American Community Survey.
- ▶ Same questions as previous censuses short-form questionnaire, additionally asks if any people were staying at your residence that don't live there, as well as if respondent sometimes lives or stays somewhere else.
- ▶ Questionnaire became more specific when regarding Asian countries when asking a person's race.

### *Race by Percentage of Total Population (rounded to closest tenth of a percent)*

97% of Total Population Identify as One Race

White- 72.4%

Black or African American- 12.6%

Asian and Pacific Islander- 4.8%

American Indian and Alaska Native- 0.9%

Other- 6.2%

2.7% of Total Population Identify as Two or More Races

Of those people who identify as two races or more races...

White and Black or African American- 20.4%

White and American Indian or Alaska Native- 15.9%

White and Asian- 18%

White and some other race- 19.3%

16.3% of the Total Population Identify as Hispanic or Latino of any race

Use a blue or black pen.

**Start here**

The Census must count every person living in the United States on April 1, 2010.

Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2010.
- Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on April 1, 2010, count that person. Otherwise, he or she may be missed in the census.

**1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?**

Number of people =

**2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1?**

Mark  all that apply.

- Children, such as newborn babies or foster children
- Relatives, such as adult children, cousins, or in-laws
- Nonrelatives, such as roommates or live-in baby sitters
- People staying here temporarily
- No additional people

**3. Is this house, apartment, or mobile home —**  
Mark  ONE box.

- Owned by you or someone in this household with a mortgage or loan? *Include home equity loans.*
- Owned by you or someone in this household free and clear (without a mortgage or loan)?
- Rented?
- Occupied without payment of rent?

**5. Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.**

What is Person 1's name? *Print name below.*

Last Name

First Name  MI

**6. What is Person 1's sex?** Mark  ONE box.

- Male  Female

**7. What is Person 1's age and what is Person 1's date of birth?**

*Please report babies as age 0 when the child is less than 1 year old.*

*Print numbers in boxes.*

Age on April 1, 2010

Month   Day   Year of birth

→ **NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.**

**8. Is Person 1 of Hispanic, Latino, or Spanish origin?**

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

**9. What is Person 1's race?** Mark  one or more boxes.

- White
- Black, African Am., or Negro
- American Indian or Alaska Native — *Print name of enrolled or principal tribe.*

- Asian Indian  Japanese  Native Hawaiian
- Chinese  Korean  Guamanian or Chamorro
- Filipino  Vietnamese  Samoan
- Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*
- Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*

- Some other race — *Print race.*

Obama signing the Patient Protection and Affordable Care Act at the White House.



## 2020 Census

- ▶ Calls for the respondent to check a box for race, as well as print their origin if White, Black, American Indian, or if you are from one of the Asian or Pacific Island countries not listed.
- ▶ First time census has been this specific when asking question regarding race.
- ▶ German, Irish, English, Italian, Lebanese and Egyptian are considered to be White.
- ▶ Pakistani, Cambodian and Hmong are considered to be Other Asian.
- ▶ African American, Jamaican, Haitian, Nigerian, Ethiopian and Somali are considered to be Black, if not from one of those countries there is a space to write in what country one is from.

## *2020 Census cont.*

- ▶ The 2020 Census is severely understaffed and underfunded, 2 of the 3 trial runs have been cancelled as a result. The Government Accountability Office added the 2020 Census program to its “high risk” list. The Trump administration’s budget proposal for the next fiscal year only allocates \$1.5 billion, about the same that was allocated for the 2010 census, and this does not account for inflation.

Person 1

5. Please provide information for each person living here. If there is someone living here who pays the rent or owns this residence, start by listing him or her as Person 1. If the owner or the person who pays the rent does not live here, start by listing any adult living here as Person 1.

What is Person 1's name? Print name below.

First Name MI

Last Name(s)

6. What is Person 1's sex? Mark [X] ONE box.

Male Female

7. What is Person 1's age and what is Person 1's date of birth? For babies less than 1 year old, do not write the age in months. Write 0 as the age.

Age on April 1, 2020 Print numbers in boxes. Month Day Year of birth



NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
Yes, Mexican, Mexican Am., Chicano
Yes, Puerto Rican
Yes, Cuban
Yes, another Hispanic, Latino, or Spanish origin

Print race or origin



9. What is Person 1's race?

Mark [X] one or more boxes AND print origins.

White - Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.

Print race or origin

Black or African Am. - Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.

Print race or origin

American Indian or Alaska Native - Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.

Print race or origin

- Chinese Vietnamese Native Hawaiian
Filipino Korean Samoan
Asian Indian Japanese Chamorro
Other Asian - Print, for example, Pakistani, Cambodian, Hmong, etc.
Other Pacific Islander - Print, for example, Tongan, Fijian, Marshallese, etc.

Print race or origin

Some other race - Print race or origin.

Print race or origin



10. Is Person 1 a citizen of the United States?

- Yes, born in the United States
Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
Yes, born abroad of U.S. citizen parent or parents
Yes, U.S. citizen by naturalization - Print year of naturalization.

Print year of naturalization

No, not a U.S. citizen





## Citizenship Question Controversy

- ▶ The Trump administration, against the advice of experts including former Census Bureau directors, chose to add to the census, “Is Person X a citizen of the United States?”. There is a lot of controversy regarding this question because with the anti-immigration sentiment in the United States and peoples’ willingness to give personal information to the government decreasing, the question is expected to lower response rates for immigrants.
- ▶ New York State, joined by sixteen other states and the United States Conference of Mayors, alleges that the citizenship question is unconstitutional for undermining the census count with a question many people won’t answer out of fear. The case also argues that the Commerce Department violated the federal Administrative Procedures Act and acts with ill intent.
- ▶ The Commerce Department, which made the decision, insists that policy, not politics, was its sole motivation for adding in the citizenship question. Inconsistencies when asked why the decision was made to add the citizenship question in the 2020 census has raised suspicion and Judge Jesse Furman of the Southern District of New York concluded that the Commerce Department had “made a strong showing of bad faith” in deciding to add the question, as well as put off a request by the government to throw out the lawsuit.
- ▶ Others, like Mike Gonzalez and Hans von Spakovsky, believe that the citizenship question is working to dismantle the edifice of artificial ethnicities, and works to cut identity politics, stating that it should not be seen as negative as the question of citizenship has been asked in past Census’, even though it has not been asked since 1950. Asking race and ethnicity is a bad thing that should be stopped, in their opinion. Fails to address issues with their claims.

## Religion in the Census

- ▶ The U.S. Census Bureau does not collect data on religious affiliation in its demographic surveys or decennial census. Public Law 94-521 prohibits us from asking a question on religious affiliation on a mandatory basis; in some person or household surveys, however, the U.S. Census Bureau may collect information about religious practices, on a voluntary basis.
- ▶ The Census Bureau conducted censuses of religious bodies at 10-year intervals from 1906 through 1936. The results were published with statistics on topics such as the number of members in congregations, number of church edifices, seating capacity, value and debt on church property, and so forth.





# DNA Story for Roger



## Ethnicity Regions

|                          |     |
|--------------------------|-----|
| ● Cameroon/Congo         | 13% |
| ● Ireland/Scotland/Wales | 14% |
| ● Senegal                | 14% |
| ● Benin/Togo             | 12% |
| ● Scandinavia            | 11% |
| ● Great Britain          | 9%  |
| ● Nigeria                | 8%  |
| ● +12 Other Regions      |     |

## Migrations

- North Carolina African Americans
- South Carolina African Americans
- Virginia & Southern States African Americans

Given what you know about your families history, how would you answer the question of Race on the 2020 Census?

Given the availability of DNA tracking technology, how will people answer this question when compared to people who have not tracked their DNA?

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