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SCHOOL ENROLLMENT, AND EDUCATION OF YOUNG ADULTS AND THEIR FATHERS: OCTOBER 1960

College enrollment rates of men in their early twenties whose fathers were college graduates are several times as large as those for persons of the same age whose fathers never finished high school, according to the findings of the Current Population Survey conducted by the Bureau of the Census. In October 1960, about 62 percent of the men 20 to 24 years old whose fathers had completed college were currently enrolled in college; by contrast, 28 percent of those whose fathers completed high school but did not attend college and 12 percent of those whose fathers did not graduate from high school were enrolled in college.

Some persons 20 to 24 years old who were not currently enrolled already had had some college attendance. Statistics on the attainment levels of all men aged 20 to 24 and of their fathers, presented in table A, reveal this point and provide a measure of

intergenerational educational mobility. The figures show that, among men whose fathers were not high school graduates, 57 percent were high school graduates, including 23 percent who had completed at least some college and 3 percent who had graduated from college. Among those whose fathers were college graduates, however, 96 percent had finished high school, including 88 percent who had finished some college and approximately 16 percent who, like their fathers, had graduated from college, despite the fact that many in the group were still enrolled and had not yet had a chance to finish their schooling.

As a whole, the data in table A indicate that about one-half of these young men have completed a higher level of education than their fathers. Another two-fifths have completed exactly the same general educational level, and one-tenth have attained less than the educational level of their fathers.

Table A.—EDUCATIONAL STATUS OF MEN 20 TO 24 YEARS OLD AND OF THEIR FATHERS, FOR THE UNITED STATES: OCTOBER 1960

(Numbers in thousands)

Educational status of the father	Men 20 to 24 years old		Educational status of the person					
	Number	Percent	Did not graduate from high school	Graduated from high school, did not attend college	Some college attendance			
					Total	Attended college, did not graduate	Currently enrolled in college	Graduated from college
Total.....	14,688	...	1,509	1,519	1,660	479	914	267
Percent.....	...	100.0	32.2	32.4	35.4	10.2	19.5	5.7
Did not graduate from high school.....	2,906	100.0	42.6	34.1	23.3	7.8	12.0	3.5
Graduated from high school.....	1,405	100.0	8.1	27.3	64.6	15.4	38.3	10.9
Did not attend college.....	817	100.0	10.3	36.1	53.7	17.4	28.2	8.1
Attended college.....	588	100.0	5.1	15.1	79.8	12.6	52.4	14.8
Did not graduate from college.....	260	100.0	6.5	23.8	69.7	15.8	40.4	13.5
Graduated from college.....	328	100.0	4.0	8.2	87.9	10.1	61.9	15.9
Not reported.....	377	100.0	41.9	38.2	19.8	9.5	6.9	3.4

¹ Excludes 22,000 men currently enrolled below the college level, for whom information on father's education was not obtained.

The increase between generations in the average level of education appears to be largely a function of the greater tendency for the younger generation to finish high school. In contrast to about 33 percent of the fathers in this group who were high school graduates, approximately 68 percent of the younger male generation had graduated from high school. The absolute difference between the proportions of the older and younger generations with some college attendance is much less. Approximately 35 percent of the persons 20 to 24 years old had some college attendance in contrast to 14 percent among their fathers. Of those who completed high school, however, 52 percent of the young men and 42 percent of their fathers went on to college.

Sons were about twice as likely as daughters to be enrolled in college, regardless of their fathers' education, although a daughter's chances of attending college tended to be relatively more like a son's if her father was a college man. Although nonwhite persons in the age group studied were only half as likely to be enrolled in college as white persons of similar ages, their chances were quite good in comparison when father's education is held constant. Thus, the paternal educational level can be seen as an extremely important factor in the higher education of children.

The significance of the economic factor in educational mobility is also apparent from the data presented in table B. Among those persons (both sexes) in the age group 16 to 24 years whose family income was less than \$5,000, only about 19 percent had ever attended college (including those who were enrolled in October 1960), in contrast to approximately 60 percent among those persons whose family income was \$10,000 or more.¹ It should be noted, however, that families with higher family income would tend to be more mature families with children near the older end of the 16 to 24 age range and hence more likely to have entered college.

Family income is an important factor affecting the relationship between father's educational attainment and college attendance. For young men and women whose fathers did not graduate from high school, the proportion ever attending college was only 13 percent where family income was less than \$5,000 but approximately 41 percent where family income was \$10,000 or more. Among persons whose fathers were high school graduates, about 45 percent of the group where family income was under \$5,000 had some college attendance, whereas about 74 percent of those with family income in excess of \$10,000 reported some college attendance.

¹ Although the data are not shown in this report, the relationship noted in table B for all persons 16 to 24 years old remains relatively the same when the analysis is confined to those persons who are neither household heads nor wives of household heads (and thus to persons whose family income is largely parental income). In this case, those who ever attended college amounted to 22 percent where family income was less than \$5,000, 39 percent where income was between \$5,000 and \$7,499, 52 percent where income was between \$7,500 and \$9,999, and 62 percent where family income was in excess of \$10,000.

Among persons whose fathers graduated from high school and whose family income was less than \$5,000, the proportion with some college attendance (45 percent) is roughly the same as the corresponding proportion (41 percent) among persons whose fathers did not graduate from high school but whose family income was \$10,000 or more. This is further evidence that both father's education and family income affect a person's chances of ever attending college.

Table B.--PERCENT WITH SOME COLLEGE ATTENDANCE, BY EDUCATIONAL STATUS OF THE FATHER AND FAMILY INCOME, FOR PERSONS 16 TO 24 YEARS OLD IN THE UNITED STATES: OCTOBER 1960

(Includes persons currently enrolled in college. Percent not shown where base is less than 150,000)

Educational status of the father	Family income				
	Total ¹	Less than \$5,000	\$5,000 to \$7,499	\$7,500 to \$9,999	\$10,000 or more
Total.....	30.7	19.0	33.0	48.6	60.3
Father did not graduate from high school.....	18.7	12.6	23.1	32.9	40.8
Father graduated from high school.....	58.2	44.9	54.9	71.4	74.3
Father's education not reported.....	19.8	15.7	...	...	...

NOTE: See footnote 1 of the text.

¹ Includes persons who did not report their income.

School enrollment up by one-half since 1950.--As of October 1960, there were about 46 million persons 5 to 34 years old enrolled in schools and colleges in the United States (see table 1). This compares with about 30 million for the comparable period in 1950, and represents an increase during the past decade of approximately 53 percent.² Although rising enrollment rates have been a major factor, the primary cause of the increase in the size of the enrolled population has been the increase in the number of persons of school age. Only about one-fifth of the increase in the number of persons enrolled in school since 1950 can be accounted for by rising enrollment rates.

Increasing enrollment rates have had the greatest effect on the size of the school population at age 5 and ages 16 to 19 (table C). Reflecting the growing tendency for 5-year-olds to go to kindergarten, the percentage of children at this age enrolled in school in 1960 (over three-fourths of whom were enrolled in kindergarten), exceeded the corresponding percentage in 1950 by approximately 12 points. For persons 16 to 19 years old, the percentage enrolled in school increased by about 10 points between 1950 and 1960. This reflects both the increased holding power of the high schools and the tendency for more and more people who finish high school today to go on to college.

² The figures for 1960, in this and other historical comparisons, include approximately one-quarter of a million persons enrolled in school in Alaska and Hawaii, not included in figures for earlier years.

Table C.--PERCENT OF THE POPULATION 5 TO 34 YEARS OLD ENROLLED IN SCHOOL, BY AGE, FOR THE UNITED STATES: OCTOBER 1947 TO 1960

Year	Total, 5 to 34 years ¹	5 years ¹	6 years ¹	7 to 9 years	10 to 13 years	14 and 15 years	16 and 17 years	18 and 19 years	20 to 24 years	25 to 29 years	30 to 34 years
1960.....	56.4	63.7	98.0	99.6	99.5	97.8	82.6	38.4	13.1	4.9	2.1
1959.....	55.5	62.9	97.5	99.4	99.4	97.5	82.9	36.8	12.7	5.1	2.2
1958.....	54.8	63.8	97.3	99.5	99.5	96.9	80.6	37.6	13.4	5.7	2.2
1957.....	53.6	60.2	97.4	99.5	99.5	97.1	80.5	34.9	14.0	5.5	1.8
1956.....	52.3	58.9	97.0	99.4	99.2	96.9	78.4	35.4	12.8	5.1	1.9
1955.....	50.8	58.1	98.2	99.2	99.2	95.9	77.4	31.5	11.1	4.2	1.6
1954.....	50.0	57.7	96.8	99.2	99.5	95.8	78.0	32.4	11.2	4.1	1.5
1953.....	48.8	58.4	97.7	99.4	99.4	96.5	74.7	31.2	11.1	2.9	1.7
1952.....	46.8	57.8	96.8	98.7	98.9	96.2	73.4	28.7	9.5	2.6	1.2
1951.....	45.4	53.8	96.0	99.0	99.2	94.8	75.1	26.3	8.3	2.5	0.7
1950.....	44.2	51.8	97.0	98.9	98.6	94.7	71.3	29.4	9.0	3.0	0.9
1949.....	43.9	55.1	96.2	98.5	98.7	93.5	69.5	25.3	9.2	3.8	1.1
1948.....	43.1	55.0	96.2	98.3	98.0	92.7	71.2	26.9	9.7	2.6	0.9
1947.....	42.3	53.4	96.2	98.4	98.6	91.6	67.6	24.3	10.2	3.0	1.0

¹ Includes children enrolled in kindergarten.

Enrollment rates vary by sex, color, and residence.--Approximately 60 percent of the male population at ages 5 to 34 years in the fall of 1960 were enrolled in school, as compared with about 53 percent of the females at the same ages (table 1). This sex differential was most pronounced for persons between the ages of 18 and 24, for whom the percentage of males enrolled (29 percent) was approximately double the corresponding percentage for females (14 percent). There is evidence that the greater drawing power that the colleges have for males has been increasing; between 1950 and 1960 the number of males enrolled in school increased by approximately 13 percent at ages 18 and 19, and by about 6 percent at ages 20 to 24. The corresponding increases in enrollment of females at the same ages were only about 6 percent and 3 percent, respectively. Increases in enrollment rates would probably show an even sharper sex differential because the effect of the increased size of the Armed Forces would be largely eliminated.

When age-specific enrollment rates are examined (table 3), it is seen that the proportion of nonwhites enrolled in school is less than the corresponding proportion of whites. The greatest difference is found at age 5, the typical age for kindergarten attendance, where the enrollment rate for the white population is approximately 15 percentage points higher than the corresponding rate for the nonwhite population. At ages 6 to 15, the differences in the enrollment rates

of the two groups are relatively small; however, from age 16 on, the age at which school attendance generally ceases to be compulsory, they become fairly pronounced again. This is particularly true at ages 20 to 34 where enrollment rates for white persons tend to be about twice as high as the corresponding rates for nonwhites.

Although the proportion of whites and nonwhites enrolled at ages 5 to 34 is identical (roughly 56 percent), the two color groups are characterized by marked differences in enrollment rates in several of the age groups. This apparent contradiction is due to differences in the age composition of whites and nonwhites, the nonwhite group 5 to 34 years old having a greater proportion in the compulsory school ages.

With a few exceptions, an age-by-age comparison of enrollment rates indicates that there were only minor differences between the urban and rural-nonfarm populations (tables 2 and D). Enrollment rates for the rural-farm population tended to be lower at nearly all ages than the corresponding rates in both urban and rural-nonfarm populations. This is particularly true at age 5, where only about one-third of the rural-farm population of this age was enrolled in school, and at the college ages. Part of the difference between the farm and nonfarm college enrollment rates may be due to the fact that some persons who grew up on farms currently live in cities or towns where they attend college and hence, according to CPS procedures,

Table D.--PERCENT OF THE POPULATION 5 TO 34 YEARS OLD ENROLLED IN SCHOOL, BY AGE, FOR THE UNITED STATES, URBAN (BY SIZE OF PLACE) AND RURAL: OCTOBER 1960

Area	Total, 5 to 34 years	5 years	6 years	7 to 13 years	14 to 17 years	18 and 19 years	20 to 24 years	25 to 34 years
United States.....	56.4	63.7	98.0	99.5	90.3	38.4	13.1	3.6
Urban.....	55.5	75.3	98.7	99.6	90.2	40.0	15.0	3.8
In urbanized areas.....	54.9	79.1	99.0	99.5	90.6	39.3	15.3	4.1
Areas of 1,000,000 or more.....	54.7	83.0	99.5	99.6	91.6	40.9	16.5	5.1
Areas of 250,000 to 1,000,000.....	54.5	75.8	98.4	99.5	88.6	36.2	14.3	2.8
Areas of less than 250,000.....	55.9	70.6	98.2	99.6	89.9	38.2	12.3	2.1
Other urban areas.....	57.0	66.5	98.0	99.6	89.2	42.0	14.5	2.9
Rural nonfarm.....	55.1	56.5	98.2	99.7	91.1	37.4	9.3	3.7
Rural farm.....	65.9	33.2	94.2	99.0	88.2	31.4	12.2	1.4

are counted as nonfarm residents, because they may have moved to a nonfarm area with their parents, or they may have established their own households in a nonfarm area.

Enrollment rates differ by regions.--School enrollment rates also differed among the four major regions of the country (table 8). The most notable difference was observed for the population 5 and 6 years of age, for whom the percent enrolled in kindergarten or elementary school ranged from a low of about 65 percent in the South to a high of approximately 90 percent in the West. At ages 7 to 13, regional variation in enrollment rates was very slight, but for ages 14 and over it again was very pronounced. At all ages between 14 and 34 years, the highest enrollment rates were found in the West, and the percent attending school at each age was found to be lowest in the South. Within the Southern region, enrollment rates were everywhere higher for whites than for non-whites, and, with few exceptions, enrollment rates in all regions tended to be higher in urban than in rural areas.

Over 2 million children enrolled in kindergarten.--The number of children enrolled in kindergarten has risen from fewer than 900,000 in 1950 to about 2.1 million in 1960, an increase during the past decade of approximately 132 percent. This increased kindergarten attendance occurred primarily among children 5 years old. In 1950, about 31 percent of the population at age 5 was enrolled in kindergarten, but by 1960 this proportion had reached about 50 percent. In contrast, the kindergarten enrollment rates for 6-year-olds increased very slightly, from roughly 2 percent in 1950 to about 3 percent in 1960.

As was true for the total school population, kindergarten enrollment rates varied among color and residence groups (table 4). The proportion of 5- and 6-year-olds attending kindergarten was about 27 percent for whites as opposed to 21 percent for the non-white population; according to data not shown in this report, the proportion enrolled in kindergarten in urban areas was about half again as high as the corresponding rural-nonfarm proportion and approximately three times as great as in the rural-farm population. With a few exceptions, kindergarten enrollment rates for boys tend to be slightly greater than the corresponding rates for girls.

Sharp enrollment increase at college level.--The number of students enrolled in American colleges and professional schools rose from 2.2 million in the fall of 1950 to approximately 3.6 million in 1960, representing an increase during the past decade of about 61 percent. By comparison, the corresponding increases during the decade for elementary school enrollment on the one hand, and high school enrollment on the other, were approximately 48 percent and 54 percent, respectively.

Increases in college enrollment have been especially sharp in the past several years. About five-sixths of the increase in college enrollment between

1950 and 1960 occurred between 1955 and 1960. The attainment of college age of the large crop of war and postwar babies will increase college figures even more sharply.³

Private schools claim one-sixth of the school population.--Data from the October survey indicated that approximately 15 percent of the enrolled persons 5 to 34 years of age were enrolled in private schools (table 6). The percent of college students attending private schools (about 35 percent) far exceeds that below the college level. Those in private schools accounted for about 10 percent of all high school students and approximately 15 percent of all persons enrolled in elementary school or kindergarten. The proportion of the combined elementary school and kindergarten population enrolled in private school was about 18 percent at ages 5 and 6, but dropped to 15 percent at ages 7 to 13, and to only about 6 percent for persons 14 to 17 years old. About 15 percent of the high school students in the age group 7 to 13 years were enrolled in private schools, as compared with about 10 percent of the high school students at ages 14 to 17. These figures suggest that many children who are enrolled in parochial and other private schools tend to transfer to public schools as they progress to higher grades below the college level.

One out of every four college students is married.--Of the 3.6 million students enrolled in undergraduate and graduate colleges and professional schools in the United States last fall, about 855,000, or 24 percent, were married and living with their spouse (table 7). Approximately 69 percent of the college-age persons who were not enrolled in school were married. Married college students were substantially less prevalent among those attending full time than those attending on a part-time basis. In contrast to the former group, where only about 1 in 8 was married, approximately 3 out of every 5 persons who were attending college part time were married and living with their spouse.

The percent of college students who were married was higher for men than for women; approximately 29 percent of the male college students were married as compared with only about 15 percent of the female college students. This difference was partially due to the greater concentration of college men in the older age groups, where the proportion married tended to be higher. To illustrate, approximately 43 percent of the men as opposed to only 21 percent of the women college students were 22 years old or over.

About 1.7 million teachers in schools below college level.--Approximately 513,000 men and 1.2 million women were reported as teaching in schools below the college level in the fall of 1960 (table E). About 87 percent of all teachers below the college level (nine-tenths of the men and four-fifths of the women),

³ A report on school and college enrollment projections to 1980 has recently been issued in Current Population Reports, Series P-25, No. 232.

were teaching in public schools. Women outnumbered men by more than 2 to 1 among public school teachers, and were typically older; about one-half of the women as compared to one-fourth of the men were 45 years old or over. Roughly 3 out of 5 women and 4 out of 5 men teachers in public schools below the college level were married and living with their spouse. These characteristics have remained fairly consistent since October 1958, when data on the characteristics of teachers were first collected in the Current Population Survey.

Table E.—TEACHERS BELOW COLLEGE LEVEL, BY AGE AND SEX, AND THOSE IN PUBLIC SCHOOLS BY MARITAL STATUS, AGE AND SEX: OCTOBER 1960

(Numbers in thousands)

Age, marital status, and type of school	Total	Men	Women
ALL TEACHERS			
Total.....	1,722	513	1,209
Under 25 years.....	219	40	179
25 to 34 years.....	439	231	208
35 to 44 years.....	349	111	238
45 to 54 years.....	449	85	364
55 years and over.....	266	46	220
PUBLIC SCHOOL TEACHERS			
Total.....	1,489	476	1,013
Under 25 years.....	194	39	155
25 to 34 years.....	397	216	181
35 to 44 years.....	275	102	173
45 to 54 years.....	394	79	315
55 years and over.....	229	40	189
Married, spouse present....	1,010	379	631
Under 25 years.....	86	18	68
25 to 34 years.....	305	180	125
35 to 44 years.....	196	80	116
45 to 54 years.....	292	64	228
55 years and over.....	131	37	94
Other marital status.....	479	97	382
Under 25 years.....	108	21	87
25 to 34 years.....	92	36	56
35 to 44 years.....	79	22	57
45 to 54 years.....	102	15	87
55 years and over.....	98	3	95

RELATED REPORTS

Statistics on school enrollment for October of years prior to 1960 have been published in the following reports in Series P-20, No. 101 (1959), No. 93 (1958), No. 80 (1957), No. 74 (1956), No. 66 (1955), No. 54 (1954), No. 52 (1953), No. 45 (1952), No. 40 (1951), No. 34 (1950), No. 30 (1949), No. 24 (1948), No. 19 (1947), No. 1 (1946); and in Series P-S, No. 9 (1945). Enrollment data for April 1947 were published in Series P-20, No. 12. Data on educational attainment and illiteracy for persons 14 years old and over in March 1959 have been published in Series P-20, No. 99. Projections of the educational attainment of the population through 1980 have been published in Series P-20, No. 91. Estimates of illiteracy for States, as of 1950, appear in Series P-23, No. 6.

Statistics on the economic characteristics of students are presented in an article entitled "The Employment of Students: October 1960" in the July 1961

issue of the Monthly Labor Review, published by the Bureau of Labor Statistics. Preliminary data concerning the college plans of high school seniors, their major fields of study, and the educational characteristics of persons 16 to 24 years old who were not enrolled in school as of October 1959 have been presented in the Census-AMS Series (P-27) No. 27. More detailed statistics, as well as additional data on the realization of college plans in relation to intelligence and socioeconomic factors, and the means of financing the education of college students, will be presented in forthcoming reports of the Census-ERS Series.

1950 and 1960 Census data.--Statistics on school enrollment and educational attainment for cities, standard metropolitan statistical areas, States, regions, and the United States appear in volumes of the decennial censuses. Detailed statistics on school enrollment and educational attainment by age and socioeconomic characteristics for regions and the United States are presented in special reports of these censuses.

Figures on school enrollment from the October Current Population Surveys differ from decennial census data for reasons in addition to the difference in the dates. In the first place, the survey data exclude the institutional population and members of the Armed Forces. These two groups were included in the census. Second, there were differences in field work. The small group of Current Population Survey enumerators were more experienced and had more intensive training and supervision than the large number of temporary census enumerators and may have more often obtained more accurate answers from respondents. Third, the census was taken in April and relates to enrollment since February 1, whereas the surveys were taken in October and relate to enrollment in the current term. This difference in months of the year affects not only the extent of school enrollment (through "drop outs" during the school year, etc.) but also the level of school in which persons of a given age are enrolled.

Data from school systems.--Information on school enrollment and educational attainment is also collected and published by Federal, State, and local governmental agencies, and by independent research organizations. This information is generally obtained from reports of school systems and institutions of higher learning, and from other surveys and censuses. These data are only roughly comparable with data collected by the Bureau of the Census by household interviews, however, because of differences in definitions, subject matter covered, time references, and enumeration methods. To illustrate, the enrollment figures of the Bureau of the Census tend to be lower than those in the Biennial Survey of Education conducted by the United States Office of Education, largely because the census data refer to shorter time periods and count a person only once, although he may have attended more than one school during the reporting period. In the biennial survey, some persons are included in the enrollment figures more than once, such as those enrolled in both public and private schools

and, generally, those enrolled in two different States at any time during the school year. On the other hand, the census data are subject to sampling variability, which may be relatively large where numbers for specific age or population groups, or for given school categories, are small.

DEFINITIONS AND EXPLANATIONS

Population coverage.--The figures shown are for the civilian population excluding the relatively small number of inmates of institutions. The population covered in this survey includes residents of Alaska and Hawaii.

Urban and rural residence.--The territory classified as urban in the October 1960 survey is the same as that in the 1950 Census. At that time the urban population comprised all persons living in (a) places of 2,500 inhabitants or more incorporated as cities, boroughs, and villages, (b) incorporated towns of 2,500 inhabitants or more except in New England, New York, and Wisconsin, where the term "town" is used to designate minor civil divisions of counties, (c) the densely settled urban fringe, including both incorporated and unincorporated areas, around cities of 50,000 or more, and (d) unincorporated places of 2,500 inhabitants or more outside any urban fringe. The remaining population is classified as rural.

Size of place.--The urban population is classified as living in urbanized areas or in urban places outside urbanized areas. The areas classified as urbanized in the present survey are the same as those in the 1950 Census. According to the definition used in the 1950 Census, the population in urbanized areas comprises all persons living in (a) cities of 50,000 or more inhabitants and (b) the densely settled urban fringe, including both incorporated and unincorporated areas, surrounding these cities. Residents of urbanized areas were classified according to the size of the entire area in 1950 rather than by the size of the place in which they lived.

Farm and nonfarm residence.--The rural population is subdivided into the rural-farm population, which comprises all rural residents living on farms, and the rural-nonfarm population, which comprises the remaining rural population. The method of determining farm and nonfarm residence in the present survey is the same as in the 1950 Census. Persons on "farms" who pay cash rent for their house and yard only are classified as nonfarm; furthermore, all persons in institutions, summer camps, motels, and tourist camps are classified as nonfarm.

Unmarried persons attending school away from home are enumerated in the survey as usually residing in their parents' homes; since most colleges are located in urban and rural-nonfarm areas, this fact is especially relevant in the interpretation of data for persons whose usual residence is on a farm. The 1950 Census enumerated persons attending college as residents of the places where they lived while attending college.

Geographic regions.--The four major regions of the United States, for which data are presented in this report, represent groups of States, as follows:

Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont.

North Central: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.

South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Mississippi, Maryland, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia.

West: Arizona, Colorado, California, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, Alaska, and Hawaii.

Age.--The age classification is based on the age of the person at his last birthday.

Color.--The term "color" refers to the division of the population into two groups, white and nonwhite. The nonwhite group includes Negroes, Indians, Japanese, Chinese, and other nonwhite races.

Marital status.--The marital status category shown in this report, "married, spouse present," includes persons who are currently married and living with their spouse.

School enrollment.--The school enrollment statistics from the current surveys are based on replies to the enumerator's inquiry as to whether the person had been enrolled at any time during the current term or school year in any type of graded public, parochial, or other private school in the regular school system. Such schools include kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Thus, regular schooling is that which may advance a person toward an elementary or high school diploma, or a college, university, or professional school degree. Beginning with 1954, children enrolled in kindergarten have been included in the enrollment figures for "regular" schools, and have also been shown separately. Figures shown in this report on school enrollment for years prior to 1954 have been revised to include children in kindergarten.

Persons attending "special" schools not in the regular school system, such as trade schools or business colleges, are not included in the enrollment figures. An estimated 1.3 million persons 5 to 34 years old were counted as attending "special schools" in October 1960. Persons enrolled in classes which do not require physical presence in school, such as correspondence courses or other courses of independent study, and in training courses given directly on the job, are also excluded from the count of those enrolled in school, unless such courses are being counted for credit at a "regular" school.

Level of school.--The statistics on level of school indicate the number of persons enrolled at each of four levels: Kindergarten, elementary school

(first to eighth grades), high school (ninth to twelfth grades), and college or professional school. The last group includes graduate students in colleges or universities. Persons enrolled in junior high school through the eighth grade are classified as in elementary school, and the others as in high school.

Educational status.--In table 10, the term "educational status" is used to encompass both (a) the level of school in which enrolled for those persons attending school, and (b) the attainment level of persons not enrolled. In the survey covered by this report, level of school was asked of all persons 5 to 34 years old who were enrolled in a regular school in October 1960. Attainment level (whether a person graduated from high school, and, if so, whether he attended college, and if so, whether he graduated from college), was asked only of persons 16 to 24 years old who were either not enrolled or enrolled in a special school.

Father's education.--All persons who were enrolled in college in October 1960, either full time or part time, and all persons 16 to 24 years old who were either not enrolled or who were enrolled in a special school, were asked a series of questions concerning the educational attainment level of their father (or stepfather or guardian if they lacked knowledge about their natural father). These questions, which were asked regardless of whether the person's father was living or dead, were: (a) "Is your father a high school graduate?"; if yes, (b) "Did your father ever attend college?"; and, if yes, (c) "Did your father graduate from college?"

Public or private school.--In this report, a public school is defined as any educational institution operated by publicly elected or appointed school officials and supported by public funds. Private schools include educational institutions established and operated by religious bodies, as well as those which are under other private control. In cases where enrollment was in a school or college which was both publicly and privately controlled or supported, enrollment was counted according to whether it was primarily public or private.

Full-time and part-time attendance.--College students were classified, in this report, according to whether they were attending school on a full-time or part-time basis. A student was regarded as attending college full time if he was taking 12 or more hours of classes during the average school week, and part time if he was taking less than 12 hours of classes during the average school week.

Teachers.--The data on teachers, in this report, refer to persons classified, occupationally, as teaching below the college level. These refer only to currently employed persons whose primary occupation is teaching (including superintendents, principals, etc.); thus, persons who were not teaching at the time of the survey, or who were also employed at another job

at which they spent more time, were not included. Teachers were counted as in public schools if they were employed by a governmental unit. The figures on teachers in private schools may include some persons who were teaching outside the "regular" school system.

Family income.--For one-half of all primary families and individuals in the October sample, a question was asked on the total amount of money income received in the twelve-month period preceding the survey date. Income was defined to include receipts from the following sources: (1) money wages or salaries; (2) net income from nonfarm and farm self-employment; (3) net income from boarders or lodgers, or from renting property to others; (4) social security, veterans payments, or other government or private pensions; (5) interest (on bonds or savings), dividends, and income from annuities, estates, or trusts; (6) all other sources such as unemployment benefits, public assistance, alimony. The amounts received represent income before deductions for personal taxes, social security, bonds, etc. Families and individuals reporting a loss, or no income, were included in this report in the "Less than \$5,000" category.

Rounding of estimates.--Individual figures are rounded to the nearest thousand without being adjusted to group totals, which are independently rounded. Percentages are based on the rounded absolute numbers.

SOURCE AND RELIABILITY OF ESTIMATES

The estimates for October 1960 presented in this report are based on data obtained in connection with the monthly population sample survey of the Bureau of the Census. This sample is spread over 333 sample areas comprising 638 counties and independent cities, with coverage in each of the 50 States and the District of Columbia. A total of about 42,000 dwelling units and other living quarters are designated for the sample at any one time; and, of these, approximately 35,000 households are interviewed each month. There are another 1,500 occupied units, on the average, for which information should be obtained but is not, generally because the enumerator could not contact any household member during the time specified for interviewing. The remaining 5,500 are vacant households or those otherwise not to be enumerated for the survey.

The estimating procedure used in the survey involves, as a final step, the inflation of the weighted sample results to independent estimates of the civilian noninstitutional population of the United States by age, sex, and color. These independent estimates are based on statistics from the 1950 Census of Population; statistics of births, deaths, immigration, emigration; and statistics on the strength of the Armed Forces and separation records.

Since the estimates are based on a sample (except for the total population by age, sex, and color which are independently estimated) they are subject to sampling variability. The standard error is a measure of sampling variability. The chances are about 68 out

of 100 that the difference due to sampling variability between an estimate and the figure that would have been obtained from a complete count is less than the standard error. The chances are about 95 out of 100 that the difference is less than twice the standard error and 99 out of 100 that it is less than $2\frac{1}{2}$ times the error.

The general magnitude of the standard errors of the estimates in this report are shown in table F. These standard errors depend on the size of the estimates and on the proportions the estimates are of the smallest age-sex-color classes of which the estimates are members. For estimates greater than 90 percent of the age-sex-color class, the standard errors shown in table F are not applicable. The standard errors of these numbers approach zero as the estimates approach the control totals. For example, if the estimate being considered is the number of children 5 years old enrolled in school, the smallest age-sex-color class

Table F.--STANDARD ERROR OF LEVEL OF ESTIMATE

(Based on the proportion an estimate is of the total population in its age-sex-color class)

Estimate	Standard error of estimate that is—		
	Less than 30 percent of age-sex-color class	30 to 80 percent of age-sex-color class	80 to 90 percent of age-sex-color class
10,000.....	7,000	6,000	4,000
50,000.....	15,000	11,000	8,000
100,000.....	20,000	16,000	11,000
250,000.....	35,000	25,000	17,000
500,000.....	45,000	35,000	25,000
750,000.....	55,000	45,000	30,000
1,000,000.....	60,000	50,000	35,000
2,000,000.....	80,000	60,000	45,000
3,000,000.....	85,000	65,000	55,000
4,000,000.....	90,000	70,000	65,000
5,000,000.....	...	75,000	70,000
6,000,000.....	...	80,000	75,000
7,000,000.....	...	...	78,000
8,000,000.....	...	...	80,000
9,000,000.....	...	...	83,000
10,000,000.....	...	...	85,000

consists of the total number of children 5 years old and the proportion is 63.4 percent. If the estimate is the number of nonwhite children 7 to 13 years of age, enrolled in school, the class would be the total nonwhites 7 to 13 years old. In the former illustration, the estimate of children 5 years old enrolled in school is 2,551,000. Since the proportion is 63 percent, the middle column of table F is to be used, resulting in an estimate of 62,000 for the standard error. In the latter, the number of enrolled is 3,472,000 and the proportion is 99 percent; therefore, the standard error is virtually zero.

The reliability of an estimated percentage, computed by using sample data for both numerator and denominator, depends upon both the size of the percentage and the size of the total upon which the percentage is based. Estimated percentages are relatively more reliable than the corresponding absolute estimates of the numerator of the percentage, particularly if the percentage is large (50 percent or greater). Table G, which shows approximate standard errors of estimated rates or percentages of estimates of population characteristics, applies when the characteristic used to form the numerator of the percentage or rate is a subclass of the base or denominator.

Illustration: The percentage of the population 20 to 24 years old enrolled in school was estimated to be 13.1 percent. Since the base of the estimated percent is 10,330,000, the chances are about 68 out of 100 that the difference between the estimated percent and the figure that would have been obtained from a complete census is less than 0.4 percent.

Table G.--STANDARD ERROR OF PERCENT OF ESTIMATES

Estimated percentage	Base of percentage (in thousands)					
	500	1,000	5,000	10,000	50,000	100,000
2 or 98.....	0.8	0.5	0.3	0.2	0.1	0.1
10 or 90.....	1.7	1.2	0.6	0.4	0.2	0.1
25 or 75.....	2.4	1.7	0.8	0.5	0.3	0.1
50.....	2.8	2.0	0.9	0.6	0.3	0.2

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