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SCHOOL ENROLLMENT: OCTOBER 1961

Since the end of World War II, the school retardation rate at the high school ages has declined appreciably, according to the findings of the Current Population Survey conducted by the Bureau of the Census. In 1947, 16 percent of the enrolled persons 14 to 17 years old (the typical ages for high school attendance) were enrolled below the high school level; in 1961, the percentage had decreased to 10 (table A). The reduction in the school retardation rate was gradual over the 14-year period. Many teen-age pupils who are behind the level for their age first fell behind in the early elementary school grades, and some fell further behind in school as they became older.

Table A.--LEVEL OF SCHOOL IN WHICH ENROLLED FOR THE CIVILIAN NONINSTITUTIONAL POPULATION 14 TO 17 YEARS OLD ENROLLED IN SCHOOL, FOR THE UNITED STATES: OCTOBER 1947 TO 1961

Year (October)	Total enrolled, 14 to 17 years old	Level of school	
		Below high school	High school or above
1961.....	100.0	10.0	90.0
1956.....	100.0	12.5	87.5
1951.....	100.0	14.7	85.3
1947.....	100.0	16.3	83.7

Changes in enrollment rates vary by age group.--The rate of change in the enrollment rate tended to vary for specific age groups between 1947 and 1961 (table B). At age 5, the percent enrolled rose sharply over the period, largely as a result of the inclusion of new kindergarten classes in the public school systems. At ages 6 to 13, increases in the percent enrolled were significant but slight, since these rates were already high at the beginning of the period. The enrollment rates at ages 14 and 15 went up from 92 to 98 percent over the 14 years. The greater tendency today for youths to complete high school and to start college is shown by the large gains in the percentages of persons 16 to 19 years old who were enrolled in 1961 as compared with 1947. Enrollment rates at the older ages (20 to 34 years) were only slightly higher at the end than at the beginning of the period; the high college attendance rates for veterans during the early postwar period has been exceeded by those for nonveteran men and women who have now reached this age group.

About 6.5 million children in junior high schools.--In October 1961, about 6.5 million children were junior high school students--some of whom were enrolled in combined junior-senior high schools (table C). Junior high school students were found in each of the five grades 6 to 10, but the largest group (5.8 million) were in grades 7 to 9.

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Table B.—PERCENT OF THE POPULATION 5 TO 34 YEARS OLD ENROLLED IN SCHOOL, BY AGE, FOR THE UNITED STATES:
OCTOBER 1947 TO 1961

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
1961.....	56.8	66.3	97.4	99.4	99.3	97.6	83.6	38.0	13.7	4.4	2.0
1960.....	56.4	63.7	98.0	99.6	99.5	97.8	82.6	38.4	13.1	4.9	2.4
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.

The important place which junior high schools hold in the schooling of American youth can be seen clearly from table C. In the fall of 1961, among those enrolled in grades 7 and 8 (grades which are part of virtually all junior high school systems), 60 percent were in junior high schools. Thus, roughly three-fifths of the children now attending these grades attend school systems which include a junior high school.

There was an increase in junior high school enrollments of about 10 percent during the 2-year period 1959 to 1961. Most of the increase was accounted for by the greater junior high school enrollment in the ninth grade in 1961. This reflects the much larger-than-usual number of pupils enrolled in the seventh grade in 1959 which, in turn, reflects the fact that the number of births in 1947 exceeded that in the years immediately preceding 1947.

Table C.—FALL ENROLLMENT IN JUNIOR HIGH SCHOOL, BY YEAR OF SCHOOL IN WHICH ENROLLED, FOR THE UNITED STATES:
OCTOBER 1959 AND 1961

(Numbers in thousands)

Year of school in which enrolled	1961			1959			1959 to 1961	
	Total fall enrollment	In junior high school		Total fall enrollment	In junior high school		Change in junior high school enrollment	
		Number	Percent		Number	Percent	Number	Percent
Total, 6th to 10th years.....	16,896	6,514	38.6	15,488	5,895	38.1	619	10.5
6th year.....	3,481	301	8.6	3,477	303	8.7	-2	-0.7
7th year.....	3,625	2,124	58.6	3,604	2,146	59.5	-22	-1.0
8th year.....	3,351	2,114	63.1	3,213	1,932	60.1	182	9.4
9th year.....	3,506	1,594	45.5	2,643	1,162	44.0	432	37.2
10th year.....	2,933	381	13.0	2,551	352	13.8	29	8.2

Total school and college enrollment reaches 47.7 million.--The level of school enrollment in October 1961 reached a new high. Of the 47.7 million persons enrolled at all levels, 2.3 million were in kindergartens, 30.7 million were attending elementary schools (grades 1 to 8), 11.0 million were in high schools (grades 9 to 12), and 3.7 million were in colleges and universities.

About 6.2 million nonwhites were enrolled in school in 1961, of whom 4.8 million were in kindergartens or elementary schools, 1.2 million in high schools, and about one-quarter of a million in colleges and universities.

Seven out of ten teachers in schools below college level are women.--Of the 1.8 million teachers in schools below college level last fall, 69 percent were women and 31 percent were men (table D). Whereas roughly seven-tenths of male public school teachers were under 45 years of age, only about half of the female public school teachers were in this age group. Forty percent of the male public school teachers who were married and living with their spouse were 25 to 34 years old, and 34 percent of the married women teachers living with their spouse were 45 to 54 years of age.

Table D.--TEACHERS BELOW COLLEGE LEVEL BY AGE AND SEX, AND THOSE IN PUBLIC SCHOOLS BY MARITAL STATUS, AGE, AND SEX: OCTOBER 1961

(Numbers in thousands)

Age, marital status, and type of school	Total	Men	Women
ALL TEACHERS			
Total.....	1,790	550	1,240
Under 25 years.....	216	51	165
25 to 34 years.....	471	220	251
35 to 44 years.....	384	124	260
45 to 54 years.....	396	88	308
55 years and over.....	323	67	256
PUBLIC SCHOOL TEACHERS			
Total.....	1,551	501	1,050
Under 25 years.....	193	43	150
25 to 34 years.....	387	201	186
35 to 44 years.....	325	113	212
45 to 54 years.....	368	86	282
55 years and over.....	278	58	220
Married, spouse present.....	1,084	416	668
Under 25 years.....	109	25	84
25 to 34 years.....	275	166	109
35 to 44 years.....	233	94	139
45 to 54 years.....	299	75	224
55 years and over.....	168	56	112
Other marital status.....	467	85	382
Under 25 years.....	84	18	66
25 to 34 years.....	112	35	77
35 to 44 years.....	92	19	73
45 to 54 years.....	69	11	58
55 years and over.....	110	2	108

RELATED REPORTS

Advance data on school enrollment for October 1961 were presented in Series P-20, No. 115. Statistics on school enrollment for October of years prior to 1961 have been published in the following reports in Series P-20, No. 110 (1960), 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 1961" in a forthcoming issue of the Monthly Labor Review, published by the Bureau of Labor Statistics. 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-ERS Series (P-27) No. 30. Additional data on the realization of college plans in relation to ability and socioeconomic factors will be presented in No. 32 of the Census-ERS Series (P-27).

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.

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 1.2 million persons 5 to 34 years old were counted as attending "special schools" in October 1961. 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.

The term "junior high school," as defined in this report, refers not only to separately organized junior high schools, but also to the junior high grades of combined junior-senior high schools and to the seventh and eighth grades of undivided high schools, which usually include grades 7 to 12.

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.

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 1961 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 housing 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 units or households otherwise not to be enumerated for the survey.

The estimating procedure used in the survey involves 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. To these figures were added the members of the Armed Forces living off post or with their families on post and the 1950 institutional population. For the years prior to 1953, the independent estimates of the population were based on the 1940 Census data brought forward to the survey month to take account of births, deaths, net immigration, and aging of the population.

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 2½ times the error.

The general magnitude of the standard errors of the estimates in this report is shown in table E. These standard errors depend on the size of the estimates and on the proportions the estimates are of the smallest age-sex-color class of which the estimates

Table E.--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

are members. For estimates greater than 90 percent of the age-sex-color class, the standard errors shown in table E are not applicable. The standard errors of these numbers approach zero as the estimates approach the population base. For example, if the estimate being considered is the number of children 5 years old enrolled in school, the smallest age-sex-color class consists of the total number of children 5 years old, and the proportion is 66 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 2,715,000. Since the proportion is 66 percent, the middle column of table E is to be used, resulting in an estimate of 64,000 for the standard error. In the latter, the number enrolled is 3,567,000 and the proportion is 98 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 F, 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 13.7 percent. Since the base of the estimated percent is 10,690,000, 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 F.--STANDARD ERROR OF ESTIMATED PERCENTAGES

Estimated percentage	Base of percentage (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	0.2
50.....	2.8	2.0	0.9	0.6	0.3	0.2

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