Population Characteristics

SCHOOL ENROLLMENT: OCTOBER 1969

Percent of Children 3 to 5 Years Old, Enrolled in School, by Age and Race: October 1969

Negro   White

79.6%
70.3%
30.4%
21.8%
11.9%
8.1%

3 years old   4 years old   5 years old
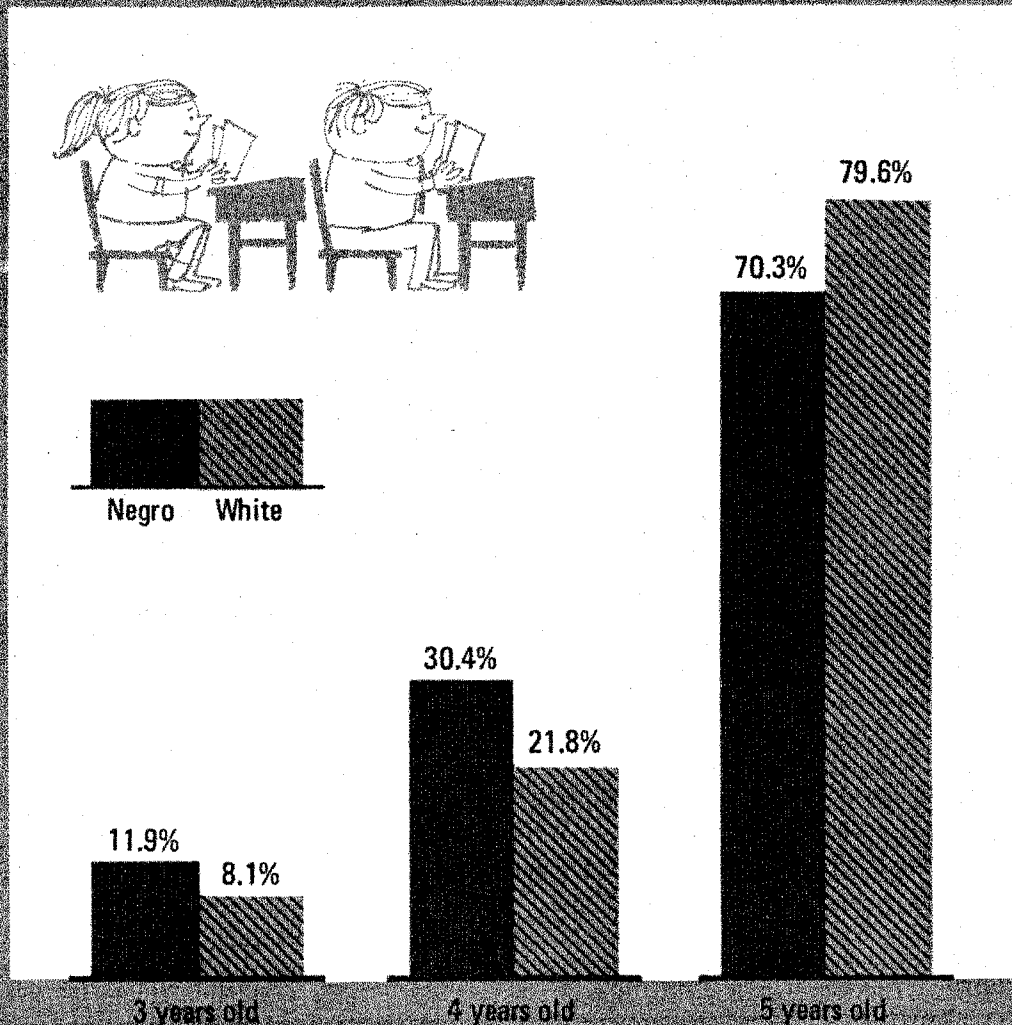
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ACKNOWLEDGMENTS

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School Enrollment: October 1969

In October 1969, there were 59.9 million persons 3 to 34 years old enrolled in school at all levels. There were 4.1 million enrolled in nursery school and kindergarten, 33.8 million in elementary school, 14.6 million in high school, and 7.4 million in college. These figures are based on results of the Current Population Survey conducted in October 1969 by the Bureau of the Census.

to drop out of school. However, most 16-year-olds are still in school. In October 1969, only about 7 percent of all persons 16 years old were not enrolled in school. There is some evidence that the males were a little less likely to have dropped out of school by age 16 than were the females. A part of this difference is no doubt the result of the earlier age at first marriage for women.

Table A.--Fall School Enrollment of the Population 3 to 34 Years Old, by Age, Race, and Sex: October 1969

(In thousands. Civilian noninstitutional population)

Age and sex	All races	White	Negro
Male, 3 to 34 years old...	31,168	26,955	3,827
3 years old................	149	111	38
4 years old................	436	346	84
5 years old................	1,573	1,347	205
6 years old................	2,050	1,731	294
7 to 13 years old..........	14,620	12,489	1,942
14 to 17 years old.........	7,373	6,396	902
18 to 24 years old.........	3,956	3,578	329
25 to 34 years old.........	1,011	957	32
Female, 3 to 34 years old.	28,745	24,510	3,853
3 years old................	166	133	29
4 years old................	444	345	91
5 years old................	1,556	1,322	207
6 years old................	1,976	1,657	295
7 to 13 years old..........	14,224	12,079	1,960
14 to 17 years old.........	7,078	6,094	910
18 to 24 years old.........	2,775	2,428	296
25 to 34 years old.........	526	451	64

Table B.--Percent of the Population 3 to 5 Years Old Enrolled in School, by Race and Age: October 1969 and 1964

(Civilian noninstitutional population)

Year and age	All races	White	Negro
1969			
Total, 3 to 5 years old.	37.9	37.8	37.9
3 years old................	8.7	8.1	11.9
4 years old................	23.1	21.8	30.4
5 years old................	78.2	79.6	70.3
1964			
Total, 3 to 5 years old.	29.2	29.5	[1]27.2
3 years old................	4.3	4.2	[1]4.6
4 years old................	14.9	14.6	[1]16.8
5 years old................	69.2	70.4	[1]62.4

[1]Negro and other races.

Enrollment of 3- to 5-year-olds--Between 1964 and 1969 the proportion of 3- to 5-year old children enrolled in school increased from 29 percent of this age group to 38 percent. Most of the increase in enrollment occurred among those children 3 and 4 years old. In 1964, 10 percent of these children were enrolled in school and in 1969, 16 percent were enrolled. Negro children who were 3 and 4 years old, were more likely to be enrolled in school than were white children of this same age-- 21 percent and 15 percent, respectively.

Enrollment of 16-year-olds-- In most States, the maximum compulsory school attendance age is 16 years. At this age, students are usually permitted

Table C.--Percent of the Population 16 Years Old Enrolled in School, by Race and Sex: October 1969, 1968, and 1967

(Civilian noninstitutional population)

Year and sex	All races	White	Negro
1969			
Total....................	93.4	93.5	92.3
Male.....................	94.4	94.4	93.6
Female...................	92.5	92.6	91.0
1968			
Total....................	94.4	94.9	91.3
Male.....................	95.1	95.5	92.1
Female...................	93.7	94.2	90.5
1967			
Total....................	93.3	93.8	89.2
Male.....................	94.3	94.8	89.8
Female...................	92.3	92.8	88.6

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Enrollment of 18- to 21-year-olds--Among persons 18 to 21 years old (the primary ages of college attendance) men were much more likely to be attending school than were women. About 54 percent of the men 18 to 21 years old were enrolled in school at all levels as compared with 34 percent of the women. About 44 percent of the men of this age, and 29 percent of the women, were enrolled in college.

In general, white persons 18 to 21 years old were not only more likely to be enrolled in school but also more likely to be enrolled at a higher level than were Negroes of this age. White men in the primary ages of college attendance were about twice as likely to be enrolled in college as were Negro men of this age, 47 percent versus 23 percent. Negro women of this age, however, fared a little better in their college attendance relative to white women than did Negro men relative to white men. About 21 percent of the Negro women were enrolled in college as compared with 30 percent of white women. About 17 percent of Negro men 18 to 21 years old were enrolled below the college level, but only 8 percent of white men. Among women of this age, about 9 percent of the Negroes and 4 percent of the whites were enrolled below the college level.

Enrollment of 22- to 24-year-olds--At the years just beyond the typical college ages (22 to 24 years old), white men were about twice as likely to be still enrolled in school as were Negro men. There was, however, little difference in the proportion of white and Negro women of this age who were still enrolled in school--9 percent and 7 percent, respectively.

Table D.--Percent of Persons 18 to 21 Years Old Enrolled in School, by Race, Level of School, and Sex: October 1969

(Numbers in thousands. Civilian noninstitutional population)

Level of school and sex	All races	White	Negro
Male, 18 to 21 years old....	5,661	4,902	697
Enrolled	3,042	2,727	281
Percent enrolled......	53.7	55.6	40.3
Below college..........	533	409	121
In college.............	2,509	2,319	161
Female, 18 to 21 years old..	6,974	6,028	865
Enrolled.................	2,342	2,037	260
Percent enrolled......	33.6	33.8	30.1
Below college..........	304	218	79
In college.............	2,037	1,820	182
PERCENT DISTRIBUTION			
Male, 18 to 21 years old:			
Enrolled.................	100.0	100.0	100.0
Below college..........	17.5	15.0	43.1
In college.............	82.5	85.0	57.3
Female, 18 to 21 years old:			
Enrolled.................	100.0	100.0	100.0
Below college..........	13.0	10.7	30.4
In college.............	87.0	89.3	70.0

Married college students.--Among persons 18 to 21 years old enrolled in college, relatively few of either the men or the women were married. Among the older college students, those 25 to 34 years old, however, about 74 percent of the men and 62 percent of the women were married and living with their spouse.

Table E.--Marital Status of Persons 16 to 34 Years Old Enrolled in College, by Sex: October 1960 to 1969

(Numbers in thousands. Civilian noninstitutional population)

Year	Male			Female		
	Total enrolled	Married, wife present		Total enrolled	Married, husband present	
		Number	Percent		Number	Percent
1969.....................	4,448	1,174	26.4	2,987	523	17.5
1968.....................	4,124	1,081	26.2	2,677	424	15.9
1967.....................	3,841	1,027	26.7	2,560	409	16.0
1966.....................	3,747	916	24.4	2,338	340	14.5
1965.....................	3,503	891	25.4	2,172	351	16.2
1964.....................	2,888	694	24.0	1,755	248	14.1
1963.....................	2,742	716	26.1	1,594	255	16.0
1962.....................	2,742	737	26.9	1,466	172	11.7
1961.....................	2,356	517	21.9	1,375	162	11.8
1960.....................	2,339	667	28.5	1,231	188	15.3

Throughout the decade of the 1960's, the proportion of all men college students who were married and living with their wife has averaged around one-fourth of the total. The proportion of women students who were married and living with their husband was slightly lower--about 15 percent. About one-half of these married men and one-third of these married women were attending college full time. In contrast, about 91 percent of the men and 86 percent of the women college students who were not "married, spouse present," (mostly persons who were never married) were attending college full time.

RELATED REPORTS

Advance data on school enrollment for October 1969 were presented in Series P-20, No. 199. Statistics on school enrollment for October of the years prior to 1969 have been published in other reports in Series P-20.

Data on characteristics of high school seniors by graduation status and high school graduates by college attendance status are presented in "Factors Related to High School Graduation and College Attendance: 1967," Current Population Reports, Series P-20, No. 185. Statistics on college attendance and related factors, including type of college, living arrangements, marital status, field of specialization and college rank, can be found in "Characteristics of Students and Their Colleges: October 1966," Current Population Reports, Series P-20, No. 183.

A report titled "Preprimary Enrollment of Children Under Six: October 1968," has been released by the Office of Education of the United States Department of Health, Education, and Welfare. Funds from the Office of Education made possible the collection and analysis of data on 3- and 4-year-old children in this report.

1950 and 1960 census data--Statistics on school enrollment for cities, standard metropolitan statistical areas, States, regions, and the United States appear in reports of the decennial censuses. Detailed statistics on school enrollment by age and socioeconomic characteristics for regions and the United States are presented in Subject Reports of the 1960 Census, especially in PC(2)-5A, School Enrollment.

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 "dropouts" 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, and enumeration methods. 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.

Metropolitan-nonmetropolitan residence--The population residing in standard metropolitan statistical areas (SMSA's) constitutes the metropolitan population. Except in New England, an SMSA is a county or group of contiguous counties which contains at least one city of 50,000 inhabitants or more, or "twin cities" with a combined population of at least 50,000. In addition to the county, or counties, containing such a city or cities, contiguous counties are included in an SMSA if, according to certain criteria, they are essentially metropolitan in character and are socially and economically integrated with the central city. In New England, SMSA's consist of towns and cities, rather than counties. The metropolitan population in this report is based on SMSA's as defined in the 1960 census and does not include any subsequent additions or changes.

The population inside SMSA's is further classified as "in central cities" and "outside central cities." With a few exceptions, central cities are determined according to the following criteria:

1. The largest city in an SMSA is always a central city.

2. One or two additional cities may be secondary central cities on the basis and in the order of the following criteria:

    a. The additional city or cities have at least 250,000 inhabitants.

    b. The additional city or cities have a population of one-third or more of that of the largest city and a minimum population of 25,000.

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, and Vermont.

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

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

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

Poverty Areas--Poverty Areas were determined by first ranking census tracts in SMSA's of 250,000 or more according to the relative presence (as reported in the 1960 census) of each of five equally weighted poverty-linked characteristics, and then combining these rankings into an overall measure termed a "poverty index." The five socioeconomic characteristics used to construct this poverty index were:

1. Percent of families with money incomes under $3,000 in 1959.

2. Percent of children under 18 years old not living with both parents.

3. Percent of males 25 years old and over with less than 8 years of school completed.

4. Percent of unskilled males (laborers and service workers) in the employed civilian labor force.

5. Percent of housing units dilapidated or lacking some or all plumbing facilities.

After each tract had been ranked by the poverty index, those falling in the lowest quartile were designated as "poor" tracts.

In an attempt to approximate neighborhood concentrations of poverty, the following Poverty Area definition was developed:

1. Any area having five or more contiguous poor tracts regardless of the number of families contained within.

2. Any area of one to four contiguous poor tracts, containing an aggregate of 4,000 or more families.

3. Any area of one or two contiguous tracts not ranked in the lowest quartile that was completely surrounded by poor tracts. In some cases, areas of three or four contiguous tracts, not themselves poor but surrounded by poor tracts, were included in the neighborhood after analysis of their characteristics. Areas of five or more contiguous tracts not ranked in the lowest quartile but surrounded by poor tracts were not designated as poor tracts.

Because poverty designations were based on 1960 census data, it was considered desirable to update these designations on the basis of information on subsequent urban renewal received from local renewal agencies. Any tract where 50 percent or more of the 1960 population was displaced as a result of clearance, rehabilitation, or code enforcement was then further examined on the basis of location as follows:

1. Any previously poor tract completely surrounded by poor tracts was retained as part of the Poverty Area.

2. Any previously poor tract not completely surrounded by poor tracts was excluded from the final Poverty Area designation.

3. A "nonpoor" tract originally surrounded by poor tracts which no longer remained surrounded was also deleted from the final Poverty Area designation.

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 nursery schools, 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. Children enrolled in nursery schools and kindergarten are included in the enrollment figures for "regular" schools, and are also shown separately.

"Special" schools are those which are not in the regular school system, such as trade schools or business colleges. Persons attending "special" schools are not included in the enrollment figures.

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.

School enrollment in year preceding current survey--An inquiry on enrollment in regular school or college in October of the preceding year was asked in the 1969 survey concerning persons 14 to 34 years old who were not currently attending regular school or who were enrolled in college.

Level of school--The statistics on level of school indicate the number of persons enrolled at each of five levels: Nursery, kindergarten, elementary school (first to eight grades), high school (ninth to twelfth grades), and college or professional school. The last group includes graduate students in college 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.

Nursery school--A nursery school is defined as a group or class that is organized to provide educational experiences for children during the year or years preceding kindergarten. It includes instruction as an important and integral phase of its program of child care. Private homes in which essentially custodial care is provided are not considered nursery schools. Children attending nursery school are classified as attending during either part of the day or the full day. Part-day attendance refers to those who attend either in the morning or in the afternoon, but not both. Full-day attendance refers to those who attend both in the morning and afternoon.

"Head Start"--Children enrolled in "Head Start" programs or similar programs sponsored by local agencies to provide preschool education to young children are counted under "Nursery" or "Kindergarten" as appropriate.

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 included 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.

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

Race and color--The term "race" refers to the division of population into three groups, white, Negro, and other races. The group designated as "other races" consists of 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.

Family--The term "family," as used here, refers to a group of two persons or more related by blood, marriage, or adoption and residing together; all such persons are considered as members of one family.

Head of family--One person in each family residing together was designated as the head. The head of a family is usually the person regarded as the head by members of the family. Women are not classified as heads if their husbands are resident members of the family at the time of the survey.

Dependent family members--For the purpose of this report, a dependent family member is a relative of the household head, excluding the head's wife or any other relative who is married with a spouse present. Such persons are generally sons and daughters of the household head. However, members who are living away from home while attending college are also counted as dependent family members, if they are not married with a spouse present.

Years of school completed--Data on years of school completed in this report were derived from the combination of answers to two questions: (a) "What is the highest grade of school he has ever attended?" and (b) "Did he finish this grade?"

The questions on educational attainment apply only to progress in "regular" schools. Such schools include graded public, private, and parochial elementary and high schools (both junior and senior high), colleges, universities, and professional schools, whether day schools or night schools. Thus, regular schooling is that which may advance a person toward an elementary school certificate or high school diploma, or a college, university, or professional school degree. Schooling in other than regular schools was counted only if the credits obtained were regarded as transferable to a school in the regular school system.

High school graduation status--Information was obtained as to whether persons, who at the time of the survey were not enrolled in a regular school, had graduated from high school.

Family income--Income as defined in this report represents the combined total money income of the family before deductions for personal taxes, Social Security, bonds, etc. It is the algebraic sum of money wages and salaries, net income from self-employment, and income other than earnings received by all family members during the 12 months prior to the surveys. It should be noted that, although the family income statistics refer to receipts during the previous 12 months, the characteristics of the person, such as age, marital status, etc., and the composition of families refer to the date of the survey.

The income tables include in the lowest income group (under $3,000) those who were classified as having no income in the previous 12 months and those reporting a loss in net income from farm and nonfarm self-employment or in rental income.

The income tables in this report include a separate category for families for whom no income information was obtained. In most of the other Current Population Survey Reports showing income data, the missing income data have been allocated.

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

SOURCE AND RELIABILITY OF THE ESTIMATES

Source of data--The estimates are based on data obtained in October 1969 in the Current Population Survey of the Bureau of the Census. The sample is spread over 449 areas comprising 863 counties and independent cities with coverage in each of the 50 States and the District of Columbia. Approximately 50,000 occupied housing units are designated for interview each month. Of this number 2,250 occupied units, on the average, are visited but interviews are not obtained because the occupants are not found at home after repeated calls or are unavailable for some other reason. In addition to the 50,000, there are also about 8,500 sample units in an average month which are visited but are found to be vacant or otherwise not to be interviewed.

The estimating procedure used in this survey involved the inflation of the weighted sample results to independent estimates of the civilian noninstitutional population of the United States by age, race, and sex. These independent estimates were based on statistics from the 1960 Census of Population; statistics of births, deaths, immigration, and emigration; and statistics on the strength of the Armed Forces.

Reliability of the estimates--Since the estimates are based on a sample, they may differ somewhat from figures obtained if a complete census had been taken using the same schedules, instructions, and enumerators. As in any survey work, the results are subject to errors of response and of reporting as well as being subject to sampling variability.

The standard error is primarily a measure of sampling variability, that is, of the variations that occur by chance because a sample rather than the whole of the population is surveyed. As calculated for this report, the standard error also partially measures the effect of response and enumeration errors but does not measure any systematic biases in the data. The chances are about 68 out of 100 that an estimate from the sample would differ from a complete census figure by less than the standard error. The chances are about 95 out of 100 that the difference would be less than twice the standard error.

The figures presented in tables F and G are approximations to the standard errors of various estimates shown in this report. In order to derive standard errors that would be applicable to a wide variety of items and could be prepared at a moderate cost, a number of approximations were required. As a result, the tables of standard errors provide an indication of the order of magnitude of the standard errors rather than the precise standard error for any specific item.

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 estimates of the numerators of the percentages, particularly if the percentages are 50 percent or more. Table G contains the standard errors of estimated percentages.

Illustration of the use of table of standard errors--Table 1 of this report shows that 3,380,000 of the 14,685,000 persons in the age group 20 to 24 years were enrolled in school at the time of this survey. Table F shows the standard error on an estimate of this size to be approximately 38,000. The chances are 68 out of 100 that the estimate would have been a figure differing from a complete census by less than 38,000. The chances are 95 out of 100 that the estimate would have been a figure differing from a complete census by less than 76,000 (twice the standard error).

Of these 14,685,000 persons in this age group, 3,380,000, or 23.0 percent, were enrolled in school. Table G shows the standard error of 23.0 percent, on a base of 14,685,000 to be approximately 0.3 percent. Consequently, chances are 68 out of 100 that the estimated 23.0 percent would be within 0.3 percentage points of a complete census figure, and chances are 95 out of 100 that the estimate would be within 0.6 percentage points of a census figure; i.e., this 95 percent confidence interval would be from 22.7 to 23.3 percent.

Table F.--Standard Errors of Estimated Numbers of Persons Enrolled in School

(68 chances out of 100)

Estimated number of persons	Total persons in age group (thousands)							
	250	500	1,000	2,500	5,000	10,000	25,000	50,000
25,000......................	5	5	5	5	-	-	-	-
50,000......................	7	7	7	7	7	-	-	-
100,000.....................	8	8	10	10	10	10	-	-
200,000.....................	7	8	10	11	14	14	14	-
250,000.....................	-	11	11	13	15	15	16	-
400,000.....................	-	9	12	14	16	16	17	19
500,000.....................	-	-	16	16	16	18	18	20
800,000.....................	-	-	12	17	20	21	24	25
1,000,000...................	-	-	-	20	22	24	26	29
2,000,000...................	-	-	-	19	24	29	37	42
2,500,000...................	-	-	-	-	27	32	42	49
4,000,000...................	-	-	-	-	26	37	49	61
5,000,000...................	-	-	-	-	-	49	59	69
8,000,000...................	-	-	-	-	-	38	72	84
10,000,000..................	-	-	-	-	-	-	82	94
20,000,000..................	-	-	-	-	-	-	55	99
25,000,000..................	-	-	-	-	-	-	-	94
40,000,000..................	-	-	-	-	-	-	-	82

- Represents zero.

Table G.--Standard Errors of Estimated Percentages of Persons Enrolled in School

(68 chances out of 100)

Estimated percentage	Base of estimated percentages (thousands)						
	500	1,000	5,000	10,000	25,000	50,000	75,000
2 or 98.....................	0.7	0.4	0.2	0.2	0.1	0.1	0.1
5 or 95.....................	1.0	0.7	0.3	0.2	0.2	0.1	0.1
10 or 90....................	1.3	0.9	0.4	0.3	0.2	0.2	0.1
25 or 75....................	1.9	1.4	0.6	0.4	0.2	0.2	0.2
50..........................	2.2	1.6	0.7	0.5	0.3	0.2	0.2