

# Population Characteristics



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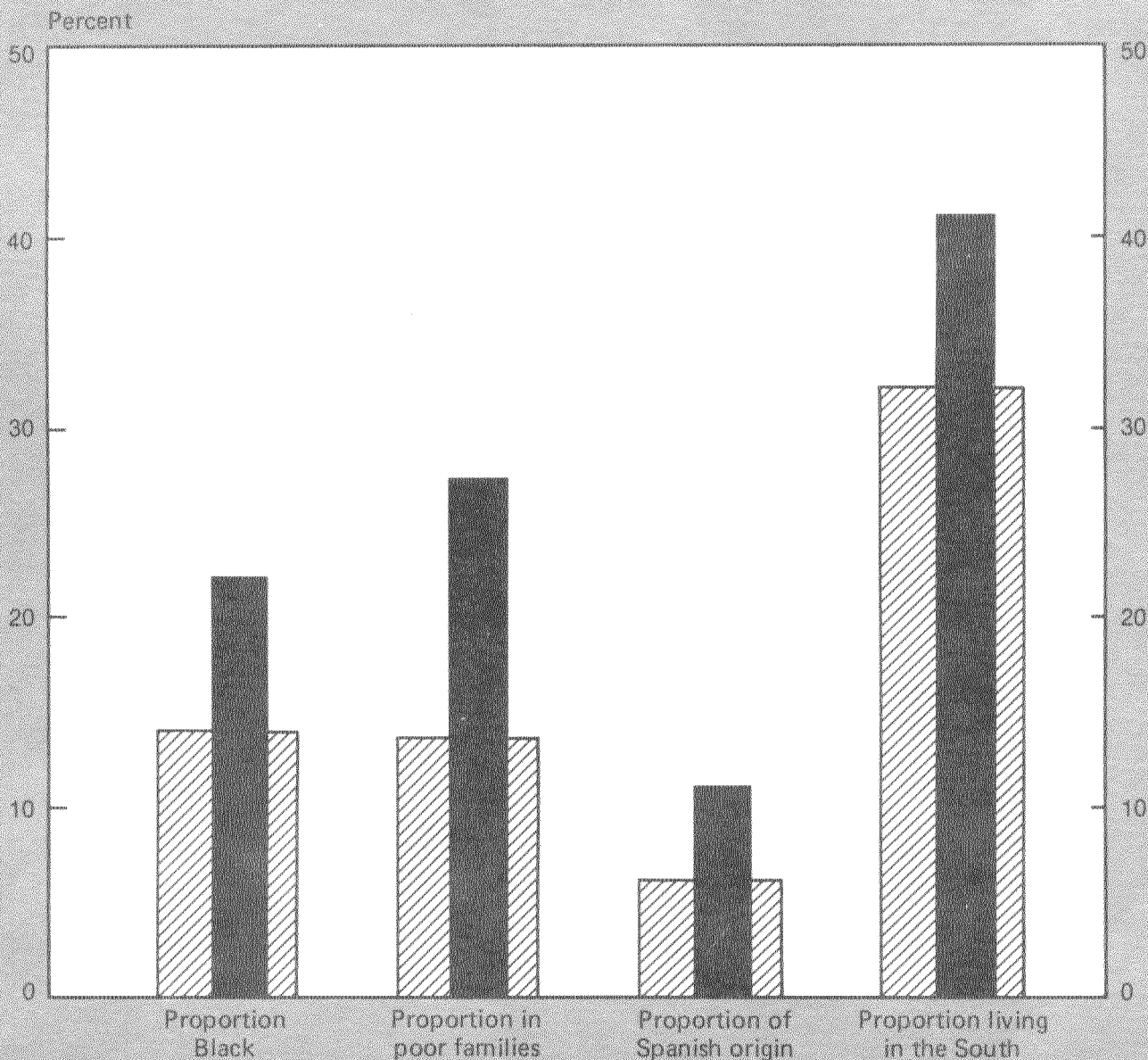
Series P-20, No. 337  
Issued April 1979

## Relative Progress of Children in School: 1976

FIGURE 1.

Selected Characteristics of Persons Enrolled in School and Below the Modal Grade: 1976

 All students 8 to 17 years old (38 million)  
 Students enrolled below mode (3 million)



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Series P-20, No. 337  
Issued April 1979

## Relative Progress of Children in School: 1976



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## ACKNOWLEDGMENTS

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**SYMBOLS USED IN TABLES**

– Represents zero or rounds to zero.

B Base less than 75,000.

NA Not available.

... Not applicable.

# Relative Progress of Children in School: 1976

This report presents an analysis of data on school enrollment from the Survey of Income and Education (SIE) which was conducted during the spring of 1976. A central purpose of this survey was to obtain data needed to fulfill a legislative requirement for State estimates of the number of children 5 to 17 years old in families below the poverty level. This report provides information on numerous factors, including poverty, that are associated with children's progress through elementary school and high school. Rates of advancement through school for children in the compulsory school attendance ages (as defined by State law) are measured by comparing the grade attended in 1976 with the typical or normal grades attended by children at each age. The grade or grades in which most children of a given age were enrolled was called the modal grade. Children's relative progress through school was measured by whether they were at or below the modal grades for their age.<sup>1</sup> The factors related to school progression investigated in this report are sex, race, Spanish origin, language ability, region of residence, metropolitan-nonmetropolitan residence, poverty status, and education of one of the parents or other person maintaining the family.

At each age between 8 and 17 years old, a significant number of children were found to be enrolled below the modal grade for their age. Enrollment below the mode in school could be due either to late entry into school or to falling behind after school entry. Folger and Nam hypothesized that the age ranges of compulsory school attendance which are set by each State might be significantly related to late entry into school. As a result of this, those children too young to be covered by compulsory attendance laws in their State would have more "room for variation in enrollment rates among population classes. . . ." than those who

for reasons of age were already covered.<sup>2</sup> Analysis of 1970 census data for the four States which had set a higher age of compulsory school entry (8 years old rather than 6 or 7 years old), however, reveals that these States did not have lower enrollment rates for 6-year-olds than the country as a whole, by sex, race, and Spanish heritage.<sup>3</sup> With nearly universal enrollment by 7 years of age, late entry into school appears not to be a major factor in persons falling below the modal grades of enrollment in 1976. Thus, the principal reason for falling behind is having to repeat a grade because of failure to meet minimum academic requirements for passing that grade.

## Changes Between 1950 and 1976 in Enrollment Below the Modal Grades

Between 1950 and 1976, the modal grades of enrollment for each year of age have remained constant. That is, in the spring of 1950, 1960, 1970, and 1976, an 8-year-old, for example, was most likely to have been enrolled in the second or the third grade and a 17-year-old was most likely to have been enrolled in the 11th or the 12th grade. Changes have occurred, however, in the distribution of persons at the modal grades and below the modal grades for their age. In 1950, about 16 percent of all 10-year-olds were enrolled 1 or more years below the mode and about 26 percent of all 15-year-olds were below the mode for their age. By 1976, these proportions had declined to only 6 percent of all 10-year-olds and about 10 percent of all 15-year-olds (figure 2). This decline approximates the lowest range of proportions that Folger and Nam had predicted for the occurrence of enrollment below the mode.<sup>4</sup> The greatest declines in

<sup>2</sup>John K. Folger and Charles B. Nam, *Education of the American Population*. (A 1960 Census Monograph) U.S. Government Printing Office, Washington, D.C., 1967, p. 36.

<sup>3</sup>Enrollment Rates of 6-Year-Olds in 1970 in the United States and in the Four States which Had Set 8 Years Old as the Age of Compulsory School Entry:

State	White		Black		Spanish	
	Male	Female	Male	Female	Male	Female
United States . . . . .	89.6	89.9	85.2	85.5	86.4	86.4
Arizona . . . . .	89.2	88.0	88.6	90.7	86.5	84.8
Oklahoma . . . . .	87.6	89.8	87.4	87.6	84.7	84.0
Pennsylvania . . . . .	92.1	93.3	92.1	93.7	83.1	89.2
Washington . . . . .	94.0	93.7	93.6	94.2	90.3	91.2

Source: U.S. Bureau of the Census, *1970 Census of Population, Vol. I, U.S. Summary*, table 197, and State reports, table 146. A table on compulsory attendance ages for all States is included in appendix B-1.

<sup>4</sup>Folger and Nam. *op. cit.* "It seems unlikely that grade retardation in the American school system will be reduced much below 5 to 10 percent. . ." pp. 9 and 10.

<sup>1</sup>As in recent decennial censuses conducted in April, two consecutive grades were representative of the mode for each age in the SIE. The occurrence of bimodal grades of enrollment in the spring is due to the minimum age requirements set by State laws which determine the lowest age at which a child may be admitted to the first grade in the fall of a school year. Almost all States require that a minimum age of 6 years be attained on or before a prescribed cutoff date (always between September 1 and February 1) in order for the child to enter the first grade. Children who had their sixth birthday after the cutoff date may not enter school until the following year. Since the survey from which the data come was conducted in the spring, many children would have had their next birthday between the cutoff date in their State and the time of the survey. The spring date of the SIE and the definition of mode as two consecutive grades for each age resulted in smaller estimates of the proportion of persons enrolled below the mode than those found in the October CPS. For example, for 15-year-olds in October 1975, the modal grade was the 10th grade and 24 percent were enrolled in a grade below the mode. But for 15-year-olds in the spring of 1976, the modal grades were the 9th and 10th grades, and 10 percent were enrolled in a grade below the mode (table B-3). See the section on definitions for a comparison of October 1975 Current Population Survey data with spring 1976 Survey of Income and Education data.

enrollment below the mode for the total population occurred between 1950 and 1960, but further noteworthy decreases occurred between 1960 and 1970, whereas only slight decreases occurred between 1970 and 1976.

Children begin to fall below the modal grade for their age in the first grade, inasmuch as 4 percent of 8-year-olds were still in the first grade in 1976 (table A-1). Children 5, 6, and 7 years old are included in the totals but, by definition, children cannot be enrolled below the mode until they attain 8 years of age. Thus, the proportion of persons enrolled below the mode would be higher if only 8- to 17-year-olds were included (table A). However, the proportion of persons enrolled below the mode tended to increase with age until about 15 years of age. The amount of increase between 8 and 15 years old was much greater in 1950 than in 1976. For example, the range between the lowest and highest proportions enrolled below the mode by age was 19 percentage points in 1950 and 6 percentage points in 1976.

The highest proportion of persons enrolled below the mode was at 15 years of age in 1950; the proportion enrolled below the mode was lower for the 16- and 17-year-olds because many of those who were behind in school had dropped out of school at age 16. In 1950, 91 percent of all 15-year-olds were in school. Of these students, 26 percent were enrolled below the mode for their age. At the same time, only 68 percent of all 17-year-olds were enrolled in school, but a smaller proportion, 22 percent, was below the mode. By 1976, 98 percent of all 15-year-olds were enrolled in school, of whom 10 percent were below the mode; and 91 percent of all 17-year-olds were still enrolled in school, of whom 11 percent were below the mode. In summary, in 1976, more persons stayed in school until they had completed high school as shown by the higher enrollment rates of 17-year-olds and the lower proportion of persons enrolled below the mode than in 1950. Factors which may have affected both

the enrollment of persons and whether their enrollment is below the mode for their age may be found within the school and also in the labor market. For example, many schools have probably adopted increasingly easier requirements for promotion from grade to grade. Moreover, in 1950, there was more demand for unskilled labor so that less schooling was required to become employed. To get some jobs as laborers or craftworkers, little educational background was required and most skills could be learned on the job. In 1976, a tighter job market existed, and some authorities claimed that high educational requirements were set to act as a screening device for employment, unnecessarily, but real.<sup>5</sup> Also during the 1950-76 period, there were great changes in the technology used in industry which required greater technical abilities from workers. Thus, with higher skill requirements and a tighter job market, students may also be more motivated to complete the credentials necessary for obtaining a job in the current market.

Declines in enrollment below the mode between 1950 and 1976 for Black children were greater than for the general population (figure 3). In 1950, 37 percent of 10-year-old Black children were below the mode for their age and 53 percent of Black 15-year-olds were below the mode.<sup>6</sup> In 1976, only 7 percent of all 10-year-old Black children were below the mode, and about 15 percent of all Black 15-year-olds were below the mode. Thus, for Black 10-year-olds the rate of enrollment below the mode was 5 times as great in 1950 as it was in 1976, and for 15-year-olds, it was 3 1/2 times as great. The proportion of persons 17 years old who were enrolled in school increased from about 56 percent in 1950 to 89 percent in 1976. The increase in the proportion of

<sup>5</sup>Ivar Berg. *Education and Jobs: The Great Training Robbery*. Boston: Beacon Press, 1971. p. 10.

<sup>6</sup>The figures for 1950 and 1960 in the tables and in the text are for the population of all races other than White, but those for 1970 and 1976 are for the Black population.

**Table A. All Persons 5 to 17 Years Old Enrolled in School and Enrolled Below the Mode: 1976**

(Numbers in thousands. Civilian noninstitutional population)

Age and enrollment status	Total persons	White	Black	Spanish origin <sup>1</sup>
Total persons, 5 to 17 years.....	49,211	41,293	7,038	3,251
Percent enrolled.....	95.6	95.7	95.2	93.9
Percent of enrolled below mode.....	6.4	5.7	10.2	11.0
Persons, 5 to 13 years.....	32,800	27,434	4,750	2,295
Percent enrolled.....	95.5	95.5	95.4	94.7
Percent of enrolled below mode.....	4.6	4.1	7.1	6.4
Persons, 8 to 13 years.....	22,368	18,746	3,217	1,502
Percent enrolled.....	99.7	99.7	99.4	99.5
Percent of enrolled below mode.....	6.2	5.6	9.6	9.0
Persons, 14 to 17 years.....	16,410	13,859	2,288	956
Percent enrolled.....	95.1	96.1	94.8	92.1
Percent of enrolled below mode.....	10.1	8.9	16.6	22.6

<sup>1</sup>Persons of Spanish origin may be of any race.

FIGURE 2.

All Persons 8 to 17 Years Old  
Enrolled Below the Mode, by Age:  
1950 to 1976

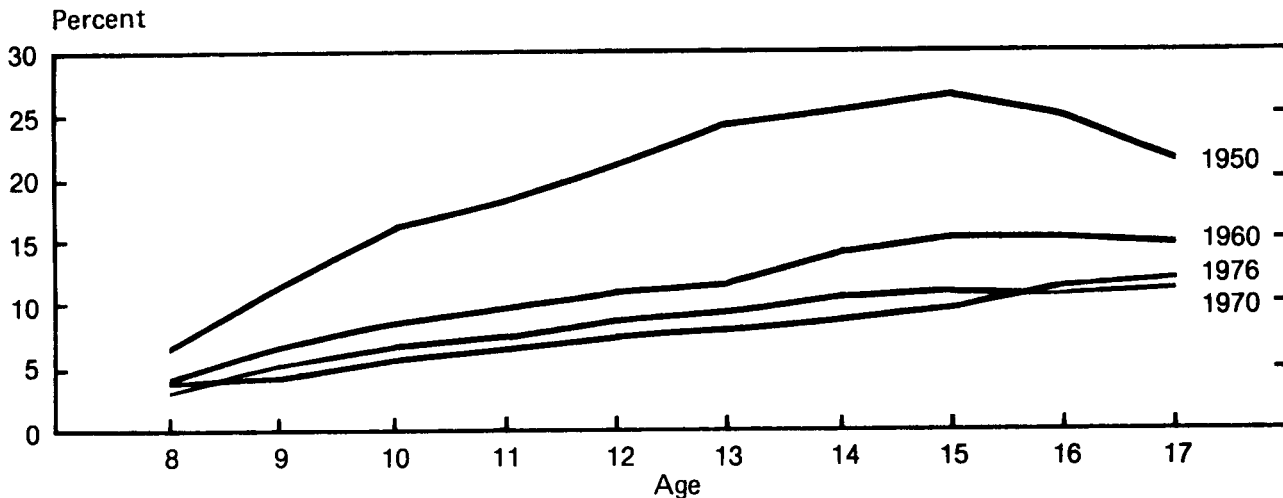
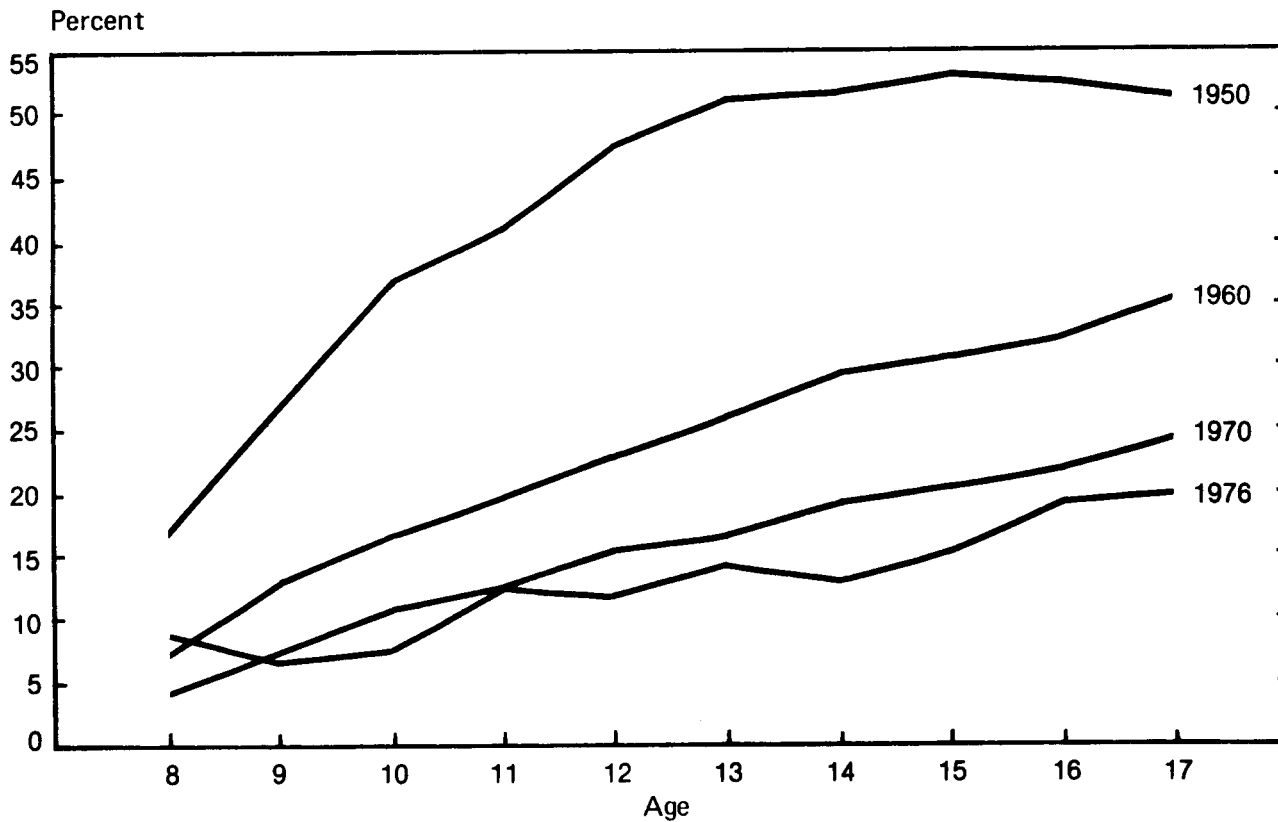


FIGURE 3.

Black Persons 8 to 17 Years Old  
Enrolled Below the Mode, by Age:  
1950 to 1976





Blacks enrolled in school during this period was parallel to that of the general population and must have been due, at least in part, to the greater emphasis placed upon the high school diploma both in the schools and in society as well as in the job market. Also important during this period was the passage of legislation designed to increase the educational and employment opportunities for persons of minority races. Among the consequences of this legislation have evidently been the significant improvement in school enrollment and the lower dropout rates for Black persons.

The declines in enrollment below the mode for the Black population have been substantial. However, comparison with the total population reveals that significant differences between the Black population and the total population remain. In 1950, the proportion of Black 15-year-olds enrolled below the mode was twice that of the total population; more than one-half of enrolled Black 15-year-olds were enrolled in a grade below the mode for their age compared with slightly more than one-fourth of the total enrolled 15-year-olds. In 1976, the proportion of Black 15-year-olds who were below the mode was 1 1/2 times that of the total enrolled 15-year-olds; about 15 percent of all Black 15-year-olds and about 10 percent of the total 15-year-olds were below the modal grade of enrollment.

Although school enrollment rates of males and females 5 to 17 years old were similar for each age group between 1950 and 1976, a higher proportion of males than females were enrolled below the mode for their age (figure 4). In 1950, at 10 years of age, 20 percent of males were enrolled below the mode compared with 13 percent for females. The differences between the proportion of boys and that of girls who were below the modal grade of enrollment increased with age. At 15 years of age, the proportion of males enrolled below the mode was about 31 percent in 1950 while that for females was 21 percent. Thus, the male rate of enrollment below the mode was about 1 1/2 times that for females at both of the ages cited. During the 1950-76 period, males and females both registered great declines in percent enrolled below the mode. Even so, in 1976 there was some evidence that females still had lower rates of enrollment below the mode than males; about 11 percent of males and about 8 percent of females were below the mode at 15 years of age.

The gradual decline between 1950 and 1976 in the proportions of males and females who were enrolled below the mode resulted, in part, in a decline in the absolute amount of difference between the progress of males and females through school. Also contributing to this decline in absolute difference may have been changes in the motivating forces outside the school such as growing sexual equality and associated changes in expectations of society toward young persons without regard to their sex.

### **Background Factors Associated With Progress Through School in 1976**

Although the proportion of persons who were behind in their progress through school has declined greatly between 1950 and 1976, still, in 1976, significantly higher rates of enrollment below the mode existed for some population subgroups compared with the total population. For example

in 1976, persons of Spanish origin had significantly higher proportions enrolled below the mode than the total population. The educational attainment of adult family members and family income also were related to children's enrollment below the mode.

Among those 5 to 13 years old, White children were less likely than either Black children or those of Spanish origin to be enrolled below the mode (table A). However in 1976, only children in the 14- to 17-year age group showed significant differences by race and Spanish origin in the proportion enrolled below the mode; about 9 percent of White children were behind in school, while 17 percent of Black children and 23 percent of Spanish-origin children were below the normal grades for their ages. Most likely, a higher proportion of Spanish-origin children of high school age than of elementary school age had spent the first several years of their lives outside the continental United States.

It appears, then, that Spanish-origin children, especially at older ages, are at a significant disadvantage in their progress through school. A factor contributing to their relative lack of progress through school may obviously be that many children of Spanish origin have difficulty following English-language school instruction. Information was gathered in the Survey of Income and Education about language spoken at home or in other places and about the ability of persons to speak and understand English to help partially answer questions concerning language ability and progress in school.

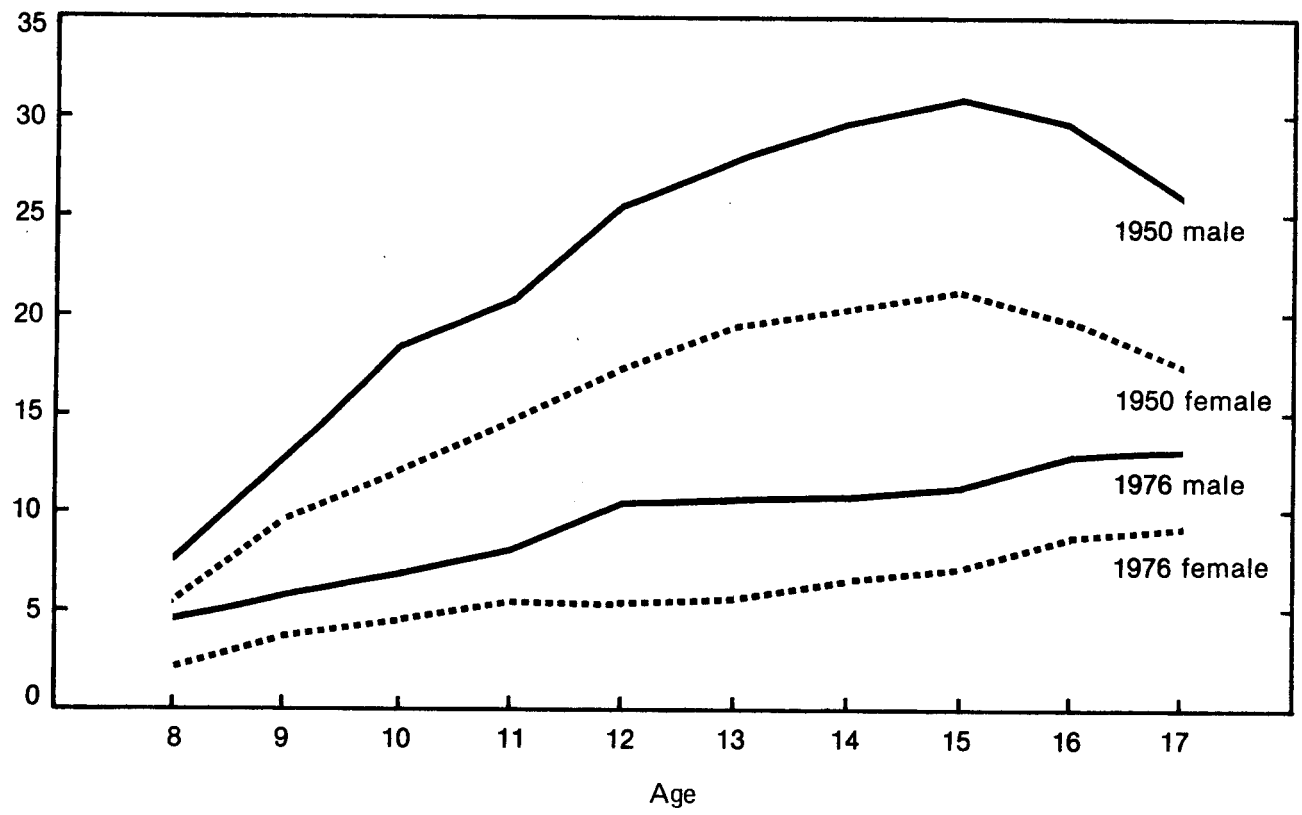
About 1.2 million children 8 to 17 years old, or about 3 percent of all persons in that age group in the United States, were in households in which the principal household language was Spanish. Among these children, the proportion of those in school who were below the modal grade for their age was 20 percent. In the total population, the proportion enrolled below the mode among those 8 to 17 years old was about 8 percent (table B). These children who principally speak Spanish at home must face significant problems in coping with the generally English-language school systems and thus would be more likely to fall behind in school. For example, if the children have problems with their homework, they may not be able to obtain assistance from parents or other household members who may not have received education in English-language schools.

About 8 percent of children 8 to 17 years old whose principal household language was Spanish also reported that they had difficulty speaking or understanding English (about 97,000 children). Only about three-fourths of these children were enrolled in school, and among the enrolled children, about 42 percent were below the modal grade for their age. In the total population, about 98 percent of 8- to 17-year-olds were enrolled in school in 1976. Difficulties as a result of problems in speaking and understanding English may be a cause of these children falling behind in school and for their higher discontinuation rate, although other characteristics of families who speak Spanish at home not accounted for in this analysis may also have an effect.

The educational attainment of the child's parent or other person maintaining the family was also significantly related to children's progress through school (table C). Among 5- to 13-year-old children, 8 percent were behind in school if

**FIGURE 4.**  
**All Persons 8 to 17 Years Old**  
**Enrolled Below the Mode, by Age**  
**and Sex: 1950 and 1976**

Percent below  
mode



**Table B. All Persons 8 to 17 Years Old Enrolled in School and Enrolled Below the Mode, by Household Language and English Ability: 1976**

(Numbers in thousands. Civilian noninstitutional population)

Enrollment status	Total persons	English household language	Spanish household language	
			Total	Persons who reported difficulty with English
Persons 8 to 17 years.....	39,159	35,908	1,186	97
Number enrolled.....	38,253	35,227	1,115	71
Percent enrolled.....	97.7	98.1	94.0	73.2
Number enrolled below the mode.....	3,004	2,587	217	30
Percent of enrolled who are below the mode.....	7.9	7.3	19.5	42.3

this adult family member had not completed high school, whereas only about 2 percent were behind if this adult had completed 1 or more years of college. Among 14- to 17-year-old children, the differences in enrollment were even greater. Among those children whose family was maintained by a person who had not completed high school, about 17 percent were behind the mode for their age, but only about 5 percent were behind among the children whose family was maintained by a person who had completed 1 or more years of college.

The level of education received by adult family members also seems to be associated with differences between the progress of White and Black children and between the progress of children of Spanish origin and of those in the total population. Among 5- to 13-year-olds, comparisons of persons whose parent had equivalent educational attainment levels do not reveal significant differences between Black children and White children or between the Spanish origin children and the total population. The differences between White and Black 14- to 17-year-olds and between persons of Spanish origin and the total population in that age group are significant but smaller when the educational attainment

of the persons maintaining the family is similar. Among those 14 to 17 years old in families in which this adult member had not completed high school, 15 percent of White persons, 20 percent of Black persons, and 26 percent of Spanish-origin persons were enrolled below the mode in school. If the person maintaining the family had completed 1 or more years of college, about 5 percent of White children, 8 percent of Black children, and 14 percent of children of Spanish origin were below the mode in school.

Progress through school also varied among children in different economic situations. A relatively high proportion of children who were living in families that were below the poverty level were behind in school. This greater incidence of enrollment below the mode is found among Whites, Blacks, and persons of Spanish origin (table C and table 5). About 4 percent of White 5- to 13-year-olds who lived in families above the poverty level were enrolled below the mode, whereas 9 percent of those in families below the poverty level were below the mode for their age. Children of Spanish origin who were in poor families were also about three times as likely to be below the mode as were Spanish-origin children whose families were not poor. For Black children, there was some

**Table C. All Persons 5 to 17 Years Old Enrolled in School and Enrolled Below the Mode, by Family Characteristics, Race and Spanish Origin: 1976**

(Numbers in thousands. Civilian noninstitutional population. For meaning of symbols, see text)

Age of child and years of school completed by adult maintaining the family	White		Black		Spanish origin <sup>1</sup>	
	Total	Family below poverty level	Total	Family below poverty level	Total	Family below poverty level
<b>PERSONS 5 TO 13 YEARS OLD</b>						
Total number of persons in school....	26,195	2,918	4,533	1,758	2,173	691
Less than 12 years.....	7,403	1,728	2,589	1,277	1,401	577
12 years.....	9,593	862	1,307	400	458	90
College, 1 year or more.....	9,199	327	637	81	314	24
Percent below modal grade.....	4.1	9.3	7.1	8.7	6.4	12.1
Less than 12 years.....	8.0	12.7	9.6	10.1	8.8	13.8
12 years.....	3.3	5.1	4.3	5.4	1.8	4.0
College, 1 year or more.....	1.9	2.4	2.5	2.9	2.8	(B)
<b>PERSONS 14 TO 17 YEARS OLD</b>						
Total number of persons in school....	13,322	1,019	2,169	752	880	233
Less than 12 years.....	4,256	650	1,386	592	613	193
12 years.....	4,749	266	517	125	159	31
College, 1 year or more.....	4,316	103	267	36	109	8
Percent below modal grade.....	8.9	19.7	16.6	22.6	22.5	27.2
Less than 12 years.....	15.0	22.8	20.4	24.3	25.7	27.0
12 years.....	7.2	17.8	10.9	15.1	16.1	(B)
College, 1 year or more.....	4.6	4.9	7.7	(B)	13.8	(B)

<sup>1</sup>Persons of Spanish origin may be of any race.

evidence of a difference in modal enrollment between those in poor families and in families which were not poor; about 9 percent of Black children in poor families and about 6 percent from non-poor families were below the modal grade for their age.

Poverty status had a strong relationship to progress through school for White and Black children at older ages. For those children in poor families, about 20 percent of White children and about 23 percent of Black children were enrolled below the mode in school. Among children from non-poor families, about 8 percent of White children and about 13 percent of Black children were behind in school. Due to the limited number of persons of Spanish origin that was included in the sample chosen for the Survey of Income and Education, it cannot be determined whether the poverty status of a Spanish-origin child's family is significantly related to his or her progress through school.

If the adult maintaining the family had not completed high school, the proportion of 5- to 17-year-olds enrolled below the mode was significantly larger for those in poor families than for all persons of that age. However, when the parent had completed 1 or more years of college, no significant difference remained in rates of enrollment below the mode between all persons and those living in poverty.

#### Type and Region of Residence in Relation to Progress Through School

The place where persons live also is related to their progression through school. Enrollment below modal grade was analyzed according to student residence in one of three "residence types": central city within a metropolitan area, metropolitan area outside a central city (suburban area), and nonmetropolitan area (figure 5). Persons living in central cities or in nonmetropolitan areas were more likely to be enrolled below the mode than persons living in suburban areas. Persons living in metropolitan areas but outside central cities had the smallest proportions enrolled below the mode; about 4 percent of the 5- to 13-year-olds and about 8 percent of 14- to 17-year-olds were enrolled below the mode in these suburban areas (table D).

Residence as a factor related to progression through school would seem to be a result primarily of the usual socioeconomic characteristics of persons living in these areas. Nonmetropolitan areas and central cities may have poorer or older school facilities and may offer less access to well-funded public libraries and other learning facilities. Metropolitan areas outside central cities may have better funding, newer schools, and teachers capable of obtaining high salaries than either the central cities or nonmetropolitan areas. Moreover, suburban areas generally have more highly educated populations and higher per capita income. Thus, persons living in these surroundings are more likely to be in families with higher incomes and to be exposed to cultural influences resulting from a higher educational level of the parents. Suburban children whose family income was lower or whose parents had lower educational attainments may still be exposed to influences from their neighborhoods as well as within their schools that would affect their attitudes toward school and their motivation in doing their schoolwork.

Table D. Percent of Persons 5 to 17 Years Old Enrolled Below the Mode, by Type and Region of Residence: 1976

(Civilian noninstitutional population)

Type and region of residence	Percent enrolled below modal grade	
	5 to 13 years old	14 to 17 years old
<b>TYPE OF RESIDENCE</b>		
Metropolitan areas.....	4.1	9.0
Central cities.....	4.8	11.4
Outside central cities..	3.6	7.6
Nonmetropolitan areas....	5.8	12.1
<b>REGION OF RESIDENCE</b>		
South.....	5.8	13.2
Metropolitan areas.....	5.2	12.1
Nonmetropolitan areas..	6.5	14.5
North and West.....	4.0	8.5
Metropolitan areas.....	3.7	7.8
Nonmetropolitan areas..	5.3	10.3

Differences in the proportion of persons who are enrolled below the mode also appear between persons residing in different regions of the United States (figure 6). The main regional disparity in rates of enrollment below the mode is that between the South, on the one hand, and the North and West, on the other, data from the Survey of Income and Education revealed no significant differences between the proportion of persons enrolled below the mode in three of the regions—Northeast, North Central, and West. For these three regions, about 4 percent of persons 5 to 13 years old and about 9 percent of 14- to 17-year-olds were enrolled below the mode. Persons in the South were significantly more likely to be enrolled below the mode; about 6 percent of the 5- to 13-year-olds and about 13 percent of the 14- to 17-year-olds were below the mode. Part of these differences may be due to type of residence in these regions. The South has the largest proportion of nonmetropolitan population of the four regions; the other three regions are more heavily metropolitan in character. However, other inter-regional differences, such as variations in racial composition may also contribute to these differences in enrollment; in 1976, about 14 percent of the total U.S. population 5 to 17 years old was Black, but about 24 percent of the population of the South was Black, according to table 4.

#### Conclusion

This report analyzed data collected by the Survey of Income and Education in 1976 on school enrollment of the population. Specifically, progress through school was described over time and for different population subgroups. The importance of progress through school at the elementary and secondary school ages is that it may be an early indicator

FIGURE 5.

All Persons Enrolled Below  
the Mode, by Age and Type of  
Residence: 1976

5 to 13 years  
14 to 17 years

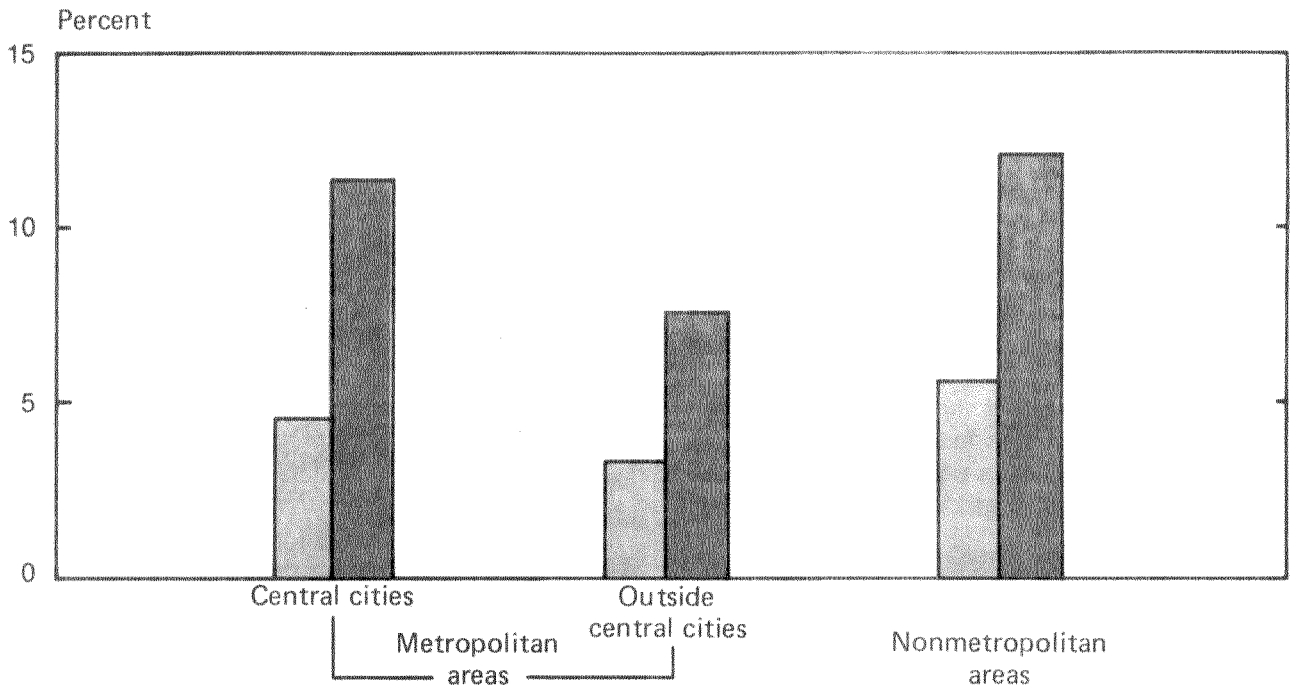
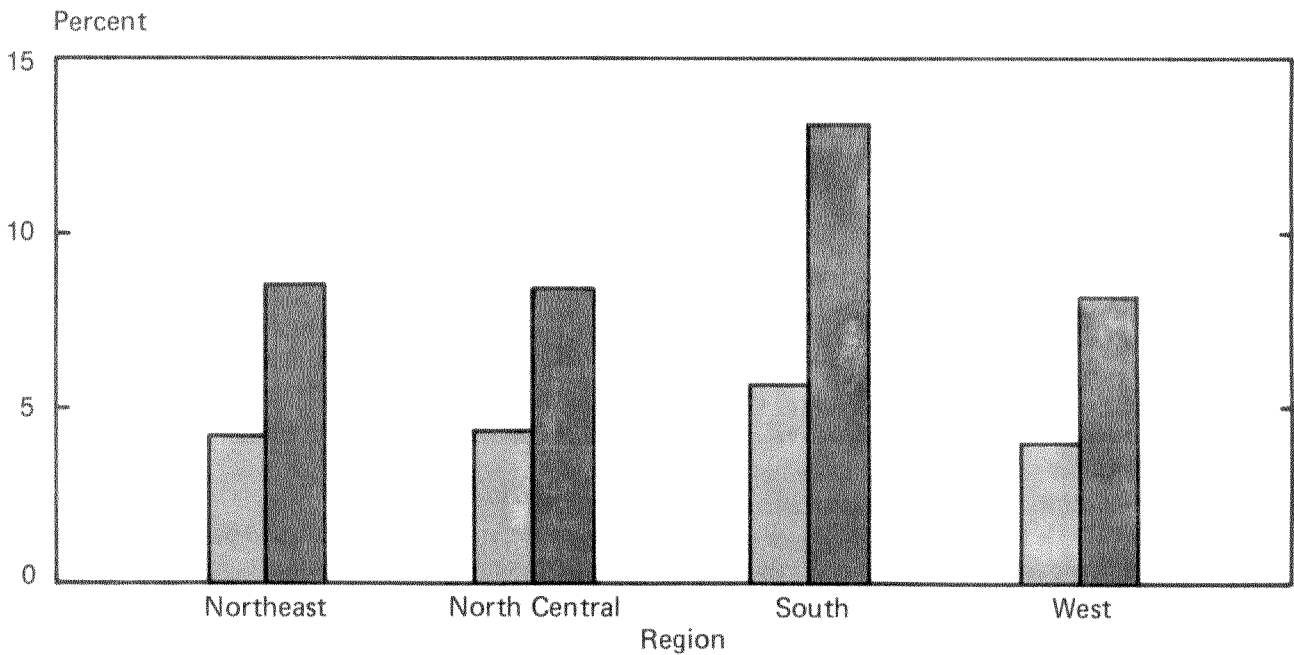


FIGURE 6.

All Persons Enrolled Below  
the Mode, by Age and Region  
of Residence: 1976

5 to 13 years  
14 to 17 years



of the future educational attainment prospects of the birth cohort. It was found that great declines have occurred between 1950 and 1976 in the proportion of persons 5 to 17 years old who were below the normal, or modal, grades for their age. Significant differences between subgroups of the population (as defined by such interrelated variables as race, Spanish origin, parent's educational attainment, poverty status of the family, language usage, and residence) were found with respect to the proportion enrolled below the modal grade for their age (figure 1). When compared with the

total population, significantly higher proportions enrolled below the modal grade were found for school-age youth who were Black, or of Spanish origin, living in families maintained by an adult who had not completed high school, living in poor families in metropolitan, central cities, or nonmetropolitan areas, in the South, or living in households in which the usual language was not English. These differences among youth in 1976 are likely to be followed by relatively low completed educational levels at adulthood for persons with those characteristics.

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#### NOTE

In the past the Census Bureau has designated a head of household to serve as the central reference person for the collection and tabulation of data for each member of the household (or family). However, the trend toward recognition of equal status and roles for adult family members makes the term "head" less relevant in the analysis of household and family data. As a result, the Bureau is currently developing new techniques for the enumeration and presentation of data which will eliminate the concept "head." Although the data in this report are based on this concept, methodology for future Census Bureau reports will reflect a gradual movement away from this traditional practice.

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